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| **Action Plan for Learning** | |
|  | **School Name: Aspenwood Elementary** |
| **School Context Link: http://www.sd43.bc.ca/elementary/aspenwood/Pages/default.aspx** |
| **School Goal: Social Responsibility** |
| **School Year: 2016-2017** |

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| Goal / Inquiry  Student learning | To infuse the Heart and Mind continuum into the culture of Aspenwood in an intentional manner. Children with the ability to get along with others tend to do better in school, feel better about themselves, and are happier throughout life. |

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| Rationale  1-3 reasons for choosing goal | 1. There are many methods that educators employ to steer our student community effectively down the road of Social Responsibility. The Heart and Mind continuum allows for boundaries that are flexible and malleable, depending on the situation. 2. The Heart and Mind continuum allows for consistent language and guidelines for the school community. |

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| References and sources to support actions | * <http://dalailamacenter.org/heart-mind-challenge/gets-along-others> * Qualitative feedback from staff, students, parents, and school guests/presenters. * Student led conferences. |
| Backup Documentation | * **Qualitative data submitted by teachers have shown a variety of strategies used to promote self-regulation (Super Star of the week; yoga; using “I” statements; recognizing emotions; talking circles; quiet table; front-end loading; zone regulation; etc.). The next step is to move the students from “self” to “others” when they are ready.** * **Administration have visited classrooms to interview students and assess their knowledge of SEL and its role in the school Code of Conduct. The administration found that there was a general understanding of SEL.** |

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| Planned Actions  Continuing practices working well (1-3)   * What will we do differently? (1-3) * How will we provide for staff development and collaboration? * How will we involve parents? * How will we involve students? * How will we monitor progress and adjust actions? | Continuing Practices   * Teachers and EA’s will continue to promote social-emotional learning with their individual students as a baseline. * SEL and Social Responsibility messages will continue to be present during morning announcements and at school-wide assemblies.   What will be done differently   * Embed the Heart and Mind continuum into the culture of the school through direct and indirect instruction. * Add a Heart and Mind continuum section to student-led conferences.   Providing Staff Development and Collaboration   * The EF staffing, coupled with the integration of technology, will work to ensure students are connected to their classrooms through diverse learning opportunities. This includes “buddy work”, with older and younger students working collaboratively on inquiry projects. * Administration will provide collaboration time for teachers by having school-wide assemblies with a social responsibility focus. * Staff meetings will have a section that allows the staff to investigate Social Responsibility and the revised curriculum.   Parent Involvement   * Parent communication will continue through email, the school website, and direct face-to-face communication. * The APL is discussed and shared with the PAC. PAC committee members will continue to give their input and have a voice in the school goals and direction.   Student Involvement   * Student feedback through class meetings with the teachers and administration. * Student leadership group will continue to empower the student body. * Extra-curricular projects (eg. Reuben’s Shoes).   Monitoring Progress   * Administration to check in with all partner groups (staff, students, parents) as the year progresses. * Teacher observations will be pivotal. * Class reviews will also provide valuable insight. |
| Backup Documentation | * Minutes from Class reviews, Staff meetings, PAC meetings. |

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| Documentation of learning  Key evidence of change   * How did your actions make a difference? * Choose 1-3 pieces of evidence to demonstrate the impact your actions have had on student learning to meet your goal. * Documentation could include video, survey results, performance standard data, anecdotal evidence, work samples, etc. | How did our actions make a difference:   * The “feel” in the air this year is relaxed and safe. Throughout the year, administration and staff have been approached numerous times by parents who have expressed joy at the “great buzz” in the building.   Evidence of impact   * Students working collaboratively in buddy classes. * Aspenwood All-Star awards at recognition assemblies has fostered a high level of school pride. * “Safe and Sound” award is given weekly to the class that exemplifies safe and community-building behaviours. This award publicly recognizes positive social behavior.   Documentation   * The best data has been, and continues to be, teacher feedback. The administration documented the qualitative feedback of teachers in a word document. This data was used to drive a staff discussion on a school-based PD day on where our school can “go and grow”. The result was to push forward with the Heart and Mind continuum as a guideline for social responsibility at Aspenwood. * Parent feedback through teachers and the administration. * Class reviews. * Record number of office referrals and analyze trends. * Analysis of social/emotional data on student report cards. |
| Backup Documentation |  |

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| School Community Engagement Process   * How did you engage parents, teachers, students & support staff in developing your APL? * How did you share your APL goals with parents, teachers, students & support staff? | * Teachers and support staff were engaged in the development of the APL at both staff meetings and during a portion of a school-based PD day. Collaboration time was also provided by the administration through the use of school-wide assemblies. * Parents on the PAC committee were engaged in the development of the APL. A robust discussion allowed for the sharing of many ideas and goals for the school. Parents also have had many informal discussions with the administration throughout the year regarding the ever improving culture of Aspenwood. * Our entire community has complete access to the APL through our school website. |
| Backup Documentation | * Collated teacher feedback; PAC minutes; Staff meeting minutes |

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| Reflection Highlights   * Where are we now? * What are some patterns emerging? * What surprised you? * What conclusions / inferences might you draw? * How does this inform potential next steps? | * Aspenwood has had a solid year of “finding its groove”. Staff and students are in a very happy and safe place. The implementation of events that build culture (Superblocks, Aspenwood All-Stars, Safe and Sound award, etc.) along with the active and deliberate actions of the teaching and support staff and administration to work as one collegial unit has made a massive, and positive, impact on the “feel” of the school. * We are seeing that the Aspenwood community is feeling safe and strong enough to take the next step forward. This step involves looking beyond the “self” and focusing on how we impact “others”. * The only surprise is how quickly (one calendar year) we were able to establish such a culture change. Kudos to a hard working team. * One conclusion is obvious; higher learning (whether it is in a classroom or an entire school) cannot happen until there is a true sense of safety and belonging. * The potential next steps will build upon the premise of safety for all. |
| Backup Documentation | Qualitative feedback from all partner groups. |

Signatures

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| School Name: Aspenwood | School Goal: Social Responsibility | School Year: 2016/17 |

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| Title | Name | Signature |
| Principal | **Sean Della Vedova** |  |
| Assistant Superintendent | **Reno Ciolfi** |  |

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| Print this page, have it signed by Principal & Assistant Superintendent, scan it and attach it here |  |