


Action Plan for Learning

	School Name: Banting Middle School
	School Context Link:
	School Goal: Social Emotional Learning
	School Year: 2016-17

Goal / Inquiry Student learning	Supporting students in becoming increasingly independent and critical thinkers who: <ul style="list-style-type: none"> • take ownership of their learning and understand that risk taking is a part of personal growth • contribute in a positive manner to actively build and maintain a healthy school community
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Rationale 1-3 reasons for choosing goal	<p>This is a new school goal; starting 2016-17</p> <p>Through office referral data, IEP reviews, formal and informal discussions with Banting staff and our elementary feeder schools, this has been identified as an area our students require further growth. With the new curriculum taking effect in September 2016, the timing is perfect to mesh our goal with the personal and social competencies in the new curriculum. Following the new curriculum as a guide, we want to “educate the whole child” by seamlessly and intentionally weaving self-regulation and sense of belonging and connectedness into the curriculum. We want our instruction of personal and social competencies to transcend all academic classes and the curriculum. We have a vision at Banting of what skills we want the “educated citizen” to have at the end of their three year Banting journey.</p> <p>At Banting Middle, we recognize the need to provide a learning environment that fosters the development of the whole child, including emotional literacy. This involves being aware of one's emotions, managing them (especially anxiety), finding ways to express them constructively, controlling impulses, taking risks and appreciating the value of your best effort, and motivating oneself; all critical attributes to school and life success. Creating a supportive, trusting environment for students in which the competencies are explicitly taught and practiced will increase independence, confidence, academic risk taking, resiliency, belonging, and interpersonal/intrapersonal skills. Research shows direct correlation between strong pro social skills and academic success.</p> <p>MDI data, satisfaction survey data and qualitative observations/discussions indicate we require growth building school climate, connectedness and increasing students’ academic self – concept, self-awareness and perseverance.</p>
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References and sources to support actions	<ul style="list-style-type: none"> • www.casel.org www.self-regulation.ca • http://my43.sd43.bc.ca/departments/staffdev/Self Regulation • SR in the classroom (Pro-d, Learning team, and school visit Brenda Whitnam Neary) • Committee attending Self Regulation sessions by Sandra-Lynn Shortall • SEL Committee (16-17) sessions with Miriam Miller • SEL Consortium (15-present) • Restorative Practices consortium (14-Present) • Best practices group (15-present) • Safe and Caring School framework (SD43) • Broader Measures of Success: Social Emotional Learning, by Dr. Stuart Shanker (2014) • Self-Reg, by Dr. Stuart Shanker
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Backup Documentation	
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<p>Planned Actions Continuing practices working well (1-3)</p> <ul style="list-style-type: none"> • What will we do differently? (1-3) • How will we provide for staff development and collaboration? • How will we involve parents? 	<p>1) Identifying individual needs of students to be able to self – regulate and facilitate this (physical self-regulation)</p> <p>2) Creating opportunities for students to connect with other students, volunteer and give back to the school, connect with the school and community, and provide leadership opportunities.</p> <p>1) Conduct schoolwide classroom interviews in early October to get a strong understanding of our classroom and individual needs, strengths, and set goals.</p> <p>2) Collaboratively, through classroom teachers, counselling and student services, operate a daily morning calming club to teach students strategies to manage their emotions and anxiety.</p> <p>3) Recognize student achievement and growth.</p> <p>4) In progress; a schoolwide strategic plan encompassing intentional strategies for building connections and belongingness, and improving academic growth by supporting socio-emotional capacity.</p> <p>We are part of three learning teams connected with Self Regulation/SEL, and restorative practices.</p> <p>We plan and discuss our school goals at team leader meetings and conversations and strategizing continue during team meetings. One half hour of every staff meeting is professional development, collaboration and sharing. Unlimited superblocks will continue which permits teams extra time to collaborate and plan within team and also provides opportunity to collaborate and learn cross team. Additional monies have been set aside for professional development and for the purchase of SEL/SR resources and materials. A strong contingent of teacher leaders attend after school SEL sessions and will continue to collaborate and build capacity within teams and the school. Finally, our professional development days are focused on our school goals.</p> <p>We discuss our school goals and progress at every PAC meeting. It is also communicated on our newsletter, website, and via E-mail. We have an open door policy for parent input and feedback. Through home communication, parents are always invited to all school functions. We value and promote parent</p>
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<ul style="list-style-type: none"> • How will we involve students? • How will we monitor progress and adjust actions? 	<p>volunteerism. We provide and will continue to improve opportunities within and outside the school for parents and students to interact and work together to contribute to the school community in a meaningful way.</p> <p>Blaze Krew – this is our student government. We have a mechanism in place for all students to have a voice in how the school is operated and a mechanism for their input and to keep them apprised of school policy and operation.</p> <p>Progress will be monitored through quantitative discussions from data collected (see below) and qualitative discussions occurring during CMM meetings, student services meetings, pro-d meetings, team meetings, committee meetings, team leader meetings and staff meetings</p>
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<p>Documentation of learning Key evidence of change</p> <ul style="list-style-type: none"> • 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. 	<p>We will report on this later on in the year after we implement our strategies. Leadership- BSA Recycling (schoolwide), Office Monitors, Blaze Krew, Spirit Squad, Me to We, Sound and lights Crew, Dance team, Sphero team, coding club, Minecraft Group, Chess club,</p> <p>We will report on this as it becomes available in the school year.</p> <p>Teacher survey of cohort attending the morning calming club and student survey of participants in calming club MDI and satisfaction survey Schoolwide student SEL survey; developed by Banting Banting Service Award recipients and Blaze Krew feedback Office referral data</p>
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<p>School Community Engagement Process</p> <ul style="list-style-type: none"> • How did you engage parents, teachers, students & support staff in developing your APL? • How did you share your APL goals with parents, teachers, students & 	<p>Our APL took a year of meetings and discussion to create. It was an open process and collaborative effort with all staff members involved. Input from Blaze Krew (student government) was shared during meetings. Progress was shared with PAC along with opportunities for input.</p> <p>Community: APL goals are shared at evening assemblies such as Open House, Website, Newsletter, E-mail, Banting Facebook Page, and PAC meetings. Staff: Team meetings, pro-d meetings, pro-d days, staff meetings, committee meetings,</p>
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support staff?	LIF meetings, team leader meetings and E-mail. Students: Assemblies, announcements, Hawk Krew meetings, team meetings and superblocks.
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Reflection Highlights <ul style="list-style-type: none"> • 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? 	We are at the start of our journey. We are looking forward to implementing strategies and utilizing the new curriculum as a launching point.
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(Delete this section if Literacy is your main goal)

Literacy Data Attach the following: <ul style="list-style-type: none"> • Classroom Assessment • School Assessment • FSA results 	
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Signatures

School Name: Banting Middle	School Goal: Social Emotional Learning	School Year: 2016-17
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Title	Name	Signature
Principal	Bill Trask	
Assistant Superintendent	Carey Chute	

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

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