


Action Plan for Learning

	School Name: Heritage Mountain Elementary
	School Goal: Social Responsibility
	School Year: 2019/2020

Goal / Inquiry Student learning	Students will acquire and effectively apply increased knowledge, attitude and skills necessary to feel and show more empathy for others. Year Two of this Goal.
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Rationale 1-3 reasons for choosing goal	The staff analyzed the MDI (Middle Years Development Instrument) 2018 data and observed that only 70% of grade 4's ranked high in the area of Empathy , which was lower than the district average. The 2019 MDI data showed some improvement (77% high) but was still below the district average (80% high) for Grade 4 students. As per the work in the Adrienne Gear's <u>Powerful Understanding</u> and the reference material from the <u>Momentous Institute</u> , year 1 of this goal was focused in helping students to first "Understand Themselves". For year 2, the focus will expand to help students with "Understanding Others".
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References and sources to support actions	<p>Gear, Adrienne. <u>Powerful understanding: helping students explore, question, and transform their thinking about themselves and the world around them.</u> 2018 Pembroke Publishers.</p> <p>Momentous Institute – http://momentousinstitute.org/blog/our-model-for-social-emotional-health</p> <p>Social Responsibility Core Competency – BC Ministry of Education- https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/SocialResponsibilityCompetencyPr ofiles.pdf</p>
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Backup Documentation	MDI Grade 4 School District 43/Heritage Mountain Elementary School Report 2018/19
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Planned Actions Continuing practices working well (1-3) <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? • How will we involve students? 	Continuing Practices <ul style="list-style-type: none"> • Notice, Name and Nurture the Social Responsibility Core Competency for all students on an ongoing basis • Use the Lessons in Adrienne Gear's <u>Powerful Understanding</u> in order to help students to think deeply and more reflectively through the Powerful Understanding model, while at the same time reflect on what it means to be kind, respectful and compassionate human beings • Me To We Initiatives – intermediate students facilitate school wide action on at least one local and one international issue
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<ul style="list-style-type: none"> • How will we monitor progress and adjust actions? 	<p><u>What Will We Do Differently?</u></p> <ul style="list-style-type: none"> • Use the Lessons in Adrienne Gear’s <u>Powerful Understanding</u> - in particular the lessons on “Understanding Others” • Work with Adrienne Gear at the January 27th, 2020 Pro D Day in this area at HME <p><u>How Will We Provide for Staff Development and Collaboration?</u></p> <ul style="list-style-type: none"> • All six department heads and the Principal will lead goal development with the rest of the staff • Rotating Collab Time for school goal development offered weekly: K (3 classes); 1- 3 (5 - 7 classes); 4/5 (4 – 6 classes); Whole School (14 classes) • Goal related discussions at each staff meeting, weekly staff newsletters <p><u>How Will We Involve Students?</u></p> <ul style="list-style-type: none"> • Topics for Collab Time Student Assemblies will be goal focused • Student leadership opportunities facilitated by school counsellor <p><u>How Will We Involve Parents?</u></p> <ul style="list-style-type: none"> • Update and invite feedback with parents during “Principal Report” at monthly PAC meetings • Update parents through school wide newsletters/email updates <p><u>How Will We Monitor Progress and Adjust Actions?</u></p> <ul style="list-style-type: none"> • Feedback and discussions at monthly staff meetings and PAC meetings will be considered • Documentation that shows Evidence of Change (see below) will be analyzed at September, January and/or June School Based Pro D Days
<p>Backup Documentation</p>	

<p>Documentation of learning</p> <p>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>Baseline Data – September 2018; Repeat May 2019</p> <ul style="list-style-type: none"> • All Students during the first week (or month) of school draw a picture of “Self” and web traits that define them - “Who Am I”? (Powerful Understanding Lesson) • Intention of this documentation was assumed that if our actions have made a difference, May 2019 traits will include traits that are less ego-centric and more about how they positively affect others (ie: helpful, flexible, compassionate) <p>Results: The following number of students per grade showed an increase in describing themselves with terms that are less ego-centric:</p> <p>Grade 5 : 31/75 students Grade 4: 31/63 students Grade 3: 24/59 students Grade 2: 9/48 students Grade 1: 15/51 students Kindergarten: 11/35 students</p> <p>Baseline Data 2017/2018 MDI (Social and Emotional Development); 2018/2019 MDI</p> <ul style="list-style-type: none"> • In 2017/2018, Grade 4 Students participated in the MDI survey. In the development of social and emotional skills, 70% of Heritage Mountain Grade 4 students measured high in the area of Empathy. This was below the district average. For 2018/19 MDI, results in the area of Empathy, 77% of Heritage Mountain Grade 4 student measured high in the area of Empathy. This was slightly lower than the district average.
<p>Backup Documentation</p>	

<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 & support staff? 	<p>Staff participated in a June 3rd, 2019 Professional Development Collaborative Session that spent a significant time analyzing MDI and Student Learning Survey data. From this data, the staff collaboratively identified the shared goal and worked in small groups to plan actions and to plan for documentation of learning of the school goal. Feedback was collated and is represented in this document. The staff’s findings and intention for the school wide goal were shared and discussed with parents at the June AGM. Parents were informed/reminded at the PAC meeting and the New Parent Orientation in May 2019 that the APL document lives on our school website.</p>
<p>Backup Documentation</p>	

<p>Reflection Highlights</p> <ul style="list-style-type: none"> • Where are we now? • What are some patterns emerging? • What surprised you? 	<p>Where are we now?</p> <p>The meaning of empathy is understood by more students from Kindergarten to Gr. 5. The social responsibility core competencies are noticed and nurtured in every classroom.</p>
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<ul style="list-style-type: none"> • What conclusions / inferences might you draw? • How does this inform potential next steps? 	<p>School activities related to this goal (RAC, Me to We, Change Maker, Cultural Food Festival) are intertwined and connected.</p> <p><u>What are some patterns emerging?</u> The school year starts strong with activities related to our school goal, and then the staff feels pulled in other directions. Desire to keep the focus on this goal year long. The MDI data does show that the percentage of Grade 4's showing high in the empathy area is increasing. This suggests that our school wide focus is making a difference.</p> <p><u>What surprised you?</u> Although students appear to be increasing in empathy, the same MDI data and Grade 4 Student Learning Survey data showed that there is higher than expected amount of verbal bullying. Also, some staff concerns regarding the data regarding some students with low levels of a "sense of belonging".</p> <p><u>What conclusions/inferences might you draw?</u> Students may relate what they are learning about empathy to the world around them (ie as demonstrated in the Changemaker Fair), but need more attention on demonstrating empathy to other students in their own school and/or community.</p> <p><u>How does this inform potential next steps?</u> More focused activities in building an understanding of others, within our own school activity. As well, we will focus more activities on building a "sense of belonging" to our Heritage Mountain Elementary school community.</p>
Backup Documentation	Ministry of British Columbia Grade 4 Student Learning Survey

(Delete this section if Literacy is your main goal)

<p>Literacy Data Attach the following:</p> <ul style="list-style-type: none"> • Classroom Assessment • School Assessment • FSA results 	<p>Classroom Based Assessment for APL 2019 will be attached here.</p> <p>2019 FSA Results (Grade 4) will be attached here.</p>
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Signatures

School Name: Heritage Mountain Elementary	School Goal: Social Responsibility	School Year: 2019/20
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Title	Name	Signature
Principal	Stacey Parmar	
Assistant Superintendent	Reno Cioffi	

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