


Action Plan for Learning

	School Name: Heritage Mountain Elementary
	School Goal: Social Emotional Learning
	School Year: 2020 - 2021

Goal / Inquiry Student learning	Students will increase their social awareness. Specifically, they will increase their ability to empathize with others, recognize and respond to social cues and adapt to various situations.
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Rationale 1-3 reasons for choosing goal	For the past two years, the school goal has been to increase students' ability to demonstrate empathy by better understanding themselves and better understanding others. The 2018 and 2019 MDI (Middle years Development Instrument) indicated below district average measurement for empathy for our Grade 4 students. The 2020 MDI data, however, indicates Grade 4 students were well above the district average for empathy (the experience of understanding and experiencing the feelings of others), but just below the district average for prosocial behaviour (actions that benefit others). The staff analyzed this data and provided anecdotal examples that led to the conclusion that our students need additional support to increase their ability to demonstrate behaviour that will lead to benefitting others.
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References and sources to support actions	<p>Greenburg, AJPH, 2015 https://ajph.aphapublications.org/doi/10.2105/AJPH.2015.302630</p> <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>Social Awareness and Responsibility Core Competency – BC Ministry of Education – https://curriculum.gov.bc.ca/competencies/personal-and-social/social-awareness-and-responsibility</p>
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Backup Documentation	MDI Grade 4 School District 43/Heritage Mountain Elementary School Report 2019/2020
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<p>Planned Actions</p> <p>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? • How will we involve students? • How will we monitor progress and adjust actions? 	<p><u>Continuing Practices</u></p> <ul style="list-style-type: none"> • Notice, Name and Nurture the Social Awareness and Responsibility Core Competency for all students on an ongoing basis • Use the Lessons in Adrienne Gear’s <u>Powerful Understanding</u> • Real Acts of Caring (RAC) leadership opportunities for intermediate students • Me to We Initiatives – intermediate students facilitate school wide action on at least one local and one international issue <p><u>What Will We Do Differently?</u></p> <ul style="list-style-type: none"> • Focus discussion and promote actions that benefit others (not just understanding others) in their school, their family and their community (School Wide Changemaker Projects) • Explicitly teach how to read and respond to social cues • Provide learning opportunities to help students adapt to various situations <p><u>How Will Provide for Staff Development and Collaboration</u></p> <ul style="list-style-type: none"> • Department Heads and Principal will lead goal development with Staff • Collaboration Time for goal development offered by the Principal weekly (.1fte) • Goal related discussions at staff and department meetings, weekly staff newsletter <p><u>How Will We Involve Students?</u></p> <ul style="list-style-type: none"> • Daily School Wide Announcements • Student Assemblies • RAC and ME to WE extracurricular activities • Changemaker School Wide Activities <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 (special section on school goal) • Parent involvement in Changemaker Activities with their children <p><u>How Will We Monitor Progress and Adjust Actions?</u></p> <ul style="list-style-type: none"> • Ongoing feedback and discussions at monthly staff meetings and PAC meetings when possible • June School Based Pro D Day – significant time to reflect and analyze data
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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>Baseline Data 2017/2018 MDI (Social and Emotional Development); 2018/2019 MDI; 2019/2020 MDI</p> <ul style="list-style-type: none"> • In 2017/2018 70% Grade 4 students measured high in the area of empathy (below district average) • In 2018/2019 77% Grade 4 students measured high in the area of empathy (slightly below district average) • In 2019/2020 86% Grade 4 students measured high in the area of empathy (well above district average) • In 2019/2020 46% Grade 4 students measured high in the area of prosocial behavior (slightly below district average)
<p>Backup Documentation</p>	<p>MDI Grade 4 School District 43/Heritage Mountain Elementary School Report 2019/2020</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 May 25th, 2020 Professional Development Collaborative Session on TEAMS. A significant time was spent analyzing MDI data. From this data, the staff collaboratively identified the shared goal (a revised version of last year’s goal). The data analysis and intention for the school wide goal were shared and discussed with parents at the JUNE AGM. Parents are informed at PAC Meetings and New Parent Orientations that the APL document lives on our school website.</p>
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<p>Reflection Highlights</p> <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? 	<p>Where are we now? Students have increased their ability to demonstrate and articulate empathy over the past two years. Social awareness and responsibility competencies are noticed and nurtured in every classroom. This is extended throughout the school through daily school announcements, library time, counselling time, on the playground, assemblies, collaboration time and extra-curricular activities related to RAC and Me to We.</p> <p>What are some patterns emerging? Empathy is a common trait practiced, discussed and nurtured throughout our school all year long. The 3 year MDI data indicates that by focusing on this for the past two years has made a positive difference for our learners.</p> <p>What surprised you? The MDI data suggesting that the prosocial measure was so low for Grade 4’s. This data suggests that Grade 4’s do not feel that they often do something that benefits others.</p>
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	<p>It surprised us that although their empathy score was high, this prosocial behavior score was ranked low.</p> <p>What conclusions/inferences might you draw? An area of improvement for students may be their ability to recognize that their own behavior does affect others and knowing how to help others in everyday situations.</p> <p>How does this inform potential next steps? More opportunities will be provided for students to go beyond just understanding how another is feeling and engage in action that will benefit others.</p>
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<p>Literacy Data Attach the following:</p> <ul style="list-style-type: none"> • Classroom Assessment • School Assessment • FSA results 	 <p>04343017 FSA.pdf</p>
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Signatures

<p>School Name: Heritage Mountain Elementary</p>	<p>School Goal: Social Emotional Learning</p>	<p>School Year: 2020-2021</p>
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Title	Name	Signature
Principal	Stacey Parmar	
Assistant Superintendent	Reno Ciolfi	

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