


Action Plan for Learning

	School Name: Hillcrest Middle School
	School Goal: Social Responsibility
	School Year: 2021-2022

Goal / Inquiry Student learning	<p><i>Improve social responsibility skills of students in their Digital Citizenship</i></p> <p>Our school goal is to improve student personal and social responsibility skills. Based on student performance, assessments and teacher observations our school is dedicated to developing and increasing our students’ skills in the areas of learning self-regulating behaviours, personal and social responsibility with the emphasis on ‘Becoming a Better Digital Citizen’ within our community.</p>
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Rationale 1-3 reasons for choosing goal	<p>We recognize the need at Hillcrest for students to take responsibility for their academic and emotional learning and actions via common school-wide values, systemic language, and opportunities for practice and review. With our school moving to an enhanced classroom technology model of B.Y.O.D. and our most recent remote teaching experiences of Spring 2020 we see the need for growth in building the awareness of being a better digital citizen. Using student self-evaluation and teacher insights of their core competencies we see opportunities for growth in having purposeful dialogue on how best to enhance their social emotional development, their abilities to self-regulate and their connectedness with adults and peers. We want students to continue to learn skills to advocate for their learning in a technological environment using the core and curricular competences.</p> <p>As per the MDI report, Hillcrest students demonstrate a <i>high</i> academic self- concept (84%), <i>medium to high</i> school climate (36% & 55%) and <i>medium to high</i> feeling of school belonging(32% & 48%). These are status quo type numbers from our previous years data in all areas. The gap between academic self-concept and school belonging is a concerning one that staff feel needs to be addressed. Hillcrest students were slightly above the district averages for Connectedness with Adults and Peers at school. This was a slightly surprising find and a change from the previous MDI. In light of the Covid implications, this was a positive surprise. Through the challenges of increased online virtual learning situations we believe we need to make a stronger connection to the skills of being a digital citizen. We believe that building these skills will enhance student confidence in the areas of empathy, pro-social behaviour, self-esteem, and self-regulation which directly correlates to their success in the academic areas.</p>
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References and sources to support actions	<ul style="list-style-type: none"> • B.C. Education Plan: Core Competencies - https://curriculum.gov.bc.ca/node/87 • Learning in Safe School – Faye Brownlie and Judith King • SEL Core Competencies: http://www.casel.org • <i>Circle Forward: Building a Restorative Community</i>, by Carolyn Boyes-Watson & Kay Pranis • SD 43 - Safe and Caring Schools Framework – Social Emotional Learning
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Backup Documentation	<ul style="list-style-type: none"> • MDI – School Report 2021 • https://casel.org/core-competencies/ • How to Teach Digital Citizenship • https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/teaching-tools/digital-literacy • https://www.sd43.bc.ca/Resources/DigitalCitizenship/Pages/default.aspx#/= • https://www.digitalcitizenship.nsw.edu.au/articles/how-to-teach-digital-citizenship
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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>Continued Practices:</p> <ul style="list-style-type: none"> • Blend in teaching self-regulation skills with digital citizenship awareness and practices • Staff and students continue to build their personal and community relationships. We have moved from students learning strategies on how to problem solve issues that may arise during a school day to presenting learning processes using the student personal toolboxes. • Staff Meeting professional development sessions designed to support teacher training in promoting this year’s focus on Digital Citizenship skills in the classroom – Request for another fall session with onsite TST District support (This will be our third year of connecting with this opportunity) • Build upon the practices of Mindfulness, Restorative Practices, and Triad Conferences to help broaden the learning conversation in class and at home • Build upon our District expertise through the IST Team services <p>Do Differently:</p> <ul style="list-style-type: none"> • Focus the digital citizenship themes into our class meetings, class circles, team wide discussions, class and staff charters. The use of MS TEAMS for student collaboration and teacher feedback • Develop a set of school wide expectations for us with MS Teams for respectful online learning and expectations • Using the MS TEAMS suite of tools to showcase student individual strengths through shared curriculum like our Learning in Depth module and our school wide Socials/Science Fair will help facilitate cross curricular connections both academically and socially. • Expand our Class Charters to include direct connections to online learning and digital footprint awareness • Increase parent involvement in this process and work to increase their understanding of the expectations at school and how this may cross over at home • During our term student collaboration times the focus will be on identifying key attributes of self-regulation and examples of digital citizenship challenges <p>Provide for Staff Development and Collaborations:</p> <ul style="list-style-type: none"> • We have established Core Competency and Leadership Committee Focus Areas for each team leader to increase distributive leadership to improve understanding, connectedness and the relationship to DL and SEL • Fall BYOD ‘Bootcamp’ to get each class prepared and to clarify and create shared goals/expectations for all classes • We have established co-leadership for our APL goal between our Team Leaders for S.E.L. and Technology Support. • Throughout the year, we have regular updates at staff meetings of the goals and objectives.
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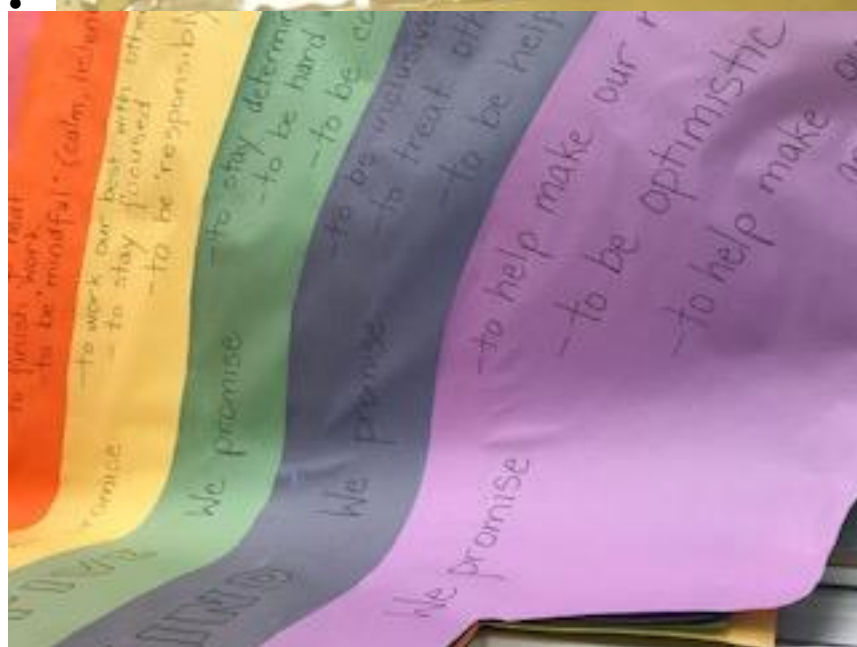
- Each team has a staff member dedicated to meet in one of these Committees (SEL, Math/Science Curriculum and Humanities/ L.A./Socials Curriculum) 3-4 times a year to access, to review and to plan for student and staff learning.
- Information from these meetings is shared at the Team Leader Meetings, Staff Meetings and PAC Meetings. The Team Leaders oversee the school goal and are responsible for communicating, facilitating, and monitoring progress of the goals and objectives throughout the year.


Involve Students & Parents:

- Opportunities for parents to attend evening sessions on Self-Regulation and Reducing Anxiety & Stress workshops
- PAC Meetings with specific focus on developments in our APL goal
- Students to participate in a SEL School Climate Survey
- Students to present / attend district workshops through Student Leadership Council sessions

Backup Documentation


- Insert Class Charter sample



<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>This year we were challenged to experience an improvement in a number of areas due to Covid 19 restrictions. The term three switch to remote teaching and the difficulties for engaging in whole school community activities. To counter these challenges, we put into practice the following:</p> <ul style="list-style-type: none"> • We experienced an increase in Class Circles; whereby Admin were able to model and participate. • An increase in Class Circles that managed a range of SEL needs from celebration Circles, Conflict Resolutions Circles and Core Academic Competency based Circles • To support increased collaboration among staff in Covid-approved ways • Greater staff connections with the community through Teams meetings, Zoom and phone conversations • improved staff collaboration with admin, and purposeful communication among our school's three Curricular Committees. <p>This year we will have the survey data accessible through on-line means and this will allow staff and students to have quicker access to the information expressed by our students in regard to building adult - student healthy relationships. This student data is for staff internal use.</p> <p>We continue to experience many positives from the use of Restorative Practices, Mindfulness, social thinking skills Tier 2 groups, executive functioning strategies Universal Design for Learning and the implementation of weekly Class Circles. For example, students used what they learned in class-meetings to resolve issues. Students are developing the skills to be aware of, understand, and solve issues within student groups, using language that they have learned in the classrooms. Our students are learning the process of working through problems by sharing their side of the story and examining the impact of their choices, on themselves and the students around them.</p>
	<ul style="list-style-type: none"> • FSA Results https://sd43bccca.sharepoint.com/:b:/r/sites/SD43AdminCentral/Shared%20Documents/FSA/School%20Data%202020-2021/04343024.pdf?csf=1&web=1&e=dt0klT • MDI Report https://sd43bccca.sharepoint.com/:b:/r/sites/SD43AdminCentral/Shared%20Documents/MDI/School%20Reports/MDI%202020-2021/MDI-SchReport-2020-21-SD43-Hillcrest-g8-en-v210422.pdf?csf=1&web=1&e=P7GXJv • Insert Wordle – Staff Input  Staff Charter - Wordle.pdf • School Climate Survey • https://www.awinfosys.com/survey4/sd43/admin/rptSurveyGraphAPreviewNew.asp?SVSurveyNumber=1707&SchoolNumber=170

<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>Structures we used to engage parents, teachers, students and support staff included:</p> <ul style="list-style-type: none"> • School assemblies with entire staff, including parents that focused on social responsibility - Zoom meetings and Town hall meetings • In the Spring Term session, we held Parent ZOOM Meetings on the structure and strategies for how our school operates • Worked through the APL process with parents at a PAC meeting • We also used our school newsletters and website to inform parents of our school goal and shared some information on how they could support our school goal at home • Bulletin board information centers for parents, students and visitors: APL, Code of Conduct, Curriculum and Core Competencies.
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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>We are working as a community to ensure our school goal is relevant and focused on the new challenges of bringing our community to use classroom technology for all in a socially responsible manner. Educating both students and parents on becoming a digital citizen who can self-regulate and balance mental health issues through face to face and online support systems.</p> <p>Patterns Emerging:</p> <ul style="list-style-type: none"> • Remote learning challenges increase social isolation of students with serious impacts upon personal confidence levels and mental health aspects of depression and isolation • Class Circles were used on a more frequent basis by students asking for the opportunity to resolve issues in a more collaborative manner than simple progressive discipline • With Covid, students have spent much time online and need more clear and concise opportunities to develop an understanding on how their behaviours and choices impact their online Social behaviours <p>Surprising Areas:</p> <ul style="list-style-type: none"> • Overall data results from the current MDI show increased rates of student who feel better connected to their school community, their connectedness to significant adults at school. • Our students expressed very high levels of academic optimism in areas of Secondary Graduation (97%) and Post-Secondary Graduation (97%). • MDI results showed that many students feel alone or isolated during their personal free time away from school. • Despite assumptions of knowledge/ ability for online learning we learned that students made some poor choices online and thus need explicit teaching in this new era of remote learning and many opportunities to practice these skills. • Through the sharing of our vulnerabilities staff and students are better able to listen to others who share similar experiences and then learn from others about various strategies and skills to manage these challenges. Including individual and personal skills for dealing with student conflict, anxiety, and overall learning habits. • The plan is to have data shared back to our students through our Class Circle time so we can have deeper conversations around key issues like personal health, peer connections, strategies for challenges of mental health issues <p>Conclusions Inferences:</p> <ul style="list-style-type: none"> • For our start up in 2021 to help work with students and families specifically on the anxiety challenges faced by our families • Using Mundy Park and our new Indigenous storytelling circle outdoor space will positively provide opportunities for discussions in the natural environment.
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	<p>Connections to sense of place are key for school culture and student connectedness</p> <ul style="list-style-type: none"> To continue to develop dialogue and opportunities for to support students by increasing their executive functioning skills so that they understand their own learning styles, improve study habits, develop organizational skills, and learn to resolve conflict. <p>Next Steps:</p> <ul style="list-style-type: none"> Classroom design for an integrated onsite and online structure of teaching and learning. Building from the Spring term of 2020/2021 model for increase use of MS TEAMS suite of resources for both types of learning; Follow up and increasing involvement with use of MS Teams and practical applications of these skills Plan and construct a “BYOD Bootcamp” for all students to complete in the fall and to create a curriculum that all teachers can implement Connecting S.E.L. and strategies for self-regulation activities to be directly connected to key questions of being a digital citizen, what is one’s digital footprint and the legal, ethical and moral challenges of being digitally literate. Use our Vulnerable Learners List of Students developed in Spring 2020 and our list of GL learners to design more student connections to staff to strengthen relationships through clubs and special interest activities Our school is interested in transitioning to the Pilot APL format in January 2022 once we have completed some more of our Pro D and visioning with Kat and other district staff and at that time we have a hunch we will be transitioning our goal into this format
Backup Documentation	<ul style="list-style-type: none"> Club/ Activity List <div data-bbox="630 968 695 1031" style="text-align: center;">  </div> <p style="text-align: center;">Hillcrest Clubs & Activities.pdf</p> <ul style="list-style-type: none">

Signatures

School Name: Hillcrest Middle	School Goal: Social Responsibility	School Year: 2020-21
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Title	Name	Signature
Principal	Laurie Ebenal	
Assistant Superintendent	Gerald Shong	

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