

Action Plan for Learning

	School Name: Hillcrest Middle School
	School Goal: Social Responsibility
	School Year: 2018-2019

Goal / Inquiry Student learning	<i>Improve social responsibility skills</i> 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 personal and social responsibility with the emphasis on 'Building Community and Connectedness' within the school and surrounding community.
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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. 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 and their connectedness with adults and peers. We want students to continue to learn skills to advocate for their learning in these new areas and continue to develop processes for lifelong learning.</p> <p>As per the MDI report, Hillcrest students demonstrate a <i>high</i> academic self- concept (75%), <i>medium to high</i> school climate (83%) and <i>high</i> feeling of school belonging (59%). The wide gap between academic self-concept and school belonging is a concerning one that staff feel need to be addressed. Hillcrest students were below the district averages for Connectedness with Adults at school which is of concern. Around social and emotional development, results were slightly below the district averages in all areas related to optimism, empathy, pro-social behaviour, self-esteem, and self-regulation. We believe that building student confidence in these areas directly correlates to their success in the academic areas and thus we will focus on building connectedness within our community relationships.</p>
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References and sources to support actions	<ul style="list-style-type: none"> • www.casel.org • <i>Circle Forward: Building a Restorative Community</i>, by Carolyn Boyes-Watson & Kay Pranis • Safe and Caring Schools Framework
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Planned Actions Continuing practices working well (1-3) • What will we do differently? (1-3)	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. This will help students to reflect on their core competencies to the focus for this year on building community relationships with the adults and peers in their school community.
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<ul style="list-style-type: none"> • 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>This year our teachers will focus on ‘building connections’ (friendship, teamwork, collaboration, diversity models and restorative tools). This will be done through class meetings, class circles, team wide discussions, class and staff charters. The building of our teams and our individual strengths through shared curriculum like our Learning in Depth module and our school wide Renaissance Fair will help facilitate cross curricular connections both academically and socially. Bringing the community into us and us into the community through our various shared learning projects, helps us connect the bigger questions of why our curriculum and how our social connectivity are intertwined. Our plan is to increase the number of teachers using co-teaching and support those still expanding their repertoire of skills in this very large middle school.</p> <p>We continued to build in staff development/ collaboration time. It made an immense difference in moving teachers ahead as a staff. We also continued the “Big 3 Committees” with new areas of focus in Social Emotional Learning, Curriculum Leadership in Student Learning in Math/ Science and in Humanities/Socials/ Language Arts. Throughout the year, we have regular updates at staff meetings of the goals and objectives. Each teaching staff member meets in one of these Big 3 Committees (SEL, Math/Science Revised Curriculum and Humanities Revised Curriculum) bi-monthly 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.</p> <p>For next year, we will continue the Big 3 Committees and continue to focus on school wide assemblies that target our school goal. The THEME for BUILDING next year’s learning is on CONNECTEDNESS. This gives us a chance to get deeper into supporting students and build staff collaboration, tied into our goals.</p> <p>The use of Restorative Circles support the staff inbuilding the three key areas of Tier 1 Circles – Building Relationships and Communities in Everyday Practice (Check-In Circles, Class Circles, Teaching Circles, Writing Circles, Community Building Circles), Tier 2 – Circles – Problem Solving and Issue Focused (Circles of Understanding, Support Circles, Honoring Circles, Grief Circles, Reintegration Circles), Tier 3 Circles – Dealing With Conflicts or Harms (Circles of Understanding, Repairing Harm Circles, Healing Circles Resolving Conflict Circles, Reintegration Circles). All help to create a supportive, trusting environment for students that help them to build resiliency, belonging, and interpersonal/intrapersonal skills. We provided parents with information on the use of community circles and restorative practices at a PAC meeting and in our newsletters. In the office, the administrators and the counsellor also make use of restorative practice by using circles with students.</p>
<p>Backup Documentation</p>	<div style="text-align: center;">  <p>Hillcrest Middle School - Grade 7 - 20</p> </div>

<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>This year we continued to experience a noticeable improvement in a number of areas: increased collaboration among staff, greater staff involvement within our community, improved staff collaboration with admin, and purposeful communication among our school’s Big 3 Committees.</p> <p>We have designed a SEL School Climate Survey to be issued and analyzed at two points of the year in October and in May. The focus of the survey is to inquire as to the challenges of enhancing our overall social connectedness within our school community.</p> <p>We continue to experience many positives from the use of restorative 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>
<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>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 • Worked through the APL process with parents at a PAC meeting • Shared MDI survey with parents at a PAC meeting and with staff during a staff meeting and with students during team time assemblies. • We also used our school newsletters to inform parents of our school goal and shared some information on how they could support our school goal at home <p>Bulletin board information centers for parents, students and visitors: APL, Code of Conduct, Curriculum and Core Competencies.</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>Our personal and social responsibility goal has tied in exceptionally well with our EF initiatives (inclusive classrooms and personal ‘tool boxes’ focus). Our major intent this year continued to involve working collaboratively together within our school community and focusing on the new Revised Curriculum and Communicating Student Learning (CSL).</p> <p>This year, the staff has worked to develop greater collaboration, building on each other’s strengths. We asked our staff to build their own personal ‘tool boxes’ in dealing with students who have conflicts and learning difficulties as well as with the new curriculum and reporting initiatives. They shared strategies with other staff members. Their “tool box” included individual and personal skills for dealing with student conflict, anxiety, and overall learning habits. Anxiety continued to be a major theme in many parent meetings this year. We have worked to increase staff skills with anxiety and co-teaching opportunities to increase our capacity to support the academic and emotional needs in our classrooms.</p> <p>We continued our partnerships (Ab-Ed Dept., Learning Services, Best Secondary School and The United Way), because we feel it is important for us to meet with a larger</p>
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	<p>community advisory. It is also important to meet as a staff and PAC to share information about our activities and have regular conversations with the groups that support our school.</p> <p>Next year we have planned:</p> <ul style="list-style-type: none"> • Professional Development on our continued journey on Executive Functioning with Ana Lenarczyk – to continue n growing our strategies for students struggling with anxiety and stress related issues • Professional Development with Class Circles and developing Class Charters with the District Restorative Practices Committee with Ian Robertson • Professional Development in exploring the language and societal constructs of the SOGI 123 challenges for creating an inclusive community for all • Parent Education Evenings on Supporting Parents through student challenges in the areas of mental health and supportive family structures. <p>We also would like to continue to share the MDI results with our staff and create discussion around ways we can help our students. We will also provide time for discourse with our students regarding the MDI through advisory opportunities. Through focusing on co-teaching, we want to continue to focus on different clusters of struggling learners, to work within the classrooms to increase student skill sets. Our goal is to support students by increasing their “personal tool boxes” so that they understand their own learning styles, improve study habits, develop organizational skills, and learn to resolve conflict.</p> <p>Parents were involved via newsletters and invited to numerous activities. Next year we are planning school-wide activities involving parents, staff and students specific to mental health and supportive home structures. We are also evolving our student leadership opportunities to include participation in District Student Leadership Councils, Hillcrest Crew team members and establishing student leadership models of, peer tutors, assembly designers, gym rats and leadership council representatives.</p>
Backup Documentation	 <p>Grit%20PPT%20-%20Feb%202018.pptx</p>

(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>04343024 Hillcrest Middle - 2017 FSA Re</p>
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Signatures

School Name: Hillcrest Middle	School Goal: Social Responsibility	School Year: 2018-19
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Title	Name	Signature
Principal	Rob McFaul	
Assistant Superintendent	Gerald Shong	

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