


# Action Plan for Learning

	<b>School Name:</b> Mountain Meadows Elementary
	<b>School Goal:</b> Social Emotional Learning
	<b>School Year:</b> 2018-2019

<b>Goal / Inquiry</b> Student learning	To encourage personal and social growth through character development, self-reflection and community awareness.
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<b>Rationale</b> 1-3 reasons for choosing goal	<p>Mountain Meadows teaching and support staff continue to observe an inability of many students to effectively identify, manage and express emotions in a socially appropriate manner. More and more students exhibit challenges with focus, anxiety and regulating conduct.</p> <ul style="list-style-type: none"> <li>• We believe that Social and Emotional Learning needs to be explicitly taught in order for students to be successful.</li> <li>• Building students' capacity as self-aware and self-reflective learners is the first step to teaching independent problem-solving and resiliency.</li> <li>• We feel there is a direct correlation between Social Emotional well-being and student achievement.</li> </ul>
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<b>References</b> and sources to support actions	<ul style="list-style-type: none"> <li>• Student planner</li> <li>• <a href="https://www.teachermagazine.com.au/articles/strategies-to-help-children-build-resilience">https://www.teachermagazine.com.au/articles/strategies-to-help-children-build-resilience</a></li> <li>• <a href="https://www.education.vic.gov.au/documents/about/department/resiliencelitreview.pdf">https://www.education.vic.gov.au/documents/about/department/resiliencelitreview.pdf</a></li> <li>• Everyday SEL in Elementary School: Integrating Social-Emotional Learning and Mindfulness Into Your Classroom</li> <li>• CASEL.org/social-and-emotional-learning (various)</li> </ul>
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Backup Documentation	
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<b>Planned Actions</b> Continuing practices working well (1-3) <ul style="list-style-type: none"> <li>• What will we do differently? (1-3)</li> <li>• How will we provide for staff development and collaboration?</li> <li>• How will we involve parents?</li> </ul>	<b>Continuing practices working well:</b> <ul style="list-style-type: none"> <li>• The idea of putting our MME Learning Community at the centre of our planning is something we believe in. The "K" in our Code of Conduct "S.P.A.R.K." stands for "Keep our community in mind". For a fourth year, we adopted a year-long theme of "Building Community", and we felt that this continued to bring focus and intentionality to our planning of school-wide initiatives and programs. Our staff wanted to adopt this same theme of "Building Community" for the 2018-2019 school year.</li> </ul>
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<ul style="list-style-type: none"> <li>• How will we involve students?</li> <li>• How will we monitor progress and adjust actions?</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to providing teachers with preps using Music instruction and library time, our early primary teachers (K and gr.1) were given preps in SEL. During this time, one of our teachers taught the students stories with SEL themes, taught students games with an SEL focus etc.</li> <li>• We need to continue investing time in implementing a common language around SEL in our school. Making this a continued priority will result in SEL becoming an integral part of our school culture, and lead to a greater likelihood that there will be transference to and from school and home.</li> <li>• In the fall of 2017, we adopted a revised schedule and moved towards a “reverse lunch”. This saw students “play first and eat second”. We immediately saw the benefits of this schedule, and noticed that students were hungrier after playing, and that there were fewer issues between students, with next to no office referrals at lunch time. Students, parents and staff members provided positive feedback about the change to a “reverse lunch”. The “reverse lunch” schedule will continue.</li> <li>• We will continue to put a priority on student leadership, involving our grade 4 and 5 students in meaningful and real leadership tasks throughout the school, on an ongoing basis. We feel this will help instill a greater sense of ownership over the school building and school community amongst our intermediate students. Effort will be made to create jobs that promote our school goals around SEL (ex. continuation of S.P.A.R.K. ambassadors)</li> <li>• We will once again spend our opening week of the school year in grade groups, while waiting for our permanent classes to be approved. In these grade groups we will work on ensuring that our Code of Conduct (S.P.A.R.K.) is promoted early on ... that students are all familiar with the language of the Code of Conduct, and that they are able to identify examples of behaviour that demonstrate the elements of the Code. This might be done again through a pep rally at the end of the first week of school, similar to what was done in September 2017.</li> <li>• We will try to continue embedding in our prep schedule, preps for teachers with like grade groupings of 3s, 4s and 5s. These prep blocks will be spent with the intermediate students promoting leadership concepts and skills. Students will work on a variety of projects that both build leadership skills and that promote the concepts of Social Emotional wellness, resiliency, socially-responsible behaviour etc. In the 2017-2018 school year, the grade 4 and 5 students created shadow puppet plays in groups that focused on the themes included in our school Code of Conduct. These plays were created during the weekly leadership preps over the course of 5 months, and they were presented to our primary classes and some parents in June. Additionally, our grade 5 students designed and ran the Sports Day stations in June 2018, first confirming</li> </ul>
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the Sports Day theme of Superheroes, and then cooperatively planning and collecting the equipment for eleven stations.

- We would like to involve our school community in a project similar to the school-wide Box Project that took place this past spring, and showcased students' varied interests and creativity when ordinary boxes were turned into "masterpieces". There was a palpable sense of pride amongst students as they admired peers' box project masterpieces.

**What will we do differently:**

- We will be more intentional in our selection of staff development choices that align with our school's SEL goal.
- We need to find a way to measure beyond anecdotally how successful we are in our SEL journey. Incorporating student self-assessment is one way that we feel this could be achieved.
- We hope to bring back our peer reading program that pairs up intermediate student volunteers with younger students who require support with their reading. This program did not run in 2017-2018 due to a decreased amount of Learning Assistance at Mountain Meadows.

**Focus on Restorative Practice:** We have spoken for some time about adopting a more restorative approach to handling behavioural challenges when there is the need for intervention. Most staff members agree that this is preferable than embracing a system that is more consequence-driven and less about learning from one's transgressions. Specifically, we envision involving students across all grades in committee work that will redesign our school's behavioural reflection sheet, used with students who breach our school's Code of Conduct. We see the need to intentionally teach the importance of using "I-statements" in restorative practice. Empowering students and staff with skills in restorative practice will assist in building resiliency in our entire community.

**Promoting a Positive Digital Footprint:** this spring, we worked with the Port Moody Police School Liaison Officer, Constable Rob DeGooley, to bring Jesse Miller to Mountain Meadows to speak to our grade 4 and 5 students about social media: its power and pitfalls, and how to keep safe and maintain a positive digital footprint. We would like to see this as an annual presentation, and open to students younger than grades 4 and 5 as well.

**Collaboration:** the Principal will continue to provide MME teachers with Collaboration in some form, to allow for reporting out and to offer an opportunity for continued discussion of school goals. Goals for these collaboration sessions will be explicit, and each will be facilitated by one of our Department Heads or Student Services teachers.

**Physical Space:** our staff recognizes the need to revamp the way in which we utilize the physical space of our school as a way of promoting our SEL goal.

Many teachers have built into their classroom settings quiet “thinking” spaces or *Zen Dens*, in an effort to ensure that students have an accessible space to calm and self-regulate. We plan to continue developing the functionality of our sensory room (room 222), investing in equipment, furniture and resources that support the needs of a variety of students. We now have eleven above-ground planter boxes in front of the school (our community garden) that individual classes can adopt and manage. The stationary bicycle, located in the front foyer, is well used by students.

**Family Grouping Gatherings:** we want to continue with our family grouping gatherings, but we would like these gatherings to be less about creating holiday-themed crafts in multi-age groups, and more about doing activities that promote our theme of “building community” and our goal of building increased self-awareness and resiliency in community members.

**Buddy Classes:** we would like to have our buddy classes engage more in activities that promote the SEL goals of Mountain Meadows.

**Involving Parents:** parents are an important partner in the development and implementation of our APL goal around Social Emotional Learning. We hope to see families apply at home as well some of the strategies and language used at school. We will share with parents regular updates of our progress working towards our Social Emotional Learning APL goal in these ways:

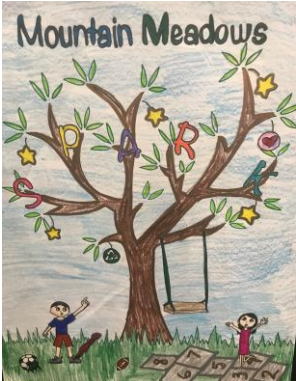
- a. through regular newsletters and email correspondence.
- b. by means of MME Twitter feed (@mmeadowssd43).
- c. in the Principal’s Report at PAC meetings
- d. as part of ongoing conversations with caregivers when the opportunity presents itself.
- e. as a page in the planner that students work on with their parents ... what does SPARK look like at home and at school? Perhaps have students sign as a contract.
- f. Open House / Student-Led Conferences ... incorporate in these two events.
- g. Grade 5 Parent Information Meeting in January – Middle School Readiness, Principal and Counsellor co-present.

**Student Involvement:** students will be inundated with references and language to do with Social Emotional Learning in their classrooms, by means of the PA announcements, in our monthly focus assemblies, and during intentionally revamped family grouping activities. When teachers are engaged in their collaboration sessions, the school principal will be doing parallel activities to do with SEL with the student community. Students will be given a clear voice in determining the direction of our SEL journey at Mountain Meadows. They will be consulted regarding the development of a new reflection sheet template for use with students whose transgressions warrant formal reflection. They will be asked for feedback regarding things like the new intermediate playground design options (initial consultation with students took place during a collaboration session in the spring of 2018). Maintaining ongoing student

leadership opportunities will ensure that students have meaningful opportunities to be involved and provide input into school programs and decisions. Students will be engaged in self-assessing on the Core Competencies.

**Progress:** progress will be monitored regularly and discussed during our collaboration sessions and staff meetings. We will continue to pay attention to anecdotal feedback received from all stakeholders in our learning community. We will make a concerted effort to be more deliberate in our collection of data that shows progress being made: for example, data around office referrals to see whether or not children are getting better able to solve problems peacefully and independently. We will offer students self-assessment opportunities at regular intervals over the course of the school year, including opportunities to self-assess on the Core Competencies; and, from the data collected, determine whether or not our efforts are making a difference.

Backup Documentation



MME Planner Cover 2018-2019

**Documentation of learning**  
 Key evidence of change

- 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.

Adopting for a third year a theme of “Building Community” was likely the single most effective action that led to continued positive change at Mountain Meadows Elementary this past school year. So how did we “build community”?

- By selecting monthly school-wide foci in an effort to bring our entire school community together. These included:
  - September – new beginnings
  - October – theme of Thankfulness
  - November – theme of Remembering
  - December – theme of Giving
  - January – theme of Goal Setting
  - February – theme of Performing Random Acts of Kindness
  - April – theme of Going Green
  - May – theme of Practicing Perseverance
  - June – theme of Giving from Head to Toe
- By adopting a format in our monthly assemblies that was more student-centred and an agenda that was more focused and intentional.
- By including opportunities for students to develop peer mediation skills in new Student Leadership positions.

- By working to further embed into our school’s programs our Code of Conduct “S.P.A.R.K.” (Show kindness, Play safely, Act responsibly, Respect each other, Keep our community in mind), and connecting to the Core Competencies of the redesigned curriculum.
- By promoting acts of selflessness throughout the school year that were designed to help others. Some highlights included:
  - Paper bags for the downtown eastside
  - Postcards for Peace - November
  - Twelve Days of Giving, food donations to Share – December
  - Valentine’s Cards for Seniors’ Home - February
  - Wigs for Kids BC fundraiser – promotion, fundraising January to June
- By involving our parents in curriculum enhancement (ex. Sharing details of their careers, making class visits and presentations, noisy reading with the Ks). Continue to encourage parent participation in school events (Workout Wednesday, monthly assemblies, performances) and on field trips. FreshGrade will be made available to parents, with teachers all having been given an iPad for use in classrooms and for FreshGrade etc last year.
- By involving outside groups in school events (ex. Wigs for Kids B.C, ArtStarts, Dance Force, Dreamrider Theatre, Special Olympian speakers, the Growing Chefs, Coquitlam Express Hockey Club visits to read to the primary classes).
- By continuing to involve our student leaders (grade 5s) in the designing and running of the Sports Day stations.
- By supporting PAC initiatives that support the year-long theme of Building Community: Just Dance community event, April month-long Jog-A-Long initiative etc.
- By continuing to look for ways to incorporate Community Building activities at MME, including the Community Garden in front of the school.
- Organizing structures within classrooms and within the greater school setting that promote supportive communication and problem-solving between students: class meetings, talking circle, community circle, class temperature taking, mood meter, friendship circles, Circle of Friends, boys and girls groups, peer mediation with the school counsellor.

	<p><b>EVIDENCE</b></p> <ul style="list-style-type: none"> <li>the anecdotal feedback received from students, staff members and parents leads us to believe we are on the right track. Comments being shared during conversations and over email by staff members, parents and visitors to our school, indicate that Mountain Meadows is a settled and positive place to learn, and that it has a welcoming community feel. This message is being shared again and again. We will continue our work to “build community” in the coming school year.</li> <li>with 73 students in grades 4 and 5 eligible for Student Leadership at the school, only a handful did not volunteer for Student Leadership at all over the course of the school year. Many volunteered multiple times over the ten-month academic year, and approximately 22% volunteered monthly for leadership. Many of the students most involved in Leadership were in jobs requiring daily commitments of time before school, at recess or at lunch. We consider this to be an indication that students felt connected and committed to their school community.</li> </ul>

<p><b>Backup Documentation</b></p>	<p><a href="#">Mountain Meadows - CBA for APL 2017.pdf</a></p> <p><a href="#">04343045 Mountain Meadows FSA Results October 2017.pdf</a></p>
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<p><b>School Community Engagement Process</b></p> <ul style="list-style-type: none"> <li>How did you engage parents, teachers, students &amp; support staff in developing your APL?</li> <li>How did you share your APL goals with parents, teachers, students &amp; support staff?</li> </ul>	<ul style="list-style-type: none"> <li>The goal of our MME school APL was discussed by teachers and support staff over the course of several staff meetings, monthly Collaboration sessions and over the course of the ProD day. Parent participants at PAC meetings were involved in discussions concerning the direction of our school and the MME school APL. Our PAC was anxious to support our school’s APL by supporting extra-curricular programming and by purchasing equipment (ex. FM systems, technology) for our school, classrooms and sensory room. Students were part of the process in school-wide Collaboration sessions, during the weekly grade 3-5 leadership preps, and by their attendance at and participation in monthly themed assemblies.</li> <li>Our school APL and Code of Conduct both were available for staff, students and parents to view at any time on the school website.</li> </ul>
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<p><b>Backup Documentation</b></p>	
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<p><b>Reflection Highlights</b></p> <ul style="list-style-type: none"> <li>• Where are we now?</li> <li>• What are some patterns emerging?</li> <li>• What surprised you?</li> <li>• What conclusions / inferences might you draw?</li> <li>• How does this inform potential next steps?</li> </ul>	<ul style="list-style-type: none"> <li>• Where are we now? Our school staff believes in the importance of educating the “whole child”; and we are committed to focusing our collective energy on supporting the Social-Emotional Learning needs of students first and foremost. We are convinced this is the best way to ensure students feel safe and secure enough to reach their potential academically, artistically and athletically. Staff agrees to commit long-term to an SEL goal.</li> <li>• Emerging patterns? There is a belief by our teachers and support staff that anxiety is hampering the ability of children at Mountain Meadows to fully meet their learning potential. We need to investigate why this is; and, while the root of the anxiety might be removed from the school setting, we need to look at ways to support children in their management of this anxiety and in their development of resiliency.</li> <li>• Surprises / Challenges? While anecdotal evidence suggests that our efforts to “build community” are making a difference in the way students, staff and parents perceive Mountain Meadows, we continue to struggle to determine an authentic measure to use when measuring students’ ability to be self-aware and resilient community members. We will include student self-assessment of Core Competencies as part of our analysis of social/emotional data on student report cards next year. We will also make a concerted effort to find other ways to add student voice to the student report cards next year.</li> <li>• Conclusions: It is clear that the overall focus and passion of the Mountain Meadows staff appears to be in SEL. We plan to further build upon the momentum we achieved this year in “Building Community” by formulating a plan that will target whole-school staff development opportunities both in the District and beyond, focusing on building self-awareness and resiliency in kids.</li> </ul>
<p>Backup Documentation</p>	



# Signatures

School Name: Mountain Meadows Elementary	School Goal: Social Emotional Learning	School Year: 2018-2019
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<b>Submitted by School Planning Council:</b>		
Title	Name	Signature
Principal	<b>Kate McMeiken</b>	
<b>Recommended by Assistant Superintendent:</b>		
Assistant Superintendent	<b>Reno Ciolfi</b>	
<b>Board and Superintendent Approval:</b>		
Board Chair	Judy Shirra	
Superintendent	Patricia Gartland	

<b>Print this page, have it signed by School Planning Council, scan it and attach it here</b>	
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