


# Action Plan for Learning

	<b>School Name: Mountain Meadows Elementary</b>
	<b>School Goal: Social Emotional Learning</b>
	<b>School Year: 2017-2018</b>

<b>Goal / Inquiry</b> Student learning	To enhance learning by supporting students to become self-aware and resilient community members.
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<b>Rationale</b> 1-3 reasons for choosing goal	<p>Mountain Meadows teaching and support staff have observed an inability by many students to effectively identify, manage and express emotions in a socially appropriate manner. We have also noticed more and more students exhibiting 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>What Can Schools Do to Build Resilience in Their Students (Child Trends, October 30, 2013) – <a href="http://www.childtrends.org">www.childtrends.org</a></li> <li>The SEL School: Connection Social and Emotional Learning to Effective Teaching <a href="http://www.gtlcenter.org/sel-school">http://www.gtlcenter.org/sel-school</a></li> <li>Playing Nicely with Others: Why Schools Teach Social Emotional Learning <a href="http://parenting.blogs.nytimes.com/2014/12/04/playing-nicely-with-others-why-schools-teach-social-emotional-learning/?_r=0">http://parenting.blogs.nytimes.com/2014/12/04/playing-nicely-with-others-why-schools-teach-social-emotional-learning/?_r=0</a></li> <li><a href="http://CASEL.org/social-and-emotional-learning">CASEL.org/social-and-emotional-learning</a> (various articles)</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> <li>How will we involve students?</li> </ul>	<b><u>Continuing practices working well:</u></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 third 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 was adamant about adopting this same theme of “Building Community” for the 2017-2018 school year.</li> <li>The gift of 0.4 EF staffing this past year resulted in the implementation of services to students that likely would not have been possible without the</li> </ul>
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- How will we monitor progress and adjust actions?

extra staffing. We will similarly assign this year's 0.4 EF staffing to student services, in an effort to ensure that students who need additional supports in order to be successful, get it. This will support the social and emotional learning needs of our students receiving the support.

- In addition to providing teachers with preps using Music instruction and library time, our early primary teachers (K, K/1 and 1/2) 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.
- 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.
- We will use non-instructional days to examine in depth First Peoples Principles of Learning, our student needs, along with our existing practices and programs, but we will make a concerted effort to engage in focused and intentional staff development around the theme of SEL as a school staff. Considering staff development choices that are better aligned with our SEL goal is important.

**What will we do differently:**

- We will involve our student leaders in grades 4 and 5 in jobs around the school that promote our school goals around SEL. For example, we will rename our playground ambassadors "S.P.A.R.K." ambassadors, in an effort to promote the SEL elements of our school's Code of Conduct.
- We will 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 through a pep rally at the end of the first week of school.
- We will try to embed 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.
- Recognizing that there are similarities between First Peoples Principles of Learning and the multi-year SEL journey we find ourselves on, we will focus on incorporating the Principles into our school practices : in particular, beginning with a recognition that "*Learning ...:*

- a. *ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.*
- b. *is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place.*
- c. *involves recognizing the consequences of one's actions*
- d. *involves patience and time."*

- We need to "build community" with other schools with similar interests in SEL. Some schools are likely further along that we are in our journey with SEL, meaning that we could benefit from their expertise and experience. Linking up with schools at a similar stage of their journey implementing SEL in their schools would also be beneficial.
- 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.

**Staff and Class Charters:** we will focus on creating a Staff Charter that includes our own core beliefs around teaching, learning and community. Teachers will simultaneously lead their students around a process of creating Class Charters as well, in an effort to foster in everyone a sense of belonging and community. This process will take place over the first half of our school year, using Collaboration, monthly assemblies, class meetings, family grouping and Workout Wednesday gatherings to work through the process.

**Focus on Restorative Practice:** We are committed to 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.

**Collaboration:** the Principal will continue to provide MME teachers with Collaboration in some form and as much as possible, 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 move our sensory room from downstairs to our current

EAL room (222) upstairs, in an effort to make it and the equipment inside more accessible to students. We are in the process of building a community garden, with above-ground planter boxes that individual classes can adopt and manage. Last year we installed above-ground planter boxes that were planted by grade groups. The stationary bicycle, located in the front foyer, is well used by students.



**Family Grouping Gatherings:** we want to continue with our monthly 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. We will dedicate one Family Grouping activity early in the school year to making fidget toys with and for the students.

**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.

**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 monthly 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. Maintaining ongoing student leadership opportunities will ensure that students have meaningful opportunities to be involved and provide input into school programs and decisions. The former playground ambassador position will be renamed to S.P.A.R.K. ambassador. Students will be engaged in self-assessing on the Core Competencies.

**Progress:** progress will be monitored regularly and discussed during our monthly collaboration sessions and staff meetings. We will continue to pay attention to anecdotal feedback received from all stakeholders in our learning community. We

	<p>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.</p>
<p>Backup Documentation</p>	<div style="text-align: center;">  </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="470 840 682 966">  <p>restorative questions 1.png</p> </div> <div data-bbox="1088 945 1542 987"> <p>MME Planner Cover 2017-2018</p> </div> </div>

<p><b>Documentation of learning</b></p> <p>Key evidence of change</p> <ul style="list-style-type: none"> <li>• How did your actions make a difference?</li> <li>• Choose 1-3 pieces of evidence to demonstrate the impact your actions have had on student learning to meet your goal.</li> <li>• Documentation could include video, survey results, performance standard data, anecdotal evidence, work samples, etc.</li> </ul>	<p>Adopting for a second 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”?</p> <ul style="list-style-type: none"> <li>• By selecting monthly school-wide foci in an effort to bring our entire school community together. These included: <ul style="list-style-type: none"> <li>October – theme of Thankfulness</li> <li>November – theme of Remembering</li> <li>December – theme of Giving</li> <li>January – theme of Goal Setting</li> <li>February – theme of Performing Random Acts of Kindness</li> <li>April – theme of Going Green</li> <li>May – theme of Practicing Perseverance</li> <li>June – theme of Giving from Head to Toe</li> </ul> </li> <li>• By adopting a format in our monthly assemblies that was more student-centred and an agenda that was more focused and intentional.</li> <li>• By including opportunities for students to develop peer mediation skills in new Student Leadership positions.</li> <li>• By continuing our peer reading program, offered several times weekly, that</li> </ul>
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involved older students working with younger struggling readers under the supervision of one of our Student Services teachers.

- By working to further embed daily 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).
- By promoting acts of selflessness throughout the school year that were designed to help others. Some highlights included:  
We Scare Hunger - October  
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  
Ruben's Shoes collection – June  
Lemonade for the SPCA - 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 being given an iPad for use in classrooms and for FreshGrade etc.
- By involving outside groups in school events (ex. Wigs for Kids B.C, ArtStarts, Dance Force, Dreamrider Theatre, Ruben's Shoes, Coquitlam Express Hockey Club visits to read to the primary classes and to help out at Sports Day).
- By building bridges with other school levels. This included:
  1. Involving Gleneagle Secondary's ACE-It Hairdressing students in our MME Wigs for Kids BC event in June.
  2. Enlisting the assistance of Gleneagle Secondary's senior shop classes to build the planter boxes for our Community Garden in front of the school.
  3. Inviting Scott Creek Middle students to assist with our school Sports Day in June.
  4. Continuing pen pal program with Aspenwood Elementary
- 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 Community Building activities (ex. school song with Norman Foote, community mural and painting in-service)
- Organizing structures within classrooms and within the greater school

	<p>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> <p><b>EVIDENCE</b></p> <ul style="list-style-type: none"> <li>• <b>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.</b></li> <li>• <b>with 73 students in grades 3, 4 and 5 eligible for Student Leadership at the school, only 3 students 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 13% 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.</b></li> <li>• <b>Literacy Data: see documentation section below for evidence.</b></li> </ul>
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<p><b>Backup Documentation</b></p>	<p>  Mountain Meadows -  CBA for APL 2016.pdf  <a href="http://www.bced.gov.bc.ca/reports/pdfs/fsa/fsa_writers_only/04343045.pdf">http://www.bced.gov.bc.ca/reports/pdfs/fsa/fsa_writers_only/04343045.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>• <b>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 part of one school-based 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. exercise bike) for our school and sensory room. Students were part of the process in school-wide Collaboration sessions, by their attendance at and participation in monthly themed assemblies.</b></li> <li>• <b>Our school APL and Code of Conduct both were available for staff, students and parents to view at any time on the school website.</b></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>• <b>Where are we now?</b> 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>• <b>Emerging patterns?</b> 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>• <b>Surprises / Challenges?</b> 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>• <b>Conclusions:</b> 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

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School Name: Mountain Meadows Elementary	School Goal: Social Emotional Learning	School Year: 2017-2018
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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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