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| **Action Plan for Learning** | |
|  | **School Name: Pinetree Secondary School** |
| **School Context Link:** |
| **School Goal: Social Emotional Learning** |
| **School Year: 2016-2017** |

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| Goal / Inquiry  Student learning | 1. To focus on ‘Safe and Caring Schools’ by continuing the Red Cross “Beyond the Hurt” program, which works to build ‘empathy and respect’ in students. Trained students become facilitators and provide education to their peers and younger students in the community by giving them the skills needed to take a stand against bullying. Two teachers guide and support the students. The goal is to have the entire student body, staff and parents now exposed to the program. 2. To collaboratively review survey results/data from Miriam Miller’s Safe School Survey completed June 1st, 2016 with staff, students and parents so that we have more detailed data with which to determine further specific school-wide goals around SEL. 3. Literacy- Reading Comprehension: To improve student literacy skills through the teaching of reading strategies and metacognitive awareness. |

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| Rationale  1-3 reasons for choosing goal | 1. Our rationale for using the Red Cross *Beyond the Hurt* program is to see if students could partner with staff to deliberately foster a safe and caring community at Pinetree. *Beyond the Hurt* “engages student leaders in facilitating workshops and modelling positive and respectful relationships to elementary and high school students.” The Red Cross believes that “these youth leaders have a credibility that adults do not and are in a unique position to influence their younger counterparts and peers. “ Essentially, we wanted to examine if the program would have a positive impact on students’ sense of safety and belonging in the school. At the heart of it is the following:  * Research tells us that when students feel safe and connected to their school, academic achievement improves. Caring, socially responsible communities support and increase student success. “Students who feel ‘safe, valued, confident and challenged’ have higher attendance, more school attachment and engagement and better behavior”. - Black, 2006 |
|  | * We are in year three of our development of a school-wide focus on bullying prevention and awareness. In 2014, we trained twenty-one students to work with their peers at Pinetree and with Grade 3-5’s at Hampton Park Elementary. The student facilitators were selected on the basis of being positive role models who have strong communication skills and are passionate about wanting to make a difference in their school and community. Last year, we trained an additional 19 students and formalized the training by creating an IDS (Independent Directed Studies) class. This year, 28 students were enrolled in the class and presented to our entire Grade 9 student body three times over the course of the year. They also presented at Hampton Park Elementary again. Along with lesson preparation and practice, students were also asked to target all four grades at Pinetree. They did so by creating Social Works projects. Projects included a Pink Shirt Day video and a Facebook page for Pink Shirt Day awareness. Larger multi-year projects still in development include a school-wide puzzle mural and a Compliments box. Class time also provided fertile ground to discuss issues concerning harassment and bullying. Such discussions helped the students to grow in their understanding of key issues and develop as facilitators. Next year, our goal is to have the entire student body, staff and parent community have a common understanding and language focused on safe and caring schools and bullying prevention. * Review of survey results will help us in planning to refine our SEL goals over the next few years. It will also provide detailed information on the impact of the Red Cross program. |

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| References and sources to support actions | * Canadian Red Cross Bullying and Prevention Programs: <http://www.redcross.ca/what-we-do/violence,-bullying-and-abuse-prevention/educators/bullying-and-harassment-prevention/bullying-and-harassment-prevention-programs> * Safe and Caring Schools Framework- [http://www.sd43.bc.ca/Programs/SocialResponsibilty/Pages/default.aspx](https://www.sd43.bc.ca/Programs/SocialResponsibilty/Pages/default.aspx) * CASEL: Collaborative for Academic, Social, and Emotional Learning-   <http://www.casel.org/social-and-emotional-learning/> |
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| Planned Actions  Continuing practices working well (1-3)   * 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? | *Continued practices working well for Social-Emotional Learning goal:*   1. Our student facilitators presented to all grade 9 students in three sessions through PE classes. The first session in December 2015 focused on ‘Safe and Caring Schools’; the second session just prior to Pink Shirt Day in February 2016 focused on bullying prevention and labels and stereotypes; session three focused on harassment education, interventions and resources. 2. The Hampton Park outreach continued and was a great success. Seventeen facilitators presented to approximately 100 Hampton Park Grade 3- 5 students. 3. To foster empathy and community outreach, our facilitators had the opportunity to attend “We Day” in October 2015. This provided facilitators with an additional opportunity for team building and provided context in a broader sense for the work that they do. 4. Four of our Red Cross facilitators have volunteered to be on the Lower Mainland Youth Advisory Team for the Red Cross youth conference this November. The purpose of the conference will be to bring together existing Beyond the Hurt Facilitators to expand their knowledge and certify them as Healthy Youth Relationship Facilitators. Advisors will help to ensure that the conference is on target and meaningful for youth. 5. Student response has been overwhelmingly positive. This year, more than 40 students showed an interest in becoming trained facilitators for the upcoming school year. Teachers were again asked to nominate students but for the first time since the program’s inception at Pinetree, students were asked to submit written applications and were interviewed for the 15 open positions. Next year, we will have 30 trained facilitators in Grades 10-12.   Positive responses to students in the facilitations included a willingness to improve their interactions with other students with pledges including:  “*I pledge to be careful with what I say and to not hurt anyone intentionally. If I do, I will apologize right away.”*  *“I choose not to be a bystander and help someone when they are being bullied.”*  *“I promise that I will never bully anyone. And I will try my best to help the person who bullies.”*  *“I will encourage students to help each other.”*  *What will we do differently?*   1. Miriam Miller was contracted to prepare a comprehensive survey that would provide data on our learner profile and examine what is going on for our students both academically and emotionally. Students were surveyed on safety at school, emotional experiences, peers and friendship, school belonging, attachment at school and bullying. The survey was administered to 738 students in all four grades.    1. The rational for undertaking the survey was:       1. First, we wanted to see if the work we were doing was making a difference in bullying behavior in our school and what its impact has been. Essentially we needed baseline data from which to work and to set goals for the upcoming years.       2. Second, we wanted to determine if there were other areas which would require support and attention regarding SEL.       3. Third, we wanted to provide staff, parents and students with data which would help inform our potential next steps.   Unpacking the survey results with staff, students and parents will help us to collaboratively refine our APL goals for next year and the coming years.  *Staff Development and Collaboration:*   1. On the December 2015 school-based Pro-d day, Miriam Miller presented our staff with an introduction to Social-Emotional Learning and how it connects to learning and student success.    1. Miriam’s goal was to get staff to focus and reflect on who their learners are, including the learners’ strengths and challenges.    2. Questions she left staff to reflect on included:       1. “If you could ask your learners one question, what would it be? What would you be curious about that would be helpful for you to know about your students?”       2. “What are your students curious about? What do they want to know?” 2. The survey was administered and completed by June 1, 2016. We are currently in the process of debriefing the results of the data with Miriam Miller. Once we have an understanding of the data we plan to:    1. Have Miriam present the findings of the data in the fall. The focus from there will be to involve staff, parents and students in helping to revise/adjust/support our APL goals.    2. Continue to work with staff to finalize a collaborative APL goal.    3. Connect and link Pro-D activities/sessions to help support our APL throughout the school year.   *How will we involve parents?*   1. The results from above will be communicated to our parent community through the SPC. Parent representatives will also be invited to help unpack/review survey results and will work collaboratively with staff and students to refine our APL for SEL.   *How will we involve students?*   1. Students will continue to be involved through our Red Cross Beyond the Hurt program, promoting and focusing on the main areas that will be brought forward through the survey as needing support. They will do this through the facilitations with younger grades. IDS projects will target the entire student body. Students will also be involved in the debrief of survey results and will have a voice in helping to refine/revise APL SEL goals.   *Monitoring progress and adjusting actions:*   1. The current survey results will help to inform our focus over the next few years.  * We are looking forward to having the data from the survey to not just understand our learner profile but to also use it as a starting point to develop more specific school-wide goals and initiatives that will continue to strengthen the safe and caring school environment at Pinetree. |
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| 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. | * Early survey results indicate that 82% of students at Pinetree report feeling safe or very safe at school.   + After 3 years of a focused strategy on bullying prevention, both the early survey results and satisfaction survey data indicate that creating a common language and awareness amongst the student body is promoting increased feelings of safety at school. In fact, our survey results indicate that the vast majority of students at Pinetree are feeling very safe. * Satisfaction survey results from 2010/11-2014/15 show a steady increase in student respect for people who are different from them (for example others who think, act or look different with Grade 10’s showing a 8% increase in tolerance since 2010/11 and Grade 12’s showing a 4% increase in tolerance). |
| Backup Documentation | <http://www.bced.gov.bc.ca/reports/pdfs/sat_survey/04343130.pdf> |

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| School Community Engagement Process   * 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? | *Parents, teachers, students and support staff engagement process:*   * In the fall, staff reviewed the APL goal and was informed that a student survey would be completed this year to adapt/enhance the APL goal based on results. * At every staff meeting throughout the year and PF meetings teachers were provided APL updates including: Red Cross Facilitation information, and rationale for survey completion. * The SPC was regularly updated about APL goals and survey * The survey was piloted with Red Cross students, revised and then put forward to the student body. Students were aware of the purpose of the survey and look forward to unpacking results with staff and collaboratively helping to refine/revise the APL goal. * In addition to the facilitations with all grade 9’s throughout the year, grade 9’s and 10’s watched the Green Thumb Theatre presentation, *Still/Falling*. The play dealt with the topic of anxiety and mental health awareness. Follow-up activities included:   + Both grades completing a written reflection and were given resources for help. These resources were also posted on the school website.   + Several of our weekly Pack classes were used to bring awareness about anxiety and stress related resources. |
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| Reflection Highlights   * 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? | * Emerging patterns include a need for students to feel more connected to each other and to adults in the building. * Survey results appear to indicate that stress and worry are emotional experiences for many of our students. * With a survey now complete, we look forward to refining our APL goals. * Potential next steps include having Miriam Miller unpack survey results with staff and a group of students and parents. |
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**(Delete this section if Literacy is your main goal)**

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| **Literacy Data**  Attach the following:   * Classroom Assessment * School Assessment * FSA results |  |

Signatures

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| School Name: Pinetree Secondary | School Goal: Social Emotional Learning | School Year: 2015-2016 |

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| Title | Name | Signature |
| Principal | **John McCullough** |  |
| Assistant Superintendent | **Rob Zambrano** |  |

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