

# Action Plan for Learning




	<b>School Name: École Pitt River Middle</b>
	<b>School Goal: Social Emotional Learning</b>
	<b>School Year: 2021-2022</b>

<b>Goal / Inquiry</b> Student learning	<p><b>Our Inquiry (our starting point for now. Will narrow down a focus (or not) in the fall of '21):</b></p> <ul style="list-style-type: none"> <li>- How can we ensure that every student has one good peer and one good adult connection?</li> <li>- How will the use of SEL strategies influence a student's feeling of connection?</li> <li>- Will the shifting of Rendezvous (Advisory) to class/team configuration increase student's feelings of connectedness to class and school?</li> <li>- How will the creation of a Resiliency Hub model in our school impact the connectedness of our students?</li> </ul>
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<b>Rationale</b> 1-3 reasons for choosing goal	<p>A. MDI suggests our kids are lacking in connections. Specifically, results from 2019-2020</p> <ul style="list-style-type: none"> <li>- 67% feel safe</li> <li>- 50% feel they belong             <ul style="list-style-type: none"> <li>• This is up from 18/19 but still very low</li> </ul> </li> <li>- 56% can identify 2+ adults who care             <ul style="list-style-type: none"> <li>• This has decreased from 18/19 slightly</li> </ul> </li> <li>- 63% feel welcome             <ul style="list-style-type: none"> <li>• Since 18/19, There has been 13% shift from feeling high sense of welcome down to medium and low</li> </ul> </li> <li>- Approximately 33% of our students have Chronic absences (greater than 10%)</li> </ul> <p>When comparing results from 19/20 to 20/21</p> <ul style="list-style-type: none"> <li>- There has been a decrease in student's overall Thriving (those who showed "High" decreased 6% and those who showed "Low" increased by 10%)</li> <li>- Those students indicating they had positive relationships with adults in the building decreased by 10% (from 70 %- 60%)</li> <li>- The number of students who were connected to two or more adults int eh building decreased 14% (from 56% – 42%)</li> </ul> <p>B. Subjectively from staff, our students are lacking connections:</p> <ol style="list-style-type: none"> <li>a. Kid's perception of their connections went down as did their perceptions of themselves.</li> <li>b. Lack of connections with others outside the classroom and team</li> </ol>
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	<ul style="list-style-type: none"> <li>c. Staff didn't feel connected to their rendezvous(advisory) unless it had a purpose(year book/leadership)</li> <li>d. Students did not engage to the same degree as int eh past</li> <li>e. Feels like there are more mental health issues</li> <li>f. Report cards have way more gaps this year</li> <li>g. So many kids who have not attended regularly for two years now</li> </ul> <p>C. We know, When kids feel connected, it improves:</p> <ul style="list-style-type: none"> <li>- Management</li> <li>- Belonging</li> </ul> <p>Safety</p>
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<b>References and sources to support actions</b>	MDI Results Staff Conversations March and April
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<b>Backup Documenta tion</b>	<div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p>MDI-SchReport-2020 MDI-SchReport-2019 MDI-SchReport-2019          -21-SD43-PittRiver-gi-20-SD43-PittRiver-gi-20-SD43-PittRiver-gi</p> <p><b>March Survey to Staff</b>  <a href="https://forms.office.com/Pages/ShareFormPage.aspx?id=74xl2ZICUkKZJWRC3iSkS_rvKBZ2xkVCp-8GOYMmnrJUODFBWUxNOE9HMVIUTIQ1MUZFRzFZV0k5MS4u&amp;sharetoken=M7TAF1Sg7SWrovec5rkg">https://forms.office.com/Pages/ShareFormPage.aspx?id=74xl2ZICUkKZJWRC3iSkS_rvKBZ2xkVCp-8GOYMmnrJUODFBWUxNOE9HMVIUTIQ1MUZFRzFZV0k5MS4u&amp;sharetoken=M7TAF1Sg7SWrovec5rkg</a></p> <p><b>April Survey to Staff on Structures and General Themes</b>  <a href="https://forms.office.com/Pages/ShareFormPage.aspx?id=74xl2ZICUkKZJWRC3iSkS6G-2H8pWWhMo3keKdFzL9pUMFNLQ0s1RVNYNjcwRFE1SjgwQjdFTTJLVS4u&amp;sharetoken=8C6tlxYJLoOkCcnEhJxu">https://forms.office.com/Pages/ShareFormPage.aspx?id=74xl2ZICUkKZJWRC3iSkS6G-2H8pWWhMo3keKdFzL9pUMFNLQ0s1RVNYNjcwRFE1SjgwQjdFTTJLVS4u&amp;sharetoken=8C6tlxYJLoOkCcnEhJxu</a></p>
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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> <li>• How will we monitor progress and adjust actions?</li> </ul>	3 things working well <ul style="list-style-type: none"> <li>- SEL activities to start day</li> <li>-kids knowing what they are working towards</li> <li>- <b>greeting the kids in the morning</b></li> <li>- <b>garden project (school wide involvement)</b></li> <li>- <b>open dialogue with teachers/staff</b></li> <li>- <b>virtual team time</b></li> <li>- <b>class discussion about emotions/feelings have been good</b></li> <li>- <b>investigating why a child is struggling</b></li> <li>- <b>stronger connection to class than in the past</b></li> <li>- <b>class games building connection</b></li> <li>- <b>arrival into the building has been good</b></li> <li>- <b>spirit events (in place of the assemblies this year)</b></li> <li>- <b>staff took advantage of workshops on mental health</b></li> <li>- <b>breakfast welcome trolley introduced kids to different staff</b></li> <li>- <b>staff outside each day</b></li> <li>- <b>admin outside each day and see them</b></li> </ul>
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	<ul style="list-style-type: none"> <li>- EA's seen to work with all kids not just ...</li> <li>- having the kids have to go outside pushes them to connect</li> <li>- going out rain or shine has moved kids away from phones</li> </ul> <p>Something we will do differently:</p> <ul style="list-style-type: none"> <li>- Resiliency hub creation</li> <li>- Open the multipurpose room to kids.</li> <li>- Open the walls with purpose again</li> <li>- Mixed groups in explorations</li> <li>- Create a common language and set of tools we can access</li> <li>- Perhaps choose a competency and zero in on it in terms of connections</li> <li>- Bringing back sports and band/choir (but take our time and be purposeful in what we bring back)</li> <li>- Access to more equipment for the kids to play with</li> </ul> <p>The following inquiries will be explored in the fall of 2021</p> <ul style="list-style-type: none"> <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> <p>How will we monitor progress and adjust actions?</p>
Backup Documentation	See two staff surveys above

<p><b>Documentation of learning</b> 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>TBD in Fall of 2021</p>
<p>Backup Documentation</p>	

<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>	<p>To begin this process, we used multiple activities to find out what we saw working and what was missing. The notion of “Connectedness” emerged loudly in the direction in which we must move. We spent time at a staff meeting framing the conversations which we would need to have. We then asked Team Leaders to take the framework of this document and discuss at a team meeting. Team Leaders then discussed with their team and brought that information back to team leader meeting where we created together this living document. Our parents were involved through PAC meetings and general conversations within. In the Fall of 2021, we will zero in our focus and set our course.</p> <p>We will continue to engage with everyone through staff meetings, Team Meetings, pro d opportunities and focus groups involving various elements of our school.</p>
<p>Backup Documentation</p>	

<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>	<p>TBD in the fall of 2021</p>
<p>Backup Documentation</p>	

**(Delete this section if Literacy is your main goal)**

**Literacy Data**

Attach the following:

- Classroom Assessment
- School Assessment
- FSA results



19-20 FSA results.pdf




20-21 FSA Results.pdf

## Signatures

School Name: École Pitt River Middle School

School Goal: Social Emotional Learning

School Year: 21-22

Title	Name	Signature
Principal	Darren Stewart	
Assistant Superintendent	Robert Zambrano	