|  |  |
| --- | --- |
| **Action Plan for Learning** | |
|  | **School Name: Summit Middle** |
| **School Goal: Social Responsibility** |
| **School Year: 2019-2020** |

|  |  |
| --- | --- |
| Goal / Inquiry  Student learning | I will contribute to a positive school community. |

|  |  |
| --- | --- |
| Rationale  1-3 reasons for choosing goal | * Although this is a simple goal, the staff’s intention is to use this as a statement that is memorable and that we can expand upon with students, parents and the school community as the year progresses   + Language needs to change, but goals need to remain   + The goal is intended to focus on student growth (growth mindset) and the idea of building a community from individual classrooms, to teams, to the school, and extending out to the community   + The goal also highlights the hope that students recognize their strengths and individuals and learners and seek out ways to contribute to their community   + Staff would like to build connections within the school * Summit Middle staff feel that our students feel connected with one another, however we would like to focus on them accepting and respecting each other’s differences * Students do seem connected * Social emotional emphasis in students – understanding that kindness is important * Take the academic component out of previous goal and focus on growth (which will inevitably lead to positive things in the greater community) * Staff want students to feel safe, take risks, think for themselves and be kind * Summit Middle School is continuing with gradeless assessment in 2019-2020 school year, by doing so, we are hoping to have students focus on themselves as a learner and ways they can grow and foster their strengths * Through the new curriculum, students will explore their personal awareness and culture so we are hoping this will lead to more compassion and acceptance for others and their differences. * Last year’s goal was *I will use my learning to help me grow while building a positive community.*   + We wish to continue to focus on students building connections not only to each other, but also to staff. In addition, we endeavor to encourage meaningful connections outside our school with the local community. |

|  |  |
| --- | --- |
| References and sources to support actions | * Anecdotal evidence from teachers about progress of this year’s goal * Anecdotal evidence from staff about moving forward and ideas for upcoming goal (2019-2020) * Gr. 7 MDI (2019) reflects high understanding of empathy, but lower prosocial behavior. Teachers feel that if students better understand their ability to grow and contribute, they would deepen their connections with the school and community. * “School connectedness is about creating a school community where everyone feels safe, seen, heard, supported, significant and cared for (BC School Based Mental Health Coalition, 2013). The focus in school connectedness is on building strong, positive relationships: among students, between students and school staff; between school staff, families and the larger community. The presence of caring relationships in schools — the heart of school connectedness — is increasingly recognized as a vital component of successful schools. The research is strong and consistent; students who feel connected to school do better academically and are healthier.” (<https://healthyschoolsbc.ca/healthy-schools-bc-resources/school-connectedness/>) |
| Backup Documentation |  |

|  |  |
| --- | --- |
| 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? | Continuing practices working well (1-3)   * In-class community-building (class charters) to create buy-in with students to understand goal * Opportunities to meet regarding the goals during collaboration time   What will we do differently? (1-3)   * Move from theory to practice (provide context for achieving the goal) * Create ongoing dialogue at monthly staff meetings to keep conversations going and keep the goal at the forefront of staff’s minds (brief...i.e. 5 minutes at the start of staff meetings)   How will we provide for staff development and collaboration?   * More opportunity for staff to share what they are doing to achieve APL goal * Co-create lessons to build on the school goal that teachers can use in their classrooms (e.g. Traits & Talents lesson) * Work to create concrete resources (potentially share at staff meetings) * Mixed team groupings at meetings to share ideas and brainstorm practical approaches   How will we involve parents?   * Continuing to have the APL goal in the newsletter * Coffee and Conversation (inviting parents into the building once a month to discuss school happenings) * More opportunities for parents to come in and volunteer * Student-led and 3-way conferences * Inviting parents to celebrate in student work / presentations (e.g. gallery walks for projects, film festivals)   How will we involve students?   * Building class charters at the beginning of the year * Reconnecting to the goal throughout the year * Class circles * Student leadership (e.g. Student voice and Student Public Relations) * Continual ice-breaker activities (e.g. ‘Question of the day’) * Cross-team connections (e.g. grade 6/7 classes working with grade 8 classes)     How will we monitor progress and adjust actions?   * Staff meeting discussions * Anecdotal questions to staff for informal feedback at meeting/collaboration times * Teacher reflection and feedback that is shared with colleagues * Balance ideas and implemented activities with questions and discussion around how they were received * Microsoft Forms – creating simple surveys that students and staff can take to collect data relating to the goal * Monthly meetings where staff gather to discuss * Teacher observations and anecdotal evidence * Teacher collaboration at staff meetings and Wednesday mornings * Informally through class discussions and circles * Student self-reflections |
| Backup Documentation |  |

|  |  |
| --- | --- |
| 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. | 1. MDI Survey:  * 78% of students reported that they understand and feel empathy towards their peers, while only 45% reported that they participate in prosocial behaviour (e.g. helping someone who is hurt) * Empathy has increased from 73% since 2017 and prosocial behaviour has declined from 48% to 45%, which indicates that students are recognizing the feelings and perspectives of others yet are not acting on this. Our goal targets this discrepancy and will encourage students to put action to their empathy * 66% of students agree a little/a lot that they can make a difference in the world and 77% agree a little/a lot that they try to make the world a better place – both of which are a minimal (2-3%) increase from the survey of the previous year * Student connectedness is increasing since 2017:   + Peer belonging increased 5% overall in the “high” section   + Friendship intimacy increased by 4% in the “high” section and decreased by 4% in the “low” section * Overall, we would like to increase the number of students in the “high” and “agree a lot” sections.      1. Student core competency reflections for their report card show growth in our practice of helping students identify their own strengths and stretches. 2. Students reflected on their learning and ways to share their learning. 3. Teams participated in activities to create hallway displays that demonstrate the connections between students (e.g. Traits and Talents chain) 4. Students and staff collaborated in teams to choose their team name and worked on a cheers and/or dances to create a sense of belonging for all students on each team. 5. A variety of clubs were offered at lunch time and after school for students. |
| Backup Documentation |  |

|  |  |
| --- | --- |
| 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? | * Monthly collaboration meeting for APL committee (all staff welcome), minutes shared with all staff * Presentation & discussion at staff meetings to gain feedback and help direct future efforts * Presentation & discussion on professional development day to collaborate with staff on next year’s goal * Ongoing communication with parents through online portfolios and emails * Goal updates in school newsletter * Parent participation in School Satisfaction Survey * Explicit discussion of school goal with students in class * Survey provided in March to each teacher specifically related to the goal and student/school progress * Staff participation in the satisfaction survey * Encouragement of dedicating time to building connections * Feedback collected on the progress of the school goal and collected ideas for areas of focus * Sharing APL minutes and lesson plans * CDMC discussions around ideas for community engagement * Field trips to provide volunteer opportunities for students |
| Backup Documentation |  |

|  |  |
| --- | --- |
| 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? | * Teachers have a clearer idea of the intentions behind the goal for next year as it is a modification of this year’s with simplified language to put the central ideas of connection, contribution and community more in focus * Our school goal ties in well with the “new” BC curriculum and a competency-based approach to learning * As Summit is continuing with ‘gradeless’ assessment, student growth (growth mindset) and personal awareness are closely associated with our goal, as students need to know and understand themselves and their unique learning styles in order to recognize how they can contribute to the school and community * I was surprised that many teachers felt the need to focus on proficiency scale language and assessment in order to feel they could appropriately target this year’s goal   + This demonstrates a continued need to continue conversation and collaboration between staff to create and share intentional activities and lessons next year * We need to reduce the academic focus in last year’s goal and instead target growth and contribution which will inevitably lead to positive things in the greater community |
| Backup Documentation |  |

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

|  |  |
| --- | --- |
| **Literacy Data**  Attach the following:   * Classroom Assessment * School Assessment * FSA results | **Classroom Based Assessment & School Based Assessment indicates**:    Results not available yet  **FSA Results:**  Reading   * Extending - 6 * On track – 103 * Emerging – 27   Writing   * Extending – 7 * On track – 121 * Emerging – 6   Math   * Extending – 36 * On track – 77 * Emerging - 24 |

Signatures

|  |  |  |
| --- | --- | --- |
| School Name: | School Goal: Social Responsibility | School Year: |

|  |  |  |
| --- | --- | --- |
| Title | Name | Signature |
| Principal | Glenda Speight |  |
| Assistant Superintendent | Rob Zambrano |  |

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