

QMS School Learning Plan

2023/24

THE CURRENT CONTEXT

- QMS is a diverse and growing community of learners comprised of over 380 students in grades 5 through 8. Our students and their families come from over 20 different countries and account for at least 24 different home languages. Punjabi as a Second Language (PSL) is offered to our students with over 40 students enrolled. At QMS, there are strong connections amongst staff, students, parents and the community. Most of our students come to us from Queen Elizabeth Elementary; both schools and the Queensborough Community Centre work closely together to provide opportunities for the students in the community.
- Seven years ago, we began a learning journey about growth mindset. Since then, our learning focus expanded to growth mindset assessment and the role that feedback plays in student learning. The last two years our staff decided to shift our school goal towards the social-emotional learning needs of our students. Using the CASEL Framework we focused on teaching and developing SEL competencies with our students: self-management, self-awareness, social awareness, relationship skills, and responsible decision-making.
- Catalysts: Impact of pandemic, increase in online student behaviour incidents, greater integration of technology in the lives of students (i.e. BYOD)

OBJECTIVE: WHAT WE HOPE TO ACHIEVE

We believe that all students can achieve at high levels with effort, perseverance, resilience, and the right set of strategies. We hope to carve a path towards such achievement for our students as we shift our focus towards *Digital Social-Emotional Learning (SEL)*. **Our goal is to develop these 5 SEL competencies with our students as they navigate technology and the online world.**

- According to CASEL's Framework, SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. With students increasingly engaging with technology and spending more of their time online, it is even more important to equip students with the skills and strategies to manage themselves and their peer interactions in a digital world.



DESIGN: HOW WE PLAN TO MEET OUR OBJECTIVE

Action Plan

- Review of data from previous two school years (Student incident reports, Student Learning Survey, MDI, report cards, SBT).
- Review/explicit teaching of (Digital) SEL competencies, concepts and strategies with staff. [Sept.-Dec. staff meetings & Pro D]
- Intentional learning opportunities provided for students to understand Digital SEL concepts, apply strategies, and improve their self-regulation and online social interactions over time (through Second Step program, guest presentations). For example: *Safer Spaces* w/Children of the Street [Nov.], *Connected Youth* w/Jesse Miller [Jan.], *Online Hate, Bias & Extremism* w/Brad Galloway [Apr.]. Introduce neuroscience as part of teaching responsible use/integration of technology; Digital Detox Challenge.
- Parent Digital SEL survey [Nov.]; Parent Info Night – *Connected Youth parent presentation* w/Jesse Miller [Jan.]; *Safer Spaces* w/Children of the Street [Feb.8 confirmed]; Sharing resources/info through QMS Weekly Newsletter.
- Staff (self) reflection and collaboration with colleagues around SEL strategies ('show and share' during staff and team leader meetings, Professional Development Days, district learning opportunities, etc.).

Timeline

- Summer Pro D (2 days)
- September/October planning and goal-setting;
• October-December staff learning meetings
- Ongoing presentations (see Action Plan) and check-ins throughout the year:
- December – Term 1 Report Cards
- March – Term 2 Report Cards
- May/June – collect MDI/SLS/Behaviour data and measure progress

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SUCCESS INDICATORS: HOW WE WILL KNOW THAT OUR ACTIONS ARE HAVING THE DESIRED IMPACT

Key Results

- Evidence of students using these SEL strategies to both regulate their online behaviour and build strong relationships over time (i.e. Student Learning Survey, MDI data, parent engagement survey data, Kindness Club surveys).
- Opportunities for students to show learning through Core Competency self-reflection each term, as well as sharing their learning with parents and teachers during student-led conferences.
- Evidence of teachers trying new SEL strategies: for example, teachers using Second Step, BYOD, sharing examples (at staff & team leader meetings), engagement in Pro D opportunities, and regularly integrating technology as part of the feedback process.
- Evidence of responsible decision making as students navigate through relationships with peers – decreased student incident reports (involving online peer conflict). Intentional use of restorative justice practices to resolve online peer conflict.

COMMUNICATION: HOW WE WILL SHARE OUR LEARNING JOURNEY WITH OUR COMMUNITY

- Making our Digital SEL goal explicitly visible in our school throughout common areas and classrooms: Announcements, student-led initiatives (i.e. assemblies, posters), TV in front hallway, display cases and bulletin boards, and school message on report cards. Creating a QMS Student Voice club as a way to engage on student issues.
- Parent engagement through email, QMS Weekly Newsletter, school website, PAC meetings, surveys and MS Teams presentations.
- Communicating student SEL progress informally (Three Way conferences, email, telephone calls, MS Teams meetings) and formally (report cards) in student and parent friendly language.