


# Action Plan for Learning

	<b>School Name: Minnekhada Middle School</b>
	<b>School Goal: Social Emotional Learning</b>
	<b>School Year: 2019-2020</b>

<b>Goal / Inquiry</b> Student learning	Students will develop self-awareness, self-regulation and connectedness in order to enhance school achievement.
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<b>Rationale</b> 1-3 reasons for choosing goal	<p>Personal and social responsibility, focus areas embedded in our curriculum's Core Competencies of Personal Awareness and Social Responsibility, underpin every successful learning experience. Developmentally, students in middle adolescence are undergoing rapid changes and benefit from focused support in the areas of understanding their personal strengths and stretches and attaining the skills and attitudes necessary to form and sustain positive and enhancing social relationships that support learning at school.</p> <ol style="list-style-type: none"> <li>1. Self-regulated students are better able to develop successful connections with peers and adults in the school community.</li> <li>2. A focus on developing self-regulated learners is a positive and growth-oriented approach that will strengthen students' sense of personal responsibility and efficacy in the school and community.</li> <li>3. Students with personal awareness are better equipped to develop strong self-regulation skills to enhance their readiness to learn.</li> </ol>
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<b>References</b> and sources to support actions	<ul style="list-style-type: none"> <li>• BC's New Curriculum: Core Competencies guide</li> <li>• Safe and Caring Learning Communities framework</li> <li>• <b><i>What Matters at Minnekhada</i></b> document</li> <li>• <a href="http://www.casel.org">www.casel.org</a></li> <li>• 2019 MDI data</li> </ul>
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Backup Documentation	<p><a href="https://mdi.ubc.ca/reports/2018/341/school/6684/grade/7/en">https://mdi.ubc.ca/reports/2018/341/school/6684/grade/7/en</a></p> <p><a href="https://curriculum.gov.bc.ca/competencies">https://curriculum.gov.bc.ca/competencies</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> </ul>	With formalized opportunity for staff to share and collaborate regarding our students' development of skills and understanding in personal awareness and social responsibility we will sustain a commitment to our goal of developing self-aware, regulated and connected learners. Professional dialogue and learning is ongoing as we deepen our work in the area of growing our students' personal awareness and social responsibility.
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<ul style="list-style-type: none"> <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>	<p>Moving forward, Minnekhada staff will:</p> <ul style="list-style-type: none"> <li>• Continue to develop as a district Learning Lab in the area of self-regulation by participating in district opportunities and collaboration with other school sites</li> <li>• Commit to school-wide professional development collaboration on school-based ProD Days and on scheduled Collaboration Days</li> <li>• Designate a Team Leader <i>SEL &amp; Self-Regulation Initiatives</i></li> <li>• Focus on cross-grade activities and communication and continue our emphasis on teaching to school values/<i>What Matters at Minnekhada</i></li> </ul> <p>Involving students, Minnekhada staff will:</p> <ul style="list-style-type: none"> <li>• Focus on teaching to self-assessment of Core Competencies</li> <li>• Continue with the practice of student-led assemblies that focus on individual school values and recognize student contributions and success</li> <li>• Participate in Leadership and classroom-based activities that promote connectedness and activate thinking and the language of self-regulation</li> <li>• Co-create learning spaces and tools to support self-regulation in classrooms and communal spaces</li> </ul> <p>Involving parents, Minnekhada staff will:</p> <ul style="list-style-type: none"> <li>• continue communicating and providing parent education and information in school newsletters and digital communications, focusing on structures, strategies and sharing of school goal</li> <li>• incorporate a focus on personal awareness and social responsibility in our communication of student learning to parents</li> <li>• gather feedback and provide opportunity for parent collaboration through formal and informal structures linked to our <b><i>Minnekhada 2020</i></b> school opening project and activities</li> </ul>
<p>Backup Documentation</p>	<div data-bbox="500 1178 589 1255" data-label="Image"> </div> <p><a href="https://curriculum.gov.bc.ca/competencies">https://curriculum.gov.bc.ca/competencies</a></p>

<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</li> </ul>	<p style="text-align: center;"><b><i>Students will develop self-awareness, self-regulation and connectedness in order to enhance school achievement.</i></b></p> <ul style="list-style-type: none"> <li>• Minnekhada continues to prepare our students, staff and community to open our reconstructed building in Spring 2020 and to ensure our core values are vitalized and shared by all students</li> <li>• <b><i>Minnekhada 2020</i></b> initiatives are ongoing in nature and provide a wide range of opportunities to engage students the co-creation of an environment focused on self-regulated learning and connectedness at school</li> </ul>
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<p>results, performance standard data, anecdotal evidence, work samples, etc.</p>	<p>Our actions will impact students’:</p> <ul style="list-style-type: none"> <li>• Overall well-being and readiness to learn</li> <li>• Ability to demonstrate self-regulation strategies</li> <li>• Positive connectedness to peers, adults and school community</li> <li>• Engagement in school-based and extra-curricular activities and opportunities</li> <li>• Self-awareness of personal strengths and responsibilities within the school community</li> </ul>
<p>Backup Documentation</p>	 <p>Digital Responsibility Guide</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>Engagement in our school goal is an ongoing component of the culture and climate of the school. The following is a sampling of structures in place to support ongoing learning and communication of our goal:</p> <ul style="list-style-type: none"> <li>• staff meeting collaborative topical sessions</li> <li>• district Self-Regulation Learning Lab participation</li> <li>• Team Leader/teacher-leader facilitated in-service</li> <li>• Ongoing sharing of structures and strategies</li> <li>• Quarterly school newsletter communication</li> <li>• <b>Minnekhada 2020</b> visioning process: students, staff, parents</li> <li>• Student-led assemblies</li> </ul>
<p>Backup Documentation</p>	<p>School newsletter sample to be attached.</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><b>Minnekhada 2020</b> preparations are underpinned by a school focus on self-regulation and connectedness in our school community. Rooted in shared core values and with three years of developing <b>What Matters at Minnekhada</b> as a community we are noticing an increase in student engagement and connectedness at school. Students are involved in community events and outreach to our family of schools. We have noticed the importance of having structures in place from which our students can practice self-management in guided and supported ways.</p> <p>We infer that expanding our concentration on self-regulation strategies and student self-awareness will strengthen their capacity to make good choices and grow their personal understandings of what they as individuals need to do in order to prepare to learn and be positive citizens of our school community. Teaching tools and strategies to students will ultimately give students the ability to choose approaches that work for them and result in a more self-directed, responsible and connected community of learners.</p>
<p>Backup Documentation</p>	

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

<b>Literacy Data</b> Attach the following: <ul style="list-style-type: none"><li>• Classroom Assessment</li><li>• School Assessment</li></ul>	FSA results to be posted upon Ministry availability Satisfaction Survey results to be posted upon Ministry availability
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## Signatures

<b>School Name: Minnehada Middle School</b>	<b>School Goal: Social Emotional Learning</b>	<b>School Year:2019-2020</b>
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<b>Title</b>	<b>Name</b>	<b>Signature</b>
Principal	<b>Pam Becker</b>	
Assistant Superintendent	<b>Gerald Shong</b>	