


# Action Plan for Learning


<pre> graph TD     Identify --&gt; Plan     Plan --&gt; Take Action     Take Action --&gt; Document     Document --&gt; Reflect     Reflect --&gt; Identify             </pre>	<b>School Name: Minnehada Middle</b>
	<b>School Goal: Social Emotional Learning</b>
	<b>School Year: 2020-2021</b>

<b>Goal / Inquiry</b> Student learning	Students will develop resiliency, self-awareness, and self-regulation strategies in a connected and nurturing school community in order to enhance school achievement and overall well-being.
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<b>Rationale</b> 1-3 reasons for choosing goal	<p>Students in middle school are undergoing rapid changes and benefit from targeted support in order to foster resiliency, self-awareness, and self-regulation as a means of enhancing overall well-being. Research has shown that these focused supports are most impactful in an environment that is nurturing and where students feel connected to peers and staff. At Minnehada, there is a focus on the whole child and on nurturing both the academic and the social and emotional competencies of our students.</p> <p>Our rationale for selecting this year’s goal includes the following:</p> <ol style="list-style-type: none"> <li>1. Experiences in the middle years, especially between the ages of 10 to 13, have critical and long-lasting effects. During this time, children are experiencing significant cognitive, social and emotional changes that establish their lifelong identity and set the stage for adolescence and adulthood. The overall health and well-being of children in their middle years impacts their ability to concentrate and learn, develop and maintain friendships and make thoughtful decisions (source MDI).</li> <li>2. During the late middle childhood years children have an increased awareness of themselves and others. During middle childhood they are developing ideas about how they may or may not "fit in" to their social and academic environments (Rubin et al., 2006). These ideas have the power to either promote health and academic achievement or lead to negative outcomes such as depression and anxiety in adulthood (Jacobs et al., 2008).</li> <li>3. There is mounting evidence to suggest that positive connections to adults and peers during the critical middle years act to increase a child's resiliency and school and life success.</li> </ol>
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	<p>Involving students, Minnehada staff will:</p> <ul style="list-style-type: none"> <li>• focus on teaching 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>• continue to increase student voice</li> <li>• engage students in <i>What Matters at Minnehada</i> and our work with Kat Thorsen.</li> <li>• co-create learning spaces and tools to support self-regulation in classrooms and communal spaces</li> </ul> <p>Involving parents, Minnehada staff will:</p> <ul style="list-style-type: none"> <li>• continue communicating and providing parent education and information in weekly emails, 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 <i>What Matters at Minnehada</i>.</li> <li>• Work with our Family of Schools to bring in speakers for parents on topics related to our school goals.</li> </ul>
Backup Documentation	 <p>What matters At Minnehada 2020-20</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 results, performance standard data, anecdotal evidence, work samples, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff used a variety of informal assessment strategies such as circles, morning meetings, daily check-ins, and mood meters to assess student well-being and to maintain daily connections.</li> <li>• Students frequently participated in self-assessment of the core competencies. This self-assessment and reflection were part of each reporting period and was shared in other ways throughout the year.</li> <li>• Attached is a PowerPoint with a collection of initiatives that took place this year to build community, connection and a positive school culture.</li> </ul>
Backup Documentation	 <p>Documentation of Learning 2021-2022</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>• Weekly email communication with parents</li> <li>• <b>Minnehada 2020</b> visioning process: students, staff, parents (PAC)</li> <li>• Student-led assemblies</li> </ul>
<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>Over the course of this school year, we continued to work on supporting self-regulation and on building student resiliency. In classrooms, teachers employed a variety of initiatives to foster well-being including circles, morning check-ins, mood meters etc...</p> <p>We also realized quite quickly that a predominant focus needed to be on building connections. At Minnehada, building connections has been a consistent and ongoing goal. We know students are most successful when they feel connected. This year, the ability to develop those broader connections were far more challenging, as students were restricted to their small learning group and their classroom teacher.</p> <p>To ensure that these important connections were maintained, we ensured that teachers on the same team maintained a common prep. This was instrumental in maintaining a team feel and in providing the opportunity for co-planning, common activities, and connections between teams. Teams were able to hold team assemblies and engage in activities together remotely.</p> <p>We also tried to maintain as much normalcy for students as possible and sought to find creative ways to bring the school together in a safe way. For example, we adapted our yearly holiday trip to the movie theatre to an in-school holiday event. We continued to hold assemblies and brought in a guest speaker, which we viewed remotely. We also maintained spirit weeks and held the first ever Mustang Olympics, all of which created connection while adhering to COVID protocol. A weekly video podcast was also developed that shared and celebrated things happening in the school.</p> <p>At our recent school-based Pro-d, staff went through a process to reflect on the strengths and stretches of this year and to determine a focus for the coming year. Through this process, staff determined that our school goal for this coming year should be around developing personal and social awareness. This included fostering self-awareness, self-advocacy, and self-regulation. Staff also strongly felt that after a year of COVID, focusing on understanding the foundations for healthy relationships and working on skills that contribute to healthy relationships were also important. In our opening week in September, the focus will be on who I am as an individual, as a member of a team, and as a member of a school community.</p> <p>As a collective team, we feel positive about what was achieved this year during an unprecedented time, and we look forward to school year ahead.</p>
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Backup Documentation	

**(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> <li>• FSA results</li> </ul>	
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# Signatures

School Name: Minnehada Middle	School Goal: Social Emotional Learning	School Year: 2020-2021
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Title	Name	Signature
Principal	Pamela Becker	
Assistant Superintendent	Gerald Shong	