

# Action Plan for Learning

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

<b>Goal / Inquiry</b> Student learning	Students will develop personal awareness (self-advocacy, self-regulation, and well-being) in a connected and nurturing school environment to enhance well-being and build the foundation for healthy relationships.
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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 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). Developing positive and healthy peer relationships, which includes resolving problems in a peaceful and productive way, can be a challenge at the middle level as students work to understand themselves and their relationship with their peers. Support is needed to build the foundation for healthy relationships.</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>• 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><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>	To be completed in June 2022
Backup Documentation	

<p><b>School Community Engagement Process</b></p> <ul style="list-style-type: none"> <li>• How did you engage parents, teachers,</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> </ul>
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students & support staff in developing your APL? • How did you share your APL goals with parents, teachers, students & support staff?	<ul style="list-style-type: none"> <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>
Backup Documentation	


<b>Reflection Highlights</b> • 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?	To be completed in June 2022
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: 2021-2022
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Title	Name	Signature
Principal	Pamela Becker	
Assistant Superintendent	Gerald Shong	