


Action Plan for Learning

	School Name: Eagle Mountain Middle
	School Goal: Social Emotional Learning
	School Year: 2015-2016

Goal / Inquiry Student learning	How will teaching a growth mindset perspective continue to develop and enhance all students' learning? "Effort does lead to success"
---	--


Rationale 1-3 reasons for choosing goal	<p>In our inaugural year as a new middle school, we continued the focus that most teachers had been involved in the previous three years where we worked collaboratively to develop and enhance all students' learning through inquiry based learning skills and strategies. As we came together as a staff and continued to move forward with innovative practices, we know that IBL is part of the school fabric now and we wanted to complement that work with work on the personal/social competencies. This SEL focus on Growth Mindset will help our students continue to develop as 'capable young people thriving in a rapidly changing world' – <i>BCED Plan vision for BC learners</i>.</p> <p>Personal and social competency is the set of abilities that relate to students' identity in the world. Personal and social competency encompasses the abilities students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world. – <i>BCED Plan, 2015</i></p> <p>An important facet of positive personal/social competency is having a Growth Mindset. When students and educators have a growth mindset, they understand that intelligence can be developed. Students focus on improvement instead of worrying about how smart they are. They work hard to learn more and get smarter. Based on years of research by Stanford University's Dr. Dweck, Lisa Blackwell Ph.D., and their colleagues, we know that students who learn this mindset show greater motivation and engagement in learning, and achieve even better results.</p>
---	---

References and sources to support actions	<p><u>Mindset: The New Psychology of Success</u>, by Carol Dweck</p> <p><u>Mindset: How you Can Fulfill Your Potential</u>, by Carol Dweck</p> <p>SD 43 Safe and Caring Schools Framework – Social, Emotional Learning</p> <p>www.casel.org</p> <p>https://www.youtube.com/watch?v=EIVUqv0v1EE</p> <p>http://www.mindsetworks.com/websitemedia/info/brainology_intro_pres.pdf</p> <p>https://www.mindsetworks.com/webnav/whatismindset.aspx</p> <p>https://www.mindsetworks.com/kid/programDescription.aspx</p> <p>http://www.brainpickings.org/2014/01/29/carol-dweck-mindset/</p>
--	---

<p>Planned Actions Continuing practices working well (1-3)</p> <ul style="list-style-type: none"> • 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? 	<p>Eagle Mountain staff is committed to continuing their work to develop 21st Century competencies, as well as knowledge, skills and attitudes for the future with all of our students. To date, our work has encompassed curriculum & innovation (an inquiry approach of integrated curriculum), contemporary teaching and learning strategies to support deep thinking), personalized learning strategies, brain research focused on early adolescence, formative assessment and reporting that communicates student learning, and learning empowered by technology. All of this will continue as we grow best practices for young adolescents. We also know that all of the above is impacted by safe, caring learning environments and, this focus will be our new intentional fresh focus for 2015-2016. Planned actions include:</p> <ul style="list-style-type: none"> • Professional learning for teachers about Growth Mindsets • Intentional instruction for students about Growth Mindsets • Communicating with parents about brain development and effective effort, as well as the power of failure. • Development of an effective effort rubric to guide classroom discussions <p>We will collect qualitative data in October, January and April to monitor our progress. And, just like our other quality teaching/learning initiatives, we will intentionally examine our work at team leader and staff meetings throughout the year, until this, too, becomes part of the learning fabric at Eagle Mountain Middle.</p>
---	---

<p>Backup Documentation</p>	 <p>MDI 7 - 4343110 Eagle Mountain Middk</p>
-----------------------------	---


<p>Documentation of learning Key evidence of change</p> <ul style="list-style-type: none"> • 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. 	<p>This will be a new goal for a new school. Data collection and documentation of learning will begin with the start of the 2015-2016 school year. Classroom Based Assessment data, collected district wide in April 2015, indicates that we are off to a good start in terms of student engagement and achievement.</p> <p>A number of teachers included specific instruction to their students using Growth Mindset language in correlation with teaching about the core competencies of the BCED plan. Many teachers have made this learning visible in their classrooms by posting the core competencies on their boards, and they have included this as a fundamental and regular aspect of lessons in all curricular areas. Students regularly post reflections of their work and progress onto the digital tool FreshGrade using the competencies of communication, thinking, and personal and social. Further to that, many teachers included comments about Growth Mindset with a section called, “areas for growth” as part of their regular reporting to parents through FreshGrade as well as in their formal report cards each term.</p>
--	---

Backup Documentation	 Eagle - CBA for APL 2015.pdf
----------------------	---

Reflection Highlights <ul style="list-style-type: none"> • 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? 	<p>With a focus on teaching and learning through an inquiry model as one of our central innovative teaching and learning strategies, including the ideas and language of a Growth Mindset has been a very valuable shift in thinking that has enabled teachers and students to focus on deep learning. Teachers have reported that having a social emotional learning goal focused on developing a Growth Mindset has become an integral part of their teaching and conversations with students, as well as their own personal thinking patterns.</p> <p>A common theme that emerged when debriefing with teachers was that our students get stuck less often and are able to use the language of “not there yet” to continue on it their learning through challenges and struggles by connecting to their emotions rather than simply giving up. Teachers have noted a shift in students’ thinking as evident in the shared language and words they are using. Students are saying things like, “I am working towards” and “Can you help me move past this?” A good example from one of our teachers was shared that helps to summarize the work that has been accomplished this year: “Students are more thoughtful now. They are identifying that digging deeper and persevering is productive. Students can identify more specifically about areas that they are struggling with rather than saying, ‘I don’t get it’.” Another teacher identified: “When students hit a point of frustration, the conversations using a Growth Mindset are so helpful and it goes a far way in helping them to grow. They have tools to look at their work in a new way rather than getting stuck.”</p> <p>The shared vision of having a Growth Mindset has also contributed to the development of more resiliency and freedom for our students. This has been demonstrated by the sharing their learning in numerous ways, as well as an ability to pursue and stay with a topic of interest for extended periods of time within the day and over the course of a term or longer. Notable events have been celebrations of learning each term where parents and other staff are invited to see and hear about the inquiry questions and findings of the students. At the end of each reporting period, students are given the opportunity to reflect and share about their learning, which leads into a conference between the student, parent and teacher. A significant emphasis at those conferences has been to setting goals for continued learning with each perspective contributing equally.</p>
--	--

Backup Documentation	
----------------------	--

(Delete this section if Literacy is your main goal)

Literacy Data Attach the following : <ul style="list-style-type: none"> • Classroom Assessment • School Assessment • FSA results 	 Eagle - CBA for APL 2015.pdf
---	--

Signatures

School Name: Eagle Mountain Middle	School Goal: Social Emotional Learning	School Year: 2015-2016
------------------------------------	--	------------------------

Submitted by School Planning Council:		
Title	Name	Signature
Principal	Nancy Bennett	
Parent, SPC	Tricia Kobayashi	
Parent, SPC	Pauline Nielson	
Parent, PAC Co-chair	Kerri Palmer Isaak	
Recommended by Assistant Superintendent:		
Assistant Superintendent	Reno Cioffi	
Board and Superintendent Approval:		
Board Chair	Judy Shirra	
Superintendent	Patricia Gartland	

Print this page, have it signed by School Planning Council, scan it and attach it here	
--	--