


Action Plan for Learning

	School Name: Minnekhada Middle School
	School Goal: Social Responsibility
	School Year: 2018-2019


Goal / Inquiry Student learning	To grow a culture of connectedness and belonging where our actions reflect core values and enhance student learning.
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Rationale 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"> 1. Students who demonstrate personal awareness and responsibility show self-respect and have a positive sense of personal well-being that impacts learning at school. 2. Socially responsible students can appreciate others' perspectives, show empathy and learn together more effectively. 3. Students with personal awareness and strong social responsibility skills show greater self-regulatory capacity and increased readiness to learn.
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References and sources to support actions	<ul style="list-style-type: none"> • BC's New Curriculum: Core Competencies guide • Safe and Caring Learning Communities framework • <i>What Matters at Minnekhada</i> document • www.casel.org • 2018 MDI data
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Backup Documentation	MDI Data, Core Competencies guide to be attached
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Planned Actions Continuing practices working well (1-3) <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? 	<p>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 connectedness at school. Professional dialogue and learning is ongoing as we deepen our work in the area of growing our students' personal awareness and social responsibility.</p> <p>Moving forward, Minnekhada staff will:</p> <ul style="list-style-type: none"> • Create structures and opportunities to celebrate and recognize students
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<ul style="list-style-type: none"> • How will we involve students? • How will we monitor progress and adjust actions? 	<p>engaging with core values</p> <ul style="list-style-type: none"> • Ensure ongoing structures and strategies are in place to support professional learning and collaboration • Focus on cross-grade activities and communication <p>Involving students, Minnekhada staff will:</p> <ul style="list-style-type: none"> • Develop and teach to core values and focus on self-assessment • Implement Leadership and classroom-based activities that promote connectedness and activate thinking and communication of core values • Grow student participation in the promotion of <i>What Matters at Minnekhada</i> making our values visible <p>Involving parents, Minnekhada staff will:</p> <ul style="list-style-type: none"> • continue communicating and providing parent education and information in school newsletters and digital communications, focusing on structures, strategies and sharing of school goal • incorporate a focus on personal awareness and social responsibility in our communication of student learning to parents • gather feedback and provide opportunity for parent collaboration through formal and informal structures
<p>Backup Documentation</p>	<div style="text-align: center;">  <p>Values.pdf</p> </div> <p>Representative student work to be attached.</p>

<p>Documentation of learning</p> <p>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><i>To grow a culture of connectedness and belonging where our actions reflect core values and enhance student learning.</i></p> <ul style="list-style-type: none"> • It is an important focus at Minnekhada to prepare our students, staff and community to open our reconstructed building by 2020 and to ensure our core values are vitalized and commonly understood • Our goal was formed by asking students and staff the following questions and determining core values from responses: <ul style="list-style-type: none"> ➤ What do we want our students to experience at Minnekhada? ➤ What do we want our staff to experience at Minnekhada? ➤ If we overheard a conversation in our community about Minnekhada, what would we want to hear people say? <p>We experienced positive community building undergoing the process of determining our core values at Minnekhada. The opportunity for us to review the many existing structures to support growth in the areas of personal awareness and responsibility has strengthened our awareness of areas to build on and enhance as well as those to reinvent and reconsider. Structures such as</p>
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	restorative practices, in-class meetings, targeted guidance groups, Leadership, mediation and self-regulation strategies are examples of those we will grow and support. Minnehada has a very high level of participation in sports, clubs and activities (75% of students) and a multi-faceted Leadership program supported by a team of teachers and involving students across grades. Staff responds to student interest in activities that promote connectedness by sponsoring opportunities based on student-generated interest.
Backup Documentation	 Digital Responsibility Guide

School Community Engagement Process <ul style="list-style-type: none"> • How did you engage parents, teachers, students & support staff in developing your APL? • How did you share your APL goals with parents, teachers, students & support staff? 	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: <ul style="list-style-type: none"> • staff meeting collaborative topical sessions • Team Leader/teacher-leader facilitated in-service • Ongoing sharing of structures and strategies • Quarterly school newsletter communication • Parent education evenings, eg.) Digital Responsibility, new curriculum • School-wide values identification process: students, staff, parents • Bi-monthly assemblies
Backup Documentation	School newsletter sample to be attached.

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? 	We are entering our second school year growing <i>what matters at Minnehada</i> as a learning community. We continue to prepare to launch the opening of a new facility where a culture and climate of connectedness and belonging, rooted in core values, is evident by its actions and support for student learning. <p>Our upcoming school year will focus on keeping close to our goal and viewing actions and decisions through the lens of our core values and beliefs. Classroom structures that uphold inclusive practice will be at the forefront as we commit to growing our students' sense of personal awareness and social responsibility in our learning community.</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 to be posted upon Ministry availability Satisfaction Survey results to be posted upon Ministry availability
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Signatures

School Name:	School Goal: Choose a goal area.	School Year:
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Title	Name	Signature
Principal		
Assistant Superintendent		

Print this page, have it signed by Principal & Assistant Superintendent, scan it and attach it here	
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