

# Action Plan for Learning

	<b>School Name:</b> École Moody Middle School of the Arts
	<b>School Goal:</b> Social Emotional Learning
	<b>School Year:</b> 2020 - 2021

<b>Goal / Inquiry</b> Student learning	<p><b>** Our EMMSOTA learning community transitioned into a new building in 2018 – 2019 and carried on our focus on self-regulation. We quickly came to the realization in our first year in the new building that our focus needed to shift to student and staff wellbeing and to establish a learning community that was based on care, compassion and community. We focused both our school goal and school wide them in 2019 -2020 on Health and Wellbeing and to identify ways to stay healthy and well, manage stress and regulate feelings and actions with the support of others. This year ended in unprecedented times and it is imperative that we go forward with the same goal in support of both student and community well-being.**</b></p> <p><b>Goal One:</b> To develop each learner’s ability to recognize their level of health and wellbeing and to develop strategies to support <b>themselves and others</b> in a thriving learning environment.</p> <p><b>** In 2017-18 our learning community identified an additional academic goal focus**</b></p> <p><b>Goal Two:</b> To improve proficiency at all grade levels in numeracy(number sense, fluency and problem solving). We carried on focusing on numeracy and assessment through our 2019-2020 school year and only gathered data on first half of the year due to our significant challenges ending the school year. Data from 2018 and 2019 are included.</p>
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<b>Rationale</b> 1-3 reasons for choosing goal	<ol style="list-style-type: none"> <li><b>1) Student /Staff / Community Well-being:</b> we are experiencing unprecedented times as communities come to terms with social unrest and a global pandemic. WE have seen the trends of increased anxiety and mental health difficulties over the past several years and now more than ever we need to consciously acknowledge, then understand and finally act to improve everyone’s personal mental health.</li> <li><b>2) Culture of Care, Respect and Support:</b> Staff at EMMSOTA have worked with a restorative practice philosophy for several years. Using this approach for supporting students, structures like community circles are now embedded in our learning culture. The vision of supporting students through the lens of social emotional learning has been a very natural progression and led to many connections to mental health and well being strategies.</li> <li><b>3) Student Learning:</b> Through our knowledge of the skills our learners arrive to EMMSOTA with as grade six students, it is important for our staff to continue to grow their emerging self-regulation skills. Specifically, we know social emotional learning goals are a focus in two of our main associate elementary schools. Thus, students begin their 30 months of middle school at EMMSOTA</li> </ol>
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	<p>with an understanding of personal and social awareness, that we can embrace and build upon to further develop flexible, personalized, and positive learning environments.</p> <p><b>Our EMMSOTA shared values</b> document reflects how we place the value of the Social and Self Awareness Competency through R.E.S.P.E.C.T.</p> <p>R-responsible, responsible  E-educated éduqué/éduquée  S-supportive, soutenir les autres  P-positive, positif/positive  E-empathetic, empathique  C-creative, créatif/créative  T-tenacious, tenace</p> <p><b>Goal Two : Numeracy</b></p> <ol style="list-style-type: none"> <li>1) Results from early year and end of year school wide assessments in 2018 – 2019 show students have developed over time in their basic computational skills, while still too many students remain on the emerging continuum across all grades.</li> <li>2) Year end 2020 did not allow us an opportunity to collect and collate complete data to assess our numeracy levels according to our goal. We will move forward next year with a continued focus on numeracy activities and assessment for learning strategies with the support of district staff and a new online math resource that will spark learning conversations with teachers and students. We will carry forward a Numeracy Team Leader Portfolio.</li> </ol>
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<b>References</b> and sources to support actions	<p>Ensouling Our Schools: A Universally Designed Framework for Mental health, Well-Being and Reconciliation by Jennifer Katz</p> <p>We Well Being Curriculum: <a href="https://www.we.org/en-CA/get-doing/activities-and-resources/wellbeing/">https://www.we.org/en-CA/get-doing/activities-and-resources/wellbeing/</a></p> <p>Restorative Practices: <i>Circle Forward: Building A Restorative School Community</i> by Carolyn Boyes-Watson and Kay Pranis</p> <p>The MindUp Curriculum: <a href="https://mindup.org/">https://mindup.org/</a></p> <p>The Zones of Regulation: <a href="http://www.zonesofregulation.com/index.html">http://www.zonesofregulation.com/index.html</a></p> <p>Tribes Learning Communities: <a href="http://tribes.com/courses/boc/www.casel.org">http://tribes.com/courses/boc/www.casel.org</a> (RULER approach)</p> <p>SEL core competencies <a href="http://www.casel.org">http://www.casel.org</a></p> <p>RULER approach <a href="http://ei.yale.edu/ruler/">http://ei.yale.edu/ruler/</a></p>
Backup Documentation	

<p><b>Planned Actions</b></p> <p>Continuing practices working well (1-3)</p> <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> <li>• How will we involve parents?</li> <li>• How will we involve students?</li> </ul>	<p>The integration and innovation of the arts is established in all facets of school life and our inquiry focus is an effective structure to engage students in their learning. This year our inquiry and school wide arts integration theme will focus on innovation and the environment.</p> <p>Moving forward, some of the practices that we will include to support our work with social emotional learning:</p> <p>A clear timeline for each term to support the building and use of inquiry skills</p> <ul style="list-style-type: none"> <li>• Students will share their learning Triad Conferences (term one) and through formal Presentations of Learning (term two/three).</li> <li>• Use of all staff (non-enrolling teachers, EAs) to support ALL students</li> </ul>
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<ul style="list-style-type: none"> <li>• How will we monitor progress and adjust actions?</li> </ul>	<p>The development of staff knowledge, skills and leadership in support of both arts integration and health and well being will be key to maintaining our direction and capturing it in our visioning process over the course of this next year.</p> <p>Staff development and collaboration ideas will include:</p> <ul style="list-style-type: none"> <li>• Use of our Friday collaborative time that is built into our time table</li> <li>• Use of professional development days to plan, collaborate and learn (specifically our September Pro-D day where we will be doing some school visioning to create a strong visual graphic that speaks to our new directions going forward)</li> <li>• Staff working directly with Learning Services and Jennifer Katz from UBC to enrich our learning and professional growth in this area.</li> <li>• Use of team leader meetings and Pod collaboration time to ensure that staff is able to implement and respond to diverse learning needs</li> <li>• Targeted time at staff meetings to track and monitor student progress and plan appropriately (this learning strategy is already part of the staff meeting culture)</li> <li>• Parent involvement will continue with our new school goal as it has with our previous goal. Engagement will occur through PAC meetings, school community events, school website, newsletters and Twitter.</li> </ul> <p>Student ownership and involvement in our new goal:</p> <ul style="list-style-type: none"> <li>• To develop student awareness of health and well being we will establish time for students to learn and practice skills of mindfulness, inclusivity and care for themselves and others, at their own pace and level.</li> <li>• With support and guidance from teachers, students will be able to identify areas of need and implement strategies to support their readiness to learn</li> <li>• Our core classroom time and pod assemblies will be used to focus on our goal areas.</li> </ul>
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## Documentation of learning

### Key evidence of change

- 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.

This year each classroom teachers / staff identified most vulnerable students in each class, based on peer and adult connections. This “Spheres of Influence” process helped target those students not thriving and ensure adequate resources or attention were provided. The latter half of the year our focus shifted, and we utilized our Vulnerable Students Learning Support Team to identify those students not thriving in our move to online learning. Extra phone and Teams contacts and a few personal visits were used to help these students stay connected.

Health and Wellness surveys for staff and MDI data were examined when looking at our overall learning community health and wellness.

Our plans to host a Health and Wellness Fair as one of our presentations of learning had to “pivot” this Spring as much of what we did was impacted by the global pandemic and our move to online learning. Our Health and Well Being Team of Teachers hosted four “Feel Good Friday” sessions on Teams for our entire school to participate. The “FGF”s focused on;

- 1) Mindfulness
- 2) Gratitude
- 3) Healthy Sleep patterns
- 4) Celebrations of Well-being.

Data was gathered using Microsoft Forms, to gauge where student’s mental health and wellbeing was at during this time of extreme uncertainty. Parents were encouraged to participate with their child online.

We used Mindful Daily Art to support our health and well being focus this past year and connect our arts integrated philosophy into our SEL goals. Students participated in daily art as a strategy to ground everyone in the right brain and stimulate creativity and relaxation.

Wellness Wednesdays focused on a mindful moment with our counsellor and helped students activate good breathing techniques for managing stress and anxiety.

“High Five Fridays” celebrate acts of kindness, support and achievement during our morning music and announcements. It has become an expected ritual in our weekly EMMSOTA learning journey.

## Backup Documentation



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SD43



Copy of Health and  
Wellness Reflection



Copy of Health and  
Wellness Reflection



Copy of Health and  
Wellness Reflection



Copy of Health and  
Wellness - Final Ref



<b>School Community Engagement Process</b> <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>** During the school year our school goal is shared through our bi-weekly e-bulletins <i>Moody Matters</i>, and for staff in our weekly update M6 E-Bulletin.</p> <p>** We will also utilize our school website and work towards more frequent use of our Twitter account in the year ahead.</p> <p>** We will continue to highlight our school goals at events where our school community is invited; first month Open House, two sets of Student / Teacher / Parent Three Way Communicating Student Learning Conferences, multiple student performances and showcases of the Arts, and a final <i>Presentation of Learning</i> nearer to the end of the school year.</p> <p>** Teacher data collection for our school goal will be done throughout the year utilizing Team Leader Meetings, Staff Meetings. PD Days and our regular Friday Collaboration Time to review, reflect and rework our direction.</p> <p>** We started our visioning process in the Spring of 2019 looking at key elements of middle school and the impact of social emotional learning and self-regulation on our learning community. Our staff professional development retreat in September 2019 focused on <i>Health and Well-being</i> through <i>Mindfulness and the Arts</i>.</p> <p>** September 2020 PD retreat (if possible) will focus on our continued journey and we will begin working with a graphic facilitator to capture our vision and new directions.</p> <p>** When reviewing our school goals it was determined that we should continue with our key focus on Health and Wellbeing, through the lens of the Arts. Numeracy will continue to be a secondary academic goal for us, and we will capture data 2-3 times a year to chart our growth in this area.</p>
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<b>Reflection Highlights</b> <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>The positive impact on school culture from the success of student learning with our previous inquiry goal and ongoing vision of arts integration is ongoing. We also know that having our APL grounded in social emotional learning has created another school-wide initiative. The previous year focus on health and Well-being and our end of year "Feel Good Fridays" have helped us recognize that many common aspects are repeated from class to class and staff member to staff member. The current climate both locally and around the world pulls us together to continue work on this very important common goal.</p> <p>Patterns emerging can be identified in three areas:</p> <ul style="list-style-type: none"> <li>• student and staff wellness have been significantly impacted by the global pandemic and crisis in our community and globally.</li> <li>• SEL / Well being strategies for students, staff and families are imperative.</li> <li>• SEL / Well being strategies (student learning focus) that promote kindness, caring, and resilience need to be explicitly taught and promoted on a regular basis.</li> </ul> <p>These three areas will continue to be our focus as we move forward in 2020 – 2021. Our well being school team will continue to meet and connect with District initiatives</p>
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**(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>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">               EMMSOTA FSA 2019.pdf           </div> <div style="text-align: center;">               EMMSOTA FSA 2018.pdf           </div> <div style="text-align: center;">               Moody 2018-19 Numeracy goal asse:           </div> <div style="text-align: center;">               Moody Middle Numeracy Math Ass           </div> </div>
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## Signatures

School Name: École Moody Middle School of the Arts	School Goal: Social Emotional Learning	School Year: 2020-2021
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Title	Name	Signature
Principal	Mark T. Clay	
Assistant Superintendent	Reno Ciolfi	

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