


Action Plan for Learning



	School Name: École Moody Middle School of the Arts
	School Goal: Social Emotional Learning
	School Year: 2018-19

Goal / Social Emotional Learning	<p><i>In 2016-17 our learning community began a process toward forming a new goal:</i> Goal One: To develop each learner’s ability to access strategies to be calmly focused, alert and ready to learn to thrive in their learning environment.</p> <p>During the 2016-17 school year our learning community began to embrace this new goal and sharpen our direction for growth and support. As we began 2017-18 the EMMSOTA Action Plan for Learning became a structure that guided our mission, vision, values and goals. Now as we develop and publish the goals for 2018-19, EMMSOTA has become a learning community where social emotional learning is part of our school identity, philosophy and pedagogy.</p> <p><i>In 2017-18 our learning community identified an additional academic goal focus:</i> Goal Two: To improve proficiency at all grade levels in numeracy (number sense, fluency and problem solving). *the APL committee will begin in the fall of 2018 to develop the rest of the rationale and planned action for this additional goal.</p>
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Rationale 1-3 reasons for choosing goal	<p>The EMMSOTA community felt it was important to continue to deepen our focus in social emotional learning skills and develop a unified commitment to learning and growing together in this area to support student learning.</p> <ol style="list-style-type: none"> 1. Physical Learning Plant: As we begin 2018-19 in our new building, there is an opportunity and need to develop our new flexible learning spaces. In response to this opportunity, the EMMSOTA staff have focused on the physical school environment (classroom and shared learning spaces). 2. Culture of Care, Respect and Support: Staff at EMMSOTA have worked with a restorative practice philosophy now for six years. Using this approach to supporting students, structures like community circles are now embedded in our learning culture. From this philosophy, the vision of supporting students through the lens of social emotional learning has been a very natural progression. 3. Student Learning: 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 with an understanding of self-regulated learning that we can embrace and build upon to further develop flexible, personalized and positive learning environments. Our EMMSOTA shared values document, provided below,
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	<p>reflects how we place the value of the "social awareness competency" through R.E.S.P.E.C.T.</p> <p>R-responsible, <i>responsable</i> E-educated <i>éduqué/éduquée</i> S-supportive, <i>soutenir les autres</i> P-positive, <i>positif/positive</i> E-empathetic, <i>empathique</i> C-creative, <i>créatif/créative</i> T-tenacious, <i>tenace</i></p>
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<p>References and sources to support actions</p>	<p>The Mind Up Curriculum: https://mindup.org/ The Zones of Regulation: http://www.zonesofregulation.com/index.html Tribes Learning Communities: http://tribes.com/courses/boc/ www.casel.org (RULER approach) SEL core competencies http://www.casel.org RULER approach http://ei.yale.edu/ruler/</p>
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<p>Backup Documentation</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  2017 EMMSOTA Shared Vales.pdf </div> <div style="text-align: center;">  2017 Classroom Furniture Order Check </div> </div> <p>Backup Documentation article on benefits of SEL https://novofoundation.org/wp-content/uploads/2012/07/Meta-Analysis-Child-Development-Full-Article.pdf</p>
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<p>Planned Actions</p> <p>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>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.</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"> • Students will share their learning Triad Conferences (term one) and through formal Presentations of Learning (term two/three). • Use of all staff (non-enrolling teachers, EAs) to support ALL students <p>The development of staff knowledge, skills and leadership with self-regulation will be key to beginning our new goal. Staff development and collaboration ideas will include:</p> <ul style="list-style-type: none"> • Use of our Friday collaborative time that is built into our time table • Use of professional development days to plan, collaborate and learn (specifically our September Pro-D day) • Use of team leader meetings and Pod collaboration time to ensure that staff is able to implement and respond to diverse learning needs • 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). See Backup Documentation below for examples.
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	<ul style="list-style-type: none"> • Parent involvement will continue school goal as it has in previous years. Engagement will occur through PAC meetings, school community events, school website, newsletters and Twitter. <p>Student ownership and involvement in our new goal:</p> <ul style="list-style-type: none"> • To develop student awareness of self-regulation skills and strategies we will establish time for students to learn and practice skills at their own pace and level. • With support and guidance from teachers, students will be able to identify areas of need and implement strategies to support their readiness to learn. • Our core classroom time and pod assemblies will be used to focus on our SEL goal.
Backup Documentation	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  teacher survey (T1).pdf </div> <div style="text-align: center;">  teacher survey (T2&3).pdf </div> </div>

<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>This year each teacher chose a student for an individual case study who was minimally, or not yet meeting expectations with self-regulating skills and strategies. Teachers evaluated student learning and progress with self-regulation skills and strategies in January and May. This data reflects the growing common SEL language and classroom strategies across all pods. The data collected helps guide our planning and direction for 2018-19 with regard to professional development needs and resources such as classroom furniture.</p> <p>By using this process of deeply examining one student who is minimally or not yet meeting expectations, staff have the opportunity to carefully examine how to support these specific students through a multitude of different strategies including: direct instruction, peer support and evaluation, repeated practice, and specific self-regulation strategies. Although these strategies are developed from the reflections on a specific student, the benefit is felt by the majority of the other students as our planning provides direction for the whole class.</p> <p>During 2018-19, all students will maintain a personal portfolio of learning, and/or Freshgrade account which along with formal (and informal) assessments, will assist in documenting how student learning is developed and enhanced through social emotional learning. The portfolio may be digital through the use of Freshgrade but may also be supported with evidence of learning/growth with a paper portfolio as needed.</p>
Backup Documentation	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  teacher survey (T1).pdf </div> <div style="text-align: center;">  teacher survey (T2&3).pdf </div> <div style="text-align: center;">  teacher survey RESULTS DATA.pdf </div> </div>

<p>School Community Engagement Process</p> <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? 	<p>During the school year our school goal will be shared through our weekly e-bulletins;</p> <ul style="list-style-type: none"> • for parents/guardians = Moody Matters • for staff = M5 <p>We will also utilize our school website, Twitter account and highlight our school goal at events where our school community is invited. For example, we introduced our new APL goal at our fall open house on September 21st, 2017.</p> <p>Teacher data collection for our school goal will be done at three different staff meetings. Review of school data will regularly be a part of our Friday collaborative time as well as team leader meetings.</p> <p>Our school goal moved forward in 2017-18. Our September open house provided introduction and background to parents about our goal. Our staff professional development retreat in September 2017 was also focused on social emotional learning. Moving forward with the data collected this year, background information, timelines for learning and allocating classroom funds are just some of the work that will be necessary between teachers, support staff, students and parents.</p> <p>An APL review with the EMMSOTA staff was done during our June 2018 visioning professional development to review our goal and data through a collaborative process with our school community.</p>
<p>Backup Documentation</p>	<p> 2018 One Pager-MoodyMiddleS</p>

<p>Reflection Highlights</p> <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>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. From the teacher survey data many common aspects are repeated from class to class and staff member to staff member. These are encouraging results, as it reflects a growing common goal.</p> <p>Patterns emerging can be identified in three areas:</p> <ul style="list-style-type: none"> • the classroom design (the role of the learning space) • SEL learning strategies for students (the role of the teacher) • SEL strategies for students (the role of the student) <p>These three areas will continue to be our focus as we move forward in 2018-19. Our learning services team leader has provided some solid leadership and expertise with SEL strategies for classrooms. Our student learning centre will open this September 2018 with a circuit of activities to help students and staff learn more strategies to be calm, alert and ready to learn.</p> <p>Another step we will be taking is further spending on furniture and equipment for our classrooms in the new school. Strategic spending focused on the results of this year's data will allow more classrooms to reflect a sensitivity and focus on SEL.</p> <p>EMMSOTA is fortunate to have associate elementary schools that are teaching self-regulation skills and focus on a social emotional learning. Another next step for term</p>
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	one will be connecting more of our EMMSOTA teachers with staff members from those associate elementary schools.
Backup Documentation	 teacher survey RESULTS DATA.pdf

Literacy Data Attach the following: <ul style="list-style-type: none"> • Classroom Assessment • School Assessment • FSA results 	 Moody - FSA Numeracy 2017.xlsx  FSA Report Moody Middle.pdf
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Signatures

School Name: École Moody Middle	School Goal: Social Emotional Learning	School Year: 2017-18
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Title	Name	Signature
Principal	Trevor Kolkea	
Assistant Superintendent	Reno Ciolfi	