


Action Plan for Learning



	School Name: Summit Middle School
	School Goal(S): Social Emotional Learning and Numeracy
	School Year: 2021-22

Goal / Inquiry Student learning	Social Emotional Learning Goal - <i>I will contribute to a positive school community</i> Intellectual Goal – <i>I will develop my mathematical mindset to communicate and represent my thinking in multiple ways</i>
------------------------------------	---

Rationale 1-3 reasons for choosing goal	Social Emotional Learning Goal <ul style="list-style-type: none"> The intention is to continue to build on our 2020-21 school goal by targeting belonging and connectedness as key values our staff and students can explore, engage in, and expand upon as our school community is returning to a more normal middle school experience through: <ul style="list-style-type: none"> a focus on student growth (growth mindset) and the idea of building a community from individual classrooms, to teams, to the school, and extending out to the community recognizing personal strengths, attributes and values that can positively impact a community, especially in collaboration with others Social emotional emphasis in students and staff – understanding the importance of belonging and connectedness and its affect on self, others and the community at large. Staff want students to feel safe, take risks, think for themselves and be kind. Through curriculum, students will explore their personal awareness and culture. We are hoping this will lead to more compassion and acceptance for others and their differences. Intellectual Goal <ul style="list-style-type: none"> Our understanding of numeracy and how kids learn has expanded over time, and in doing so has challenged teachers’ understanding and pedagogy, as well as students’ and parents’ understanding, of what being numerate means and looks like. Numeracy skills are needed across curricula; they are not solely contained or learned in a math class. We recognize that the pandemic has had an influence on individual learners, teams and our school community as a whole. By continuing to target a mathematical mindset, we feel we provide additional opportunity for students to focus on themselves as learners and ways they can grow and foster personal strengths. We want to foster a growth mindset in our students and staff because: <ul style="list-style-type: none"> understanding the “why” it works is just as important if not more than “how to do it” teaching practice and learning needs to reflect a more competency-based approach rather than focusing on delivering content Creating a culture that strengthens students’ contribution to math class will foster more positive self-concept as math learners.
---	---

	<ul style="list-style-type: none"> ○ We want to strengthen our understanding of how our students learn and how best we can support the development of competencies. ○ Using a common language related to the mathematical mindset norms will help foster connections between staff members, students and our parent community.
--	--

References and sources to support actions	<p>Social Emotional Goal:</p> <ul style="list-style-type: none"> • Anecdotal evidence from teachers about progress of this year's goal • Anecdotal evidence from staff about moving forward and ideas for upcoming goal • Gr. 8 MDI (2020-2021) Report reflects high student belief about their academic ability including an interest and confidence in school but lower perception of a positive school climate and the feeling of being connected and valued while at school. • "School connectedness is about creating a school community where everyone feels safe, seen, heard, supported, significant and cared for (BC School Based Mental Health Coalition, 2013). The focus in school connectedness is on building strong, positive relationships: among students, between students and school staff; between school staff, families and the larger community. The presence of caring relationships in schools — the heart of school connectedness — is increasingly recognized as a vital component of successful schools. The research is strong and consistent; students who feel connected to school do better academically and are healthier." (https://healthyschoolsbc.ca/healthy-schools-bc-resources/school-connectedness/) • "The Third Path" – A Relationship-Based Approach to Student Well-Being and Achievement by David Tranter, Lori Carson and Tom Boland. <p>Intellectual Goal:</p> <ul style="list-style-type: none"> • Anecdotal evidence from teachers about progress of this year's goal • Anecdotal evidence from staff about specific instructional practices for targeting specific mathematical norms that are representative of a mathematical mindset. • Grade 7 2020-21 FSA results reflect strong fundamental math skills but also highlight the challenge for students to apply skills with multi-step problem solving questions. • Gr 8 2020-21 MDI results indicated that 62% of students feel it is very important to get good grades while only 52% of the same students feel it is important to learn new things. • There is a clear gap between what research has shown to work in teaching math and what happens in schools and at home. Math anxiety and lack of confidence are among the most difficult obstacles for classroom teachers to overcome. There is a wealth of research on what is currently understood about how children develop confidence and proficiency in mathematics. Activities and examples of conceptual, investigative math pedagogy help facilitate students' growth in beliefs about themselves, as well as their
---	--

	personal roles in the mathematical problem solving process. (paraphrased from <i>Mathematical Mindsets</i> , by J. Boaler, focussed websites)
Backup Documentation	  Mathematical Mindsets (J. Boaler). MDI_2020_21.pdf

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? • How will we involve students? • How will we monitor progress and adjust actions? 	<p><u>Continuing practices working well (1-3)</u></p> <ul style="list-style-type: none"> • In-class community-building (class charters) to create buy-in with students to understand goals • Opportunities for teachers to meet regarding the goals during Wednesday collaboration time and team common planning time throughout each week • Professional development embedded into monthly staff meetings to build capacity • Support through the School Wellness Team (for students and staff) • Dedicating a year-end school-based Professional Development to reflect on progress of goals throughout the year and develop plan for moving forward. • Create ongoing dialogue at monthly staff meetings to keep conversations going and keep goals at the forefront of staff's minds (brief...i.e. 5 minutes at the start of staff meetings) • Focus school based professional development days and collaboration times on APL goals and building capacity <p><u>What will we do differently? (1-3)</u></p> <ul style="list-style-type: none"> • For our numeracy goal, we will implement the use of a student reflection tool that will enable us to collect specific data regarding our progress with specific Math Mindset norms. This data will be used as evidence to help guide professional development opportunities. • Create a student focus group that will meet 2 to 3 times during the school year. • Provide opportunities for students to share their Mathematical Mindset through daily announcements and school-wide events. • School will participate in a school-wide read of Flying Lessons by Ellen Oh which celebrates the uniqueness and universality of all students. • Make changes to our School Code of Conduct to reflect our goal of establishing connect and belonging throughout the school. <p><u>How will we provide for staff development and collaboration?</u></p> <ul style="list-style-type: none"> • Opportunity for staff to share qualitative and quantitative data to support what they are doing to achieve APL goals • Co-create lessons to build on the school goal that teachers can use in their classrooms (e.g. Traits & Talents lesson) • Work to create concrete resources (potentially share at staff meetings) • Mixed team groupings at meetings to share ideas and brainstorm practical approaches
---	--

- Have one Team Leader position whose portfolio of responsibilities include curriculum implementation/support
- Possible book clubs focussed on mathematical mindsets planning and assessment

How will we involve parents?

- Continuing to have the APL goal in the newsletter
- Coffee and Conversation (inviting parents into the building once a month to discuss school happenings)
- More opportunities for parents to come in and volunteer
- Student-led and 3-way conferences
- Inviting parents to celebrate in student work / presentations (e.g. gallery walks for projects, film festivals)

How will we involve students?

- Building class charters at the beginning of the year
- Reconnecting to the goals throughout the year
- Class circles
- Student leadership (e.g. Student voice and Student Public Relations)
- Continual ice-breaker activities (e.g. 'Question of the day')
- Cross-team connections (e.g. grade 6/7 classes working with grade 8 classes)
- Opportunities for students to showcase their mathematical mindset through weekly announcements and team and school-wide assemblies.

How will we monitor progress and adjust actions?

- Monthly staff meeting discussions
- Anecdotal questions to staff for informal feedback at meeting/collaboration times
- Teacher reflection and feedback that is shared with colleagues
- Balance ideas and implemented activities with questions and discussion around how they were received
- Microsoft Forms – creating simple surveys that students and staff can take to collect data relating to the goal
- Representatives from each team in the school to attend monthly APL and ProD meetings.
- Teacher observations and anecdotal evidence
- Teacher collaboration at staff meetings and Wednesday mornings
- Informally through class discussions and circles
- Student self-reflections
- Student and staff surveys given at 2 to 3 points during the school year

Backup Documentation



APL_March11.pdf



APL Collab
Time_October21.pdf



APL Collab
Time_Jan27_2021.pdf



APL_Asking
Questions.pdf



APL_2020_21.pdf



APL Mathematical
Mindset_MidPoint_Su



Summit_APL
Presentation 1 (April 2



Summit_APL_School
Experiences.pdf






Goals and Objectives
Directions 2025.pdf




Summit_MathNorms
_IStatements.pdf



Moving On From A
Concept_APL_Feb24.r

<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. 	<ol style="list-style-type: none"> 1) Class Profile reviews that took place at both the beginning and end of the year identified classroom learning goals and action plans that mirrored our goal of building a positive community. 2) COVID-19 protocols required students to remain with their core teacher for most of the day. We used this as an opportunity to establish strong connections to our students. The use of classroom charters, student reflections, observations and discussion provided a strong foundation for classroom learning goals and action plans. 3) Student core competency reflections for their report card show growth in our practice of helping students identify their own strengths and stretches 4) 2020-21 Grade 8 MDI results <ul style="list-style-type: none"> • 66% of students reported a high understanding and feeling of empathy towards their peers (e.g., "I care about the feelings of others, an increase of 1% from the previous year's report. 37% reported a high participation in prosocial behaviour (e.g., "I helped someone who is hurt"), a decrease of 11% when compared to the previous year's report. While the report data indicates that students are recognizing the feelings and perspectives of others, they continue to not act on this, especially during the COVID-19 pandemic. Our goal targets this discrepancy by emphasizing the importance of connection and belonging as we further distance ourselves from pandemic protocols. 5) Grade 7 Student Learning Survey 2020-21 <ul style="list-style-type: none"> • 63% of students reported that many times and all of the time Summit Middle School is a place where "you feel like you belong". • 60% of students reported that 3 or more adults (e.g., teachers, counselors, support staff and administration) care about them. • 70% of students reported that many times and all of the time they feel welcome at school. • 65% of students reported that they agree or strongly agree that they are learning how to care for their mental health. (e.g., anxiety or stress management, anger management, relationship skills)
<p>Backup Documentation</p>	<div>  MDI_2020_21.pdf  SLS_2020_21.pdf  Class Profile Template Fall 2020.doc </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? 	<ul style="list-style-type: none"> • Monthly collaboration meeting for APL committee (all staff welcome), minutes shared with all staff • Presentation & discussion at staff meetings to gain feedback and help direct future efforts • Presentation & discussion on professional development day to collaborate with staff on next year's goals • Ongoing communication with parents through online portfolios and emails • Goal updates in school newsletter • Student participation in School Satisfaction Survey
--	--

	<ul style="list-style-type: none"> • Explicit discussion of school goals with students in class • Survey provided in mid-year to teachers and students specifically related to the goals and student/school progress • Encouragement of dedicating time to building connections • Feedback collected on the progress of the school goal and collected ideas for areas of focus • Sharing APL minutes and lesson plans • CDMC discussions around ideas for community engagement • Celebrating work toward the SR goal through student/class displays throughout the school • Involving/sharing progress with PAC
Backup Documentation	 <p>Math Mindset Mid Point Review_2020_2</p>

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? 	<ul style="list-style-type: none"> • Teachers have a clearer idea of the intentions behind the Social Responsibility and Intellectual goals for next year. The SR goal it is a continuation of this year's. Each goal's statement language is simplified to clearly focus on the intention and direction of each. • Our school goals tie-in well with Directions 2025 and the "new" BC curriculum and a competency-based approach to learning • As Summit is continuing with 'gradeless' assessment, student growth (growth mindset) and personal awareness are closely associated with our goal, as students need to know and understand themselves and their unique learning styles in order to recognize how they can contribute to the school and community • While we have plenty of anecdotal evidence regarding our progress with our intellectual goal, there is a desire to collect quantitative data that will better inform our short and long-term approach to improving our student's mathematical mindset. The use of a student reflection survey will provide insight into student progress and guide professional development opportunities. • Capacity building will need to be a focus in our staff (external and internal motivation) to challenge one's self with the planning and teaching numeracy as well as social responsibility.
Backup Documentation	

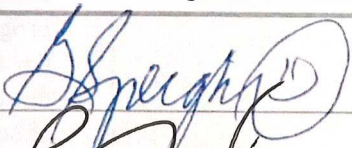
(Delete this section if Literacy is your main goal)

Literacy Data Attach the following: <ul style="list-style-type: none"> • Classroom Assessment • School Assessment • FSA results 	Classroom Based Assessment & School Based Assessment Indicates: Grade 6 Language Arts: <ul style="list-style-type: none"> • Emerging – 3% • Developing – 41% • Proficient – 45% • Extending – 11%
--	--

	<p>Grade 7 Language Arts:</p> <ul style="list-style-type: none"> • Emerging – 2% • Developing – 36% • Proficient – 52% • Extending – 8% <p>FSA Results (Grade 7)</p> <p>Reading (164 Students Participated)</p> <ul style="list-style-type: none"> • Emerging – 19.1% • On Track – 59.3% • Extending – 4.02% • Performance Level Unknown – 17.59% <p>Writing (146 Students Participated):</p> <ul style="list-style-type: none"> • Emerging – 10.55% • On Track – 59.8% • Extending – 3.02% • Performance Level Unknown – 26.63%
--	--

Signatures

School Name: Summit Middle	School Goal: Social Emotional Learning	School Year: 2021-22
----------------------------	--	----------------------

Title	Name	Signature
Principal	Glenda Speight	
Assistant Superintendent	Robert Lambra	