



CAMPUS ACTION PLAN

Key Action 1: SOCIAL-EMOTIONAL LEARNING

*Students will be able to acquire and effectively apply the knowledge, attitudes, and skills necessary to 1) **understand and manage their emotions**, 2) **set and achieve positive goals**, 3) **feel and show empathy** for others, 4) **establish and maintain positive relationships**, and 5) **make responsible decisions**.*

Students will:	Teachers and staff will:
<p>Transition to and thrive in 9th Grade</p>	<p>Smoothly transition our students from 8th to 9th grade and provide year-long support so that they complete their freshman year on-track to graduate in 4 years (no more than one semester course failure AND earning at least 5 credits):</p> <p>BEFORE SCHOOL STARTS</p> <ul style="list-style-type: none"> • Connect with students prior to their 9th grade year by conducting multiple and varied recruiting visits to middle schools. • Hold Summer Transition Camp for all incoming 9th graders. • Conduct “Gone Fishing Expedition” home visits for incoming 9th graders the week before school begins. <p>DURING SCHOOL YEAR</p> <ul style="list-style-type: none"> • Execute consistent classroom expectations across all 9th grade classrooms. • Give students a voice by regularly scheduling student-facilitated Freshman Seminars tackling meaningful and relevant topics. • Organize students into cohorted College & Career Pathways and systematically monitor, intervene, and celebrate key data points.
<p>Wholeheartedly embrace their role in building a safe and caring school community</p>	<p>Set aside structured weekly time for all students and staff to cultivate mindfulness, thereby improving cognitive focus, regulation of emotions, compassion, and reducing anxiety.</p> <p>http://www.mindfulschools.org/resources/room-to-breathe/</p> <p>Set aside structured weekly time for all students and staff to engage in restorative circles, thereby building both classroom and campus-wide sense of community in which every member feels seen, heard, and respected.</p> <p>Provide support (including a campus-based social-worker) for students who have been traumatized by a high number of adverse childhood experiences (ACEs) so that their inherent resiliency can be harnessed so that unmet physical and emotional needs will not continue to interfere with their ability to learn and adjust in school.</p> <p>https://www.cdc.gov/violenceprevention/acestudy/index.html</p> <p>Create multiple opportunities for students to participate in Co- and Extra-curricular activities before, during, and after the school day.</p> <p>Provide structure and high expectations for student behavior by strengthening school-wide culture systems including Morning Arrival, Lunch, Hallway/Tardies, Assemblies, and Dismissal.</p>