Action Plan for Learning

	School Name: Centennial Secondary
	School Goal: Other
	School Year:2020-2021

Goal / Inquiry Student learning	Build Culture, Community and Connectedness for students and staff, particularly since we have moved into a new school.

Rationale 1-3 reasons for choosing goal	We entered a new school building in 2017/2018. The design of this new building places great emphasis on communal spaces for students to connect and collaborate. Given that Centennial originally opened in 1966, there is a rich history that needs to be honoured, but also an opportunity to revise our identity so that is more reflective of the changing community and demographics. In September 2017, staff indicated that there was a need to rethink our identity and vision in a new building, particularly since several new staff arrived to Centennial over the past year.

References and sources to support actions	 The Centennial Way APL.pptx
Backup Documentation	Staff Survey Student Survey Parent Survey

Planned Actions Continuing practices working well (1-3) • 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?	In September 2018, staff participated in a visioning process with two facilators to begin the process of rethinking our vision for Centennial moving forward. The vision was revisited at each staff meeting to continue the process for enabling the vision to evolve and accurately reflect the desires of the staff. Student voice was engaged through a similar process in which over 300 students provided their ideas and perspectives about what their ideal Centennial would be to them. This data was then organized into the vision and presented to all students in each pod. All students were offered the opportunity to share their ideas of the vision and offer any further suggestions for inclusions or changes. The Parent Advisory Committee was invited to review the vision and provide input.

	In September of 2020, we held a staff retreat which focused on five key areas of the vision as they relate to the BC Ed plan. Specifically, we developed working teams for the school year to focus on: **Core Competencies, Technology Integration, Indigenous Education, Social Emotional Learning, and Assessment.** We also used the vision to work on two school wide initiatives with students: • **Creating work spaces that promote creativity, collaboration, productivity, and engagement by redesigning two of our collaborative spaces into themes that represent our community** • **Creating a timetable that is flexible, increases time for academic support and well being, increases time to collaborate, and increases opportunities for authentic learning experiences by developing a Student Think Group focused on Design Thinking to resdesign our current timetable**
Backup Documentation	http://mycentennial.sd43.bc.ca/designthinking/

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.
	The staff and students have generated a new vision for Centennial. The focus for Centennial moving forward is:
	    • **A safe and caring community that values inclusiveness, connections, and belonging**
	    • **Recognizes our learners for their effort, talents, and successes.**
	    • **Diverse individuals united in the pursuit of excellence**
	    • **Takes action to inspire pride and spirit in our community**
	    • **A community that values all individuals and inspires each other**
	    • **Promotes the health and well-being of our community**
	
	We have seen increased involvement of students in clubs, teams, and student activities. We have also seen the creation of new student lead activites, such as a school hockey team, cheer team, Move4Mana, antibullying presentation, SOGI, and Pa-Moja.
	
	This spring, we intended to present the student designs of the collaborative spaces to the staff and students as well as have our student design thinking group present prototypes for the school timetable. As a result of the COVID 19 outbreak and in school activities being suspended, we have needed to suspend these two working groups. Once we are able to return to regularly schedule classes or more face to face interactions, we will reconvene.

Backup Documentation	School Vision New Vision Layout

School Community Engagement Process • 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?	Our APL is aligned with our visioning process. We have included staff, students, and parents in this process throughout the school year and continued to communicate iterations throughout the year at staff meetings, pro d days, and PAC meetings.
Backup Documentation	

Reflection Highlights • Where are we now? • What are some patterns emerging? • What surprised you?	Prior to us surveying staff and students in February 2018, there was a sense that staff were feeling a high level of fatigue and frustration. Furthermore, they indicated that there was a feeling of loss in the way were connected with one another. It became clear that staff are looking for change, primarily in the way we collaborate, connect, and offer diverse, rich programs.

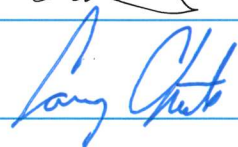|	
- What conclusions / inferences might you draw? - How does this inform potential next steps?	We have developed a new vision for Centennial. The vision reflects the voice of staff, students, and parents. From the visioning process, themes have arisen that are guiding us to new action plans. The creation of these action plans and the implementation process began in 2019/2020. This year, we have been working on action oriented strategies to fulfill our school vision. In addition to the areas that we have focused on as an entire staff, we have observed that several areas of the vision are being addressed through staff taking initiatives, such as making food more accessible to students through our breakfast program and grab and go stations that were created this year, partnerships with the BC Agriculture Fruit and Vegetable program, increased student mentorship such as our tech leadership group who took on an instrumental role in supporting our students with technology through our Grade 9 BYOD program as well as our move to remote learning during COVID 19, increased program offerings for students such as the new Outdoor Education program as well as the Optimizing Athletic Performance Academy, and increasing the capacity of our tutorial program for more 1:1 support. With respect to the staff working groups that have focused on key areas of the school vision: *Assessment*- We have a large contingent of staff (12 teachers) who have been participating in the Assessment series workshops with Katie White. This has been helpful in developing resources for our staff as well as experimenting in the classroom with various tools. For example, during remote learning, we have developed technology support teams as well as curriculum support teams. The framework used to support staff guides our staff through the learning standards, clearly outlining proficiency levels, assessment tools, and the integration of core competencies. Our staff has also redesigned our informal report card so that it is more in alignment with the qualitative feedback to parents to help guide their child's learning. *Student Support*- We have redesigned our Care and Concern model to support our most vulnerable learners. Our new intervention model addresses Tiered Interventions for staff to implement. It includes a workflow that helps all staff understand our system response to students who may be struggling for a variety of reasons. *Technology*- This year was our first year implementing ADL in our school we had a team of 4 teachers who worked collaboratively with staff and students over the course of the year. We held two full grade digital immersion sessions during this year where all students in grade 9 attended workshops and received support with technology. We created a Technology leadership class where students who were passionate about technology worked with staff and students supporting the integration of technology in the classroom. Staff and students have been working collaboratively to build capacity throughout the school. *Collaborative Spaces*- Two pods have been selected for this year to be redesigned to help create spaces that encourage connection and belonging to our school. One pod

	being designed by students centres around the theme of the west coast water. The second pod has an indigenous focus and will recreate a big house from the Kwayhquitlam people.
Backup Documentation	[Intervention Flow Chart](#) [Tiered Interventions](#)

(Delete this section if Literacy is your main goal)

Literacy Data Attach the following: • Classroom Assessment • School Assessment • FSA results	

Signatures

School Name: Centennial Secondary SChool	School Goal: Other	School Year: 2020/2021

Title	Name	Signature
Principal	**Anthony Ciolfitto**	
Assistant Superintendent	**Carey Chute**	

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