

Action Plan for Learning


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| | School Name: Centennial |
| | School Goal: Social Emotional Learning |
| | School Year: 2017-18 |

Last Edited: July 14, 2016


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| Goal / Inquiry Student learning | To continue to focus on building Culture, Community and Connectedness for students and staff, particularly as we prepare for a new school building. |
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| Rationale 1-3 reasons for choosing goal | <p>We will enter a new school whose design places great emphasis on communal spaces and community places. As such, we will continue to retain important aspects of our rich historical past, but combine it, with new future initiatives.</p> <p>We will implement (starting Sept 2016) a new vision for student council, which emphasizes student voice and direct involvement in goings on. They will have a budget to work with, as well as a mandate to increase student participation and general community spirit (so far so good).</p> <p>We will continue our successful work in school connectedness, building culture and socio-emotional learning (SEL), particularly in our support of vulnerable students. Our past efforts have demonstrated statistically significant success in caring for students, and in reducing problematic behavior and community perceptions.</p> <p>We also feel that to further the work, we need to be more overt in our emphasis of SEL instruction in the classroom, in order to deepen school culture, community and connectedness. In combination with a renewed school wide focus on literacy across the curriculum, we will look to imbed SEL aspects daily into the lives of students.</p> |
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| References and sources to support actions | www.casel.org Safe and Caring School Framework UBC-Dr. Hymel's team Marna Macmillan |
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| Backup Documentation |  6 Strategies -SEL.png |
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| Planned Actions Continuing practices working well (1-3) • What will we do differently? (1-3) | <p>Re-create a model of leadership within student council, department heads, and staff as a whole, emphasizing team building, committee structures, and full participation. In essence, a philosophy of distributed leadership.</p> <p>Initiate the usage of a school app, rather than agenda book. Use the app to notify people of key dates, current things, and the daily newsletter.</p> |
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| <ul style="list-style-type: none"> • 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>Staff collaborative time will be more difficult to secure with the change in minutes of instruction mandate; however, we will be sure to utilize Pro-d time and staff meeting time in a more collaborative manner, in order to build staff connectedness, which will further enhance and strengthen the gains we have made in our model of team teaching and teacher collaboration.</p> <p>Use Department Head meeting structure to plan for workspaces in new school Focus on learning spaces, school organization, teacher collaboration and in class support.</p> <p>Re-engage with UBC and utilize their research expertise in assessing our school culture and help us target foci for the future.</p> <p>Emphasize literacy across the curriculum. If budget allows, continue with analysis of school-wide literacy.</p> |
| <p>Backup Documentation</p> |  <p>Centennial Bell Schedule.docx</p> |

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| <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. | <p>In summary, we have had significant changes in students' perception of being cared for and of their feeling of safety at school.</p> <p>There has been a continued reduction in student suspensions, particularly those that deal with violence, threats and intimidation. Those reductions continued into 2015-2016, and our plan is to continue the trend, as long as behaviours allow it.</p> <p>EAL students are generally feeling a greater sense of connectedness to school, and are more embedded in everyday life.</p> <p>While other schools have experienced significant issues related to vandalism and shenanigans at the end of the school year, we have consistently demonstrated a high level of respect, particularly from our graduates.</p> <p>See attached video, data and graphs.</p> |
| <p>Backup Documentation</p> |    <p>suspnsion data graph.xlsx cross catchment graph.xlsx Centennial Secondary 2008-2011</p> |
| <p>Reflection Highlights</p> <ul style="list-style-type: none"> • Where are we now? • What are some patterns emerging? • What surprised you? | <p>Our long term commitment to SEL related initiatives and support structures has had a significant positive impact on our school culture. However, we feel that to take the next step in creating connections for all students and staff and for building a greater sense of community, more direct, overt SEL instruction must occur. A comprehensive analysis of our exam results and student achievement data, highlighted departmental foci for improvement, but also highlighted a need to re-emphasize literacy across the curriculum.</p> |

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| <ul style="list-style-type: none"> • What conclusions / inferences might you draw? • How does this inform potential next steps? | <p>We are hoping that by adding a school wide literacy focus that seeks to improve both our assessment and reading comprehension strategies, we will be able to better integrate SEL and build school wide literacy strategies to motivate students, connect them to curriculum and achieve higher standards.</p> <p>We hope to use the data from another UBC survey, planned for 2016, to monitor our progress with respect to student school connectedness and sense of belonging. That survey may be postponed, but we also plan to do other types of surveys, and measurements of participation in school function, to determine participation and inclusivity.</p> <p>We have recently adjusted our student support model to become more inclusive. Our EF teachers are not only working directly in classrooms with students, but also working collaboratively with teachers in co-planning and co-teaching lessons and supporting diverse learners. The number of classrooms in which this is occurring has increased significantly over the years, and we have numerous examples of successful partnerships. In addition, our learning center - and EAL teachers on occasion - are providing a similar service, but with more direct support and service to students in the classroom. We are more intentional and efficient at organizing our classes by clustering students so that we both emphasize and maximize direct support in classrooms. Keeping students in the classroom with two teachers caring for them fosters their sense of connectedness, and attachment, while supporting their diverse learning needs via immersion in the classroom.</p> <p>Finally, much of our professional focus in the next year will be on school organization, the nature of collaboration and the utilization of project spaces for instruction.</p> |
| <p>Literacy Data Attach the following :</p> <ul style="list-style-type: none"> • Classroom Assessment • School Assessment • FSA results | <p>See attachments on our website, once they are posted in the fall of 2016 (following September 30th, 2016)</p> |
| <p>Backup Documentation</p> | |