Action Plan for Learning

	School Name: Central Community School
	School Goal: Other
	School Year: 2021-2022

Goal / Inquiry Student learning	**To identify student academic proficiencies by using structures of a data driven collaborative support model to affect academic change**

Rationale 1-3 reasons for choosing goal	• Central's previous APL focused on Self-regulation. There are now many strategies and structures in place that will support this focus. This focus will continue to evolve with the development of school-wide language. (e.g., Zones and SNAP). We are switching the focus to prepare for a data driven focus on an academic goal. • Central has worked closely with Learning Services for many years starting with a focus on self-regulation and SEL. In 2019-2020 there was in-service around the implementation of the PAR reading assessments. There was conversation around the need to create a plan for a more needs-based Student Services delivery model for the 2020-2021 school year. • Central had a short term (one year) change of administration in the 2020-2021 school year. There is also a history of large numbers of staff lay off each year that impacts continuity of structures. • We were challenged to articulate the process that determines how support service is allocated. If the current staff were not here, how would new members continue the momentum. • This led to a fuller conversation and exploration of; how could we involve all voices (classroom and student services) in the determination of student service support, allocation of service, class review and school goals?

References and sources to support actions	

Backup Documentation	 MDI-SchReport-2019 -20-SD43-CentralCon	 MDI-SchReport-2020 -21-SD43-CentralCon

Planned Actions Continuing practices working well (1-3) • What will we do differently? (1-3)	**What is working well and will continue?** • PAR assessment in conjunction with Learning Services • Working closely with Learning Service to provide mentorship and ProD

• 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?	• Allocate student service based on a base level with a lens to allocate additional time for classes that may be identified as having additional challenges through SSBT, Class Review and SBT meeting **What will we do Differently?** • Look for ways to increase transparency in decision making around allocation of SS time. • Look for ways to increase classroom teacher voice in collaborative decision making around SS time. • Increase our understanding, use of co-teaching models. • Create systems to use data for making decision around school wide goals, class based goals, individual goals, including class reviews and collaborative meetings
Backup Documentation	[W] Class Review Draft 2 template.docx [W] Parred down Year at a Glance - Collaborati· [W] Gallery Walk.docx

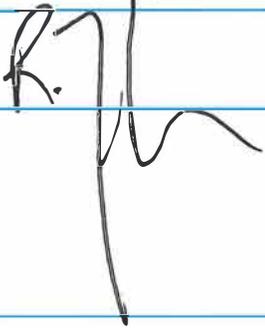|	
Documentation of learning Key evidence of change • How did your actions make a difference? • Choose 1-3 pieces of evidence to demonstrate the impact your actions have had on student learning to meet your goal. • Documentation could include video, survey results, performance standard data, anecdotal evidence, work samples, etc.	• We are in the middle stage of developing our process (see year at a glance insert) • This is only the beginning – we can now use the process to determine goal and then set actions for impact on student learning • We have used the revised class review template (see insert) and process (more teacher voices included) and the feedback was encouraging. Teachers felt that it was good to have more brainstorming around strategies for tier 1 structures and strategies. • We used the gallery review at a spring staff meeting after all teachers used the new template to do mock class reviews and there were sone good observations and indications that teachers saw the potential for school wide goal setting (see Summary of gallery walk) • The excel class complexity has potential for lots of uses including data for school wide goal setting (see summary of data for literacy and numeracy at each grade level)
Backup Documentation	[W] Parred down Year at a Glance - Collaborati· [W] Class Review Draft 2 template.docx [W] Gallery Walk May 4.docx [W] 2020-2021 Whole School and Grade Lev

School Community Engagement Process • How did you engage parents, teachers,	• Teachers and support staff are engaged during staff meetings, team leader and collaboration time meetings, Pro-d days.

students & support staff in developing your APL? • How did you share your APL goals with parents, teachers, students & support staff?	• The APL goals are developed through discussions with parents and staff. The finalized APL is posted on the website and sent to staff via email and given in their welcome back package.
Backup Documentation	Gallery Walk May 4.docx

Reflection Highlights • 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?	• We are happy with the progress we have made this year • We have created systems that will strengthen our abilities to make sound decisions around school wide goal setting • These systems are articulated in our 'Year at a Glance" that outlines the process for September start up to class building in June • Embedded in the systems are multiple opportunities to look at class based assessment and goal setting (class reviews and collaborative decision meetings) as well as looking at the bigger picture (gallery walks after class reviews) • This year was spent exploring and creating, we have had limited opportunity to use this as a whole year process. We look forward to using it in its entirety next year and making adjustments as we move through the process • After our first Gallery walk (based on the tiers) we noticed that we have multiple ways of assessing literacy (CBAs, PAR, Reportcard, Teacher Observation, Records of Intervention), and therefore literacy surfaces as an area of need, particularly in the reading and writing stand (this also aligns with the needs of our EAL learners) • Next year we need to explore having standard ways of assessing math and numeracy so we begin to co-create a common language in the discipline. We began with a small step on our school-based ProD in May when we engaged with Jen Whiffin around a potential CBA for numeracy. This would be an exciting dimension to add to the existing data we collect. • When we have this, it will increase the richness of our goal setting decision making • Without the math component, the data from the gallery walk indicated that Literacy (Writing) and SR would be the main areas to focus on • FSA indicates that reading and numeracy are areas of challenge • The report card data needs to be systematically examined to see if it also is an area of concern • With the creation of the excel class profiles, we will be able to collate this data quite easily
Backup Documentation	APL Data 2020-2021.xlsx

Signatures

School Name: Central Community School	School Goal: Other	School Year: 2021/2022

Title	Name	Signature
Principal	**Tricia Tipper**	
Assistant Superintendent	**Rob Zambrano**	