

Action Plan for Learning

	School Name: Kwayhquitlum Middle School
	School Goals: <ul style="list-style-type: none"> • Numeracy Areas of Focus: <ul style="list-style-type: none"> • SEL • Indigenous Learners
	School Year: 2021-22

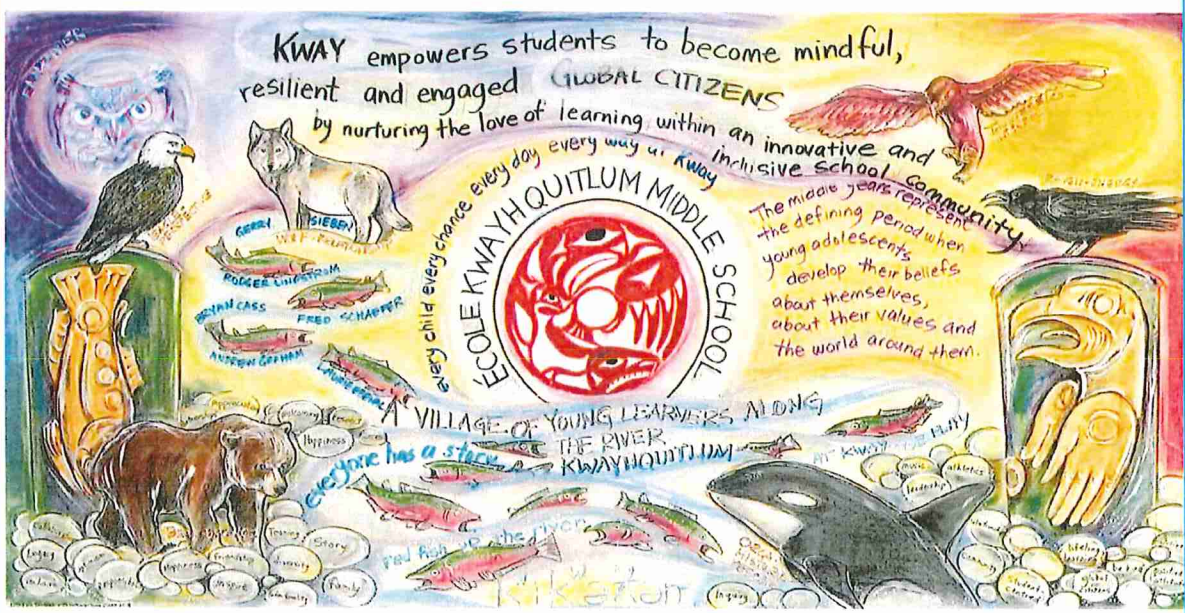
Goals / Inquiry Student learning	<p>We will continue implementing UDL (Universal Design for Learning) as a systemic approach to promote inclusion/access for all learners. We will utilize strategies specific to Numeracy.</p> <p>We will continue the process of gathering data and planning based on this collected data three times throughout the year as well as continually implementing new strategies for our learners.</p> <p>We will continue to explore numeracy routines and yearly frameworks, asking open ended questions, using manipulatives and exploring the relationships between numbers.</p> <p>We will begin to look at assessment tools to assess and guide our teaching in numeracy.</p> <p>We will intentionally strengthen our connections with our Indigenous students and their families.</p>
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Rationale 1-3 reasons for choosing goal	<ol style="list-style-type: none"> 1) As a staff, we plan on continuing our work with the UDL framework to support all learners. The UDL model provides the basis for RTI (response to intervention) as teachers gather data on their students, create student profiles and make individual and team decisions based on the needs of individual learners, the classroom/team/school. Feedback from teachers is that the process of completing RTI triangles in Literacy, Numeracy and SEL is valuable and worthwhile. (we will eliminate the Behaviour triangle as this seemed to be covered in SEL) 2) Covid-19 pandemic caused us to alter our original plans for UDL and numeracy so continuing the conversation seems like a natural place to pick up where we left off. 3) FSA results indicate that Numeracy is an academic area that our students need additional support and further teaching in. Teachers are exploring and learning new methods of teaching numeracy strengthening their overall numeracy instruction. 4) The equity scan increased our awareness of being intentional when working with our Indigenous learners. We will increase connections with our Indigenous learners and their families.
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References and sources to support actions

SuperFlex program, Michelle Garcia Winners
 Circle Forward, Carolyn Boyes-Watson and Kay Pranis.
 Good Questions, Carole Fullerton
 Multiplicative Thinking, Carole Fullerton
 Teaching to Diversity, Jennifer Katz (Universal Design for Learning)
 Ensouling our School, Jennifer Katz (Universal Design for Learning, SEL)

Backup Documentation



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?

- We will continue with the process we have developed previously of collecting data (variety of tools used), planning based on the data collected (classroom, team and school), and implementing strategies/resources accordingly. We will continue with the process of tiering students in 3 areas (literacy, numeracy and SEL) using the RTI Trainagles to provide staff with a visual and ensure supports/resources are in place.
- We will continue to involve as much district expertise/support as possible, including IST team and Coordinators. We will continue to build capacity among the staff so that teachers are teaching others what works and allow teachers to dig deeper into what they have learned.
- We will review the UDL framework with existing and new staff.
- We will continue exploring teaching strategies in numeracy and build on what we have learned this year working with Carole.
- Plan our staff collaboration time to allow for conversations and time to share strategies regarding each of our goal/areas of focus.
- Staff development occurs through pro-d series and sharing sessions.
- Parents will be involved during PAC meeting updates
- Students are involved at the center of UDL. Once teachers establish needs of their learners, they use the data to plan, instruct and assess.
- We monitor our students in 3 areas (literacy, numeracy and SEL) and support accordingly. We adjust supports as needed for each student.
- We will continue with Restorative Practice and support our new staff with the philosophy and modelling the practices.

	<ul style="list-style-type: none"> ● Circle Forward – building a restorative school community by Carolyn Boyes-Watson and Kay Pranis. ● We will consult with our Indigenous Education Department with the help of our Indigenous Youth Worker to help staff build stronger connections with our Indigenous learners and their families.
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Backup Documentation	<ul style="list-style-type: none"> ● RTI (Tiered) Triangles – data is collected and discussed three times per year as students move fluidly between the tiers of the triangle. ● Supports/resources in place to address students needs. (ie groups) ● Team Plans – Report out at Team Leader meeting re: strategies CT are working on in Numeracy, SEL and intentional checkins with Indigenous students ● Class Environment surveys ● Student profiles ● FSA results ● MDI results ● Student Learning Surveys ● Staff feedback
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<p>Documentation of learning</p> <p>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>Data(RTI Triangles) collected from each team, each term on each student and team to look for patterns and growth.</p> <p>Support needs are determined based on the RTI Triangle data. This data is used to form a variety of SEL groups that run throughout the year with support of teachers, district staff and outside agencies.</p> <p>Teachers completed a Forms survey regarding Numeracy learning this year and our Professional development in this area, thoughts and ideas about SEL and what initiatives are unique and important to our school community.</p>
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<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? 	<p>Over this past year, we have focused on the school goal (Numeracy) in a number of ways. Our Pro D days were used to work with Carole Fullerton on Numeracy. Teams met with her for scheduled times over Teams to focus on their specific areas of growth and exploration.</p> <p>We continued to plan units and lessons using the UDL framework. We continued to maintain the practices in SEL that we introduced the previous year. Our intention is to continue work in SEL in the 2021-22 school year as an area of focus.</p> <p>At the June staff meeting, teachers were given a Forms survey to complete focusing on feedback of the Numeracy goal we worked on this school year. Teachers were also asked to provide feedback regarding our school goals and initiatives for next year. School goals for next year were discussed at the PAC meeting.</p> <p>We will share the school goal/area of focus plans at the beginning of the year with our PAC group, in newsletters to our parent communities, and at staff meetings so that all new and returning members have a common understanding of our shared vision. By this time we will have had an opportunity to create detailed plans with our Team Leaders and school goal committees.</p>
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<p>Reflection Highlights</p> <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? 	<p>Last school year, we made great strides as a school team in putting a process in place for collecting data (used a variety of tools), analyzing that data and making plans based on the data collected. Resources/supports were put in place to address the needs of students. (literacy, numeracy and SEL). Teachers used the RTI triangles as a way to visualize the overall needs of their students and the team. Staff feedback was very positive for this process as staff could immediately identify supports needed and also see student growth as they moved between the tiers. Staff feel the need to dig deeper next year with this process. In the 2021-22 school year we will look to continue these conversations in SEL.</p> <p>We will continue to use UDL (Backwards Design) as the framework for teaching Numeracy (as we previously did with Literacy) while continuing to add strategies specific to numeracy.</p> <p>In Numeracy about half of classroom teachers identified that they were very comfortable teaching. Many teachers indicated that they would like to explore new strategies for teaching numeracy.</p> <p>Our FSA results indicate that students are not as strong in numeracy as they are in literacy.</p> <p>The Information gathered from staff and students, including surveys, RTI triangle data, FSA and MDI results helped confirm that Numeracy and SEL are areas that require further exploration and development.</p>
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Signatures

School Name: Kwayhquitlum Middle	School Goal/Area of Focus: Numeracy, SEL, Indigenous Learners	School Year: 2021-22
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Title	Name	Signature
Principal	Steve Roos	
Assistant Superintendent	Gerald Shong	

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