

Action Plan for Learning

	School Name: Pinetree Secondary
	School Goal: Redesigned Curriculum
	School Year: 2020 - 2021

Goal / Inquiry Redesigned Curriculum and Social Responsibility	<ol style="list-style-type: none"> 1.) Increasing student skills and habits of self-reflection and self-assessment. 2.) Working with teacher and student learning for equity for all marginalized people, including but not limited to, LGBTQ2, BIPOC (Black, Indigenous, People of Colour), those with disabilities.
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Rationale 1-3 reasons for choosing goal	<ol style="list-style-type: none"> 1.) <i>Research on assessment emphasizes the importance of students developing reflective language and metacognition to engage in effective self-assessment. It is important that, over time, students:</i> <ul style="list-style-type: none"> -gain the ability to assess their own strengths -create realistic and achievable goals -construct a clear plan to reach their goals -provide illustrations of their learning -revisit previous self-assessments, where applicable, to monitor growth.¹ 2.) Celebrating diversity in cultural history, improves learning and engagement for all students <ul style="list-style-type: none"> -understand[ing] diversity as a complex term and a lived experience and, in turn, "for integrating the whole school into the classroom" . . . can make for safe schools, if the concept of safety is grounded in a critical understanding of inclusion and equity² 3.) Within our culturally diverse community, we have had some issues of harassment and discrimination, including homophobic, anti-Semitic, anti-Black, and anti-Indigenous language and vandalism which require education. We are committed to educating students and staff about diversity sensitivity and cultural humility.
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References and sources to support actions	<ol style="list-style-type: none"> 1.) https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/developing-and-supporting-student-reflection-and-self-assessment-of-the-core-competencies.pdf -Katie White: <i>Softening the Edges and Unlocked</i> 2.) <i>Anti-Racism Education in Canada: Best Practices</i> by Ana Laura Pauchulo For The Centre for Race and Culture (Alberta) https://cfrac.com/wp-content/uploads/2016/12/aares-report-forprint.pdf 3.) LGBTQ2 resources: https://bc.sogieducation.org/ 4.) Disability resources: https://fivemooreminutes.com/ , https://kinsight.org/ 5.) <i>How to be an Anti-Racist</i> Dr. Ibram X. Kendi
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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?

Continued practices working well:

- grade 9's complete self-reflection, self-assessment and self-reporting on Core Competencies within the context of their Digital Learning Course
- building teacher familiarity, skill, and understanding of the importance, power and possibilities of self-reflection and assessment with Katie White book study and in staff meetings / Pro-d
- Anti-Racism Student committee (currently 30+ members)
- Anti-Racism Youth Conference for Black History Month* at Pinetree attended by 120 grade 9 to 12 students from Pinetree and guests
- Cross Cultural Connections: Youth Symposium on Anti-Racism* in Surrey attended by 50 grade 11 and 12 students
- 3 blocks of Social Justice course this year
- increasing interactions with Aboriginal youth worker and support teacher
- Winter Celebration dinner for aboriginal families
- SOGI club activities for students and teachers

Do Differently:

- include conversations / presentations around this APL and its contents during staff meetings and school-wide Pro-D days
- provide templates, lesson activities and practice opportunities with self-assessment for teachers and students
- adding an anti-racist, anti-discriminatory lens to our communications and gatherings
- look for readings, workshops and activities to engage staff and students
- Lunch and Learns for all staff with an anti-oppression focus
- after school workshops with any interested staff (invitations to go district-wide)

Involve Parents:

- include information and examples of in-school and out of school self-reflection and self-assessment in parent newsletters and on school website
- host a parent evening of diversity

Involve Students:



- continue to teach and model self-reflection and self-assessment in all aspects of learning
- increase participation in anti-racism conferences and Social Justice courses
- encourage reading of wide variety of diverse authors to include LGBTQ2, BIPOC, disability characters, themes and experiences


Monitor Progress:





- informal data collection from staff about self-assessment practices
- continue to build and practice student self-assessment skills in Digital Literacy (gr. 9), CLE (gr. 10) and CLC (gr. 11 & 12)
- encourage staff participation in assessment workshops supported by Katie White school team
- observation of voluntary participation in anti-racism discussions, readings, building professional library

Adjust Actions:



- provide workshops, readings and discussions around self-assessment and privilege/anti-oppression questions and concerns as they arise
- increase Library collection of books and resources on anti-racism and diversity by diverse authors and find ways to showcase titles, authors and topics

Backup Documentation	 DL Final Assignment (self-assessment).docx  CAPSTONE%20PRESENTATION%20CRITF
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Documentation of learning Key evidence of change <ul style="list-style-type: none"> • How did your actions make a difference? • Choose 1-3 pieces of evidence 	Actions Making a Difference: -increasing numbers of teachers and departments including authentic student self-assessment through the semester and as part of final assessment process -Gr. 9's self-reporting in DL course  DL Final Assignment (self assessment).docx
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Backup Documentation	 Music - year end self-assessment.docx  Business Student Self Evaluation.docx  English Core Competency Self Refl  Science%20Student%20Self-Assessment.dc
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School Community Engagement Process <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? 	Teacher engagement: -pre-COVID, teachers and support staff were invited to monthly lunch chats around assessment -post-COVID, pro-d day included presentation on self-assessment and invitation for staff to participate in APL conversations Student engagement -included three questions in the Student Learning Survey (March 4, 2020) for grade 10's and 12's -asking students about their skills in self-assessment and connections with adults in the building Sharing goals with community: -APL will be available on school website, in the student agenda and as a handout to staff at September staff meeting
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Backup Documentation	 APL%20-%20public%20version%20(not%2  Student Survey (March, 2020).pdf
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Reflection Highlights <ul style="list-style-type: none"> • Where are we now? • What surprised you? • What conclusions / inferences might you draw? • How does this inform potential next steps? 	Where are we now: -of students who responded to the Student Learning Survey: <ul style="list-style-type: none"> • 50% of Gr. 10's and 56% of Gr. 12's who responded agree or strongly agree that they can identify their stretches • 50% of Gr. 10's and 43% of Gr. 12's who responded agree or strongly agree that they can identify their strengths • 44% of Gr. 10's and 43% of Gr. 12's who responded agree or strongly agree that they are connected to at least 2 adults in the building -student self-assessment is part of our professional conversations now and more teachers are being thoughtful about how they can implement it in their classes and use the information for summative assessment -informal conversations and collaboration around anti-oppression and diversity work are occurring
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	<p>Conclusions / Inferences: -people are ready for more specific guidance and education around anti-oppression and diversity work</p> <p>Potential Next Steps: -continue to work with librarians to build resources -look into speakers / workshops</p>
Backup Documentation	

<p>Literacy Data Attach the following:</p> <ul style="list-style-type: none"> • Classroom Assessment • School Assessment 	<p>Of the 151 students who wrote the Literacy 10 Assessment in Jan. 2020; 69% of students received a 3 on the Proficiency scale 15% of students received a 4 on the Proficiency scale 13% of students received a 2 on the Proficiency scale</p> <p>The English and ELL Departments worked together to analyze and assess the writing abilities of students preparing for English 10.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="527 682 592 745" style="text-align: center;">  APL%20Literacy%20Addition%202020.doc </div> <div data-bbox="755 682 820 745" style="text-align: center;">  Literacy Assessment results Jan. 2020.pdf </div> </div>
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Signatures

School Name: Pinetree Secondary	School Goal: Redesigned Curriculum	School Year: 2020 - 2021
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Title	Name	Signature
Principal	Jeremy Clarke	
Assistant Superintendent		

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