|  |  |
| --- | --- |
| **Action Plan for Learning** | |
|  | **School Name: Pitt River Middle** |
| **School Goal: Redesigned Curriculum** |
| **School Year: 2017/2018** |

|  |  |
| --- | --- |
| Goal / Inquiry  Student learning | Our goal is to focus on the redesigned curriculum through the lens of inclusion and inclusive teaching practices. |

|  |  |
| --- | --- |
| Rationale  1-3 reasons for choosing goal | * The revised curriculum required us to spend the past two years focusing on developing understanding and refining practice. Our goal has been to ensure that all staff worked collectively to develop understanding and ability to the implement the revised curriculum school wide. |

|  |  |
| --- | --- |
| References and sources to support actions | * School Based Learning Team – focus on quality teaching and inclusive practice guided by Leyton Schnelert * Learning in Safe School- Faye Brownlie and Judith King * Implementation of the Shelly Moore- “Curriculum for All” series * Various TED talks and videos * SD43 Aboriginal Education- Circles and First Peoples Perspectives * SD43 safe schools framework |
| 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? | * Staff Meetings-30 days of learning model- new actionable strategy introduced every month to affect understanding of new curriculum, inclusion, and connection. * Class reviews- all teams implemented in the beginning of the year and reviewed in February * Introduction of the Shelly Moore Planning Pyramid and UDL as means to access new curriculum and ensure instruction that meets students where they are. * Implemented the school wide Crime Scene Investigation unit that we had been working on as a staff led by our Pro D committee as a means to access our understanding of the revised curriculum. An interdisciplinary unit in which students had to take on the role of investigator, scientist, author, and presenter to work through a process to solve a crime. * Use of RTI strategies to ensure that there are interventions for all, as well as targeted adaptations for those needing more support. * Introduction of Circles through the Aboriginal Education Department. First at a staff meeting and then at a Professional Development Day. * Learning team exploring new curriculum instructional strategies led by Leyton Schnellert. 12 teachers involved in the learning team. |
| Backup Documentation |  |

|  |  |
| --- | --- |
| 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. | * 30 days of learning reflection and documentation * Student feedback from Student Voice meetings * Satisfaction Survey * FSA scores * Class reviews * MDI |
| Backup Documentation | [Satisfaction Survey](http://www.bced.gov.bc.ca/reports/pdfs/sat_survey/04343082.pdf) [FSA](http://www.bced.gov.bc.ca/reports/pdfs/fsa/fsa_writers_only/04343082.pdf) |
|  |  |

|  |  |
| --- | --- |
| 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? | * Staff- Staff meetings, Professional Development, and Learning Teams * Students- Regular Student Voice meetings, School wide circle activities, feedback on the CSI unit. * Parents- Website, E-news, Email updates, Parent evenings, and PAC meetings |
| Backup Documentation |  |

|  |  |
| --- | --- |
| 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? | Our staff has made tremendous progress this year with their understanding and ability to implement the revised curriculum. The CSI unit was an amazing learning opportunity and student engagement and parent feedback was overwhelmingly positive and reinforced that we are on the right track.  Next year we will continue to focus on the implementation, as well as focusing on the communication of student learning piece, which is the next step in the process for us. |
| Backup Documentation |  |

**(Delete this section if Literacy is your main goal)**

|  |  |
| --- | --- |
| **Literacy Data**  Attach the following:   * Classroom Assessment * School Assessment * FSA results | [Satisfaction Survey](http://www.bced.gov.bc.ca/reports/pdfs/sat_survey/04343082.pdf) [FSA](http://www.bced.gov.bc.ca/reports/pdfs/fsa/fsa_writers_only/04343082.pdf) |

Signatures

|  |  |  |
| --- | --- | --- |
| School Name: | School Goal: Redesigned Curriculum | School Year: |

|  |  |  |
| --- | --- | --- |
| Title | Name | Signature |
| Principal | **Steve Roos** |  |
| Assistant Superintendent | **Rob Zambrano** |  |

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