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| **Action Plan for Learning** | |
|  | **School Name: Dr. Charles Best Secondary** |
| **School Goal: Assessment/Reporting** |
| **School Year: 2021** |

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| Goal / Inquiry  Student learning | Background Context  A focus on increased connectedness supports effective partnerships and lays the foundation for an increase in the level of collaboration amongst staff. As we continue to develop connectedness within our building, our focus is to embrace student self-assessment to promote learning and authentic assessment practices. Our teaching platform changed significantly this year when we shifted to On-Line / remote teaching and learning due to the pandemic. The focus of our professional development took on a much different and immediate focus. We learned very quickly the most effective and efficient ways to teach students through TEAMS and other platforms.  Further, teachers are immersed in the implementation of the redesigned curriculum. Teachers have presented to one another at staff meeting; strategies to embed core and curricular competencies into lessons, units, and assessment. This was our focus last year and coming into this year but after spring break many teachers followed the district IT support webinars and shared with each other new (to many) teaching strategies for remote learning. Our school also continues to make First Peoples Education part of every subject in an authentic and meaningful way.  Current Focus  To continue to foster a culture of success through a professional and intentional focus on reflection, authentic assessment, collaborative learning and practices.   To nurture positive, meaningful and effective connections within the community. |
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| Rationale | Current Focus and Rationale  As we work to promote students to be confident learners, teachers need to collect the appropriate and authentic data to support educational growth. In the new competency-based curriculum, teachers are challenged to assess content from curricular competency and curricular competency from core competency.  How do we support collaboration in our current school context, no common lunch nor preparation time? What current structures can we use to promote meaningful learning between staff and students, staff and staff, and students and students?  How do we maintain our inclusive practice of teaching in classrooms, supporting teachers in their assessment practice at all entry points of learning? |

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| References and sources to support actions | Jennifer Katz is an advocate of inclusive education and universal design for learning (UDL). We are (were) using her new book “Ensouling Our Schools; Framework for Inclusion with a Mental Health Lens” The staff spent a day with her in the Fall (pro D) working through understanding her ideas etc and trying to relate them to what we are doing in our classrooms.  Katie White’s books “Softening the Edges” and “Unlocked” supports teachers understanding of the connections between curriculum, assessment, and instruction in the redesigned competency-based curriculum. We have a team of teachers and administrators working on Katies materials. They have attended her pro-d sessions as well as meet collaboratively with Michelle Ciolfitto. |
| Backup Documentation | **Current Documentation**  **Number of students leaving FRIM this school year was 25.**  **Digital Learning 10 – Less than 0.05% failure rate**  **We also put course failure rates on our PAC agenda and the Principal met with a few student leadership groups to get their feedback and ideas on Failure within particular courses.** |

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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? | 2019-20 Focus on reflection, authentic assessment, collaborative learning, and practices while nurturing positive connections within the school community  What will we do differently?  Department heads will take on more of a leadership role with respect to redesigned curriculum implementation. Department meetings will help drive questions and issues related to authentic assessment practices. Also, we will examine current systems – what is working and what is not working.  Through the discussions within department heads we decided we want to change up the Department head positions. The plan was to work with the current Dept heads to determine what areas of leadership we wanted in the school and then redesign the dept head positions. The timeline for that was after Spring Break. We never had the opportunity to do this after Spring Break this year.  Teacher leaders in the Katie White learning team will share out best practice ideas moving teachers forward in instruction practice that will augment authentic assessment.  Additional blocks of FRIMM learning services have been added to our schedule to target support for FRIMM students who need extra help with the transition to high school FRIMM. This support will continue into the senior grades in hopes of reducing the number of students dropping out of FRIMM. We have had a few more drop out this year but I think that is because learning FRIM in a remote way is much more difficult for some students.  How will we provide for staff development and collaboration?  Working with Rachel French in Staff development, we organized a whole staff ProD on September 20 with Jennifer Katz. Staff will focus on inclusive classrooms but more importantly how to decrease student stress and pressure and increase learning.  Continue to inquire about a Mental Health First Aid workshop for teachers as we have many teachers wanting to know more about how to support our students who struggle with anxiety and other mental health challenges. Planned student presentations – we were only able to do half of those this year.  District Student services has also provided an opportunity to have a team of teachers work with Katie White three times during the school year. Fourteen Dr. Charles Best teachers have signed are in this working group. Specific time will be set aside at staff meetings and school ProD for this group of teacher leaders to support a plan of assessment and instruction throughout the year.  Digital Learning 10 for our grade 9 students this year, presents another collaborative teaching opportunity for our staff; we have 4 DL teachers to support classroom teachers as they incorporate Digital Learning into their classrooms/class activities; this collaborative structure, while not focused specifically on our struggling learners, will definitely be inclusive of their needs; these students will continue to use digital tools that will promote their independence as learners in the long-term. Teachers worked together in various subjects to use computer applications to facilitate learning, while supporting students to create an e-portfolio. Using Edu blog as the platform, students will upload various assignments and reflections of their work on their Edu blog throughout the school year and then subsequent 3 years. The creation of the e-portfolio will support the grade 12 Capstone Project or culminating summary of learning. Students will present their learning to a small panel of adults. Learning would include how they have developed their core competencies and how that development will help them as they leave the high school environment. Starting from their grade 10 DL course through to the Capstone grad requirement, students can find a common entry point to begin and build upon their skills. Our DL teachers found that it is far too difficult to deliver the program they designed for 400 students by only the 4 of them. There are far too many students to monitor and evaluate for that many teachers. Schools with 100 fewer students have the same amount of teaching time for this program. We have planned to change (reduce) the amount of assignments and projects for our program next year. Our teachers could not keep up this year and we have even more grade 9’s next year.  We brought TAD Milmine in to present to our students. We asked teachers to stay and listen to him speak as well. We wanted to expose staff to his message as well as the students.  How will we involve parents?  We are always trying to reach out to parents through our PAC, parent involved activities and through various parent information evenings throughout the school year; we would like to incorporate some parent education opportunities through the district.  We will be engaging our parent community with our new Capstone initiative as we require parents and/or relatives of all walks of life to be a part of our observing panel of Capstone projects, which will occur April 15, 2020. Information will be distributed via newsletter; parents have been notified about our upcoming bootcamp for students entering grade 9 (September 3).  This year we had many PAC ZOOM meetings. Parents were involved but mostly in a sharing of information kind of way.  How will we involve students?  We have a new Information Technology (IT) Peer tutoring opportunity for students to support our new grade 9 students with their Digital learning assignments as well as support other software such as Office 365. IT peer tutors will put on application lessons throughout the school day for all students to attend and learn the tools needed for a BYOD environment.  These peer tutors will also continue connectedness within the school and parent community by updating the school Instagram and Twitter sites. Parents and students who follow Dr. Charles Best social media have indicated they are more informed and connected to the academic and extracurricular happenings around the school.  Student leadership opportunities including Student led forums/meetings with the Principal to discuss concerns with the redesigned curriculum.  Student Leadership opportunities  Students through their Entrepreneurship classes made proposals to ‘change various aspects of the school’. They could choose ANYTHING they wanted to change. Interestingly, most of the projects involved upgrading our school facilities. Students were most frustrated with our building and not our programs etc. Students worked hard to get more water fountains, better water pressure to wash their hands, hot water, cleaner washrooms, cleaner ceiling tiles, painted walls, new carpets, and painted rooms. Even before the emphasis to clean everything students wanted their school to receive some fresh paint and upgrades here and there but especially in the washrooms. Interesting when really the questions we asked them were about learning, learning resources, assessment, and evaluation practices etc.  How will we monitor progress and adjust actions?  We are asking departments keep track of initiatives that they have taken and the impact of these initiatives on student learning and/or the ability of students to develop independence as learners. These successes will be shared out at staff meetings and Prod sessions.  We will compare our failure rates at the end of June 2020 to our June 2019 data. We will monitor the withdrawal of FRIM and compare this to the total loss of students in this program from year-to-year.  Attendance records  Suspension Records  We will review student self-reflections on Edu blog to help guide our practice with respect to successful learning opportunities in the classroom and what is working best for student learning.  We will reflect on the first year of CLC implementation and specifically Capstone projects to help guide student preparation for Post-Secondary life.  Create a survey for all adults who have assisted in the Capstone process to ensure we are meeting the needs of students and including parent and community members in our process. |
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| 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. | Our first year implementing BYOD and Digital Learning 10 with our grade 9 students has been met with great success. All grade 9 students studied the structures of becoming a positive digital citizen and the importance of leaving a positive digital footprint. These skills will enhance their growth as learners over the next four years of high school. Each student was required to self-reflect on their school year within their Edu blog as well as in an exit interview with their DL teachers. The context of this interview was to set the foundation for the Capstone project students will complete in their grade 12 year. |
| Backup Documentation | **Link to Dr. Charles Best Edublog:** <https://mycharlesbest.sd43.bc.ca/> |

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| 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? | PAC is fully engaged in supporting the school and school goals. Through the PAC parents and family members will be invited to participate in our initial Capstone Presentation Day. All community members involved will be asked to complete a Survey about the success and challenges of day to help guide practice for future students. |
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| 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 have several teachers who have embraced the newly implemented redesigned curriculum. Some teachers are still questioning teaching in a competency-based curriculum with Big Ideas, curricular and core competencies driving the content. Education on sound assessment practice will be an important piece to help move the staff forward together.  We are excited about the new and innovative collaborative practices as they promote our attempts to emphasize connectedness of all learners and how we can make their school experience more positive, more productive, and more meaningful.  We are also looking to September with uncertainty as to what our teaching/ learning will look like, but I think there is also more confidence as to how to deliver the curriculum through a remote or partially remote platform. |
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Signatures

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| School Name: Dr. Charles Best Secondary | School Goal: Assessment/Reporting | School Year: 2020 - 21 |

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| Title | Name | Signature |
| Principal | **Heather Murphy** |  |
| Assistant Superintendent | **Gerald Shong** |  |

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