


# Action Plan for Learning

|   |  |
|---|--|
|  | <b>School Name: Gleneagle Secondary School</b> |
|   | <b>School Goal: Assessment/Reporting</b>       |
|   | <b>School Year: 2020-2021</b>                  |

|   |   |
|---|---|
| <b>Goal / Inquiry</b><br>Student learning | <p>To increase our assessment literacy with the following lenses:</p> <ul style="list-style-type: none"> <li>Redesigned curriculum</li> <li>Possible hybrid model of learning (F2F and remote)</li> </ul> <p>What aspect of assessment do I want/need to explore more? Design a learning path and/or formulate an inquiry question for myself wrt assessment.</p> |
|---|---|

|   |  |
|---|--|
| <b>Rationale</b><br>1-3 reasons for choosing goal | <ul style="list-style-type: none"> <li>Based on feedback since the pandemic, one of the greatest difficulties was with regards to adjusting assessment practices</li> <li>In 2019-2020 we started some work with a group of teachers based on Katie White’s “Softening the Edges” – that work was interrupted in late March and needs to continue</li> </ul> |
|---|--|

|  |  |
|--|--|
| <b>References</b> and sources to support actions | <ul style="list-style-type: none"> <li><a href="https://curriculum.gov.bc.ca/assessment/classroom-assessment-and-reporting">https://curriculum.gov.bc.ca/assessment/classroom-assessment-and-reporting</a></li> <li>Katie White “Softening the Edges”</li> <li>Adaptive Schools “Developing Collaborate Groups”: to work with ELs (Educational Leaders – formally known as Department Heads) to help them better facilitate meetings and Collab Time</li> <li>How to develop an inquiry question <a href="https://library.wvu.edu/lit/getting-started/inquiry/developing-an-inquiry-question">https://library.wvu.edu/lit/getting-started/inquiry/developing-an-inquiry-question</a></li> <li>Brene Brown’s work on establishing norms and ‘building safe containers’</li> </ul> |
|--|--|

|                      |  |
|----------------------|--|
| Backup Documentation |  |
|----------------------|--|

|   |  |
|---|--|
| <b>Planned Actions</b><br>Continuing practices working well (1-3) <ul style="list-style-type: none"> <li>What will we do differently? (1-3)</li> <li>How will we provide for staff development and collaboration?</li> <li>How will we involve parents?</li> <li>How will we involve students?</li> </ul> | <p>Continuing practices</p> <ul style="list-style-type: none"> <li>Developing a trusting environment for meaningful conversations to happen</li> <li>Practicing core values of being welcoming, inclusive, diverse and supportive</li> </ul> <p>What we will do differently</p> <ul style="list-style-type: none"> <li>Have our APL guide us in all our gatherings (staff meetings, EL meetings, Pro-D, Book Club, Lunch and Learn, PAC Meetings, Student Council, Leadership, etc.)</li> </ul> <p>Staff Development and Collaboration</p> <ul style="list-style-type: none"> <li>Learning component to begin each staff meeting (about 20 min)</li> <li>Re-naming and re-focusing from Department Heads to Educational Leaders</li> <li>More structured collab time so ELs can have guided conversations with their team</li> </ul> <p>Involving Parents</p> <ul style="list-style-type: none"> <li>Via PAC meetings; include a smaller learning piece at PAC meetings</li> </ul> <p>Involving Students</p> |
|---|--|

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• How will we monitor progress and adjust actions?</li> </ul> | <ul style="list-style-type: none"> <li>• Via Student Council and other student opportunities (assemblies, leadership)</li> </ul> <p>Monitoring progress/Adjusting actions</p> <ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Guided conversations with a 'friend'</li> <li>• Departmental discussions</li> <li>• Use a reflection sheet at mid and end of year (The Experience Benefit form)</li> </ul> |
| Backup Documentation   |  |

|  |  |
|--|--|
| <p><b>Documentation of learning</b><br/>Key evidence of change</p> <ul style="list-style-type: none"> <li>• How did your actions make a difference?</li> <li>• Choose 1-3 pieces of evidence to demonstrate the impact your actions have had on student learning to meet your goal.</li> <li>• Documentation could include video, survey results, performance standard data, anecdotal evidence, work samples, etc.</li> </ul> | <p>WRT our school wide goal last year around Redesigned Curriculum:</p> <ol style="list-style-type: none"> <li>1. <u>Core Competencies</u> <ul style="list-style-type: none"> <li>• Students use language of core competencies more</li> <li>• Self-assessment and reflection of Core competencies was completed by students prior to each reporting period (except during COVID)</li> <li>• Teachers noticing core competencies embedded within curriculum</li> <li>• We will continue to have an EL who is leading the school through Core Competencies</li> </ul> </li> <li>2. <u>Digital Literacy</u> <ul style="list-style-type: none"> <li>• Continuation of 1-to-1 program with incoming Grade 9 students. That means that in the 2020-2021 school year students in Grade 9-11 will all be on the 1-to-1 program</li> </ul> </li> </ol> |
| Backup Documentation   |  |

|  |  |
|--|--|
| <p><b>School Community Engagement Process</b></p> <ul style="list-style-type: none"> <li>• How did you engage parents, teachers, students &amp; support staff in developing your APL?</li> <li>• How did you share your APL goals with parents, teachers, students &amp; support staff?</li> </ul> | <p><u>Parents</u>: PAC meetings, program information evenings, electronic communication, website, Gleneagle app, Instagram and Twitter, P/T interview nights, Open House, school paper, various student-led evening school events.</p> <p><u>Staff</u>: CDMC, DH meetings (now called EL meetings), staff meetings, collaborative time, in-school Pro D days, electronic surveys/communication, (various)committee work.</p> <p><u>Students</u>: leadership classes, school-wide assemblies, grade assemblies, target groupings, school newspaper, announcements, assigned CL classes.</p> |
| Backup Documentation   |  |

|   |   |
|---|---|
| <p><b>Reflection Highlights</b></p> <ul style="list-style-type: none"> <li>• Where are we now?</li> <li>• What are some patterns emerging?</li> <li>• What surprised you?</li> <li>• What conclusions / inferences might you draw?</li> </ul> | <p>Upon arriving at Gleneagle, the staff was asked two questions.</p> <ol style="list-style-type: none"> <li>1. What makes Gleneagle great?</li> <li>2. What is your one wish moving forward?</li> </ol> <p>Unanimously, staff indicated that Gleneagle is great because we are caring, kind, supportive and welcoming. This clearly represents the core values of this school.</p> |
|---|---|


|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• How does this inform potential next steps?</li> </ul> | <p>Great gains have been made with the digital literacy program. With the emergent need for remote learning, teachers and students quickly got on board with TEAMS and are planning at least some aspect of remote learning in the fall.</p> <p>Assessment is an area that lots of potential growth can happen. As with our students, every teacher is at a different place with assessment and will find different meaningful learning around it. Thus, we are helping teachers formulate their own inquiry question as it relates to assessment and map a learning path for their individual growth.</p> |
| Backup Documentation   |  |

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

|  |   |
|--|---|
| <p><b>Literacy Data</b><br/>Attach the following:</p> <ul style="list-style-type: none"> <li>• Classroom Assessment</li> <li>• School Assessment</li> <li>• FSA results</li> </ul> | Supporting information to be attached later |
|--|---|

## Signatures

|                                  |                                   |                      |
|----------------------------------|-----------------------------------|----------------------|
| School Name: Gleneagle Secondary | School Goal: Assessment/Reporting | School Year: 2020-21 |
|----------------------------------|-----------------------------------|----------------------|

| Title                    | Name        | Signature   |
|--------------------------|-------------|---|
| Principal                | Wendy Yu    |  |
| Assistant Superintendent | Reno Ciolfi |   |

|   |  |
|---|--|
| <p><b>Print this page, have it signed by Principal &amp; Assistant Superintendent, scan it and attach it here</b></p> |  |
|---|--|