


Action Plan for Learning

	School Name: Maillard Middle School
	School Goal: Redesigned Curriculum
	School Year: 2017-2018

Goal / Inquiry Student learning	<ol style="list-style-type: none"> 1. Redesigned Curriculum 2. Self-Regulated Learning <p>Our school theme for 2017-2018 is <i>Changes</i>.</p> <p><u>Broad Question:</u> How can we develop caring and compassionate citizens who create positive change in their communities and beyond?</p> <p><u>Focused curricular question of inquiry</u> is “How do civilizations and living things respond and adapt to change? How do people cause and respond to change?”</p> <ul style="list-style-type: none"> • The theme will be developed across curriculum for our Year B Redesigned Curriculum units of study. • The theme encompasses our continued work with the process of Communicating Student Learning. <p><u>The secondary goal is self-regulated learning.</u> After several years focus on SEL including self-awareness and social-awareness we find that in order to become successful citizens in school and community students continue to need support and work focusing on self-regulation strategies.</p>
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Rationale 1-3 reasons for choosing goal	<ul style="list-style-type: none"> • Teachers are focused on implementing Year B of the revised curriculum and our continuing to collaborate for inquiry projects and school themes • Students/Teachers/Parents are continuing a process for communicating student learning that matches with the revised curriculum • Students/Teachers/Parents report that self-regulation is an ongoing issue that will benefit from attention. Improved self-regulation will increase student academics and positive social interactions.
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References and sources to support actions	Points of Inquiry model, BC Teacher Librarians Association Spirals of Inquiry, Halbert and Kaser Library Teacher Survey, Maillard Middle School Professional Development Day June 5 th
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Backup Documentation	MDI Report 2016-2017
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Planned Actions Continuing practices working well (1-3) <ul style="list-style-type: none"> • 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? 	What is working well: <ul style="list-style-type: none"> • Collaborative theme across the school: <ul style="list-style-type: none"> - 2016-2017 Global Citizenship - 2015-2016 Our Journey - 2014-2015 We Are Here • Schoolwide Year ABC Units with Redesigned Curriculum • Robust process for Communicating Student Learning • Collaborative Staff Time Weekly, Staff retreats • SD43 Learning Teams and other professional opportunities • Collaborate with our Community of middle schools (Como, Monty, Maillard) • Restorative Practice • Fresh Grade in Core Classrooms • First People’s Teachings and Awareness: <ul style="list-style-type: none"> -Orange Shirt Day - Team names as Spirit Animals and Artwork - Circles -restorative practises - staff book club read Indian Horse - Team Orca read Fatty Legs - two classes attended Aboriginal Education Day at S’walkh • Community Connections: <ul style="list-style-type: none"> - Community Dinners - Building and Supporting PAC initiatives
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	<ul style="list-style-type: none"> - Ongoing partnership with Place Maillardville, Feeder Schools, Community of Middle Schools (Como, Monty, Maillard) <p>What will we do differently:</p> <ul style="list-style-type: none"> • Increase the teacher librarian leadership role in collaborative learning/inquiry learning • Use Advisory and the SEL Expo time to target SEL, self-regulation strategies. • Create Team Leader portfolios for redesigned curriculum, communicating student learning process with new template and self-regulation strategies for middle school students • Focus Wednesday collaborative times and staff meetings on redesigned curriculum, communicating student learning process with new template and self-regulation strategies for middle school students • Engage Team Leaders in dialogue on a professional book/readings <p>Staff Development</p> <p><i>Pro D Committee: "Our learning intention is to develop a school vision around the idea of change while modeling the Points of Inquiry Model for staff and students."</i></p> <ul style="list-style-type: none"> • Collaborative late start Wednesdays and professional development time designated at our staff meetings • School based PD days and collaboration between our neighborhood schools. • Common planning times and peer to peer mentoring. • Participation in restorative practice • Access to additional learning and professional development around First Peoples Principles, Truth and Reconciliation <p>Parents</p> <ul style="list-style-type: none"> • SD43 Revised Curriculum Implementation Events • Community dinners and gatherings • Parent/ Student /Teacher Conferencing • Participation in restorative practice • PAC initiatives • Volunteering • Newsletters, Fresh Grade <p>Students</p> <ul style="list-style-type: none"> • Communicating Student Learning process (student reflection, student self-assessment, conferencing) • Community building in the classroom: circles, charters • Student leadership and ownership in school and community • Team thematic read and reflect • Restorative practice, peer mediation <p>Suggestions to Monitor Progress and Actions:</p> <ul style="list-style-type: none"> • Track our Advisory process and reflect/adjust each term • Track our Inquiry progress and reflect/adjust each term • Engage in quality professional learning within the district and conversations with professionals in neighborhood schools • Seek advice from our school psychologist around self-regulation strategies
Backup Documentation	Professional books, mind up, ruler, red/green/yellow, restorative practices/lack of formal suspensions Breakfast club of Canada, photos of community events

<p>Documentation of learning 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. 	<ul style="list-style-type: none"> • 2016-2017 School Year Global Citizenship Theme: Student voice evident in Spoken Word, Celebration of Learning, Me2We, Plastics Pollution, Fundraising and awareness for water bottle refilling station, Albinism in Tanzania • Communicating Student Learning- robust process with full parent /student/ teacher participation all three terms • Restorative Practices/ Circles/ Peer mediator processes benefit students and staff • Collaborative efforts on teams and between staff result in outdoor education (camping, gardening, biking), increased BYOD and technology projects, STEM ideas surfacing • Desire to support increased connections results in staff asking for Advisory to be more intentional, demand on counseling and youth worker for Posse groups, I Like Me groups and At Risk Student outings.
Backup Documentation	Social services index

<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>Our process for engagement of staff students and parents is ongoing throughout the year. Some of the methods include but are not limited to:</p> <ol style="list-style-type: none"> 1) Student/Parent/Teacher three way conferencing 2-3 times per year as part of our regular assessment and reporting practices. 2) School based collaborative professional development time during staff meetings, Pro D days, collaborative late start weekly gatherings. 3) Classroom circle conversations that review and reflect on our community school culture and connectedness. 4) Visible learning through Fresh Grade and invitations for our community to join us for showcasing of student learning ie, "Night of the Notables", French Immersion Spoken Word Festival, Willy Wonka Musical, The Lorax, Harvest Moon Festival, Community Dinners
Backup Documentation	Photos of events, tracking of attendance at the events

<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>Where are we now?</p> <ul style="list-style-type: none"> • We are on a continuous learning journey (our actual publicly acknowledged theme for this upcoming year), in our 6th year of focusing our living learning community and building self-awareness and engaging our student body in inquiry learning and authentic assessment reflection and reporting. • Students are increasingly aware and adept at identifying their own strengths and weaknesses in their learning and how they are able to move forward with support of teachers, staff, peers, parents and community members. • Students' self-awareness has built outward into our local and global communities, by being more intentional around caring for others and contributing to the needs of others. We will be engaging in specific teaching around perspective taking and empathy, in a variety of contests across the revised curriculum and in activities taking place within and outside of the classroom and school community. • Change is all around us: curriculum, reporting, politics, staffing/student/team • Increased ability to self-regulate is necessary in an increasingly personalized and digital world <p>Emerging Patterns</p> <ul style="list-style-type: none"> • Positive feedback on the community, caring and kind feeling in the school (from parents, support staff, visitors, teachers working in other schools, new students) • Positive feedback from staff on the integration of the FRIM and English programs through teaming and explorations • Positive feedback from staff on inquiry learning, outdoor learning • Trust developing in the idea of collaboration with colleagues (teachers) • Positive feedback from overall community on restorative practices • Positive feedback from the overall community regarding our process for communicating student learning • Short Term Direct intervention (Math Fit and Fluency) received positive feedback <p>Surprises</p>
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	<ul style="list-style-type: none"> • The expressed need for direct teaching of self-regulation as this is often an elementary school goal • The expressed commitment to SEL as an integral part of everyday teaching • The expressed need to focus on connections with students through caring adults through a variety of efforts including: advisory program, coaching, leadership opportunities in the school and community • Smaller math classes did not significantly improve math scores on FSAs <p>Conclusions/Inferences</p> <ul style="list-style-type: none"> • The SEL goal and staff development over 5 years had some lasting benefits • The communicating student learning process over the past 4 years will continue to support transitioning fully into the revised curriculum and district reporting template • Teachers are increasingly comfortable with collaboration and seek/value it. <p>Next Steps</p> <ul style="list-style-type: none"> • Support collaboration through any means possible • Support flexible and innovative ideas within the school as ideas emerge • Seek professional opportunities and dialogue within SD43 for teachers on staff
Backup Documentation	Notes from the June 5 th School Based Professional Development Day

<p>Literacy Data Attach the following:</p> <ul style="list-style-type: none"> • Classroom Assessment • School Assessment • FSA results 	
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Signatures

School Name: Maillard Middle School	School Goal: Redesigned Curriculum	School Year: 2017-2018
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Title	Name	Signature
Principal and Vice Principal	Mark Clay and Theresa Roberts	
Assistant Superintendent	Carey Chute	

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