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| **Action Plan for Learning** | |
|  | **School Name: Maillard Middle School** |
| **School Goal: Social Responsibility** |
| **School Year: 2021 - 2022** |

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| Goal / Inquiry  Student learning | To help student critically understand the equity and acceptance issues of society today and how to make a positive difference to improve our future. |

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| Rationale  1-3 reasons for choosing goal | * Given the current climate in society, the moment to engage in making a difference, in earnest, is now. * Due to the diverse student population of Maillard, it is the optimal location to have honest conversations and truly understand different perspectives. |

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| References and sources to support actions | * “Ensouling Our Schools”, written by Jennifer Katz and Kevin Lamoureux * “Up Standers”, written by Harvey Daniels and Sara K. Ahmed * “Being the Change”, written by Sara K. Ahmed * “Street Data”, written by Shane Safir and Jamila Dugan * Multitude of reference material provided by Marna MacMillan listed below in the documentation section. |
| Backup Documentation |  |

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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? | * Through a Shelley Moore presentation and supporting articles (found in the list of resources Marna provided), led staff through identity exercises. * Teachers then led students through an identity exercise. * Led class discussions on similarities and difference and how there are significant connections across all ethnicities, gender, and other identifiers. * Led Staff, via a goal committee, through a decision-making process on how to best address focus on Equity and Acceptance concepts. Though this process, research, and working with Marna MacMillan, decided to use authentic literature and literature circle strategies to engage in meaningful dialogue. * Secured $7000 in grant money to purchase books of various styles, subject matter (Indigenous, BLM, SOGI, etc.) to make lit kits. * Went through a decision-making process with entire staff, with criteria, to determine which books to purchase, and placed the order. * Will review the literature in the beginning of the school year. * Marna MacMillan will work with our staff during our September pro-d day on various literacy instructional models * During our September pro-d day, have secured someone from Indigenous Education to present the BC Blanket Exercise to educated and inform staff to the realities of residential schools. * Planning to have monthly SBT meetings devoted to Indigenous students and invite both our Indigenous Youth Worker but also another staff member (teacher or administrator) to join to gain perspective. * Will have monthly sharing of work done in classrooms regarding acceptance and equity. * Include a student segment in our weekly news sharing learnings/perspective regarding acceptance and equity * Will have a working committee to discuss further actions during the new school year. |
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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. | To be updated through the course of the year:   * Staff demonstrated a high level of investment through our identity activities, in-services, and literacy investigations. * Staff and students will complete a survey regarding student understanding of equity and acceptance and why these concepts are so important. * Evidence of teacher and student engagement will be collected throughout the year. * Staff will share experiences throughout the year. |
| Backup Documentation | Will provide copies of survey data and ongoing stories of engagement. |

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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? | * Staff have participated workshops through staff meetings and pro-d days, about identity, how best to address acceptance and equity issues, and authentic literature. * Through surveys, staff discussions and team decisions, staff have indicated the importance of address this topic. * Staff have reviewed the APL outlining our assessment goal during a collaboration time. * Ongoing inservices to be provided during staff meetings, collab times and pro-d days. * Students will engage in literacy activities in September and given choice regarding subject matter and dialogue groups * Parents are learning of our goal through PAC meetings and newsletter information |
| Backup Documentation | Will provide stakeholder investment throughout the year. |

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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? | Staff are at various stages of professional understanding on teaching concepts of equity and acceptances. Through yearlong in-services, teachers will have multiple opportunities to further their individual professional growth and develop a comprehensive understanding of best practice in terms of using literature to address these important social issues. |
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**(Delete this section if Literacy is your main goal)**

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| **Literacy Data**  Attach the following:   * Classroom Assessment * School Assessment * FSA results | * **Intend to have a literacy goal connected to social responsibility goal as we are utilizing literature to address our acceptance and equity goal. To be determined in the fall.** |

Signatures

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| School Name: | School Goal: Social Responsibility | School Year: 2021 - 2022 |

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| Title | Name | Signature |
| Principal |  |  |
| Assistant Superintendent |  |  |

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