


# Action Plan for Learning

	<b>School Name:</b> École Moody Middle School of the Arts
	<b>School Context Link:</b>
	<b>School Goal:</b> Other
	<b>School Year:</b> 2016-17

<b>Goal / Inquiry</b> Student learning	<p>To develop and enhance all students' learning through inquiry based learning (IBL) and project based learning (PBL) skills and strategies.</p> <p><i>In 2016-17 we are moving to a new goal focus: To develop each learner's ability to access strategies to be calmly focused and alert to be ready to learn and thrive in their learning environment.</i></p>
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<b>Rationale</b> 1-3 reasons for choosing goal	<p>The EMMSOTA staff felt was important to deepen the focus this past year in one key area of our inquiry goal - research skills. In this way, specific skills could be identified, taught, and practiced in order to develop the overall skills and strategies of IBL/PBL. Qualitative data from 2014-15 also supported that research skills were a greater area of need.</p> <p>Research skills were also integral to our school wide theme of water. Through this theme learning through the arts could be integrated and innovated. Specifically, students could engage in a school-wide presentation of learning where each student could share the progress of their learning journey with their own inquiry.</p> <p>The development of research strategies is foundational to students strengthening their inquiry skills. Research skills include selecting, evaluating and citing resources from print and digital resources, taking notes using keywords and phrases; using graphic organizers to record and sort information and analyzing the information that is being collected and used.</p> <p><i>While the focus of using inquiry as a means of best practice will continue, the staff feel that our school goals need to shift to evolve in a new area. Through the examination of specific data, observations and anecdotal comments from professional staff, a new school goal is being developed around self-regulation and a readiness to learn.</i></p>
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<b>References</b> and sources to support actions	<p>Points of Inquiry Model Spirals of Inquiry <i>The Mind Up Curriculum</i> <i>The Zones of Regulation</i></p>
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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?

The integration and innovation of the arts is now established in all facets of school life and our inquiry focus is an effective structure to engage students in their learning.

The following practices were effective throughout this past school year and will continue to be enduring as we move forward in 2016-17:

- Continue to develop our understanding and knowledge of IBL and PBL practices
- Planning, participation and assessment of a school wide inquiry
- Integration/focus of learning through the arts.

Moving forward, some of the practices that we will continue to include from our inquiry goal:


- A clear timeline for each term to support the building and use of inquiry skills
- Students will share their learning at Student Led Conferences (term one) and through formal Presentations of Learning (term two).
- Use of all staff (non-enrolling teachers, EAs) to support ALL students


The development of staff knowledge, skills and leadership with self-regulation will be key to beginning our new goal. Staff development and collaboration ideas will include:

- Use of professional development days to plan, collaborate and learn
- Use of team leader meetings and POD collaboration time to ensure that staff is able to implement and respond to diverse learning needs
- Targeted time at staff meetings to track and monitor student progress and plan appropriately (this learning strategy is already part of the staff meeting culture)
- Parent involvement will continue with our new school goal as it has with our previous goal. Engagement will occur through PAC meetings, school community events, school website, newsletters and Twitter.

Student ownership and involvement in our new goal:



- To develop student awareness of self-regulation skills and strategies we will establish time for students to learn and practice skills at their own pace and level.
- With support and guidance from teachers, students will be able to identify areas of need and implement strategies to support their readiness to learn.

	<ul style="list-style-type: none"> <li>• Our BRICK time, core classroom time and pod assemblies will be used to focus on our new goal.</li> </ul>
Backup Documentation	 BRICK BLOCK-visual.docx

<b>Documentation of learning</b> Key evidence of change <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>Once again this year each teacher chose one student for an individual case study who was minimally or not yet meeting expectations in inquiry based learning skills and strategies. Teachers evaluated student learning in January, March and May about their questioning and research skills. Learning progress was evident in five out of six areas, with the highest percentage being seen in improvement in the types of research skills being used. Please see attached qualitative data summary for further information.</p> <p>By using this process of deeply examining one student who is minimally or not yet meeting expectations, staff had the opportunity to carefully examine how to support these specific students through a multitude of different strategies including: direct instruction, peer support and evaluation, repeated practice, specific organizational and focusing strategies. Although these strategies were intended for a specific child, the benefit was felt by the majority of the other students as well.</p> <p>During 2016-17, all students will also maintain a personal portfolio of learning, which along with formal (and informal) assessments, will assist in documenting how student learning is developed and enhanced through inquiry based learning. Formal presentations of learning twice during the year will also provide a public venue for students to share their learning.</p>
Backup Documentation	 2016 Qualitative Data for EMMOSOT

<b>School Community Engagement Process</b> <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>During the school year our school goal was shared through our newsletter, website, Twitter and highlighted at events where our school community was invited. For example, our school-wide presentation of learning.</p> <p>Teacher data collection for our school goal was done at three different staff meetings. Review of school data was regularly part of our collaborative Friday time as well as team leader meetings.</p> <p>An APL committee was created to help develop a new school goal through a collaborative process with our school community.</p> <p>Further development of our new school goal for 2016-17 will continue in September 2016. Background information, timelines for learning and data collection are just some of the work that will be necessary between teachers, support staff, students and parents.</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> <li>• How does this inform potential next steps?</li> </ul>	<p>The inquiry journey at EMMOSTA will continue to be a strong area of interest and focus for staff, students and parents. In 2016-17 we will build on the inquiry foundations that have been established over the past four years and will be able to adjust our focus on a new school goal.</p> <p>It has become evident that the enduring practices of direct teaching, repeated practice, and the application of skills were successful strategies for students. The use of the principles of universal design has seen a wide range of strategies used in class which have supported numerous students in a wide array of learning.</p> <p>From the success of our learning with our inquiry goal and establishing it in our culture, we know now, that a new goal on self-regulation is time to launch in 2016-17. Our focus can now turn to student readiness to learn.</p>
<p>Backup Documentation</p>	

<p><b>Literacy Data</b></p> <p>Attach the following:</p> <ul style="list-style-type: none"> <li>• Classroom Assessment</li> <li>• School Assessment</li> <li>• FSA results</li> </ul>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">         EMMSOTA - CBA for        APL 2016.pdf     </div> <div style="text-align: center;">         EMMSOTA FSA Data        2016.pdf     </div> </div>
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# Signatures

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School Name: <b>École Moody Middle</b>	School Goal: <b>Other</b>	School Year: <b>2016-17</b>
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<b>Title</b>	<b>Name</b>	<b>Signature</b>
Principal	<b>Trevor Kolkea</b>	
Assistant Superintendent	<b>Reno Ciolfi</b>	

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