

Action Plan for Learning

	School Name: ROCHESTER ELEM.
	Primary School Goal: Social Emotional Learning
	School Year: 2019-2020

Goal / Inquiry Student learning	To build capacity within staff to engage in practices (such as Restorative Practice) that promote/support/strengthen our values. To develop common language and practices based on our co-created community common core value system. This is the next stage of our ongoing process to root Rochester in lived core values system.
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Rationale 1-3 reasons for choosing goal	<p>In the 2015-2016 school year our school community committed to re-rooting our school culture in common core community values in words and action. We started this process to:</p> <ol style="list-style-type: none"> 1) Equip children and adults with common attitudes, practices, and language to change culture from reactive to proactive 2) Embed a restorative approach to problems that promote healing and learning rather than a culture based on shame and blame. 3) Staff expressed interest in improving their capacity to work in restorative ways <p>As a dual tracked school with enrollment from all over the tri-cities in addition to students from diverse cultural backgrounds, we realized that the only common culture and value system we could live was one that we co-created with our school community.</p>
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References and sources to support actions	<p>International Institute for Restorative Justice publications: <u><i>Restorative Justice Conferencing</i></u> <u><i>Family Power</i></u> <u><i>The Restorative Practices Handbook</i></u></p> <p>Bruce Schenk, Director, International Institute for Restorative Practices (Canada)</p> <p>Rita Alfred Founder at Restorative Justice Training Institute</p> <p>Website: The Virtues Project (http://www.virtuesproject.com/virtuesdef.html)</p>
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Backup Documentation	
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Planned Actions Continuing practices working well (1-3) • What will we do differently? (1-3)	In September 2018 we employed a new organization structure designed to promote community and to build cohesion among teachers and to help align best teaching practices. We arranged our 17 divisions arranged into pods, with four or five classes assigned to in each pod. Each pod was comprised of similar grade classes with English and French Programs evenly mixed within each pod. Each pod had a designated team leader
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<ul style="list-style-type: none"> • 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? 	<p>charged with leading their pod with initiatives to intentionally strengthen our core values and to improve teaching practices. Each pod received common collaboration time to meet and build. As well, our student service team began working within a new model that included regular collaboration with teachers and opportunities for co-teaching. These new structures will continue in the 2019 -2020 school year and offer great potential to improve instructional practice and professional collaboration.</p> <p>As well, each team will determine a key area of student learning need to address. Each team will have their own learning goal that is designed to meet an identified need among their particular cohort of students. Given that each team includes equal numbers of French Immersion and English program students, the learning goal will be for all students within the team. Determining this area of need will require each team of teachers to work collaboratively in conjunction with their learning support teacher.</p>
<p>Backup Documentation</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Rochester Team Structure to Support </div> <div style="text-align: center;">  Measures of Safety (Instrument).pdf </div> </div>

<p>Documentation of learning</p> <p>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. 	<p>Restructuring our leadership team has built capacity to make change with our values over the last two years. Our restructuring to small pod groups had a direct affect on our ability to target specific value-based elements within each age-based team. Our team of leaders met regularly, and values and pedagogy formed much of the discussion through the year.</p> <p>The continued use of restorative conversations has helped students move on from difficulties, both the wronged and the wrong doers. Four more staff member underwent formal Restorative Practices training and are now helping their team members become more familiar with how to operate with a restorative framework.</p>
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<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 efforts to establish common core values assured that all students, staff and parents were involved. We sought information from all and received hundreds of attributes that helped us find common value themes. Our current core values are truly of the community, by the community, and for the community.</p> <p>APL goals are shared in a variety of ways. At PAC meetings, newsletters, assemblies and in the daily messages sent that convey our values. Children were immersed in our value language daily from morning announcements to Recognition Assemblies.</p> <p>Staff too, are immersed in the language of our values and every staff meeting agenda has a “School Values and Culture” component. A Team Leader formerly assignment for Values continues to support staff with Staff Development opportunities in value rich areas. As well, in September 2019 all of our team leader portfolio positions will have Restorative Practices component as part of their leadership portfolio. This role will aid other teachers to learn more about working with children with a restorative lens.</p>
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<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>Our work with restorative practices was rewarding this year; with our new team structure, co-teaching student service opportunities, and the addition of a Team Leader of innovation we will pursue Learning Goals in 2019-2020 while maintaining our ongoing Value Based work within the Social Responsibility Goal area. With each Team developing their own specific learning goal based on the need areas that profile within each cohort of children, teaching should be more responsive and invested in the development of their “owned” learning goal area.</p>
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(Delete this section if Literacy is your main goal)

Literacy Data Attach the following: <ul style="list-style-type: none">• Classroom Assessment• School Assessment• FSA results	Rochester FSA Data https://app.powerbi.com/groups/me/reports/fe89d758-a723-46c9-bc2d-ad360d8a3ec2/ReportSection4d10a8f1555a3cad1d0a <i>Classroom Assessment Based on Teacher Judgement data pending (to be attached)</i>
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Signatures

School Name: Rochester	School Goal: Social Responsibility	School Year: 2019-2020
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Title	Name	Signature
Principal	John Goheen	
Assistant Superintendent		

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