School Development
Strategic Action Plan

Goal: – To have all students engaged and learning.

Strategic Issue: We need to continue shifting our pedagogy around instruction and assessment practices to improve student engagement.

Strategic Question: How do we provide teachers with meaningful professional development in order to shift instructional and assessment practices to promote a deep learning culture focusing on collaboration in the classroom?

Evidence used to identify strategic issue:
1. Meetings with student leadership team indicate a desire for a change in teaching practices/learning environments
2. PMF data shows that only 27.5% of students had a positive response to school climate. This is 12 points below similar schools. The family survey was at only 36% which was 24 points below similar schools.
3. PMF data shows that only 24% of students had a positive response to school belonging surveys. This was 26 points below similar schools.
4. PMF data shows that only 12% of students had positive responses to student engagement surveys. This is 14 points below similar schools.
5. PMF data shows that only 39% of families feel that the school is a good fit for their student. This is 16 points below similar schools.
6. Attendance/lates are high within the school.
7. Mental health concerns are rising each year.
8. Higher number of referrals to guidance.
9. In SD surveys, only 17% had a positive response to how interested they were in school, a 17 point difference from the provincial average.
10. Multiple responses showed that students do not believe they are capable of doing the work.
11. Teachers have expressed concerns around the educational system and acknowledge the need for change.
12. There is a need to increase student independence and their drive for learning.
13. The mindset of students needs to shift towards valuing personal growth and understanding that mistakes are a part of the learning journey.

School Conditions Rubric

Vision and Goals - Accelerating; Deep learning goals are articulated in formally written goals and strategies (i.e., school development plan, teacher PLPs, etc.). Decisions about resources, funds and processes are driven by Deep Learning goals. Most decisions are driven by and align with Deep Learning goals, however, there is still room for improvement.

Leadership - Emerging; Lead learners are emerging across the school - some educators have formed a School-Based Deep Learning Team, and others are committed to the vision about Deep Learning and implementing ideas into their practice. Teachers are availing of PL and collaborating with others to strengthen their knowledge about Deep Learning leaders, structures and processes. Students are learning to become "Good at Learning, Good at Life". While it is outside the comfort zone of some students, teachers are communicating the ideas of Deep Learning to

them. Family and community engagement in Deep Learning is Emerging.

Collaborative Cultures - Emerging; There is an emerging collaborative culture developed around deep learning and collective capacity building - a shift away from traditional teaching is happening. Teachers are seeking ways to develop student centered lessons, and creating assessments that build on the 6 C's of Deep Learning. Collaborative inquiry (assess, design, implement, and measure, reflect and change) is in the initial stages - trust is established and staff openly share practices and ideas. There is a need to support more formal collaboration that is focused on Deep Learning. We currently have a school based Deep Learning team and informal collaboration among staff and departments - need to strengthen horizontal and vertical relationships to ensure widespread Deep Learning versus pockets of innovation.

Deepening the Learning - Emerging; Teachers are connecting Deep Learning and the 6C's to the curriculum-more work still needed to strengthen understanding of 6C's but conversations are happening. We need to develop an actual plan to ensure lessons are incorporating Deep Learning as a regular part of practice. Admin needs to help build formal collaboration among staff that focuses on examining student work using strategies such as collaborative inquiry.

New Measures and Evaluation - Emerging; Teachers are developing a wider range of assessment practices-we need to continue to build a more diverse range of evidence sources to measure and track progress and success. There is collaboration and sharing among staff regarding new strategies used, and teachers are willing to try new methods.

Learning Progressions
Character [emerging]
Self directed learners; emerging - students need exact structure, limited independent skills
Grit, tenacity, perseverance, and resilience; emerging - growth mindset. Students want to give up when faced with challenges.
Empathy, compassion, and integrity in action; emerging - while some students may be in the developing category, there are many students who are still emerging.
Leveraging digital; accelerating - doing really well but still room to grow.
Citizenship [emerging/developing]
Global Perspective - developing; need to provide more outlets for exposure but allowing self paced learning has deepened student knowledge
Commitment to human equity and well-being through empathy and compassion for diverse values and worldwide; emerging - biases exist. Students need guidance to understand and accept other ways of thinking.
Genuine interest in human and environmental sustainability; emerging - students understand the impact but need to take a more active lead.
Solving ambiguous and complex problems in the real world to benefit citizens; emerging (still need some guidance to workout where to start). Developing (learners have developed interest in open-ended real-world challenges and problems).
Leveraging Digital; developing - students are learning digital citizenship
Collaboration [emerging]
Working interdependently as a team; emerging - there is a need for all members to be involved in joint decision.
Interpersonal and team-related skills; emerging - key decisions made by one or two people
Social-emotional, and intercultural skills; emerging - students are just learning about themselves, where they fit in the world, and how their behavior affects other people.
Managing team dynamics and challengings; emerging- still need guidance to forge and maintain positive working relationships and to resist inappropriate peer pressure.
Leveraging digital; accelerating - online learning has accelerated student collaboration in this area.
Communication [developing]
Communication designed for audience and impact; developing - students choose a range of communication modes and tools to convey their message. They need to go one step further and consider how their message will be received by a range of audiences.
Message advocates a purpose and makes impact; developing - message is coherent, but needs to be more thought provoking and inspire change by all.
Reflection to further develop and improve communication; developing - learners are developing the ability to monitor, manage, and improve their communication throughout each task.

Voice and identity expressed to advance humanity; emerging - students are beginning to recognize diverse voices and identities of others.

Leveraging digital; developing - learners are beginning to explore and reflect upon the effectiveness of new technologies for communication.

Creativity [developing]

Economic and social entrepreneurialism; emerging - learners are beginning to develop an entrepreneurial way of looking for a need, problem, or opportunity in the world that they might be able to solve in a way that generates economic and/or social benefits. Learners need to develop a keen eye to identify opportunities to solve real problems in ways that deliver both social and economic benefits.

Asking the right inquiry questions; developing - students can develop questions but still need guidance with problem solving.

Pursuing and expressing novel ideas and solutions; developing - need to consider previous solutions and how to make them better, different viewpoints, take risks, adn ensure my solution addresses the problem

Leadership to turn ideas into actions; emerging - even though they recognize their own strengths they need to work on compromising, collaborating and seeing others strengths to achieve results.

Leveraging digital; accelerating - students use technology to design, identify, and solve challenges in new ways. Students need to effortlessly use technology to develop new and creative ideas into products or processes that can impact the real world.

Critical Thinking [developing]

Evaluating information and arguments; developing/accelerating - students are beginning to be able to explain why an argument does or does not make sense. Groups of students are highly skilled at finding and evaluating information.

Making connections and identifying patterns; developing - need to make connections across subject areas.

Meaningful knowledge construction; developing - can use a number of strategies and use it to answer questions but don't make connections between subject areas.

Experimenting, reflecting, and taking action on ideas in the real world; emerging - students need to apply new knowledge to different situations

Leveraging digital; accelerating - students are comfortable with technology. However, they need to increase their independence and critical thinking.

Teacher Self-Assessment Tool

4 Elements
Learning Partnerships –
Learning Environments –
Leveraging Digital –
Pedagogical Practices –

Actions	Person(s) Responsible	Timeframe	Evidence of Effectiveness
	Admin	December 2020 to	-deep learning team developing instructional strategies that focus

Provide staff members with p.d opportunities around deep learning and instructional practice		March 2021	on the 6 C's. -new curriculum teachers given PL time to develop deep learning lessons. Student feedback about these strategies has been positive.
Establish a school-based deep learning team that meets regularly. Join staff members to the Global Deep Learning initiative with Michael Fullan	Admin	January 2021	-Team using learning progressions to evaluate 6C's in their practice.
Staff members will experiment with new pedagogies in the classroom to promote student engagement	Staff	2020-2021	-Standards based assessment being used in classes. -learning structures that create a culture of deep learning being implemented in classes.
Best practices will be shared at staff meetings	Admin	2020-2021	-Staff learning new ideas from each other and engaging in professional discussions to reflect on these practices.
Regular meetings with student leadership team to include students in the development of new practices	Admin	2020-2021	
Administration will be active in the classroom to offer support on new instructional practices.	Admin	2020-2021	
Provide staff with opportunities to work with others (collaboration time, classroom visits, etc.)	Admin/Staff	2020-21	
Genius hour will run twice a year to promote student engagement and learning.	Staff	2020-2021	Student engagement was relatively high. Feedback from teachers to increase effectiveness: (i) proposal completed by students two weeks prior and parent/guardian signature required. (ii) offer some sessions that draw on staff expertise to guide students' genius hour projects (mix from this year and last year).
Technology use in the classroom will be used as a tool to improve student engagement. Students use technology for self-directed learning.	Staff	2020-2021	
Cancellation of midterms and final exams to allow more freedom to develop instructional practice in a safe	Staff	2020-2021	

environment.			
Administration will attend FOS meetings and cohorts to further develop their understanding of Deep Learning and best practices for instruction.	Admin	2020- May 2021	
Flexible seating arrangements in classrooms for teachers who are interested.	Staff	2020-2021	
Explore each of the 6 Competencies/Learning Progressions during staff meetings.	Admin	Feb 2021-June 2021	Feb Staff Meeting: Explanation of Deep Learning and the 6 C's. Used the teacher and student friendly learning progression to explore collaboration in more detail. Feedback from staff was positive as they would like to learn more about NPDL.
Create Google Classroom to share instructional/assessment practices with staff.	Admin/NPDL Team	March 2021	
Actions (year 2021-2022)	**Person(s) Responsible**	**Timeframe**	**Evidence of Effectiveness**
- Develop collaborative cultures in the classroom to promote student engagement and diversify instructional and assessment practices	Staff	undecided, starting with 8 weeks Nov-Jan 2021	- Positive feedback from students in Social Studies. Students have switched classroom structure to having desks together and learning is discussion-based. Student assessments are completed through google docs and they are allowed to work together. Students have also worked together on school beautification projects and related it to the social studies curriculum. - Positive feedback from students around English classes. Classroom setup has been modified to have students sit together in groups. Instructional practices focus on a few basic core curriculum outcomes but gives students a choice in how they learn it and are assessed on it. Multiple assessments are completed by groups. Technology is being used for virtually every class. - Positive feedback from students around technology courses. Projects have been switched to student choice

			where they gain the same skills but choose what they do to benefit the school. For example, maybe they complete a park bench for an outdoor classroom instead of everyone doing a birdhouse. The assessments are done in groups where the students can support each other's learning. - Positive feedback from students in art classes. Students always sit together and can help each other out. Students get choice in the art projects that they complete. Art has been linked to school beautification and some of the art projects are happening on school walls. - Extremely positive feedback from phys.ed classes. Students are way more engaged as the class motto is everyone must participate in something. All instruction and assessment is group based and students collaborate on a daily basis. - Science/Math: Extended time periods for assessments. Students are allowed to take things home and make corrections themselves after assessments in some cases. Students are being given credit for portfolio work being done during regular class time. Chapters are being broken up into smaller portions for more diverse assessment practices. In some cases students are allowed to use notes for assessments and work together. We need to work toward more choice in assessment and some group based projects. - Pervasive needs: Students and parents are very positive about experiences. The students work together in collaborative cultures on a daily basis. They work as a team to develop life-skills and are regularly involved in other classes to build social skills. Although it has become a greater challenge during COVID, the students go out into

			the community to develop other skills as well. The students also help out with the school breakfast program.

Support Plan

Professional Learning Time Required	Financial Support Required
- Need time to share best practices with staff team for deep learning - Need time for admin to share and develop best practices with their fellow administrators. - Would like time to view the process in action. Maybe have some staff members observe a peer who has more experience with UDL and deep learning. - Would like time around the use of technology to further student engagement. - Collaboration time to develop strategies including standards based assessments.	- Sub time - Funds for flex seating - Technology resources

Year-End Summary

Progress on strategic issue	Next Steps
- Admin has joined NPDL hub under Michael Fullan and attended FOS meetings and Cohorts around Deep Learning and Instructional practice. - Discretionary time used for deep learning team meetings. - Discretionary time to new curriculum teachers. - Deep learning team established and members of NPDL hub - Multiple staff members engaging in deep learning pedagogies and sharing with staff. Some examples are: Learning structures, alternate	

forms of assessment, switching to formative assessment for grading, Standards based assessments, student choice in learning, increased interactions amongst staff with students, efforts to relate curriculum to real-life and making the learning meaningful, etc.
- Student leadership team has made many suggestions. We have added garbage cans for outside and cleaned up the grounds, we will be doing murals on the walls and building benches for the hallway. They have also suggested doing a genius hour which will occur from January 18th to January 26th.
- Administration visits all classrooms multiple times daily. No co-teaching with admin has occurred yet but hopefully will begin soon.