

SCANNING

What's going on for your learners in relation to your goal?
How are you supporting the diverse learning needs of your school population in relation to the goal?

- As students move through their Secondary Education, we would like to offer them more experiences around a variety of career options which go beyond the typical University choices.
- We would like to educate our students around the many Industry Training programs that can lead a student into their chosen field through Red Seal certificates, Apprenticeships or Portfolios to help them get started. Students from all Tiers can access this training.
- We would like to create a small department of teachers to target our students early on and offer them support through to grade 12.

WHAT DOES OUR FOCUS NEED TO BE?

What evidence identifies the focus? What targeted groups are addressed?
Where will concentrating your energies yield the greatest effect?

We have very few students taking Junior ADST courses.

Target:

- Grade 8 students with the ADST rotation.
- Grade 10 Students working with the new cohort of 4 teachers.
- Grade 11/12 students (in the future) working with the cohort of 4 teachers.
- Students who we identify from our flex time information sessions, check-ins with counsellors

SPECIFIC GOAL YOU ARE ADDRESSING:

How does your data inform next steps? What is contributing to this area of focus? How will students benefit academically, personally, socially?

Students are given options about other fields at an earlier level through our Grade 8 rotation, which allows them to explore 6 different subjects in both VPA and ADST. The importance of electives cannot be undermined by the push to purely academic programming and the hope is that students will be less likely to drop courses that are in these fields.

- Start exposing students earlier to various VPA and ADST courses so students can discover other strengths and interests.
- Supporting students in grade 10, 11 and 12 to take advantage of the many Industry Training Programs available in Burnaby as equal to the typical post-secondary academic route.
- Our senior students will benefit from the connections they create with our 4 CLE/CLC teachers as they focus on their Capstone graduation work.

CHECKING

Have we made enough of a difference? Feedback, data collection, data sharing, data analysis. How is the data informing / modifying practice? What has changed for your target groups?

- A group of 10 teachers are currently part of the Grade 8 Rotation and will meet the majority of Grade 8s. They will be able to start making connections at this early age. After the implementation of the mandatory gr. 8 ADST rotation, we will see if more students choose ADST courses in their Junior/Senior years.
- A group of 4 teachers are working on the New CLE 10 course and continuing on to develop a plan for the CLC courses.
- Our Flex Time committee has created small iterations towards a flex time schedule for Sept. 2019. We will implement a pilot in Semester Two – 2019. This pilot will guide us to the next phase.

NEXT STEPS:

What requires further attention? Where to next?

- We will continue to monitor our grades 8 and 9 students. Course Selection will enable us to see if we have more students selecting ADST courses.
- The four teacher cohort will continue to create the next steps in the learning journey for students around CLE to CLC.
- We will use our Flex time sessions to engage with our Grade 11s and 12s about the Industry Training Programs available to them.
- We need to continue to reflect and adjust our practice based on the data and feedback we collect around student choice...ie. More robotics courses needed?
- We must communicate student learning to parents. Invite them to evening information sessions. Present and Share with PAC.

HOW AND WHERE CAN WE LEARN MORE?

What professional learning has taken place and what is needed/ planned?
What resources and school/ district supports are you using?

- Using the new CLE and CLC courses for students to explore all options when looking at possible pathways that include ADST and VPA
- Have students be exposed to more ADST and VPA courses at the Grade 8 level to inform them of different opportunities
- Our CLE 10 and CLC 11/12 teachers meet with a District group in order to share and exchange ideas.
- Our CLE 10 and CLC 11/12 teachers all share a common prep in order to collaborate on our re-designed program path for students.
- Creating a **Flex Time** in our school as a way for students to start exploring what their strengths are.

TAKING ACTION / WHAT ARE WE DOING DIFFERENTLY?

What is your implementation plan? Roles of key stakeholders? How are all 3 tiers supported? How will you monitor progress?

- We will implement a mandatory Grade 8 ADST Rotation at our school.
- We will continue to monitor students in all Tiers and have them attend information sessions, during flex time, around our District Industry training Programs.
- Create a teacher cohort to focus on building the CLE 10 course and have this cohort work with all the CLC 11/12 students as they progress towards a Capstone Project.
- We have a working group of teachers developing an agile plan towards a flex time schedule for our community. We are visiting other schools (McNair, South Delta and DW Poppy) to see how they have implemented Flex Time and how this has allowed students to better explore their options.

SCHOOL TEAM VISIT SUMMARY REPORT
(to be completed by Visiting Team)

SCHOOL: _____ DATE: _____

PROMISING PRACTICES

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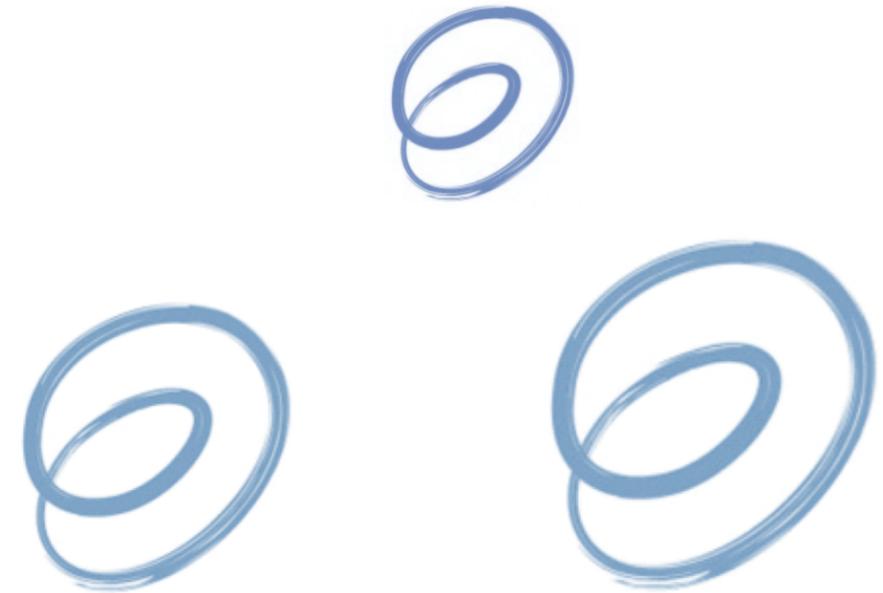
RECOMMENDATIONS

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NAMES OF VISITING TEAM MEMBERS:

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_____	_____
_____	_____
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A SPIRAL OF INQUIRY APPROACH TO SCHOOL PLANNING



SCHOOL PLANS GUIDELINES:

- 1) School Goal(s) – must be clearly stated and include an academic / intellectual focus (such as Reading or Writing).
SEL may be an additional goal or incorporated in your academic goal.
- 2) Your goal should focus on student learning based on evidence both qualitative and quantitative.
Examples below:
 - a. Goal – To improve student skills in writing
Target – Group of Level 3 ELL students at Grade 8 not meeting expectations
 - b. Goal – To strengthen student comprehension skills K – 7.
Target – Group of grade 3 students / (male) not meeting expectations in comprehension.
- 3) This target group should be monitored for progress and this data should be included in your plan. If progress is not occurring, what are your next steps?
- 4) How are you involving parents in meaningful conversation around the school plan?
- 5) School Plans template
 - a. RTI
 - b. Inquiry Model