

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?*

- The school wide reading assessment for grade 8 and 9 students showed that 50% were at grade level or above. Half the students needed support and alternative entry points for grade level tasks.
- A lot of students who struggle are not struggling because of a lack of literacy. Many have self-regulation or social/emotional challenges that keep them from being successful.
- Individual interventions can only reach a small number of students. This does not appear to be a good use of teacher resources when over half of the student population needs support in order to meet grade level expectations.
- There has been a school wide movement to implement grades based on descriptive feedback and formative assessment instead of percentages. This change in language has created a culture where students are focusing on skill development and see themselves on a continuum of learning.

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?*

- Target #1 will be English 11 students. Communications 11 will phased out next year and struggling learners will be enrolled in traditionally academic classes. The English department will continue to support totally diverse classrooms by not offering a specific honors or remedial English stream.
- Target #2 will be grade 8 students. The idea will be to do more education around self-regulation and social/emotional wellness through the core competencies curriculum.

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?*

- How do we maintain high academic standards in our classroom while still supporting our most struggling learners in the same environment?
  - How do we support our teachers with assessment and curricular design that meets the needs of all learners?
  - How do we best use our non-enrolling support teachers to reach as many students as possible?

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?*

- Monitor the progress of those students who are currently struggling in English 10, but will be entering regular English 11 in 2018/2019 – i.e. report card data.
- Collect anecdotal feedback from English 11 teachers, to see if they noticed any changes in student learning and their assessment practices.
- Engage in teacher/student conversations on a triannual basis with grade 8 students.
- Conduct a survey for both grade 8 parents and teachers to gauge student self-regulation and understanding of the core competencies.

NEXT STEPS:

*What requires further attention? Where to next?*

- Continue to deepen staff understanding in the area of UDL and pilot this model in other curricular areas.
- Explore a range of options to engage and to communicate with parents by inviting them to become partners in learning.
- Reflect and adjust our practices based on our learning and experiences (anecdotal data, report card analysis (semester to semester, year to year).

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?*

- Communicating Student Learning District Working Group
- Shelly Moore UDL Department Head Retreat 2017
- Iain Fisher Inclusion Series
- Time for collaboration between enrolling and non-enrolling teachers (release time throughout the year)
- Scheduled collaborative time for lead facilitators to plan and support a school team (block during the day)
- A dedicated LSS support person for in class support each block (collaborative teaching, assessment, lesson design)

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?*

- Create a school team of English 11 and resource teachers to collaboratively plan curriculum for September in June 2018. This team will continue to work together throughout the 2018/2019 school year to pilot a UDL support model.
- Engage like-minded teachers in other curricular areas to have conversations about UDL, and how they can experiment with this design model. Depending on our success/readiness in semester 1, we may want to pilot other subject areas in semester 2.
- Strengthen the school's core competency team to roll out school wide initiatives. The goal will be to foster student self-regulation and get teachers to actively use core competency language in their classrooms.
- The core competency team will extend our student/teacher self-reflection interviews from 2017/2018 to include a grade 8 core competencies week in September. This will be followed up by triannual conversations with mentor teachers.
- Work in conjunction with Mentorship/Leadership teachers to involve peer mentors in building a core competency culture in our school.
- Tier three students will continue to receive individualized supports through LSS, but will have more opportunities to engage in academic classes.
- Tier two students will receive the additional support they require in class, so they can progress and extend their learning.
- Tier one students will benefit from access to universal supports. Because supports are built in, students will not have to specifically request help. They will also benefit from being in a diverse classroom by teaching and mentoring other peers.

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

SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

PROMISING PRACTICES

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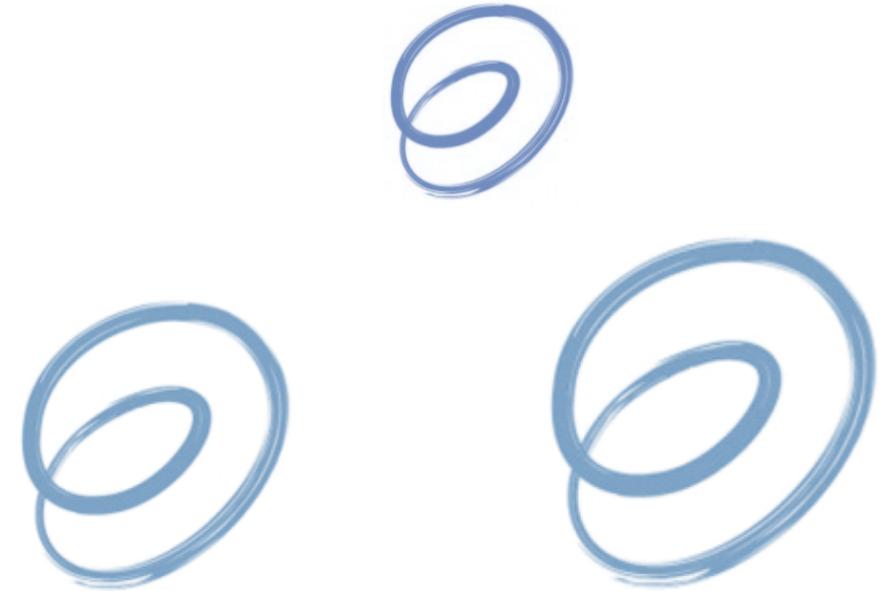
RECOMMENDATIONS

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NAMES OF VISITING TEAM MEMBERS:

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## 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