

**Mamquam Elementary
School Learning Plan
2018-2019
updated October 2018 v2**

THEORY OF ACTION

- **If we focus on common coherent curriculum and effective instructional strategies, then students will become creative and critical thinkers.**

PROCESS FOR DETERMINING AREA OF STUDENT LEARNING FOR THEORY OF ACTION

Moving forward from our previous plan; staff, parents and students will continue to focus on the student learning outcome goal of Creative and Critical Thinking.

As a learning community, we are still in the first year of development on our present goal. It started last winter with the refinement of our 2015-2016 School Learning Plan, in which there were many valuable goals and interventions. However, there was a feeling that the outcomes and strategies as laid out were too numerous and varied, making it difficult to execute interventions and track results. We came to a consensus that we desired *one goal* that was engaging for staff, students and families, where we could develop and target specific interventions and track our results more effectively.

To develop this one goal, staff considered different areas of learning. We considered the district competencies of Think Critically, Create and Innovate, Collaborate, and Contribute and the Ministry Core Competencies of Communication, Creative Thinking, Personal Responsibility and Social Responsibility. We asked ourselves which area(s) best encapsulated our most current plan and also excited us. That is, which area of learning would allow us to go deeper, while also capturing the learning outcomes, structures and strategies we already use and saw as valuable. Through the refining process it was decided that we would like to focus on the learning outcome goal of Creative and Critical Thinking.

By focusing our goal in one area, it allows us to go deeper with the great work that we currently do, while exploring ways to improve our structures and strategies further. The purpose of this document is not to describe everything that is happening in the school, but rather to provide the relevant information as it pertains to the goal of having students develop as creative and critical thinkers.

As of October 2018, our structures and strategies for this goal are currently under development and are described for now as “coherent curriculum and effective instructional strategies.” These two areas have been identified as foundational for developing creative and critical thinking learning outcomes. Both defining and understanding what our specific learning outcomes are (coherent curriculum) and designing classroom interventions (effective instructional strategies) are essential elements as we work towards this goal. It should also be mentioned that one of our main instructional strategies is Arts-Infused Learning, more about this is described below.

Our School Learning Plan Revision Process

Generally, our School Learning Plan process is to use a yearly inquiry cycle of review, analyze, theorize, learn, intervene, collect data, reflect and then return to analyze. We believe in continuously engaging our stakeholders; staff, students, parents and community in our plan and our results.

The process to engage staff, students and families begins with our School Learning Plan (SLP) Team. This team consists of the Principal and three regular staff members. We have been trying to engage parents to

join this team, but have yet to find a consistent person or people. At our SLP Team meetings, we decide on next steps of how we will engage our stakeholders on the development of the School Learning Plan. To engage staff, we discuss the School Learning Plan and do activities that inform and engage with the plan in every staff meeting. To engage parents, the work of the staff is presented to the parents at most PAC meetings for their discussion and feedback. Over the past year, the PAC feedback has been extremely positive and supportive of the work of the School Learning Plan Team and the staff. Families are also engaged in the plan through our weekly school email, which includes items that inform parents of our school goals, and attempts to build understanding around those goals. To engage students, we use student forums. Last year, in an initial forum, a group of students in grades 4-6 were introduced generally to School Learning Plans, and asked for their feedback and input about Creative and Critical Thinking as a learning goal. They provided support and excellent input that was then used later by staff in a staff meeting activity. We have a few new ways that we will be engaging our stakeholders in our SLP this year which will be described in further detail below.

Creative and Critical Thinking as a learning outcome goal addresses the learning needs of each and every student. Core competencies such as Creative and Critical Thinking impact all areas of a person's life; mental, social, emotional, physical, and spiritual. These skills influence and contribute to the development of all learning across curriculum and life.

DATA DASHBOARD OF TRIANGULATED EVIDENCE

In an attempt to keep our data 'live,' we will now store it online. It can be found at <https://mqeschoollearningplan.wordpress.com/>

At this time, our data dashboard includes EDI and ELP Results, School Wide Write Results, Foundational Skills Assessment Results, Satisfaction Survey Results, Our Schools Survey Results.

We recognize the need for a more complete data set that is sustainable, to inform our practice. This fall, staff has proposed to work towards creating a more sustainable and informative data set for our school. Starting this year, our yearly Assessment Plan will include:

Reading Assessments at every grade level 3 times per year.

Writing Assessment at every grade level 2 times per year.

Oral Language Assessment at every grade level 2 times per year.

Numeracy Assessment at every grade level 2 times per year.

Self Regulation data, same data set for each grade level 3 times per year.

Creative and Critical Thinking self assessment on same skills at every grade level 3 times per year.

We are also developing a Student Readiness Data set to record each student's individual data.

One stretch goal is for us to work with our Create and Critical Thinking (CCT) Continuum (discussed below) and the Ministry CCT Curricular Competencies to collect assessment evidence regarding how our students are meeting CCT learning outcomes.

A second stretch goal for our data dashboard will support the measurement of our quantity and quality of our interventions as related to our goal of developing creative and critical thinkers.

SPECIFIC GROUPS OF STUDENTS OF MOST CONCERN

Our specific groups of most concern are our students assessed as vulnerable on our ‘learning as a foundation’ skills of reading, writing, oral language and numeracy. We will be using our Readiness Data to track these students starting this year.

DATA DASHBOARD OF DISAGGREGATED EVIDENCE

In order to understand our data in deeper ways, we look at disaggregating to look at specific groups of learners. Examples of groups we disaggregate are learners who are girls, boys, Aboriginal, ELL, and students with a ministry designation. In order to understand trends over time, we also track cohorts of students. Our Readiness Data will also support this disaggregation.

DESIRED KNOWLEDGE AND SKILLS FOR STUDENTS AND STAFF

Students will develop their creative and critical thinking skills through this plan. In January 2018, staff began the process of describing learning outcomes across the developmental stages of elementary school years for creative and critical thinking. Using BC Ministry of Education documentation and a few other resources, staff developed an ‘I-Statements’ continuum for students. Some examples we created are:

In Kindergarten: “I get ideas when I play” and “I can explore materials and actions”

In Grade 3-4: “I can consider more than one way to proceed in an investigation”

In Grade 5-6: “I can use my experiences with various steps and attempts to direct my future work”

Staff will deeply understand the learning outcomes and the effective pedagogical strategies that effect the development of creative and critical thinking skills through this plan.

Staff also worked last year on their instructional design process in staff meetings and on a school based Professional Development Day in terms of becoming more explicit with the CCT learning outcomes in the planning process.

Staff also worked last year on Arts Infused instruction, a main strategy for developing Creative and Critical Thinking Skills at Mamquam, as we are an Arts Infusion School. We travelled as a staff to the Langley Fine Arts School and spent the day observing and having discussions with their staff and teachers and came back with a lot of instructional and structural ideas that will support Arts Infusion at Mamquam.

SOURCE OF EVIDENCE

Key drivers of action

Traditional sources of evidence give us great information that guides us in terms of how well students are doing in terms of learning as a foundation. That is, these data sets help us understand how are students are doing in their foundational skills of reading, oral language, writing, numeracy and social emotional skills. These foundations are all considered extremely important in the development of Creative and Critical Thinkers. In terms of these data sets, the following would convince us that our chosen instructional strategies to improve learning as a foundation are working:

- Improved results in reading, writing and numeracy school, district, and provincial data
- School wide write data improvement
- Student, parent and teacher survey data – Our Schools Survey, Satisfaction Survey

When we consider learning as a process, additional data should be developed and considered. The following data sets could be considered as ways to convince us that our chosen instructional strategies to improve learning as foundation are working:

- Student, parent and teacher survey data
- Creative and Critical Thinking Continuums
- Collections of student work such as portfolios or digital portfolios
- Student interview data
- Classroom observation data collected by teachers
- Self, peer, and/or teacher summative assessment data on larger unit tasks or projects

STRATEGIES AND STRUCTURES for LEARNING AS A PROCESS and LEARNING AS A FOUNDATION

As of October 2018, defining, selecting, learning and implementing strategies and structures that support our learning outcome goal are our next area of focus. We have a few new structures that we feel will support our plan and we have some ongoing structures that support our plan.

New Structures – We have a few new structures that help us move towards our school goal. They are listed below.

Design Challenges. This fall, at our September staff meeting, we challenged ourselves with the following design challenge:

“How might we create authentic artistic learning experiences that develop students creative and critical thinking skills?”

Each grade group team designed a 2-3 week unit or project that addressed this design challenge. At our October meeting, we will be reflecting on the units and asking ourselves the same design question again, to continue a cycle of *action and reflection*.

School Wide Monthly Assemblies. This year we will be having monthly assemblies to build community and to showcase our learning as it relates to our School Learning Plan. We especially feel that there needs to be a regular venue for the performing arts, and we hope to use these assemblies as showcase place.

Classes organized for increased teacher and student collaboration. All classes have a partner class or two at the same grade level. This creates natural groupings for co-planning, co-teaching and co-assessing. We also physically moved teachers this year to increase closeness of same grade level teachers and classes.

Studio Time and a shift in responsibility. This year, we have changed how prep time is covered. This year, we have two prep teachers and each class now has only one block in Studio each week. The hope is that classroom teachers will be able to spend more time infusing the performing arts into their classroom learning.

Common prep time. With two prep teachers, we were able to create a prep schedule where each grade group teachers have a common prep time once a week. This provide a regular weekly time for collaboration if teachers desire.

Ongoing strategies and structures used and considered valuable are described below.

Learning as a Foundation

- Reading, writing, oral language and numeracy are all vital foundational learning areas essential to developing a persons creative and critical learning skills. Structures and strategies include reading groups, Daily 5, numeracy groups, writer’s workshop.
- Personal and Social Responsibility competencies are essential foundational learning area in the development of a person’s creative and critical thinking skills. Structures and strategies to support this area include Zones of Regulation, Circle Process, Play is the Way, Mind Up, Friends Program, Roots of Empathy, Restorative Discipline Practice and teaching Growth Mindset.

Learning as a Process

- Arts Infusion. Art Infusion is a strategy to engage and motivate students in their learning creative and critical thinking skills. In November 2017, staff recommitted to being an Arts Infusion School. Our first work was to redefine Arts Infusion for ourselves and our school community. We created a definition to help explain what Arts Infusion is to us and to also help guide our instructional practice moving forward:

At Mamquam, we infuse the arts to deepen learning across the curriculum.

We supplement this definition with a more detailed explanation:

What does Arts Infusion mean?

Arts Infusion is an approach to learning where...

Students construct and demonstrate understanding through art forms
Students make connections between art forms and other subject areas
Students develop creative and critical thinking skills through art forms
Art learning outcomes have equal value with other learning outcomes

- Aboriginal ways of knowing, doing, and being. Understanding that being a creative and critical thinker is deeply tied to our relationship with place and territory, we embrace First Peoples’ Principles of Learning where learning is holistic, reflective, experiential and relational. Some Structures and strategies include Orange Shirt Day, a week with shared learning of residential schools, whole school learning a Lil’wat Nation drumming song titled “Song of Encouragement”

gifted to our school a number of years ago, and acknowledging territory in morning announcements, during circle protocol, and at all school gatherings and presentations.

- **Teacher Collaboration.** Teacher collaboration is a structure that will improve the capacity of staff to develop the instructional skills to teach student creative and critical thinking skills. Teacher teams are deeply established at Mamquam who meet regularly and co-plan units and lessons. This year, building a shared prep time for grade group teachers creates an opportunity for regular ongoing collaboration.

Research and Resources

The following is a list of resources and research used to inform our structures and strategies this year

- SD 48 Pathways to Learning District Strategies Plan
- Critical Thinking/Creative Thinking- Ministry competency profiles
- SD48 rubrics for Create and Innovate and Think Critically
- Critical and Creative Thinking Continuum – Australia Curriculum
- Shared Learnings Aboriginal Ed Teacher’s Committee representative
- Carol Dweck- Growth Mindset
- Understanding By Design- Jay McTighe and Grant Wiggins

Professional Learning Plan for Staff

A staff Professional Learning committee was struck last year and has had one meeting to discuss a formalized School Professional Learning plan that can both meet the learning needs of individuals, school teams, and the whole school in relation to the School Learning Plan. This group will determine the areas of learning for staff.

Budget Alignment with this School Learning Plan

The budget is reviewed semiannually with staff for general review and feedback. The professional learning budget will gather input from the Professional Learning Committee to decide how that funding should be spent.

RESPONSE TO INTERVENTION (RTI)

Monitoring Student Success and Interventions for Struggling Students

- Class Reviews three times per year for team to get an overall view of classroom strengths, needs as well as individual needs. This process supports building a school wide intervention plan.
- Adjustment of model so Learning Services staff focus on building and supporting plans for students with designations and students requiring Tier 3 level supports in classrooms. Collaborative Support Teachers focus more on building Tier 1 and Tier 2 interventions with classroom teachers.

- School Based Team – using Pathways to SBT Process and meet once a week.
- Learning Support Team/Case Managers IEP development and monitoring along with students, parents and classroom teachers.
- Teacher and self-assessment – quick scale, formative and summative assessments; individual, school and district level.
- Teacher learning teams/collaboration – staff members meet on a weekly or basis to talk about, plan with intent and purpose and assess.
- “Learning Services +” Book Club – Our School Based Team decided that we are going to do a book club to build our understanding around the topic of Stress and Self Regulation. The Book that we have selected is Self Reg: How to Help Your Child (and You) Break the Stress Cycle and Successfully Engage with Life by Dr. Stuart Shanker. We asked others to join us and have 17 staff members that will be participating.