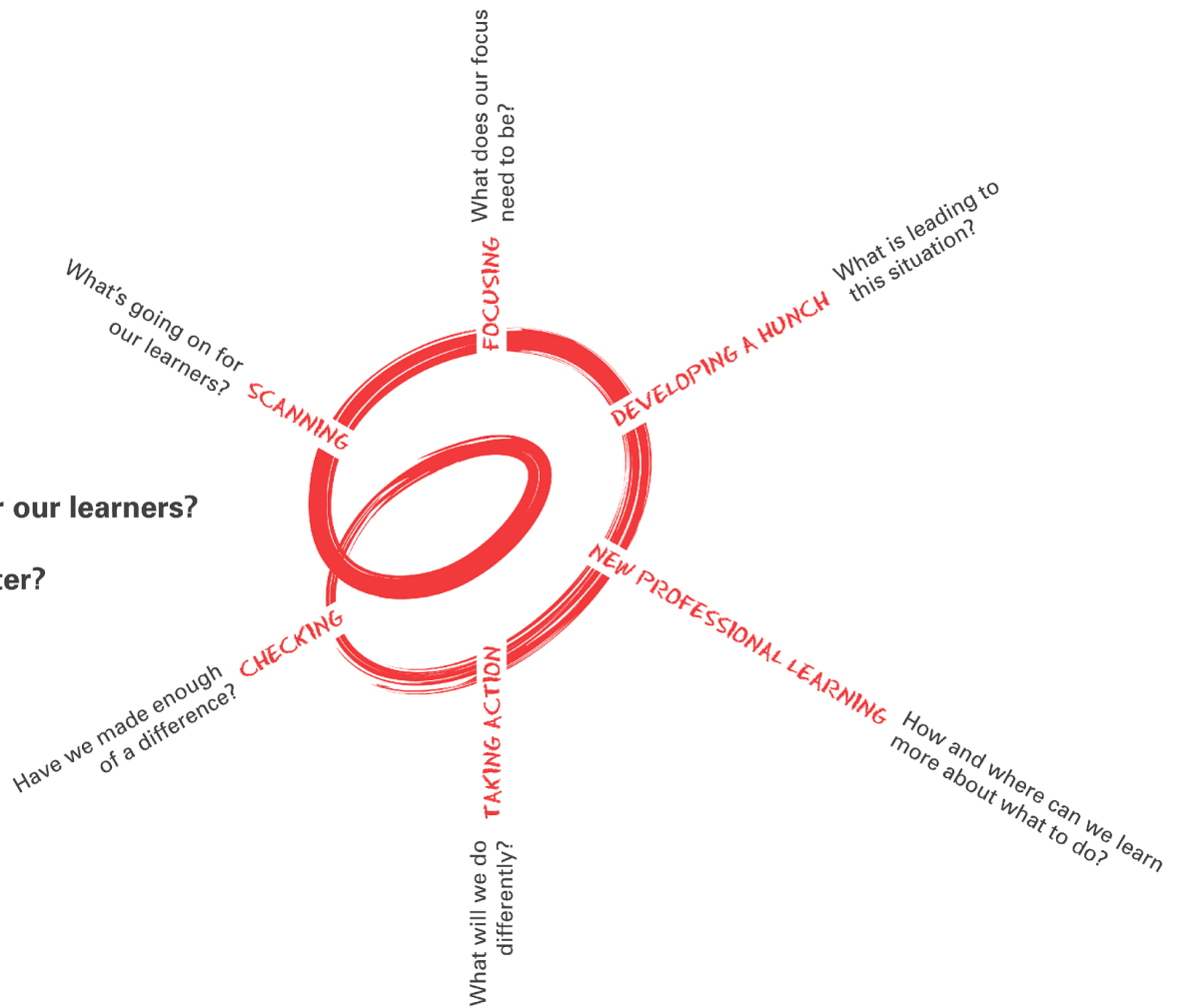


SCHOOL PLAN for MAXIMIZING STUDENT LEARNING

Devon Gardens Elementary School



What's going on for our learners?
How do we know?
Why does this matter?

*Based on the book by Judy Halbert and Linda Kaser:
"Spirals of Inquiry for equity and quality"



Delta School District
Inspired Learning



The Vision of the Delta School District is to be “A Leading District for Innovative Teaching and Learner Success”. To that end, the following definitions may be useful:

Innovative Teaching:

Innovative teaching involves continuous reflection and evolution in classroom practice in order to increase the intellectual engagement of students. Through the creation of deep learning tasks that foster curiosity, creativity and inquiry-mindedness, innovative educators take risks in order to positively impact the learning experience and outcomes for all students.

Learner Success:

Learner Success is built upon an intrinsic, deep desire to learn and a feeling of confidence in knowing how to learn. Successful learners develop the mindset and competencies needed to engage deeply in their learning. Educators create the conditions for learner success by ensuring students know where they are with their learning, where they are going with their learning, and how they can get there. Learner success is enhanced when students feel a deep sense of connectedness and the

adults supporting them express their belief that the students will contribute positively to society and be successful in life. The result is all students graduating with dignity, purpose, curiosity and options.



School Plan
[school name]
September 2017- June 2020



*Based on the book by Judy Halbert and Linda Kaser:
“Spirals of Inquiry For equity and quality”

Goal Area(s): Connectedness & AFL

School Context: Devon Gardens Elementary has a unique population of students with three academic programs (French Immersion, Primary Montessori and Intermediate English). The School Population has gradually increased over the last seven years. The staff is committed to collaboration and assessment for learning.

Scanning: (What’s going on for our learners and how do we know?)

- Students are experiencing a high level of social emotional needs
- Dragon’s Den, Check-in/Check out, Requests for Counsellors, and Child and Youth Care workers on the rise.
- Halbert and Kaser’s three questions on connectedness
- Teachers and staff have also been continuing their work with AFL

Focusing: (What does our focus need to be?)

- Collab groups will continue their work with AFL with the help of COI

Developing a Hunch: (What is leading to this situation and how are we contributing?)

- Dec/Jan - We have surveyed all the students in the school. To ensure consistency, The Principal surveyed the grades 4-7 students and Vice Principal surveyed the K-3 students. After our survey, we released our colour coded results to teachers and asked them to come and see us individually should they have more specific questions. We also spent time as a school identifying the students who were unable to name 2 adults who believed they would be a success.
- Information obtained through school surveys indicated that connectedness was a goal that staff were interested in pursuing. Connectedness to families for some of our vulnerable students was an area that we pursued as a school also.
- This was our COI school inquiry this year. We have had several prod sessions to discuss having our students answer the big 3 questions as part of their student perspective on CSL.
- We put structures in place for our teachers to collaborate with one another through facilitated sessions.
- Lunch and learn sessions were held at the end of each term so teachers can share and celebrate something wonderful that has happened, and to find out where to next for their students.
- At the end of the year, we surveyed parents, students, and teachers to get their perspective on how the year went. We have first, second, and third term student perspectives from most students at the school. We have also completed parents, students, and staff surveys regarding our work on AFL. As well, teachers shared what is happening in their classrooms and what they are observing regularly through our checking in phase with them.

New Professional Learning: (How and where can we learn more about what to do?)

- We need to resurvey all the students again next year at the beginning and end of the school year. Connectedness as goal #1 was identified by our teachers as an area they would like us as a school to continue to work on next year.
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Taking Action: (What will we do differently?)

- School wide initiative to increase connectedness amongst our students. Ideally, we would like our student leaders to help us with this initiative.
- Look at whole school initiatives/challenges in the area of connectedness
- Have student leaders be a part of the process of helping the school grow in the area of connectedness.
- Continue to build on home to school connections as it will impact student learning and feelings of connectedness.
- Continue AFL work next year. Many teachers have identified professional learning to help them become clearer with learning intentions for their students.
- Staff are exploring guided student self assessment.
- Principal and Vice Principal will continue to facilitate the large group collaboration sessions next year to continue this work

Checking: (Have we made enough of a difference? How do we know?)

- We need to resurvey all the students again next year at the beginning and end of the school year.

Sharing:

- **Sharing with staff will be done through our staff meetings.**
- **Parents will be informed through Staff Meetings, Newsletters and Social Media.**
- **We will ask for input by providing opportunities for feedback on a regular bases.**

Parental/Community Involvement:

- **Parent and Community involvement will be sought out through PAC meetings and invitations to send feedback through newsletters and surveys.**

*Please feel free to attach supporting documents.