



Theory of Action	Division	If Medicine Hat Public School Division focuses system learning around a model of collaborative response, then we will see improved measurable outcomes because students are at the center of professional conversations focused on student learning, evidence based best practice, and continuously improving pedagogy.		Dr. Roy Wilson Learning Centre 751 Strachan Road SE Principal: Mike Kukurudza						
	School	If WLC administration are lead learners in supporting improved pedagogy (OLE) through professional learning and school-wide collaboration practice....then we will see a community of life-long learners striving for excellence.								
2019-20 SCHOOL GOALS <i>(What are priorities for learning at our school?)</i>		SUPPORTING EVIDENCE <i>(Evidence indicating that this goal is a priority)</i>	STRATEGIES & MEASURES <i>(How we will meet our goal and know we have achieved it)</i>	2018-19 Celebrations						
<p><u>1.Clear and consistent stakeholder Communication:</u></p> <p>WLC staff will provide clear and consistent information with stakeholders (parents, community members) about personal and academic achievement to foster positive relationships built on trust with a focus on well-being and shared responsibility.</p>		<p>Our School Data results, the Accountability Pillar Survey, and conversations with School Council and Community Stakeholders, indicate that parents would like more communication about a variety of topics at Wilson Learning Centre.</p>	<p>·The administration and staff at the Dr. Roy Wilson Learning Center will identify and consistently use common language when discussing assessment, student progress and strategies to support student learning.</p> <p>·The administration and clerical staff will update Facebook, the website and WLC’s digital sign regularly to reflect current events and relevant school information.</p> <p>·The administration and staff at the Dr. Roy Wilson Learning Center will ensure consistencies pertaining to parent communication through FreshGrade.</p> <p><u>Shared beliefs- Common Practices-FreshGrade</u></p> <ol style="list-style-type: none">1. FreshGrade will be the platform that ELP-grade 6 WLC staff will use to communicate with parents. We will limit our use of other communication tools to share information with families and students to establish a common/consistent message within our community. Grade 7-9 WLC staff will primarily use weekly emails to communicate with parents. Some of these teachers will also introduce FreshGrade.2. We will work to build capacity (identify grade level progressions) in our students to take ownership in the uploading of documents to support portfolio development in FreshGrade.3. Teachers will send an introductory email to parents to begin building rapport with our families. We may share what the first few days will look like, introduce ourselves, share contact information and introduce FreshGrade to our families as applicable. We will focus on building a two-way line of communication to ensure parents understand their role in their child’s education.4. Teachers will send a weekly FreshGrade update(emails) to the families in our class/homeroom updating them on classroom information, upcoming assessments, reminders, curricular focus and activities to support...)5. Teachers will upload and share student progress with families through FreshGrade. We will communicate information such as curricular outcome(s), student achievement, and feedback on learning. WLC staff will	<p>-The OurSchool data indicated an improvement in parental engagement and collaboration.</p> <div><p>Parent Involvement</p><table border="1"><thead><tr><th>Year</th><th>Parent Involvement (score)</th></tr></thead><tbody><tr><td>This year</td><td>8.3</td></tr><tr><td>Yr. 2017</td><td>8.0</td></tr></tbody></table></div>	Year	Parent Involvement (score)	This year	8.3	Yr. 2017	8.0
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				share a detailed plan with families pertaining to the expectations related to frequency and implementation timelines.	
<p><u>2.Academic and personal achievement:</u></p> <p>In a collaboratively responsive framework (CRM), evidence-based teaching practices will be used to create optimal learning environments that will support student achievement and personal excellence.</p>		STAR, MIPI, F&P, IEYE, APORI, PAT, teacher formal and informal assessments, club and team participation and OurSchool data indicate that a focus on challenging our students and having high expectations for all (academically and personally) should be a priority.		<p>1.Data will be used to facilitate classroom and school-based interventions to ensure student success. Collaborative time for grade levels, Collaborative Team Meetings, Programming Team Meetings and Optimal Learning Coach involvement will be embedded in teacher practice.</p> <p>2. Throughout the 19-20 school year Grade 6 and Grade 9 PAT results will be analyzed by teachers and used to reflect on practice, with an anticipated improvement overall.</p> <p>3. An OLE will be evident in each classroom (clear learning targets related to SLO's, effective feedback for students, planning that reflects student engagement, readiness for learning, and depth of knowledge). Other success indicators will include increased OLC engagement at the classroom level, increased student participation in extra-curricular activities, and improved results on APORI and OurSchool surveys.</p>	
				<p><u>Grade 6 PAT Results</u></p> <p>-Grade 6 student achieve above the Provincial average in all subjects in the standard of excellence and acceptable standard categories, with the exception of Standard of Excellence in Science. (WLC-30.6%, Prov.-32.4)</p> <p><u>Grade 9 PAT Results</u></p> <p>-Grade 9 PAT results improved in Standard of Excellence and Acceptable Standard in all subject areas, except for grade 9 ELA Standard of Excellence.</p> <p>-Grade 9 students achieved higher than the Province in the Standard of Excellence in ELA.</p> <p>-Grade 9 results related to Standard of Excellent improved significantly in all subject areas.</p> <p>Data Reflective of table 2.2- (Students writing the exams)</p>	
Resources	Kurtis Hewson, Envisioning a Collaborative Response Model, Early Literacy Framework Committee, OLC's, Central Office Resources,	Data Sources	Universal Screening & Progress Monitoring Data, Our School Survey Data, APORI Data, Provincial Achievement Test Results	Gaps	Tier 3/4 Supports, increased student enrollment (lack of instructional space)

School Based Professional Learning – Year Plan Template (2019-2020)

Aug 28 - School PL	Staff Meeting- 9:00-12:00 School PD- 1:00-3:00- (FreshGrade PD, Assessment/Reporting Plans Development, Communication Plans Development)
Aug 29 – District PL	SD76 PD Agenda
Aug 30 – Teacher Day	Staff PD-9:00-12:00- (Aligning RCLO’s and SLO’s, Scope and Sequence/Progressions, Front Matter Understanding) Teacher Collaboration Time- 1:00-3:00
September <i>(Sept 20 – School PL)</i>	Staff PD- 8:30-3:00- (First Aid Training for certified and non-certified staff)
October <i>(Oct 25 – School PL)</i>	Staff Collaboration time 8:30-12:00- (cross-curricular, grade level, multi-grade level progressions, FreshGrade Demo) Staff PD-1:00-3:00- (District Vision/Mission/Core Values Exercise, Co-Regulation (Best Team Presentation), PAT Analysis (To inform practice)
November <i>(Nov 22 – School PL)</i>	Teacher Collaboration Time- (cross-curricular, grade level, multi-grade level progressions, FreshGrade, new curriculum) Staff PD- Data Analysis (STAR, MIPI, PAT, EYE, RRST...)- Identification of curricular outcomes requiring reflection for effective instruction/rigour.
December <i>(Dec 13 – School PL)</i>	Teacher Collaboration Time- (cross-curricular, grade level, multi-grade level progressions, FreshGrade, new curriculum)
January <i>(No PD Day)</i>	Teacher Collaboration Time- (cross-curricular, grade level, multi-grade level progressions, FreshGrade, new curriculum) Staff PD- WLC Vision/Mission/Core Values development
February <i>(Feb 7 – School PL)</i>	Teacher Collaboration Time- (cross-curricular, grade level, multi-grade level progressions, FreshGrade, new curriculum) Staff PD- WLC Vision/Mission/Core Values refinement following stakeholder feedback
March <i>(Mar 20 – District PL)</i>	Teacher Collaboration Time- (cross-curricular, grade level, multi-grade level progressions, FreshGrade, new curriculum) OLE-Differentiation strategies – Tier 1/2 continuum of supports alignment- Teacher Led
April <i>(April 24 – School PL)</i>	Teacher Collaboration Time- (cross-curricular, grade level, multi-grade level progressions, FreshGrade, new curriculum) Staff PD- Summative Assessments, Portfolio’s, student academic achievement supports/student social and emotional supports
May <i>(May 29 – School PL)</i>	Teacher Collaboration Time- (cross-curricular, grade level, multi-grade level progressions, FreshGrade, new curriculum) Wellness Day- WLC staff health and Wellness day- Teacher led
June <i>(June 29 – School PL)</i>	-Student transition plans -Class list creation

