

School Plan for Student Success

Hillside Traditional Academy



Individuals Involved:

All Teaching Staff and Admin have agreed to and signed off on their commitment to this growth plan.

School Context

[hillside.mpsd.ca/](http://www.bcedplan.ca/hillside.mpsd.ca/) <http://www.bcedplan.ca/>

Inquiry Question

Will an increased focus on an inquiry-based approach to teaching and learning, as a professional learning community, improve the level of teacher-rated student engagement and academic achievement?

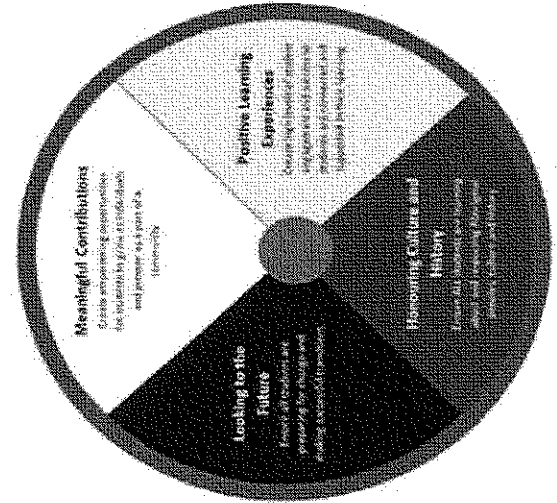
Rationale

Four important understandings that underline this focus are:

1. Notwithstanding the influence of factors such as socio-economic status, home, and community, student learning is strongly influenced by what and how teachers teach.
2. Teaching is a complex activity. Teachers' moment-by-moment decisions about lesson content and process are shaped by multiple factors, not just the agendas of those looking for changes in practice. Such factors include teachers' knowledge and their beliefs about what is important to teach, how students learn, and how to manage student behaviour and meet external demands.
3. It is important to set up conditions that are responsive to the ways in which teachers learn. A recent overview of the research identified the following as important for encouraging learning: engaging learners' prior conceptions about how the world works; developing deep factual and conceptual knowledge, organized into frameworks that facilitate retrieval and application; and promoting metacognitive and self-regulatory processes that help learners define goals and then monitor their progress towards them.
4. Professional learning is strongly shaped by the context in which the teacher practices. This is usually the classroom, which, in turn, is strongly influenced by the wider school culture and the community and society in which the school is situated. Teachers' daily experiences in their practice context shape their understandings, and their understandings shape their experiences.

Strategies (Include LST & ELL)	Who is responsible?	Timeline	How will effectiveness be measured?	Resources
<p>Teachers, Administrators, and Support Staff develop a critical understanding of inquiry-based model to teaching and learning</p>	<p>Administration Team Teachers E.A.s</p>	<p>September to December 2017 (Introduction Phase) January to June 2018 (Knowledge acquisition Phase)</p>	<p>All members will participate in a study of the inquiry models including a book study.</p>	<p>Helen Timperley's "Teacher Professional Learning and Development" "Spirals of Inquiry for Equity and Quality" by J. Halbert & L. Kaser</p>
<p>Develop an Inquiry based approach to teaching and learning with a specific focus on enhancing professional learning communities in a Traditional context.</p>	<p>Administration Team Teachers E.A.s</p>	<p>September 2018 to June 2019 (Discovery/Implementation Phase)</p>	<p>Create collaborative assignments and assessments Review implementation in collaboration meetings</p>	<p>Access to new curriculum Collaboration time Release time for peer teaching</p>
<p>Develop a model for best practices developed at the school level. What worked, what didn't, and especially Why?</p>	<p>Administration Team Teachers E.A.s</p>	<p>September 2019 to June 2020 (Refinement/Reflection Phase)</p>	<p>Collaboration Meetings Create collaborative assignments and assessments Ed-Talks</p>	<p>Collaboration time</p>

Measuring Success	
<p>Improved Student Engagement</p> <p>Teacher-Directed Learning Teachers will assess students who are...</p> <ul style="list-style-type: none"> • Paying attention (alert, tracking with their eyes) • Taking notes (particularly Cornell) • Listening (as opposed to chatting, or sleeping) • Asking questions (content related, or in a game, like 21 questions or I-Spy) • Responding to questions (whole group, small group, A-B Partners) • Following requests (participating, Total Physical Response (TPR), storytelling, Simon Says) • Reacting (laughing, crying, shouting, etc.) 	<p>Student-Directed Learning Teachers will assess students who are, individually or in small groups,</p> <ul style="list-style-type: none"> • Reading critically (with pen in hand) • Writing to learn, creating, planning, problem solving, discussing, debating, and asking questions) • Performing/presenting, inquiring, exploring, explaining, evaluating, and experimenting) • Interacting with other students, gesturing and moving
<p>Improved Academic Achievement</p>	<p>FSA Results DART (or equivalent) /DRA (or equivalent) Student final marks (from PSR Data) Note: Data will follow a cohort group as a means of comparison. Primary Teacher Tracking of Reading Level (i.e. P.M. Benchmarks, Reading A-Z level) Teacher Rated Performance Improvements (anecdotal)</p>



Connection to Aboriginal Enhancement Agreement:

Creating a clear understanding of and implementing an inquiry based model will:

1. Create Meaningful Connections that all students to grow as individuals.
2. Create Positive Learning Experiences for all students.
3. Honour the Culture and History of all students.
4. Prepare all students as for successful transitions to further grades, schools, programs, and to life beyond school.