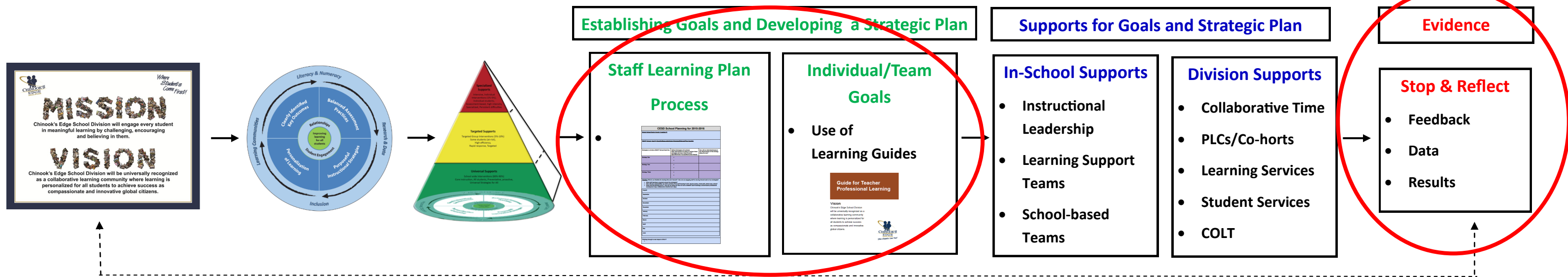




2016-2017 School Planning Road Map



School Goals:

1. What are your identified school goal(s) for 2016-17 in relation to teacher practice (literacy, assessment, other)?
2. SMART Goals - What are you really trying to achieve? How will we know that we have achieved our school goals?

SMART Goals

- SPECIFIC - we know exactly for what we are striving for
- MEASURABLE - you should be able to answer very specifically, **when and how** you will know you've achieved your goal
- ACTION-ORIENTED - what is the activity that will help achieve the goal
- RELEVANT - consistent with our vision and critical evidence
- TIME SPECIFIC - stated within a time frame
- REVIEWED

Staff Input into Planning:

6. How will our teachers be involved in the planning process for 2016-17?
 - When? How will you use your remaining staff meetings, collaborative days, etc?
 - How will we continue to create clarity for staff around our school goals, strategies and timelines?

Timeline:

7. What is our timeline for moving this work forward?
8. How are we engaging staff in moving forward each of our strategies?
 - What staff learning is required around the strategies?
 - Who will take responsibility for which portions of the staff learning? (LST, teacher teams, whole staff, admin team, other)
 - When will this learning occur? How are we using the time we have available? (staff meetings, school-based professional development days, Collaborative time/Co-hort days)
9. What actions/timelines will we map out to use Learning Guides with teachers to authentically reflect on school and individual goals? When will we begin Learning Guide development and sharing? How often will we meet with teachers and teacher teams to bring the Learning Guides to life?

Staff Learning Plan - Evidence

10. How is the below data used to reflect on the success of our school goals? How are our teachers involved with this data? What is our teacher's role in the collection and analysis of this data? When will we meet with our teachers to discuss these results?
 - Provincial Testing Data (SLAs, PATs, DIPs), Accountability Pillar, CESD Survey, Other School Collected Data, Student Voice Data
11. What school-based data might we collect to measure the success of our school goals?

Key Strategies and Measures:

3. What specific strategies/actions will we use to achieve these school goals?
4. Refining our strategies further, what 3-6 specific teacher actions will be required to move the strategy forward?
5. How will we determine/measure the effectiveness of this strategy along the way?
 - ⇒ What school based data or classroom based data might we collect to determine the success of our strategies?

2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
LST RTI Processes	RTI Processes Refinement			
LST Literacy (Reading and Writing)			Literacy Reading and Writing Refinement	
Background work Literacy (Writing)				
Background work Numeracy (Background Research with Steering Committee)			LST Learning and Support for Numeracy	
Background work Socio-Emotional Outcomes			LST Learning and Support for Socio-Emotional Outcomes	
LST Essential Outcomes and Common Assessment				



Staff Learning Plan - Tier 1 Universal Instruction

- 12. What are our current instructional leadership actions that we believe strongly engages our teachers in their professional growth and improving student learning to highest levels? If asked, what would our teachers identify as the instructional leadership work they see in our current practice? What IL actions do we need to develop further for 2016-2017? How will we build this into our School Plan?
- 13. When, and how often, will our admin team meet? The LST team?
- 14. What processes will we have in place for our teacher teams to frequently talk about student learning of essential outcomes, and plan for responding to the needs of students when they are not achieving to their full potential?
- 15. What teacher teams will we need to do this work? How are we structuring these teams? What is the work and expectations we have of these teams? When will our teams meet? How often will our teams meet? What is the work these teams will do when they meet?
- 16. How do we use the Learning Guide process to work with teachers on their reflection of learning and professional practice in relation to our goals and how the strategies are improving student learning in their classroom?
- 17. How will we use classroom visits to engage teachers in their Learning Guide goals and move teacher learning and skills forward? How often will we be in classroom? Are we making these visits useful and purposeful for teacher learning?
- 18. How will we know that our work on our school goals is making a difference for student learning? How will we know that we were effective in our instructional leadership actions?

Staff Learning Plan - Tier 2: Targeted Intervention

- 19. What processes, structures and strategies will be in place for students who have not achieved the essential outcomes in relation to our goal?
- 20. What will be the expectation of our teacher teams in Tier 2?
- 21. What role will our LST play?

Staff Learning Plan - Tier 3: Specialized Intervention

- 22. What processes, structures and strategies will be in place for students who require frequent, intensive and external supports in relation to our goal?
- 23. What will be the expectation of our teacher teams in Tier 3?
- 24. What will be the expectation of 'external' consultants/professionals?
- 25. What role will our LST play in Tier 3?

Resources and Supports Needed

- 26. What resources and/or supports do you need to move your plan forward? (COLT, LST, training, etc)