

**Learning Team Plan**

District Mission	District Vision
We nurture each student's learning and well-being in a safe, responsive, and inclusive learning community	Each student within our world-class learning community has the opportunity to fulfill their potential and pursue their aspirations

Learning Team Mission	Learning Team Vision
We exist to serve and support all learners in SD61.	We empower educators to create equitable classrooms that provide students with learning experiences to meet their needs and graduate with hope and purpose.

<b>Summary of Goals and Main Strategies</b>	
<b>Goal #1</b>	<p><b>To increase student literacy.</b></p> <p><b>Strategies</b>            1.1 Develop an early literacy series that promotes balanced literacy and early intervention programs K-2            1.2 Build and support school-based literacy teams in Elementary schools            1.3 Provide opportunities for administrators to participate in professional learning opportunities based on <i>Read, Write, Lead</i> by Regie Routman            1.4 Create and offer a Middle school learning series focused on teaching writing            1.5 Work with the Esquimalt family of schools to develop an effective K-12 literacy framework</p>
<b>Goal #2</b>	<p><b>To increase student numeracy.</b></p> <p><b>Strategies</b>            2.1 Facilitate professional learning at all levels to support the use of hands on materials and increase teacher comfort and confidence with mathematical thinking.            2.3 Foster school based numeracy teams to support use of hands-on/minds-on math.            2.2 Develop common assessment tools and practices</p>
<b>Goal #3</b>	<p><b>To support the implementation of the re-designed K-12 curriculum.</b></p> <p><b>Strategies</b>            3.1 Build broad networks that collaborate to support the new curriculum.            3.2 Facilitate inter-school connections for secondary schools.            3.3 Curate and share resources that support the implementation of the re-designed curriculum.            3.4 Foster a culture of contribution.</p>
<b>Goal #4</b>	<p><b>To promote and support high quality early learning opportunities to ensure seamless transition into Kindergarten for all students.</b></p> <p><b>Strategies</b>            1.1 Raise awareness about the importance of early years development as a foundation for lifelong learning.            1.2 Provide information to families about how they can support their young child's early learning and development before they start Kindergarten            1.3 Support school and community practices to ensure seamless transition into Kindergarten for all students</p>

## Learning Team Planning

<b>Goal #5</b>	<b>To support an inclusive learning community through the use of technology.</b>
	<p><b>Strategies</b></p> <p>3.1 Align and weave the goals of the technology plan within the learning team plan. Note: <a href="#">Please refer to the Technology Plan for details for the following strategies</a></p> <p>3.2 Increase equity of access to technology for all learners.</p> <p>3.3 Increase the network of support for adoption and integration of technology for learning for staff.</p> <p>3.4 Promote responsible student use of technology for learning.</p> <p>3.5 Communicate and collaborate to facilitate one learning community.</p>

**Goal 1: To increase student literacy**

## Summary of Strategies and Associated Action Plan

### Strategies

#### 1.1 Develop an early literacy series that promotes balanced literacy and early intervention programs K-2.

- Create a learning framework that focuses on effective literacy strategies that can be personalized for use in each school
- Provide release time for schools to engage in collaborative inquiry around literacy practises in their school
- Provide an opportunity for interested teachers to participate in a professional book club that focuses on early literacy learning

#### 1.2 Build and support school based literacy teams in Elementary schools.

- Invite school based literacy teams to participate in a learning series
- Facilitate teams to examine students' literacy performance and determine next steps to improve literacy skills

#### 1.3 Provide opportunities for administrators to participate in professional learning opportunities based on *Read, Write, Lead* by Regie Routman

- Facilitate discussion with administrators about their role as instructional leaders in literacy

#### 1.4 Create and offer a Middle school learning series focused on teaching writing.

- Create a learning framework that focuses on effective writing strategies that can be personalized for use in each school.

#### 1.5 Work with the Esquimalt family of schools to develop an effective K-12 literacy framework.

- Connect with the ANED District team to jointly support these schools with high yield literacy strategies K-12
- Help schools connect effective literacy practises with FPPL ([link to ANED plan goes here](#))

### Goal 1 Resources:

(What is required to fulfill the strategy?)

- *Multiple Paths to Literacy, K-2*; by Miriam Trehearne
- *Read, Write, Lead*; by Regie Routman
- Release time for school-based teams to attend district sessions
- School-based professional learning release time for school team collaboration
- Learning Hub for sharing resource links

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**Goal 1 Timeline:** (what amount of time is required for the strategy)

- May 2017 through to June 2020. This will be a 3 year plan to accommodate all 27 Elementary schools participating in 5-school cohort sessions, up to 10 schools per year..

**Goal 1 Reporting:** (What information is collected and how will it be collected?)

Data Collected	How?
<ul style="list-style-type: none"> <li>• Establish baseline data about reading and writing K-2</li> </ul>	<ul style="list-style-type: none"> <li>• Ask schools what their current practise is and determine if this actually is informing our practise to improve student learning.</li> </ul>
<ul style="list-style-type: none"> <li>• Reading Levels for all student grades 1-3</li> <li>• Pre-reading literacy skills for Kindergarten</li> </ul>	<ul style="list-style-type: none"> <li>• To be determined through a collaborative process with individual schools- gathered throughout the school year</li> </ul>
<ul style="list-style-type: none"> <li>• BC Performance standards</li> <li>• Revised performance standards from Prince George: Literacy continuum</li> <li>• Personalized school-based data collection</li> </ul>	<ul style="list-style-type: none"> <li>• Data collection to analyze &amp; synthesize with teachers to determine next steps</li> </ul>
<ul style="list-style-type: none"> <li>• Survey learning series participants for feedback and next steps</li> <li>• Ask for reflections to see how successful inquiry process was for participant groups</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys &amp; questionnaires about how helpful the learning series was and what to do next</li> </ul>

**Goal 1 Evidence and Targets:** (what can be measured to validate success of the strategy?)

- Establish baseline assessments for reading and writing K-3, and for writing grade 6-8
- Reading benchmarks will show a 10% increase in the number of students reading at grade level
- School-based writing assessments will show a 10% increase in student writing levels

### Goal 1 Outcomes:

(What outcomes can be expected as a result of the strategy?)

All students are meeting expectations in literacy by the end of grade 3.  
All classrooms across the district offer balanced literacy instruction K-2  
All middle school students demonstrate improved writing skills and increased joy in writing

### Goal 2: To increase student numeracy

### Summary of Strategies and Associated Action Plan

#### *Strategies*

#### **2.1 Facilitate professional learning at all levels to support the use of hands on materials and increase teacher comfort and confidence with mathematical thinking.**

- Purchase teacher selected numeracy resources necessary to implement the new curriculum
- Provide whole group and in-school support for teachers to teach effectively using new materials with students
  - Work with Carole Fullerton with K-3 teachers with manipulatives
  - Work with Nikki Lineham with grades 4-9 teachers with manipulatives
  - Work with Pearson to support with *Mathology* literacy-numeracy resources
  - Work with Power of Ten consultant to support newest Power of Ten K-8 packages
- Provide opportunities for interested teachers to participate in a professional book club that focuses on effective numerical thinking
- Provide opportunities for administrators to participate in professional learning opportunities based on *Mathematical Mindsets* by Jo Boaler

#### **2.2 Foster school based numeracy teams to support use of hands-on/minds-on math.**

- Facilitate teams to examine students' numeracy performance and determine next steps to improve numeracy skills
- Consolidate and expand on work done with with Carole Fullerton, Nikki Lineham, Pearson Mathology, and Power of Ten
- Help schools connect effective numeracy practises with FPPL ([link to ANED plan goes here](#))

## Learning Team Planning

### 2.3 Develop common assessment tools and practices

- Facilitate teams to examine students' numeracy performance and determine next steps to improve numeracy skills
- Establish baseline data for numeracy K-9.
- Continued collaboration with Island Net developing diagnostic assessment tools
- Support new provincial numeracy assessment for grades 10-12.

### Goal 2 Resources:

(What is required to fulfill the strategy?)

- Newly purchased manipulatives/classroom resources
- Carole Fullerton presentations and resources
- Nikki Lineham presentations and resources, including Educating Now district site license
- Power of Ten materials, Trevor Calkins
- *Mathematical Mindsets*, Jo Boaler
- Release time
- Learning Hub: sharing resource links

### Goal 2 Timeline:

(what amount of time is required for the strategy)

September 2016 through to June 2018. This is a two year plan to work with all math educators, K- 9 to help implement the redesigned curriculum

### Goal 2 Reporting:

(What information is collected and how will it be collected?)

#### Data Collected

- In-school assessment, including teacher-to-teacher discussions around diagnostic assessment

#### How?

- To be determined through a collaborative process with individual schools, gathered throughout the school year

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<ul style="list-style-type: none"> <li>• Personalized school-based data collection</li> <li>• Data from a variety Power of Ten assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Share all data collection to analyze &amp; synthesize with teachers to determine next steps</li> </ul>
<ul style="list-style-type: none"> <li>• Surveys schools for feedback from school administrators, workshop participants, classroom teachers on use of hands-on materials in classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• To be determined with teacher input</li> </ul>

**Goal 2 Evidence and Targets:** (what can be measured to validate success of the strategy?)

- Establish baseline data to determine the number of classes using hands-on numeracy materials
- Measure the increase in the number of classes using hands-on numeracy materials
- Increase the number of teachers who feel comfortable teaching hands-on/minds-on math.
- School-based numeracy assessments will show an increase in student numeracy levels

**Goal 2 Outcomes:** (What outcomes can be expected as a result of the strategy?)

- All students are meeting expectations in numeracy by the end of grade 3.
- All classrooms across the district offer hands on numeracy instruction

**Goal 3: To support the implementation of the re-designed K-12 curriculum**

### Summary of Strategies and Associated Action Plan

#### *Strategies*

**3.1 Continue 2 year plan to purchase resources for numeracy and science and provide ongoing support for teachers through professional learning series**



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**3.2 Build a variety of networks with teachers K-12 using a collaborative distributed approach to support the implementation of the new curriculum.**

**3.3 Facilitate inter-school connections for secondary schools using a variety of starting points**

- Core competencies
- Self-reflection
- Digital portfolios and assessment
- Core subject collaboration across all secondary schools

**3.4 Foster a culture of contribution through the curation and sharing of resources that support the re-designed curriculum by continuing to develop the Learning Hub.**

**3.5 Professional learning collaborative book clubs focussed on important themes within the re-designed curriculum**

**Goal 3 Resources:**

(What is required to fulfill the strategy?)

- Learning Hub: sharing of resources

**Goal 3 Timeline:**

(what amount of time is required for the strategy)

- September 2016 to July 2020

**Goal 3 Reporting:**

(What information is collected and how will it be collected?)

Data Collected

- This entire section will be done in partnership with
- Jon Hamlin when he returns from Parental Leave

How?

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**Goal 3 Evidence and Targets:** (what can be measured to validate success of the strategy?)

## Learning Team Planning

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Goal 3 Outcomes:

(What outcomes can be expected as a result of the strategy?)

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**Goal 4: To promote and support high quality early learning opportunities and ensure seamless transition into Kindergarten for all students.**

### Summary of Strategies and Associated Action Plan

#### **Strategies**

#### **1.1 Raise awareness about the importance of early years development as a foundation for lifelong learning.**

- Facilitate meetings and conversations with elementary school administrators to deepen understanding about the importance of early years development
- Meet with Principals, Strongstart facilitators, and community partners to share ideas about how these programs can be best supported by our communities.
- Offer professional learning opportunities for early years educators within SD61 and the larger community.

#### **1.2 Provide information to families about how they can support their young child's early learning and development before they start Kindergarten**

- Collaborate with early years service providers to host a series of community-based Ready, Set, Learn events throughout the year for families of three-and four-year-olds
- Support elementary schools in hosting school-based Ready, Set, Learn events.
- Continue participation on the Steering Committee for the Victoria Early Years Centre to foster relationships among community-based early years service providers, StrongStart Centres, and other district programs.
- Update SD61 website with relevant early years information for families.

#### **1.3 Support school and community practices to ensure seamless transition into Kindergarten for all students**

## Learning Team Planning

- Promote consistency across the district in offering high-quality welcoming events for new Kindergarten students and their families through the use of the Welcome to Kindergarten framework offered by the Learning Partnership
- Organize and offer a Welcome to School evening for all new Kindergarten parents
- Support school-based initiatives to improve transition experiences for students moving into Kindergarten (preschool visits, etc.)
- Participate in the Early Years Island Network to share effective practices for Kindergarten transition across districts
- Support the Changing Results for Young Children provincial initiative focused on social and emotional wellbeing in the early years

### Goal 4 Resources:

(What is required to fulfill the strategy?)

- Ready, Set, Learn funding
- Access to other grant monies as they become available

### Goal 4 Timeline:

(what amount of time is required for the strategy)

June 2018

### Goal 4 Reporting:

(What information is collected and how will it be collected?)

#### Data Collected

- Feedback from Pro-D offerings
- Parent satisfaction rates
- WTK participation rates
- WTK parent surveys
- WTK principal surveys
- Anecdotal reports from Kindergarten teachers, StrongStart facilitators, elementary school administrators, and community partners

#### How?

- Participant surveys
- Community RSL parent surveys
- Number of new schools joining
- Completed online after WTK events
- Completed online after WTK events
- Conversations with Learning Team members

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**Goal 4 Evidence and Targets:** (what can be measured to validate success of the strategy?)

- 95% of parents report feeling welcomed by their child's school as measured by WTK parent surveys
- 95% of elementary school principals report that they (and their early years staff) feel supported at the district level to ensure seamless transition experiences for students as measured by the WTK principal survey
- 80% of elementary schools participate in the Welcome to Kindergarten program
- 95% of families who attend community Ready, Set, Learn events report that these events are valuable
- 95% of Kindergarten teachers, StrongStart facilitators, elementary school administrators, and community partners report improved connections to each other as they support families with young children
- Increased number of families attending district-sponsored early years events.

**Goal 4 Outcomes:** (What outcomes can be expected as a result of the strategy?)

- More consistency across the district in welcoming new Kindergarten families with high-quality events and materials
- Early years stakeholders collaborate more often and coordinate service delivery to better support families
- Parents and caregivers can easily access information about how to support their child's early development and lay a foundation for lifelong learning

**Goal 5: To support an inclusive learning community through the use of technology.**

### Summary of Strategies and Associated Action Plan

#### **Strategies**

**5.1 Align and integrate the goals of the technology plan within the learning team plan.**

Note: [Please refer to the Technology Plan for details for the following strategies](#)

**5.2 Increase equity of access to technology for all learners.**

## Learning Team Planning

**5.3 Increase the network of support for adoption and integration of technology for learning for staff.**

**5.4 Promote responsible student use of technology for learning.**

**5.5 Communicate and collaborate to facilitate one learning community.**

### Goal 5 Resources:

(What is required to fulfill the strategy?)

- Mounted TEC packages, teacher laptops, and Chromebooks for EAs
- Student iPads and Chromebooks
- *Innovate with iPad* by Karen Lirenman
- *Google Infused Classroom* by Holly Clark
- Ministry Coding and Curriculum grant monies
- Three 1.0 FTE district teacher positions to support a technology for learning network across schools
- Learning Hub: sharing resource links
- School website integration for access to digital resources

### Goal 5 Timeline:

(what amount of time is required for the strategy)

September 2016 to July 2020

### Goal 5 Reporting:

(What information is collected and how will it be collected?)

#### Data Collected

- [For specifics please refer to the Technology for Learning plan](#)

#### How?

- [For specifics please refer to the Technology for Learning plan](#)

**Goal 5 Evidence and Targets:** (what can be measured to validate success of the strategy?)

- [For specifics please refer to the Technology for Learning plan](#)

## Learning Team Planning

Goal 5 Outcomes:

(What outcomes can be expected as a result of the strategy?)

- [For specifics please refer to the Technology for Learning plan](#)