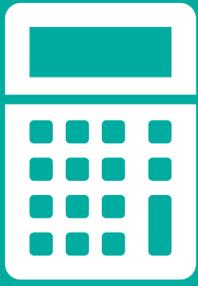




LEARNING SERVICES 2017-20 ACTION PLAN

IN GRANDE YELLOWHEAD PUBLIC SCHOOL DIVISION WE BELIEVE IN SUPPORTING EVERY STUDENT TO REACH THEIR FULL POTENTIAL. WE RECOGNIZE THAT OUR WORLD IS EVER CHANGING AND THAT TO MEET THE NEEDS OF OUR STUDENTS, WE NEED TO CHANGE TOO. WE FOCUS OUR WORK SO THAT "SUCCESS FOR ALL x ALL KIDS ARE OUR KIDS = ONE YEAR'S GROWTH".





“Formula for Success” involves multiplication. If any component is weak then the intended outcomes will not be achieved, sustained or used on a socially significant scale. The [Active Implementation Frameworks](#) help define:

- What needs to be done—effective interventions/innovations;
- How to establish what needs to be done in practice—effective implementation;
- Who will do the work to accomplish positive outcomes; and
- Where effective interventions and effective implementation will thrive.

To align this work with the Alberta context we will make use of a the [Guide to Support Implementation: Essential Conditions](#).² The Guide was developed by a provincial working group of education partners committed to realizing positive change in Alberta’s schools and classrooms. Development of this guide was founded on the shared belief that “Successful implementation requires the coordinated, collaborative and comprehensive efforts of education partners working together towards a shared vision of learning success for all students.

1) <http://implementation.fpg.unc.edu/module-2/implementation-drivers>

2) <http://www.essentialconditions.ca>



SUCCESS FOR ALL emphasizes the importance of academic achievement—at Grande Yellowhead, we strive to provide quality learning environments through differentiated instruction and the effective use of technology to support learning. Through the Collaborative Response Model System (CRMS), staff members review data and identify the most effective supports for students in a collaborative problem-solving approach. This systematic process ensures that every student will receive the time and support they need to be successful in their learning.

ALL KIDS ARE OUR KIDS ensures we have inclusive quality learning environments by meeting our students’ diverse needs, promoting positive mental health and building knowledge about our Indigenous students. Through self-regulation, school-based teams consisting of classroom teachers, administration, learning support teachers, educational assistants, and family school liaison counsellors work collaboratively to identify students’ strengths and areas for growth. Universal, targeted, individual or specialized supports and services will be accessed as required so all students attain one year’s growth.

Grande Yellowhead’s learning services team supports school division personnel in reaching their goals to support success for all students. The division is committed to supporting the implementation of effective interventions we collectively believe will affect student learning for ALL students.

The division's school linked team consisting of speech-language pathologists, occupational therapists, a technology lead teacher, a literacy/early learning lead teacher and our divisional psychologists, works in collaboration with our three Regional Collaborative Service Delivery (RCSD) initiatives, providing a continuum of enhanced supports for both teachers and students.

THIS ACTION PLAN

ALIGNS WITH THE THREE PRIORITIES
OF GRANDE YELLOWHEAD PUBLIC
SCHOOL DIVISION:



This plan utilizes a variety of data including the Inclusive Education Review (2014-15); Alberta Education Accountability Pillar data; Diploma and Provincial Achievement results.

SUCCESS REQUIRES SYSTEM SUPPORT AND COMMITMENT BASED ON STRONG SCHOOL LEADERSHIP AND A COLLABORATIVE WORKING ENVIRONMENT. OUR OUTCOME FOR ALL STUDENTS TO REALIZE ONE YEAR'S GROWTH WILL BE ACHIEVED WHEN WE TAKE PERSONAL, PROFESSIONAL AND COLLECTIVE RESPONSIBILITY FOR SUCCESS FOR ALL STUDENTS.

Planning for successful implementation requires an understanding of the characteristics of successful implementation and coherence among plans and priorities—to collaboratively address the essential conditions.

Successful implementation is complex work requiring coherence among several plans and priorities. Essential Conditions | Copyright © 2010



IMPROVING STUDENT LEARNING

EFFECTIVE INTERVENTIONS

Using a Collaborative Response Model, we will focus on

- Foundational literacy/ numeracy practices
- Self-regulation tools and strategies
- Appropriate learning technologies for all students
- Access to
 - Specialized supports and services

Support for schools from

- Learning services team
- School link team
- Family school liaison counselors
- Success coaches

EFFECTIVE IMPLEMENTATIONS

Shared responsibility and support for the essential conditions

- Shared vision
- Leadership
- Research and evidence
- Student learning
- Resources
- Teacher professional growth
- Time
- Community engagement

EFFECTIVE SERVICES AND SUPPORTS

Commitment to

- Build the capacity of
 - Administrators
 - Teachers
 - Support staff
- Analyze data sources
- Provide resources to support implementation
- Understand the implementation continuum
- Support positive mental health through the lens of self-regulation

ONE YEAR OF GROWTH = SUCCESS FOR ALL x ALL KIDS ARE OUR KIDS

LEARNING SERVICES COMMITMENT TO ACTION IN SUPPORT OF 'ONE YEAR OF GROWTH'

VISION

Essential Conditions to Support Implementation

- Division leaders have a shared understanding and commitment to implementing a quality learning environment.
- Division leaders have a shared understanding of the concept of one year's growth in literacy and numeracy within a quality learning environment.
- All division and school documents reflect All Kids Are Our Kids x Success for All Students = One Year's Growth.

ACTION

Learning Services Team will:

- Collaborate with the division leadership team (DLT) to understand and implement quality learning environments to support the learning needs of all students;
- Present regular updates to the board of trustees and DLT members to deepen their understanding of what literacy is and how it is best learned, the concept of One Year's Growth in literacy and numeracy and how we are supporting teachers to improve their literacy practices within a quality learning environment; and
- Ensure success for All Kids Are Our Kids, One Year's Growth is embedded in all DLT, board conversations, presentations and learning services documents.

SUCCESS

Indicators

- Staff members across the division refer to All Kids Are Our Kids x Success for All Students = One Year's Growth as our overarching goal for effective teaching and learning.
- The superintendent of schools speaks to All Kids Are Our Kids x Success for All Students = One Year's Growth when addressing stakeholders.
- Learning services team members explain how their work supports All Kids Are Our Kids x Success for All Students = One Year's Growth.
- Principals describe the quality learning environment they are providing in their schools to support One Year's Growth.

LEARNING SERVICES COMMITMENT TO ACTION IN SUPPORT OF 'ONE YEAR OF GROWTH'

LEADERSHIP



Essential Conditions to Support Implementation

- Division leaders support and build the capacity of school based teams to build quality learning environments in their schools.
- Division leaders support and build the capacity of staff who:
 - o Have a strong understanding of literacy and numeracy and are able to innovate and apply best practices;
 - o Understand change management;
 - o Can read and reframe behaviours through the lens of self-regulation; and
 - o Collaborate with other literacy and numeracy leaders to mentor new staff.

ACTION



Learning Services Team will:

- Facilitate in research projects to measure the impact of self-regulation strategies on academic success;
- Build the capacity of school staff in the area of literacy and numeracy and how to apply best practices;
- Design learning opportunities to support division staff to deepen their understanding of Indigenous culture and how it may impact Indigenous students' needs and their learning; and
- Design a framework for the division based on the model 'Gradual Release of Responsibility'³ that allows teachers and leaders to build effective teaching practices over time through a coaching model.

SUCCESS



Indicators

- Learning services team members action plans reflect strategies that support the Learning Services Action Plan.
- Framework for 'Gradual Release of Responsibility' is developed and shared.
- All division leaders participate in learning opportunities and implement strategies to ensure success for Indigenous students.
- 'Gradual Release of Responsibility' strategies are evident in teaching practices across the division.

LEARNING SERVICES COMMITMENT TO ACTION IN SUPPORT OF 'ONE YEAR OF GROWTH'

RESEARCH AND EVIDENCE



Essential Conditions to Support Implementation

- Division staff use a variety of data sources to deepen their understanding of student learning needs.
- Leaders lead data analysis conversation with staff to track growth, determine positive trends, identify areas for improvement and to inform programming needs, next steps and further interventions.
- Division leaders have a shared understanding of the role technology has in supporting quality learning environments.

ACTION



Learning Services Team will:

- Acquire and implement divisional assessment tools to support literacy and numeracy;
- Ensure all users can effectively use the assessment software tools;
- Set a standardized process of divisional testing; and
- Build the capacity of leaders to disaggregate and analyze division data sets to inform practice at the classroom, school and division levels.

SUCCESS

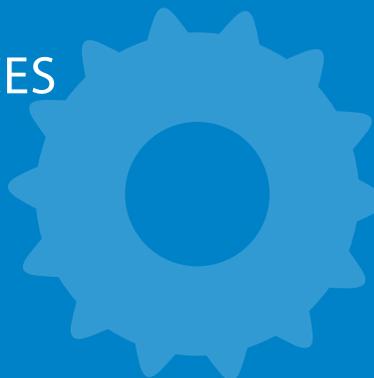


Indicators

- Divisional testing materials are acquired and implemented in schools.
- Each supervisor has in-depth knowledge about one of the assessment tools and can provide guidance to school based personnel.
- Learning services hosts a workshop with school administration and learning support teachers around data analysis and how we can apply it to inform our practice.
- Schools have access to all data sets to inform their school plans.

LEARNING SERVICES COMMITMENT TO ACTION IN SUPPORT OF 'ONE YEAR OF GROWTH'

RESOURCES



Essential Conditions to Support Implementation

- Learning support teachers and instructional coaches are available at the school level to support the implementation of the vision.
- Teachers use quality resources.
- Students have access to varied learning resources that complement their diverse needs.

ACTION



Learning Services Team will:

- Collaborate to identify quantity resources (including technology software and hardware) that will support the division;
- Ensure ongoing support is available as these resources become embedded in practice; and
- Ensure all schools are equipped to support the identified technology.

SUCCESS

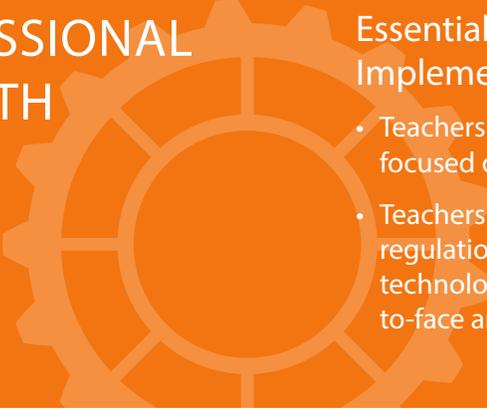


Indicators

- Division provides ongoing supports (human and financial) for division resources/programs.
- Identified set of "look for's" that Principals can utilize to determine if teachers are applying best practices.

LEARNING SERVICES COMMITMENT TO ACTION IN SUPPORT OF 'ONE YEAR OF GROWTH'

PROFESSIONAL GROWTH



Essential Conditions to Support Implementation

- Teachers belong to professional learning communities focused on literacy and numeracy programming.
- Teachers collaborate with other staff regarding self-regulation, strategies for Indigenous student success, technology to support literacy learning and belong to face-to-face and online professional learning communities.

ACTION



Learning Services Team will:

- Support school action plans and professional development focused on:
 - o Literacy/ numeracy
 - o Self-regulation
 - o Recommendations from the Truth and Reconciliation Commission
 - o Effective use of technology
- Identify success indicators to determine how professional learning is being applied in classrooms and having an impact on student learning; and
- Facilitate zone meetings to share collective expertise of division staff based on current practice and continued professional learning.

SUCCESS



Indicators

- Zone meetings occur on a regular basis that allows for ongoing professional learning opportunities for division staff on a regular basis.
- Division staff share their professional learning with others at division institute days and other collaborative staff events.
- School-based teams share how new learning is being implemented into teaching practice and how this impacts student learning at zone meetings.

LEARNING SERVICES COMMITMENT TO ACTION IN SUPPORT OF 'ONE YEAR OF GROWTH'

TIME

Essential Conditions to Support Implementation

- Teachers are given time and support to build, enhance, and/or modify their current instructional practices.

ACTION

Learning Services Team will:

- Budget for monthly professional learning days (zone meetings) for school-based staff and plan follow up supports including coaching and building communities of practice and
- Use web based applications and other technology tools to support professional learning opportunities across the division.

SUCCESS

Indicators

- Time is embedded in every school for professional learning communities.
- Budget line for release days for regular zone meetings with school-based teams.
- Process for sharing collective expertise developed.

LEARNING SERVICES COMMITMENT TO ACTION IN SUPPORT OF 'ONE YEAR OF GROWTH'

COMMUNITY ENGAGEMENT

Essential Conditions to Support Implementation

- Leaders communicate with the board, parents and community members to build a common understanding of:
 - What literacy and numeracy is and how it is best learned; and
 - Positive mental health and how to best support ALL Kids.

ACTION

Learning Services Team will:

- Present to the board and key leadership groups to deepen their understanding of
 - One Year's Growth in literacy and numeracy and how we support students to achieve this
 - Quality learning environments including embedded technology, self-regulation and supporting all students
- Enable principals to share their learning with their school-based staff; and
- Convene an Indigenous education council to share the work of the division with our Indigenous communities.

SUCCESS

Indicators

- The board and division leadership understand and articulate to others:
 - How to establish quality learning environments;
 - The meaning of One Year's Growth in literacy and numeracy; and
 - The importance of self-regulation.
- Staff have the capacity to achieve the division vision: All Kids Are Our Kids x Success for All Students = One Year's Growth.

RESULTS OF SUCCESSFUL IMPLEMENTATION

STUDENT LEARNING

- Students will achieve One Year's Growth.
- All students have access to quality learning environments.
- All students have opportunities to achieve their full potential.

ACTION

Learning Services Team will:

- Support schools to work within the Collaborative Response Model framework in response to student learning and achievement;
- Work with schools and facilitate learning effective literacy and numeracy strategies for all ages and all subject areas;
- Explore literacy and numeracy resources that are applicable to middle and high school students;
- Work with learning support teachers to increase their understanding of our diverse learners, instructional support plans and accessing required supports and services;
- Utilize the school linked team to build teachers' capacity in the areas of positive behavior supports, universal occupational therapy and speech language pathology strategies, self-regulation and assistive technology to support student learning; and
- Family school liaison counsellors will support students in schools to ensure they are 'calm, alert and ready to learn'.

SUCCESS

Indicators

- Alberta Education – Accountability Pillar, Diploma and Provincial Achievement Results show improvements.
- Division, classroom and school assessments show growth over time.
- Student voice informs school and division decision making.
- Division staff is utilized to support student needs across the division.