

# School Planning Councils Achievement Plans

# Overview

- SPC – Feedback Survey Results
- Response to the District Review 2007
- Overview of Current Transition Plan
- Next Steps

# SPC Survey Results

## *SPC Training*

- FOS Setting
- Combination of FOS and District, but not just District

# SPC Survey Results

## *Communications*

- SPC goals/updates in school newsletters and on school web site
- Standing item at various meetings such as PAC, Staff Meeting, Department Meeting, FOS
- Updates at special assemblies
- Update at District Student Council
- Posters in school

# SPC Survey Results

## *Structure*

- Develop a list of district structural supports for schools

# SPC Survey Results

## *Data*

- A need for a greater variety of valid evaluation tools
- More dialogue sessions on **BEST** data
- Do not put emphasis of data over best strategies and methodologies

# Response to District Review

## *Planning Process*

- Engage key participants from the school community level in the development and implementation of a revised, school-centred planning cycle
- All school-based planning will begin with a school learners' profile filtered through the Ministry target areas of Literacy (K-12), completion rates and Aboriginal student improvement

# Response to District Review

## *Students At Risk*

- Continue to track students at risk, optimizing teacher professional judgment and quality instructional interventions
- The learner profiles and school profiles will assist in the possible re-distribution of district and school supports for students. These supports included time and human resources such as SEA/LAC time, FOS support team members (LSW/ASW/BSW) and FNSWs

# Response to District Review

## *Authentic Assessment*

- Continue to monitor instructional interventions for students determined to be at risk at the school and classroom levels
- Using IEP Central and Report Central, pilot a Student At Risk Profile software program to track students and support interventions

# Response to District Review

## *Authentic Assessment - cont'd*

- Within the Instructional Institute, provide in-service on assessment for learning, authentic assessment and literacy assessment
- Coupled with this would be the continuation of school-based Action Research and Collegial Conferencing projects to advance dialogue

# Response to District Review

## *Authentic Assessment - cont'd*

- Continue to evaluate and monitor our locally-developed NVRA (North Vancouver Reading Assessment), TOPA (Test of Phonological Awareness), K-Numeracy assessments, and Grade 6 and 8 Math assessments

# Response to District Review

## *Literacy*

- Continue to incorporate a broader approach to best practices in literacy instruction within the strategies, tactics and skills in-service through the Instructional Institute
- Provide in-service on Writing 44 and continue to provide in-service on Reading 44 linked to the use of provincial Writing and Reading Performance Standards in the assessment of student work

# Next Steps