



School: Southern Zone Schools
Principal/Vice-Principal: Tim Van Brummelen

A. Inquiry Question (Please identify which priority of the strategic plan your inquiry question aligns with.)

We have chosen a few inquiry questions that center on the “Competency” priority in the SD10 Strategic Plan: Students are challenged to build their competence and character at every grade level. Our prime focus will be targeting individual student needs in literacy and math foundational skills. Our top 3 inquiries are: 1. How can we develop a scope and sequence for our school/classes? 2. How can we develop common timetables to allow students to be grouped according to ability? 3. How can we develop portfolios that document literacy and numeracy growth from K to 7?

B. Rationale (Why was this goal chosen? What qualitative and quantitative data did you use to determine your focus and inquiry question?)

Our staff engaged in an in-depth collaborative process, scanning and reporting on areas of pedagogical, cultural, and social-emotional strengths and gaps/next steps. We considered community, students and staff feedback. After hours of discussion, we began drafting inquiry questions based on what we saw as the most pressing areas to address in our goals for the next 3-5 years. Finally, we posted all the inquiry questions online and engaged in a voting session where each stakeholder had 5 votes. Inquiry questions were then ranked, and the top three were documented in Section A above. To view the development of our thinking, discussion, and collaborative process, please view this [slide deck](#). As you will see in the data, collaboration was cited as the number 1 method for accomplishing these goals.

C. Strategies and Structures (List specific actions, school- and district-level resources or structures required.)

1. Literacy Mentorship/Collaboration—We will develop a schedule to connect our Literacy Helping Teacher with each teacher, allowing them to co-plan and implement learning in classrooms.
2. School Goal Monthly Review – Each month, we will review our goals, track progress as a team, celebrate successes, and reset direction when plans do not have the impact we had hoped for in the classroom.
3. Scope and Sequence—Conversations will be scheduled monthly to develop a scope and sequence in reading, writing, numeracy, and possibly oral language, connecting yearly content and competency areas between grade levels. Recognizing the need for repetition of key concepts and skills, we will develop a spiral curricular plan, revisiting and further developing these big ideas/competencies/content areas consistently as needed throughout the year.
4. Common timetables: We will set aside time to collaboratively develop aligned daily reading, writing, and numeracy blocks in each classroom. This will allow cross-class grouping of students according to ability, strengths, and gaps in learning, thereby targeting and differentiating for individual needs.
5. Portfolio Development: We will discuss what evidence of learning is most important to include in documenting student learning growth in literacy and numeracy. We will involve students in choosing evidence demonstrating their growth so they develop personal agency and engagement in learning.



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D. Evidence / Evaluation / Feedback / Actions and Next Steps (How are you measuring success? What are your feedback mechanisms? What is emerging in your inquiry? What are your next steps?)

- During our staff meetings, we will revisit each inquiry question and discuss our progress.
- Staff room posters and weekly email reminders of our school goals will inspire work towards these goals.
- Currently, we are using Class Review Meetings to analyze and track individual student progress. We will reevaluate the effectiveness of this structure and consider whether moving to shorter, simpler, but more frequent meetings, looking at a narrower set of markers and assessment data, would have a greater impact on student learning. The purpose will be to review individual student progress in numeracy and literacy more regularly as a team, potentially every month.
- Student evidence of learning - conversations, observations, and products – will be discussed in pro-d and staff meetings. What tools/data will we choose to evaluate student progress? How will we maintain consistency between classes/teachers, ensuring smooth progress and a common language for assessment? Which assessment tools will provide excellent data that informs how we teach and differentiate, but not be onerous for educators to implement and take the teacher away from their teaching too frequently?

E. Promising Practices: (What are you most proud of?)

We have not yet begun this process, but we are excited about the promise of developing cross-grade differentiated small group lessons and seeing how their implementation drives learning ahead in literacy and numeracy. We are also hopeful about the impact of developing unique Southern Zone Portfolios on student learning, especially as we involve children in choosing evidence of learning that demonstrates their growth. Having clear scope and sequences for literacy and mathematics will provide more efficiency and less guesswork in implementing the big ideas, competencies, and content areas in our classrooms.

Principal/Vice Principal

Superintendent

Board Chair