

Action Plan for Learning

	School Name: Inquiry Hub Secondary School
	School Goal: Self-regulated Learning
	School Year: 2018-2019

Goal / Inquiry Student learning	To increase students' ability to self-regulate in the school environment.
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Rationale 1-3 reasons for choosing goal	<p>A key component to being successful at Inquiry Hub is self-regulation skills, since as much as 50% of our students' school day is self-directed learning time, where teachers are available for support, but not giving direct instruction or determining what students are working on.</p> <p>When students show good self-regulation skills, they create the time and space to work on incredible inquiry projects, but when they struggle with these skills, they spend too much time catching up and not meeting their potential.</p> <p>Self-regulated learners can see themselves progress across various core competencies. Social Emotional Learning evidently would help prepare students to develop personal awareness, social skills, positive self-identity and social responsibility. <i>"The research says: self-regulated learning is a bigger indicator of student success than literacy."</i> ~Shelly Moore</p>
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References and sources to support actions	<p>Over the past 6 years since the start of Inquiry Hub Secondary, we have significantly increased the amount of student services, and supervised times available to students during their self-directed time. This has developed as:</p> <ol style="list-style-type: none"> Staffing increases (with the growth of the school) have permitted. Student success has been linked to effective use of this time (anecdotal from both teacher and student experience).
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Backup Documentation	
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<p>Planned Actions Continuing practices working well (1-3)</p> <ul style="list-style-type: none"> • What will we do differently? (1-3) • How will we provide for staff development and collaboration? • How will we involve parents? • How will we involve students? 	<ul style="list-style-type: none"> • Specific skills being taught, especially for incoming Grade 9's and for Grade 10's in the Career Life Education 10 course. Skills taught will include supporting kids to develop their executive functioning skills such as: planning , setting goals, meeting deadlines, and self-advocacy. • More intentional reflection with students filling out competency skills reflection during reporting periods. • Reflection journals of previous students can be used to model "intentional reflection" • Teacher feedback on reflections, when they see a mismatch between student reflections and the behaviors, patterns they see in school. • IEP goals reflective of Core Competencies.
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<ul style="list-style-type: none"> • How will we monitor progress and adjust actions? 	<ul style="list-style-type: none"> • Development of a student created app and web tool, 'iHub Tiffany', to help students schedule their time. This app also: <ul style="list-style-type: none"> - Allows teachers to put assignment criteria and deadlines into student schedules - Allows students to create their own deadlines - Allows students to check off things they have completed - Allows students to share their assignment and progress information with parents.
Backup Documentation	


<p>Documentation of learning Key evidence of change</p> <ul style="list-style-type: none"> • How did your actions make a difference? • Choose 1-3 pieces of evidence to demonstrate the impact your actions have had on student learning to meet your goal. • Documentation could include video, survey results, performance standard data, anecdotal evidence, work samples, etc. 	<ul style="list-style-type: none"> • A common request from parents at PAC Meetings has been that by the self-directed nature of Inquiry Hub, coupled with larger inquiry-based challenges rather than weekly testing that will often happen in a larger high school, is that between reporting periods it is hard to know how well a student is doing. The new iHub Tiffany app and personalized web tool will allow far greater transparency for teachers to see how well students are keeping up between report cards. • Feedback at PAC Meetings will help us determine how much this tool will help parents see progress in their child's work, and if greater support and communication with home can happen as a result. • We will be keeping the self-reflections of students and we can compare them year-by-year to see improvements in their competencies.
Backup Documentation	<p>APL-June 2018- DCL Reflection - DCL stands for 'Dream - Create - Learn', which is the time students are provided to work independently, (self-directed time). It is roughly 50% of a student's week at Inquiry Hub Secondary.</p>

<p>School Community Engagement Process</p> <ul style="list-style-type: none"> • How did you engage parents, teachers, students & support staff in developing your APL? • How did you share your APL goals with parents, teachers, students & support staff? 	<ul style="list-style-type: none"> • PAC Meetings • Student feedback • Teachers identification that self-regulation is one of the greater challenges we face in fostering greater student success.
Backup Documentation	

Reflection Highlights <ul style="list-style-type: none"> • Where are we now? • What are some patterns emerging? • What surprised you? • What conclusions / inferences might you draw? • How does this inform potential next steps? 	<ul style="list-style-type: none"> • Last year was our first year that we were very intentional about teaching self-regulation skills in classes and the start of this year we are already seeing positive shifts in students. • We are being more prescriptive in monitoring and supporting students who are struggling, by scheduling support blocks that become mandatory when students are not meeting expectations or are falling behind. • We started the competency reflections in second semester last year and feedback from parents has been positive. These have also promoted some positive conversation between students and teachers when the self-reflections differ from teacher perceptions.
Backup Documentation	

Signatures

School Name:	School Goal: Choose a goal area.	School Year:
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Title	Name	Signature
Principal		
Assistant Superintendent		