

# School Learning Plan

## Context:

*Who are we? What is our story? What are we known for? What do we stand for?*

- Brooklyn Elementary School – population 330 K-gr 7. Formerly housed on Noel Ave, slowly moved to Guthrie Road (former site of Cape Lazo Middle School) over two years, and had full population reunited eight years ago. Brooklyn School is over 50 years old. Brooklyn school has undergone a couple closure committees, movement from old site (beautiful large grounds, aged building) to beautiful new building, small grounds and co-habitation with a francophone school for 2 years.
- Brooklyn Elementary School has faced a lot of emotional change as well as physical change. Despite the changes, Brooklyn has remained proud, flexible and demonstrated resilience. Key aspects of Brooklyn have remained intact: quality teaching, optimal learning opportunities for academics, active and artistic ventures along with environmental stewardship for the waterways and green spaces around us.

## Focus:

*What is our focus? (goals) How did we decide? What info (data) did we consider? Was our process inclusive? (who was involved?)*

- Upon arrival at Brooklyn, I asked many questions. What have we been working on? How are we doing? What do we need to work on? How do we know?...Staff had a brilliant plan to get the year started by calling Morgan McDonald in to talk about the 4 stages of communication. Staff enjoyed her presentation and saw lots of immediate applications for this work in their classes. I supported this work with some book sets for lesson leading. A follow up session was booked with Morgan in October.
- I sounded off with a committee about making a focus point for our school learning plan around communication because of the many facets of communication we are currently delving into. Core competencies, Language Arts curriculum, social-emotional general requirement, social navigation in day-to-day life, observed area of need with some students (rude, judgemental) and pro-offered feedback from parents at the beginning of the year (how much they appreciate succinct, timely and effective communication). We thought it sounded like we had some skills here and also some areas to improve upon.
- At the school-based team day(s), most teaching staff shared a concern about some deficit in communication skills with their children (written output challenges, disorganized flow of ideas in writing, incapable of putting together a thoughtful response to a direct question beyond one word, struggles with asking peers for specific help when working together) This was unsolicited. This is just a reality of our students today.

- We generated the following inquiry questions to guide our work:
  - “Will direct teaching to students and beyond improve communication?”
  - “Will a purposeful focus on communication skills from our school improve communication output in thinking, speaking, writing, listening and being?”

## Learning and Action:

*What is our plan to enhance our student learning? What is our action plan to enhance student learning as well as to work toward our focus goals? What will we focus on in our professional learning that will support our student learning? What is our plan to address those struggling learners?*

*The following list includes staff generated ideas to support us with this work:*

- Staff session on the 4 stages of communication (Morgan McDonald) – subsequent work in classrooms to use common language and teach the difference between “we thinkers” and “me thinkers”
- Purchase materials to support “me thinkers” to “we thinkers” (primary focus)
- Purchase materials to support intermediate teachers
- Use common language with students
- Staff session on Story Grammar Marker
- Purchase SGM visuals for modeling the steps

(in progress – more goals / steps to be developed)

- Built with staff Sept 2017
- Plan proposed to staff Sept 26 2017
- Plan shared with PAC exec Sept 27 2017
- Feedback shared with Erica (early Oct)
- Plan shared with PAC Oct 16 2017 – great feedback collected

## Evidence:

*What is our plan to gather evidence of our student learning? What kind of information, facts, data, evidence will we use and why? How will we know when students are successful? How will we know we have made a difference? How will we communicate our evidence and our learning?*

- Need to identify what we will monitor, how we will observe a difference (positive or negative)
- (in progress)

## Reflect:

*Was our focus evident in our findings? Do we need to adjust our focus? Why or why not? What information (data used) did we consider when making this decision? What are our next steps? Next focus?*

(in progress)