

Therapeutic Educational Support Site

School Improvement Plan

October 2018– June 2019

Overall Objective

Every student accessing the High School Therapeutic Education Support Site or a High School POD will experience personalized learning and have a plan for success.

ASDE Effective School Framework

Classroom Practice Interventions

School Improvement Indicator #31. Classroom teachers take primary responsibility for teaching students with diverse learning needs and ensuring that appropriate accommodations, modifications, interventions and/or supports are in place.

Learning Capacity: The impact of teaching and learning on student achievement and success is the primary expectation. All staff intentionally use a variety of data sources to build a personalized strength based instructional approach. This is based on student strengths/needs and the nature of the project(s). TESS staff agree that project based learning promotes educational equity, deeper learning, embraces universal design for learning and provides a platform for restorative practices.

“All student deserve PBL because a great project can have a powerful effect and help them reach their potential, and even be transformative for young people.” Holm. M, (2011) Project Based Instruction, To inspire and empower students in determining what they are learning and how they could execute it.

“I want students to have a strong understanding and to “know who they are” and “what strengths and skillsets they have to offer into the world.” I want them to walk away knowing that they can do anything, but not everything. And to teach them how to tap into their community and find experts to help them with additional: support, skills, and/or education.” TESS Educator

As a team we are committed to personalized project based deeper learning.

“Personalized learning means that students’ learning experiences — what they learn, as well as how, when and where they learn — are tailored to their individual needs, strengths and interests, and such experiences enable them to take ownership of their learning. Although how, when and where they learn might vary according to their needs within this approach, students also develop deep connections with educators, their peers and other adults beyond traditional learning settings.” Morrison 2017

The conceptual frameworks of deeper learning for personalization supports the concept of therapeutic supports, if fact personalization of deeper learning would not work without the supports in place.

Actions/Evidence

Systemic School Planning Inclusion, Diversity and Equity

School Improvement Indicator #6 .The school community is actively involved in creating and furthering an inclusive school culture.

Although many educators believe it's necessary to define certain students as at-risk, a dangerous outcome of this practice is that these students—by virtue of their non-normative race, social class, language, or ability identification—get positioned as deficient and in need of specialized treatment (Brown, 2016). Instead of pushing labels and classifications to the forefront, let's look at the needs of each emerging learner, acknowledging that every child learns differently even when each is aiming for the same learning outcome. *Brown, K. D. (2016). After the "at-risk" label: Reorienting educational policy and practice. New York: Teachers College Press.*

As a staff we will continue to develop our collective resource capacity bank. This capacity bank will be used to support our purpose, vision and inclusive school culture. Staff will collect evidence of an inclusive school culture and our resource capacity from October 2018 - June 2019. This evidence will include pictures, projects, surveys, assessment data, student activities, staff growth goals, time management data, attendance, strength based celebrations, whiteboard and other artifacts that provide evidence to support school improvement indicator number 6.

“Linking learning to student aspirations, providing powerful feedback, building on student curiosity and interests build stronger co-learning partnerships that help teachers more deeply know their students and, through that, analyze student progress to understand which teaching and learning strategies best activate and individual student’s learning.” Michael Fullan, (2018) Deep Learning

“A project engages both hearts and minds and provides real-world relevance for learning.” John Larmer, (2018) PBL Essentials ASCD

Actions/Evidence

Systemic School Planning Leadership and Teaming

School Improvement Indicator #10 and 11

The school has a distributive leadership structure in place, such as a Core Leadership Team, to facilitate continuous improvement.

School administrator is visible in the school and models quality interactions with staff members and students.

Collective Leadership Capacity: The capacity of leadership to ensure an institution's progress toward its stated objectives.

Collective leadership capacity is an essential element of any organizations effectiveness. However, this does not exist in a vacuum. Collaborative leadership is also an essential ingredient for success. "We will be a safe place where students can be vulnerable without judgement." was written by a TESS Educator. This is a powerful statement. As an individual and as a staff member take the time to unpack its meaning. If we truly believe in this, it means that as a staff we will do the following; seek challenging opportunities, experiment and take risks, imagine a positive future, develop a common vision with others, build trust, give power to others, model shared values, promote continuous improvement, recognize individual contributions, respect diversity and build a learning community. These 12 items are the pillars of collaborative leadership and have the potential to unlock the power of personalized learning for all. As written by John Spence in his 2017 book Empower, "*Staff and student ownership is a mindset.*"

Actions/Evidence

Systemic School Planning Classroom Practices/ Instructional Strategies

School Improvement Indicator #28.

Teachers use strategies in their subject area to strengthen literacy, numeracy and social-emotional development.

"I want us to be a group of teachers who see ourselves as "culture builders," establishing norms of trust and risk taking that foster creativity. I want all of us to see ourselves as learners on a fascinating journey." TESS Educator

Another TESS Educator stated the following;

- To increase professional learning in needed capacities
- To never forget that my role is never about my selfishness or pride
- To continue to feed my passion as an educator
- To build up and support my colleagues

Our baseline for success has been set. It was set not by us, but by the students we journeyed with last year. What a privilege as an educator to embark each year on that journey. This journey is why we chose the profession of education. John Maxwell wrote in his book *The Difference Maker* about success and failure in education and in life. *"When it comes to the thing you love to do, the thing you were made to do, aim high. The odds matter little. Successful people understand the role failure plays in success and how to use failure as a growth agent for change."* Maxwell, John. (2006).

This school staff believes that if we to effect change and drive that change, we will use strength based learner profiles to build personalized customized learning pathways(which will change as the learner learns and matures) and use proficiency based assessment tools to track progress. As one TESS educator stated *"Most of all, I pray that all students leave here a better person from when they started with us and are able to leave here as independent, successful, and self-sufficient members of society."*

And if we achieve that which we set out to do, TESS should, as stated by another TESS educator "allow for deep learning tasks to be more successful with students taking on more autonomy for their learning."

A common philosophy, common principles and common practices that support a diverse teaching team and an equally diverse student population. This year will be one to remember!

Actions/Evidence

Draft created Oct 1, 2018 JT

Baseline – the starting point from which performance is measured and targets are set.

Correlational Study – a study design that relies on observational data (collected by the researcher in a natural environment without interference), archival data (publically available data reported by local and state/provincial education agencies), or survey data (collected by the researcher through anonymous surveying) to draw a statistical, or correlational, conclusion. Correlation does not equal causation but may suggest that an intervention could have a positive impact on a population.

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