

## PART TWO: Defining Our Desired State

### “Students Demonstrate Success”

The desired state which the staff of SGCHS are all after is for our students to internalize the characteristics of success allowing them to achieve successful, productive adult lives.

To achieve this, we need to overcome a few roadblocks:

**Time**--We understand that what we are after requires significant time. We will not be able to assist students to this end in the period of only one year. Nor will all staff be starting from the same point. We require time for staff to learn from research and to put what they learn into practice. Interruptions created by the Covid Pandemic have slowed this process down. This is why we have set an initial time frame of three years with the ability to adjust for more time should it be necessary.

**Resources**--We will need to purchase various resources as we progress through the plan. These may include educational research or supporting documents. As well, we will require adequate input from various stakeholders as we request feedback throughout our plan.

By the end of our three years, our students will demonstrate success.

## PART THREE: Developing the Improvement Plan

In order to overcome our roadblocks, SGCHS’s Improvement Plan requires many steps over the three years (or longer) in order to achieve our goal of actualizing students who demonstrate success. As there is one dominant Assurance Element, *Students Demonstrate Success*, and one critical asset Assurance Element, *Teachers and Leaders Model, Promote and Support Success and Wellness*, our plan needs to continue to develop both with the emphasis, of course, falling to the dominant one.

### Overview of Timeline and Tasks

#### Year Two: 2021-2022

<b>Students Demonstrate Success</b>	<b>Teachers and Leaders Model and Promote Success and Wellness</b>
(Primary Assurance Element)	(Critical Asset Assurance Element)
<p>Students benefit as staff continue to model and design lessons which have students utilizing the four Characteristics for Success as determined in Year One: Problem Solving, Critical Thinking, Collaboration and Communication. Students also observe and learn as staff introduce and continue to utilize strategies from the book study, <u>Classroom Instruction that Works</u>, 2nd Edition. Students are exposed to adults who walk and talk</p>	<p>SGCHS's Faculty Council works with their departments on putting into practice the high yield strategies learned from the text, <u>Classroom Instruction that Works</u>, 2nd Edition.</p> <p>The Anti-Oppression Team provides staff opportunities to examine their unconscious biases and to learn more regarding how to support Anti-Oppression within the walls of our building.</p> <p>The Admin Team works with staff on incorporating the four competencies for student success.</p> <p><b>PD Specifics</b></p> <ol style="list-style-type: none"> <li>Aug 26/21--Dr. Farha Shaiff guest speaker on Understanding How to Engage Constructively in Anti-Racist Education: Personal and Professional Strategies (in conjunction with MCHS)</li> </ol>

<p>Anti-Oppression demonstrating that success is possible for ALL.</p>	<ol style="list-style-type: none"> <li>2. Aug 27/21--Dr. Toni DeMello guest speaker on Unconscious Bias</li> <li>3. Oct 8/21--Review of Visuals for Competency work; Staff engaged a gallery walk to reflect on Collaboration (How do you use it? What do you do? What activities have been impactful?); Anti-Oppression reading, <a href="#">Laziness Does Not Exist; But Unseen Barriers Do</a>, and small group discussion; book study Chapter 10 and Introduction/Overview</li> <li>4. Nov 15/21--<a href="#">Anti-Oppression</a> videos (choose what resonates) and small group discussion; book study Chapters 1 and 2</li> <li>5.</li> </ol>
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**Year Three: 2022-2023**

<p style="text-align: center;"><b>Characteristics of Success</b></p>	<p style="text-align: center;"><b>Teachers and Leaders Model and Promote Success and Wellness</b></p>
<p style="text-align: center;">(Primary Assurance Element)</p>	<p style="text-align: center;">(Critical Asset Assurance Element)</p>
<p>Staff continues to model and design lessons which have students utilizing the four Characteristics for Success as determined in Year One.</p>	<p>Continued teacher work on putting the high yield strategies learned from the text, <a href="#">Classroom Instruction that Works</a>, 2nd Edition, into practice. Classroom Walk Through data is collected and disseminated as department feedback.</p>

At the end of each year, Students, Staff, Parents and Community will be surveyed in order to determine if we are moving towards our targeted goal, Students Demonstrate Success, or if we need to make adjustments to our plan in order to meet that goal.