

## Module 3: SCC Action Plans Transcript

Welcome to module three, SCC action plans.

In this module, you'll learn about:

- the Education Sector Strategic Plan (ESSP),
- Comprehensive School Community Health (CSCH),
- the Good Spirit School Division Strategic Plan,
- school learning plans, and
- SCC action plans.

Before we begin, let's revisit the mandate of the SCC.

### SCC Mandate

The mandate of the SCC is to support student learning and the wellness of students in their school. SCCs help to encourage parents and community members to engage in both the learning success and the well-being of the students in their community.

To carry out this mandate, SCC members create action plans.

The action plans support the learning plan of the school. The school's learning plan is based on the division's strategic plan. The division's plan is based on the province's Education Sector Strategic Plan that addresses the challenges of Saskatchewan's education system and on the components of the Comprehensive School Community Health document.

As we look through the different levels of education plans, you'll see how they focus on similar goals and outcomes and are intended to prepare our children and youth to be successful in later life.

Let's get started with the Ministry of Education plan.

### Education Sector Strategic Plan (ESSP)

The Ministry of Education's plan is called the Education Sector Strategic Plan or ESSP.

Each year the province of Saskatchewan puts out a plan for the upcoming school year. This plan focuses on the provincial initiatives to meet the challenges of Saskatchewan's education system and is driven by *Saskatchewan's Growth Plan*.

### Saskatchewan's Growth Plan: The Next Decade of Growth 2020-2030

Saskatchewan's growth plan is focused on achieving several goals over a span of ten years. The growth plan wants to ensure:

- 1 - Saskatchewan children prenatal to age eight are safe, healthy, and developing to their full potential,
- 2 - Saskatchewan students are learning what they need for their future, are safe and supported, feel that they belong, are valued, and can be themselves,
- 3 - that learning facilities are safe, secure, and functional,
- 4 - that library and literacy programs enhance literacy, community vibrancy, and contribute to residents' lifelong learning and participation in the economy, and
- 5 - that Ministry of Education services and supports are responsive and sustainable.

### **Framework for Provincial Education Plan 2020-2030**

A framework has been created to support this ten-year growth plan and is grounded in four pillars. The pillars are:

1. skills and knowledge for future learning, life, and participation in society,
2. mental health and well-being,
3. connections among people and relationships between systems and structures, and
4. inclusive, safe, and welcoming learning environments.

The ESSP takes into consideration the initiatives of Saskatchewan's Growth Plan and the four pillars of the Education Plan Framework when it develops its yearly education plan.

### **Mission of ESSP**

The overall mission of the ESSP is to promote the success and well-being of students in Saskatchewan.

### **Goals**

The goals of this plan ensure:

- that students are learning what they need for their future,
- that students feel safe and supported,
- that students feel that they belong, are valued, and can be themselves,
- that the Ministry of Education services and supports are responsive and sustainable,
- that safe, secure, and functional learning facilities are provided in partnership with the sectors,
- that children aged 0 to 6 will be supported in their development to ensure that more students exiting Kindergarten are ready for learning in the primary grades, and

- that support for library and literacy programs enhances literacy, community vibrancy, and contributes to residents' lifelong learning and participation in the economy.

### **Comprehensive School Community Health (CSCH)**

School Community Health is an approach that “allows for families, students, and communities to work together to ensure that the school is a healthy environment to support student success.”

#### **CSCH Components**

There are four components of the Comprehensive School Community Health. They are:

- high quality teaching and learning,
- family and community engagement,
- effective policy, and
- healthy physical and social environments

The Good Spirit School Division uses the goals of the ESSP and the Comprehensive School Community Health components to create their division strategic plan.

### **Good Spirit School Division Strategic Plan**

#### **Mission**

The mission of Good Spirit School Division is “building strong foundations to create bright futures.” Good Spirit School Division is committed “to provide the highest level of student learning” and “seeks to create learning environments rich in the opportunities and experiences necessary to promote intellectual, emotional, spiritual, and physical well-being.”

This mission aligns with the mandate of the province in improving the learning success and well-being of all Saskatchewan children and youth.

The aspirational statements and goals specified in the Good Spirit School Division Strategic Plan are organized within the four components of Comprehensive School Community Health.

#### **The Aspirational Statements are:**

- high quality teaching and learning,
- engagement of all students, families, and communities,
- effective policy and procedures, and
- healthy, sustainable physical and social environments.

The strategic focus and long-term goals of the Division's Strategic Plan fall into these four areas.

### **Learning Improvement Plans (LIPs)**

Schools within Good Spirit base their learning plans on the division's strategic plan. They take the goals from the strategic plan and decide how they will implement them into their schools. These goals are usually measurable and are based on data they have collected or will collect to show the level of student achievement.

A school's learning plan is developed collaboratively between school-based administrators, teachers, and other staff, with input from School Community Councils.

In Good Spirit, school goals are based on data from:

- Fountas and Pinnell reading assessments,
- school and division math achievement,
- school behavioural data, and
- student voice from the OurSchool survey.

School learning plans are shared with SCCs in September before they are finalized. SCCs can:

- provide input,
- ask questions, and
- learn more about the school's current performance levels.

Throughout the school year, school-based administrators provide updates on the learning plan goals to the SCC at their regular meetings.

This brings us to the SCC action plans.

SCCs create action plans to carry out their mandate and support their schools in achieving the goals on their learning plans. These action plans are more than just fundraising for the school. The focus of the action plans is on student achievement and well-being.

### **SCC Action Plans**

So, what is an action plan?

An action plan is a document that lists the steps needed to achieve a goal. Other information on the document includes a description of the goal and a timeline for completion. If there is a cost involved, the costs are also listed.

Before we get into action planning, I want to share with you the one question that should be at the foundation of all plans made by the SSC and that question is, “How will student learning and well-being be improved by this action plan?” This question should be central to everything you do.

Now let’s look at the action plans.

Action plans focus on goals ... and the best goals are SMART goals.

### **SMART Goals**

Smart goals are:

- Specific,
- Measurable,
- Attainable,
- Realistic, and
- Time-lined

Let’s look at a reading goal that might be found in a school’s learning plan. This goal states, “By June 30, 2022, 89% of students in Grades 1-5 will read at or above grade level according to Fountas & Pinnell assessments.”

This is a smart goal because:

- It is specific as it identifies the percentage of students (89%), the grade level of students (Grades 1-5), and the goal (at or above grade level).
- It is measurable by using Fountas and Pinnell assessments.
- It is realistic and attainable because it is a focus of Grade 1 to 5 classrooms and previous baseline data indicates this goal can be achieved.
- Finally, it is time-lined with a June 30, 2022, ending date.

### **Action Plan Components**

Action plans have four components. These components are:

- an identifiable goal,
- actions or programs to promote the goal,
- an assignment of responsibilities of who will do the work at each step of the goal, and
- a timeline or schedule for the work.

Keep these components in mind as we look at the different steps involved in creating an action plan.

## Action Plan Steps

1. **Identify Goal:** First, you need to decide on a learning goal that the SCC wants to support. This should be done in consultation with the principal.
2. **Brainstorm Ideas:** Second, brainstorm different ways that the Council could support student achievement and well-being in relation to the learning goal. These ideas could be an action the council could take such as providing breakfast to students, a program that could be developed such as a home literacy program, or some other idea the council could implement such as a Math Around the Community evening.
3. **Choose Idea:** Third, choose one of the ideas to include in your action plan.
4. **Outline Steps:** Next, outline the steps of the idea.
5. **Determine a Timeline:** Create a schedule or timeline for when each step should be completed.
6. **Assign Responsibility:** Decide who is responsible for each step. Not all steps need to be completed by SCC members. Teachers, students, and other community members may have some responsibility depending on the action plan.
7. **Implement Plan:** Finally, implement the plan.
8. **Assess and Reflect:** After the activity is complete, assess the plan and identify what worked well and what you would change next time.

Let's look at our previous example of a reading goal and what it might look like.

1. **Identify Goal:** The first step is to identify our learning improvement goal. We're using our SMART goal which states: "By June 30, 2022, 89% of students in Grades 1-5 will read at or above grade level according to Fountas & Pinnell assessments."
2. **Brainstorm Ideas:** Next we brainstorm a list of ideas. Ideas might include:
  - holding a family literacy night,
  - bringing in guest authors,
  - creating a list of volunteers who'll listen to kids read in the classroom,
  - covering a class by teaching something to the students (like decorating Ukrainian Easter eggs) or reading to kids so teachers can work 1:1 with kids who need extra support with reading,
  - conducting a reading challenge with monthly prizes,
  - hosting a listen to your child read day, and
  - visiting classrooms and reading to students.
3. **Choose Idea:** The third step is to choose an idea. For our example, we'll pick "conduct a reading challenge with monthly prizes."
4. **Outline Steps and 5. Determine a Timeline and 6. Assign Responsibility:** This chart includes information for the next three steps. Step 4 is to outline the steps. The first column called "action" outlines the steps needed to carry out the reading challenge. Step 5 is to determine a timeline for the reading challenge. The dates for the timeline

are included in the completion date column. Step 6 is to assign responsibility. The last column in the chart is a list of the people responsible for each step.

The first action is to determine details of the reading challenge. The completion date is at the October 12<sup>th</sup> meeting and the person responsible is Sam. The second action is to gather reading-related prizes from local businesses. The completion date for this action is November 1<sup>st</sup>. The person responsible for this is Fred. The third action is to create a challenge letter to go home with the kids. The completion date for this action is November 1<sup>st</sup> and the person responsible is Sara.

I think you get the idea. This chart lists other actions, completion dates, and the people responsible for each action.

<b>ACTION</b>	<b>COMPLETION DATE</b>	<b>PERSON RESPONSIBLE</b>
1. Determine details of reading challenge	Oct. 12 meeting	Sam
2. Gather reading-related prizes from local businesses	Nov. 1	Fred
3. Create challenge letter to go home with kids	Nov. 1	Sara
4. Present challenge to teachers at a staff meeting	Nov. 4 staff meeting	Mary
5. Collect entries	Months of December, January, February and March	Ann
6. Make draws for prizes	last Friday of each month	Ann
7. Attend assemblies to award prizes to winner	Get dates from principal of first assembly of each month following the draw	Josh
8. Contact school secretary to include winner in newsletter	Monthly after draws are made	Sara
9. Post winners on SCC Website and FB page	Post after winners announced at assemblies	Sara

Once the action plan is complete, it is easy to implement step 7 by following the details laid out in the plan. After the steps are all implemented, the SCC can assess and reflect on what worked and what they would change next time.

Way to go! Module 3 is now complete. For more information, please refer to the SCC Information Sheets on Supporting LIPs that is found in the SCC Operations Manual. If you still have questions, contact your school principal.