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|  | **Form 110-2**  **ESSP Level 3 School Strategic Plan**  **PeBL REORDER Template** | **School Name** |  | **School Year** |  |
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| **Focus Areas** | **Actions** | **Deliverables** | **Lead/Resource** | **Start Date** | **End Date** | **ESSP Connections** |
| **All learners (staff and students) will begin building learner profiles.** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap to enter a date. | Click or tap to enter a date. | Early Years  Engagement  First Nations & Metis  At Grade Level  Graduation Rates  Efficiencies |
| **Establish a staff/student mentorship plan where every student has an adult advocate in the school purposefully assigned to them.** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap to enter a date. | Click or tap to enter a date. | Early Years  Engagement  First Nations & Metis  At Grade Level  Graduation Rates  Efficiencies |
| **Create opportunities for student-to-student mentoring in their learning environments.** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap to enter a date. | Click or tap to enter a date. | Early Years  Engagement  First Nations & Metis  At Grade Level  Graduation Rates  Efficiencies |
| **Create opportunities for global/community members to mentor students in and out of the school.** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap to enter a date. | Click or tap to enter a date. | Early Years  Engagement  First Nations & Metis  At Grade Level  Graduation Rates  Efficiencies |
| **Other** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap to enter a date. | Click or tap to enter a date. | Early Years  Engagement  First Nations & Metis  At Grade Level  Graduation Rates  Efficiencies |

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| **Focus Areas** | **Actions** | **Deliverables** | **Lead/Resource** | **Start Date** | **End Date** | **ESSP Connections** |
| **When planning for replacement of furniture, creating PeBL spaces will be a priority.** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap to enter a date. | Click or tap to enter a date. | Early Years  Engagement  First Nations & Metis  At Grade Level  Graduation Rates  Efficiencies |
| **Administrators and teachers will consider the impact of student voice and learning profiles on learner spaces and schedules.** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap to enter a date. | Click or tap to enter a date. | Early Years  Engagement  First Nations & Metis  At Grade Level  Graduation Rates  Efficiencies |
| **Other** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap to enter a date. | Click or tap to enter a date. | Early Years  Engagement  First Nations & Metis  At Grade Level  Graduation Rates  Efficiencies |

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| **Focus Areas** | **Actions** | **Deliverables** | **Lead/Resource** | **Start Date** | **End Date** | **ESSP Connections** |
| **The school has a plan to be actively engaged in the “*I do, We do, You do”* process (the continuum of transfer of responsibility), honouring student voice and choice and intentionally creating opportunities for learners to embody the 21st Century Competencies.** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap to enter a date. | Click or tap to enter a date. | Early Years  Engagement  First Nations & Metis  At Grade Level  Graduation Rates  Efficiencies |
| **Reading – Students will demonstrate skills and knowledge at or beyond grade level**  **DRA Grades 1-5**  **Reading Assessments Grade 7 & 10** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap to enter a date. | Click or tap to enter a date. | Early Years  Engagement  First Nations & Metis  At Grade Level  Graduation Rates  Efficiencies |
| **Writing – Students will demonstration skills and knowledge at or beyond grade level**  **data collection Grade 4, 7, 9** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap to enter a date. | Click or tap to enter a date. | Early Years  Engagement  First Nations & Metis  At Grade Level  Graduation Rates  Efficiencies |
| **Math - Students will demonstration skills and knowledge at or beyond grade level Data collection in Grades 2, 5, 8.** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap to enter a date. | Click or tap to enter a date. | Early Years  Engagement  First Nations & Metis  At Grade Level  Graduation Rates  Efficiencies |
| **Other** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap to enter a date. | Click or tap to enter a date. | Early Years  Engagement  First Nations & Metis  At Grade Level  Graduation Rates  Efficiencies |

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| **Focus Areas** | **Actions** | **Deliverables** | **Lead/Resource** | **Start Date** | **End Date** | **ESSP Connections** |
| **Schools will begin/continue to reorganize shared school spaces (ie: media centres, libraries, learning commons) to accommodate 21st century learning.** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap to enter a date. | Click or tap to enter a date. | Early Years  Engagement  First Nations & Metis  At Grade Level  Graduation Rates  Efficiencies |
| **Other** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap to enter a date. | Click or tap to enter a date. | Early Years  Engagement  First Nations & Metis  At Grade Level  Graduation Rates  Efficiencies |

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| **Focus Areas** | **Actions** | **Deliverables** | **Lead/Resource** | **Start Date** | **End Date** | **ESSP Connections** |
| **Administrator works as a team with PeBL Mentors, Student Support Teachers and teachers to support the needs of all learners.** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap to enter a date. | Click or tap to enter a date. | Early Years  Engagement  First Nations & Metis  At Grade Level  Graduation Rates  Efficiencies |
| **Administrator together with staff develop a communication plan for sharing PeBL with their local stakeholders (using resources provided by PeBL Leadership Team).** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap to enter a date. | Click or tap to enter a date. | Early Years  Engagement  First Nations & Metis  At Grade Level  Graduation Rates  Efficiencies |
| **Leadership opportunities will be created for all learners.** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap to enter a date. | Click or tap to enter a date. | Early Years  Engagement  First Nations & Metis  At Grade Level  Graduation Rates  Efficiencies |
| **Other** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap to enter a date. | Click or tap to enter a date. | Early Years  Engagement  First Nations & Metis  At Grade Level  Graduation Rates  Efficiencies |

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| **Focus Areas** | **Actions** | **Deliverables** | **Lead/Resource** | **Start Date** | **End Date** | **ESSP Connections** |
| **Re-evaluate progress/goals using the modified Flourishing Schools Inventory.** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap to enter a date. | Click or tap to enter a date. | Early Years  Engagement  First Nations & Metis  At Grade Level  Graduation Rates  Efficiencies |
| **Implement REORDER Rubric to set goals/priorities.** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap to enter a date. | Click or tap to enter a date. | Early Years  Engagement  First Nations & Metis  At Grade Level  Graduation Rates  Efficiencies |
| **Implement 21st Century Competencis Rubrics for tracking/reporting.** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap to enter a date. | Click or tap to enter a date. | Early Years  Engagement  First Nations & Metis  At Grade Level  Graduation Rates  Efficiencies |
| **Other** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap to enter a date. | Click or tap to enter a date. | Early Years  Engagement  First Nations & Metis  At Grade Level  Graduation Rates  Efficiencies |

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| **Focus Areas** | **Actions** | **Deliverables** | **Lead/Resource** | **Start Date** | **End Date** | **ESSP Connections** |
| **Actively recognize/celebrate – in verbal and/or written form – the PeBL related journey in your learning environment with all stakeholders.** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap to enter a date. | Click or tap to enter a date. | Early Years  Engagement  First Nations & Metis  At Grade Level  Graduation Rates  Efficiencies |
| **Re-envision the “recognition culture” in the school and align it with a growth mindset philosophy.** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap to enter a date. | Click or tap to enter a date. | Early Years  Engagement  First Nations & Metis  At Grade Level  Graduation Rates  Efficiencies |
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| Priority School Learning Improvement Goal | | |
| 1. Current state and the reason for action. (Explain what the problem is and why strategic action is required to address it.) | **4. Implementation Plan** (What are the high-level actions that will be taken to address the problem within the given timeframe? How will the future state be achieved?)   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Actions** | **Deliverables** | **Lead** | **Start Date** | **Completion Date—Place check mark and date completed** | | **Status if more time is needed** | **Resources Required (Human and Financial)** | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | | |
| 2. Cause (What is causing the problem and what evidence can be provided to support the analysis? Provide data and analysis.) |
| 3. Improvement Goal (State goal. How will the situation will be different because of the actions taken to improve it?) | **5. Metrics** (How will you know there has been an improvement? Identify outcome and process metrics that will indicate the project success **These should relate to the actions noted above in the implementation plan.** Identify measures that are anticipated to change monthly.) | **Engagement** How will students, parents, and stakeholders, etc., be engaged in this work? Name any target groups required for success.) |