

Programme development plan template

This template is designed to guide schools through the process of planning, implementing, analysing and reflecting on the development of their IB programmes. Use of IB templates is not required, but it is encouraged. Schools may use or modify this template or the template included in the self-study questionnaire available on the [Programme Resource Centre](#). Schools may also develop their own templates. However, the aspects of the process detailed below need to be included in the school's plan.

Refer to *Programme development in IB World Schools* for guidance and a list of resources. As you engage in programme development planning, be aware that the primary audience for this plan is the school community, not the IB. If you select this plan to submit for programme evaluation, it can be edited to help the evaluation team and the IB World School (IBWS) manager understand what the school did and why. However, as you engage in the process, experiment to find a format that works for the school and helps to accomplish the goals the school has set for itself.

Name of school	IB school code
Sawyer Road Elementary	003209
IB programme(s) <input checked="" type="checkbox"/> PYP <input type="checkbox"/> MYP <input type="checkbox"/> DP <input type="checkbox"/> CP	

Start date of plan	Completion date of plan
1/2021	8/2025
[This space is for additional information or details the school wants to record about this plan.]	

Planning

Complete this planning section at the start of the programme development planning process

Focus of programme development: Consider what question(s) the school wants to answer, or what challenge(s) the school is facing, or what goal(s) the school wants to achieve. Identify one focus from your considerations and state it here. The school can start by identifying a general goal or area of focus. This will lead to the school developing a specific goal with a defined impact on student learning.

- *Empower students to take ownership of their learning by fostering agency, enable them to make informed decisions, set personal goals and actively engage in their educational journey.*

Rationale: Briefly summarize the reasons the school selected this focus for programme development. Describe the current situation (for example, evidence from student data, alignment with the school strategy, feedback in the verification visit report or the evaluation report). Explain why focusing on this area for programme development is important to your school community.

- Based on the previous evaluation report highlighting a lack of student action and agency, teacher knowledge of action and agency, we chose to focus on fostering student agency. By empowering students to take ownership of their learning, we aim to cultivate a proactive mindset, encourage goal setting and engage in the learning process.

Planning

	Guiding questions and prompts	School response
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<p>IB practices</p>	<p>Identify one or two practices to answer each question. Select practices from at least two categories of the Programme standards and practices (PSP) framework.</p> <p><i>To understand the structure of the PSP and learn how to identify practices, see the Guide to programme evaluation, “Appendix 4: Using the PSP for the self-assessment”.</i></p> <p><i>The motif builder app can help with selecting practices.</i></p> <p><i>Check that you have selected a total of 4–8 practices from at least two different categories of the PSP framework.</i></p>	<p>In our self-assessment, we identified several practices across different categories of the Programme Standards and Practices (PSP) framework that reflect our current strengths and development focus.</p> <p>Approaches to Teaching 1: Teachers use inquiry, action, and reflection to develop natural curiosity in students. (0403-01)</p> <p>Lifelong Learners 6: Students take ownership of their learning by setting challenging goals and pursuing personal inquiries. (0402-06)</p> <p>School Culture 4: The school implements, communicates, and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language. (0301-04)</p> <p>School Culture 5: The school implements, communicates, and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)</p>
	<ul style="list-style-type: none"> • What practice or practices indicate why the school is undertaking the work? That is, what is the reason for this focus? 	<p>We are focusing on Agency and Action because it is essential for fostering student engagement and ownership for their learning. When students actively participate in their education, they develop critical thinking skills, resilience, and a sense of responsibility. The focus on action not only enhances their academic performance but also prepares them for future challenges.</p> <p>We also are focusing on making our policy more reflective of the work here at Sawyer Road. We hope to create a cohesive framework that supports student agency, promotes effective communication, and aligns with our goals for reflective and authentic learning experiences.</p>

	<ul style="list-style-type: none"> What practice or practices need to be in place for this development to be successful? That is, what practices identify the conditions that are needed for success? 	<p>Consistent Professional Development: Teachers need ongoing training on fostering student agency, incorporating action-oriented learning experiences, and implementing inquiry-based teaching strategies.</p> <p>Collaborative Planning: Grade-level teams must collaborate regularly to design learning experiences that encourage student choice, goal-setting, and reflection.</p> <p>Student Reflection and Goal-Setting: Structures must be in place for students to set personal learning goals, track their progress, and reflect on their learning experiences.</p> <p>Clear Communication of Policies: The school must ensure that the language and assessment policies are regularly reviewed and effectively communicated to all stakeholders to support a culture of student agency.</p> <p>Supportive Learning Environment: Classrooms must foster a culture of inquiry, risk-taking, and meaningful action, where students feel empowered to take ownership of their learning.</p>
	<ul style="list-style-type: none"> What practice or practices identify the people who are responsible for the work? For example, teachers, leadership, students? 	<p>Teachers: Responsible for implementing inquiry-based practices, supporting student goal-setting, and integrating opportunities for action into daily instruction.</p> <p>Students: Expected to take ownership of their learning by setting goals, engaging in self-reflection, and actively participating in their learning journey.</p> <p>Leadership (Administrators, IB Coordinator, Instructional Coaches): Responsible for providing professional development, facilitating collaborative planning, ensuring policies reflect best practices, and monitoring the effectiveness of implementation.</p> <p>Families & Community Partners: Play a role in reinforcing student agency by supporting learning experiences outside of school and providing opportunities for real-world application of skills.</p>
	<ul style="list-style-type: none"> What practice or practices show how the work will be done? That is, what actions will be taken? 	<p>Professional Learning and Support for Teachers</p>

		<ul style="list-style-type: none"> • Provide ongoing professional development on fostering student agency, implementing inquiry-based teaching, and incorporating action-oriented learning experiences. • Facilitate collaborative planning sessions where teachers can develop strategies for integrating goal-setting, reflection, and student-driven learning experiences. • Conduct classroom observations and provide feedback to ensure best practices are being implemented effectively. <p>Student Goal-Setting and Reflection</p> <ul style="list-style-type: none"> • Implement structures for students to set personal learning goals, track their progress, and reflect on their learning journey. • Integrate student-led conferences where learners articulate their growth, challenges, and next steps. • Encourage self-assessment and peer feedback to enhance student ownership of learning. <p>Curriculum and Instructional Enhancements</p> <ul style="list-style-type: none"> • Incorporate more opportunities for student action and authentic learning experiences within the curriculum. • Embed strategies for inquiry-based learning and problem-solving across subject areas. • Utilize graphic organizers, thinking routines, and other visual tools to support student comprehension and organization of new knowledge. <p>Policy Development and Communication</p> <ul style="list-style-type: none"> • Review and update the school’s language and assessment policies to better reflect the goals of student agency and action. • Ensure all stakeholders (teachers, students, and families) understand and align with these policies
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		<p>through regular communication and feedback opportunities.</p> <p>Monitoring and Evaluation</p> <ul style="list-style-type: none"> ● Gather and analyze student work, reflections, and assessment data to measure the impact of student agency initiatives. ● Use teacher and student surveys to assess progress and identify areas for further improvement. ● Adjust instructional strategies and support based on data to continuously improve implementation.
<p>Impact (state the goal)</p>	<p>What will change for students?</p> <p><i>Develop a specific goal that will help to improve the student learning experience.</i></p> <p><i>Consider adding specific, well-defined impact statements that will result from achieving the goal.</i></p> <p><i>Consider from the start how to determine and then demonstrate the impact on the student experience.</i></p> <p><i>Identify the target: all students or subsets of students.</i></p>	<p>To empower all students to take ownership of their learning by setting personal goals, actively engaging in their educational journey, and reflecting on their progress. This will foster a sense of agency and responsibility, encouraging students to take an active role in their learning process.</p> <p>Expected Changes for Students</p> <ul style="list-style-type: none"> ● Increased motivation: Students will feel more invested in their learning as they take responsibility for setting and achieving their own goals. ● Improved accountability: Through regular self-reflection and goal-tracking, students will become more accountable for their learning progress, understanding their strengths and areas for improvement. ● Enhanced academic outcomes: By engaging in meaningful reflection and setting challenging yet attainable goals, students are expected to show improved academic performance. ● Deeper understanding of the learning process: As students reflect on their progress and challenges, they will develop a clearer understanding of how they learn,

		<p>building metacognitive skills that support lifelong learning.</p> <p>Targeted Group- This goal applies to all students, with particular attention to those who may benefit from additional support in goal-setting and self-reflection.</p>
Data and evidence	<p>How will you learn what the impact on students is?</p> <p><i>What information, data or evidence will be gathered? Identify appropriate data sources early in the process that will show the impact on students.</i></p> <p><i>Consider how to use existing information, data or evidence, or identify new sources that can be reasonably obtained with the resources and time available.</i></p> <p><i>Ensure that information, data or evidence collected reflects the student experience.</i></p> <p><i>Consider a wide range of information and data sources from different members of the learning community.</i></p> <p><i>Determine interim milestones and how to use data or evidence to show whether they have been achieved. Adapt activities accordingly.</i></p>	<p>Analyze student work and assessments to evaluate improvements in critical thinking and application of knowledge.</p> <p>Analyze student self- assessment surveys.</p> <p>Self Assessment 1</p> <p>Student reflection of goals, progress, and learning experiences.</p> <p>EOY Student Reflection</p> <p>Student sample reflection</p>
<p>Additional considerations to strength the plan</p> <p><i>Schools are encouraged to plan for these areas, but they are not required.</i></p>		
Professional learning	<p>What professional learning is needed to support the programme development goal?</p> <p><i>Consider what knowledge, skills or capabilities are needed for the plan to have the identified impact.</i></p> <p><i>Consider identifying strengths and capabilities that staff and leadership already have and setting up structures to provide school-based professional learning opportunities.</i></p> <p><i>Consider any gaps and identify IB or other professional learning that can support the school in achieving the desired impact.</i></p>	<p>Action/Agency PD for staff</p> <p>Teachers that attend IB training will attend Making the PYP Happen-Implementing Agency</p>
Academic research	<p>What examples shared from other schools might inform the school’s approach or activities?</p>	<p>Throughout the self-study process, our school actively engaged with academic research and collaborative practice to inform our approach and activities. We collaborated with A.L. Burruss</p>

<p>studies and shared practice</p>	<p>How might research inform the school's approach or activities?</p> <p><i>Consider identifying published or unpublished research studies or examples from other schools to inform the school's process.</i></p> <p><i>Consider connecting with other schools in conferences or through remote opportunities.</i></p> <p><i>Consider the examples in the Learning stories.</i></p>	<p>Elementary, another PYP school within our district, to brainstorm and share ideas around how students can meaningfully demonstrate action. One key suggestion from this collaboration was the implementation of an action board to visibly track and celebrate student-initiated action. In response, we developed our own version, an ACTION Display, which showcases examples of students taking action connected to their learning on a monthly basis. This helped keep our school goal in the forefront of our minds.</p>
<p>Theory of change</p>	<p>How will the activities lead to the change the school wants to create for students?</p> <p><i>Some schools may be ready to consider creating a logic model or theory of change to show how the activities will lead to the impact sought. This is a fairly advanced exercise, and this suggestion is for schools looking to advance their programme development planning capabilities.</i></p>	<p>These activities support the school's vision of fostering greater student agency and action by building a strong foundation among educators, refining instructional practices, and empowering learners to take ownership of their educational journey. Ongoing professional development and collaborative planning equip teachers with the tools and strategies needed to implement inquiry-based, student-centered learning experiences. By embedding goal-setting, reflection, and student-led conferences into classroom routines, students develop a deeper sense of responsibility for their learning and are encouraged to actively participate in shaping their educational paths. Curriculum enhancements and the integration of authentic, action-oriented learning further engage students in meaningful problem-solving and real-world application. Additionally, updated policies and consistent communication ensure a shared understanding of the school's commitment to agency and action among all stakeholders. Finally, continuous monitoring and evaluation using student work, feedback, and assessment data enable the school to measure impact, make informed adjustments, and sustain growth toward its goals.</p>

Implementation

Complete this implementation section as you plan the activities and during the process if you adapt and modify the planned activities

Implementation		
	Guiding questions and prompts	School response
Activities	<p>What activities will lead to the outcome? (Who will do what? By when?)</p> <p><i>The school will need to develop a clear and detailed plan with identified milestones to achieve the goal that reflects the resources and capacity of the school. The school may have multiple workstreams with many participants engaged in a number of activities. Record only the major activities here.</i></p> <p><i>Check that the activities in the plan are connected to the selected practices.</i></p> <p><i>Include all the relevant members of the school community in planning and implementing the activities.</i></p> <p><i>Set up structures that encourage learning and adaptation.</i></p> <p><i>Adapt the plan and the activities as needed, based on interim data or feedback from stakeholders.</i></p>	<p>Action/Agency PD For Staff- IB Coordinator</p> <p>Action Board- IB Coordinator</p> <p>Student Self-Assessment Creation- Teachers</p> <p>Collect and Create Student Goal Setting and Reflection Sheet- Teachers</p> <p>Staff Collaboration of policies- All Stakeholders</p>

Reflection

Complete this reflection section periodically and at the conclusion of the programme development activities

Reflection		
	Guiding questions and prompts	School response
IB practices	Indicate if there were any changes to the practices selected and explain why different practices were selected.	<p>Professional development on Action and Agency played a critical role in shifting teacher mindsets and instructional practices. These sessions helped teachers understand that student agency goes beyond choice, it involves voice, ownership, and meaningful participation in the learning process. Through the PD, teachers explored what agency looks like in our context and how students can take initiative, set goals, reflect on progress, and influence their own learning paths. Similarly, action was redefined not just as community service or external projects, but as a natural extension of student learning, when students apply their knowledge in meaningful ways to make a difference in their lives, classrooms, and communities.</p> <p>Although the structures and expectations for promoting agency and action are now more clearly defined, the school is still working toward consistent, daily implementation of these practices in classrooms. Teachers are beginning to integrate more opportunities for student choice, voice, and initiative, and are designing learning experiences that naturally lead to action. Reflection tools, student-led conferences, and goal-setting frameworks are gradually being embedded into instruction. Continued support, collaboration, and monitoring will be key to fully realizing the school's vision of student agency and action.</p>

		<p>While the core focus remained on fostering student ownership and engagement, additional emphasis was placed on revising school policies to more clearly reflect these goals. All stakeholders—including teachers, students, families, and school leadership—were involved in the policy development process to ensure a shared vision and collective responsibility. These revised policies were also shared with the School Governance Team (SGT) to maintain transparency and gather broader community input.</p>
<p>Analysis of data and evidence of impact</p>	<p>Did the work positively impact the student learning experience? How do you know?</p> <p>What did the data or evidence show was the impact on students?</p> <p><i>Analyse the data to determine what the impact was on the student experience.</i></p> <p><i>Establish a structure or protocol with shared expectations to encourage candid sharing.</i></p> <p><i>Ensure that time is set aside to engage in meaningful analysis and reflection.</i></p> <p><i>Ensure that all relevant stakeholders participate in the reflection process.</i></p>	<p>Student self-assessment data provided valuable insight into how learners perceive their own growth in agency and engagement. Many students demonstrated an emerging ability to reflect on their strengths, identify areas for improvement, and articulate personal learning goals. Patterns in the reflections showed increased confidence in taking initiative and a growing sense of ownership over their learning. Several students noted that they felt more empowered to make choices in their work and contribute ideas during class discussions. However, the data also highlighted the need for continued support in helping younger students and those receiving EIP or ESOL services develop the language and skills to effectively self-assess. This indicates the importance of modeling reflection, providing sentence stems or prompts, and scaffolding goal-setting opportunities to ensure all students can participate meaningfully in the process.</p> <p>Continued support, collaboration, and monitoring will be key to fully realizing the school's vision of student agency and action. Future steps include deeper involvement of EIP and ESOL teachers in planning and implementation, ensuring that all students, especially those who need additional support, are equally empowered to engage in agency and action.</p>
<p>Activities</p>	<p>What were the major activities undertaken to achieve the outcome?</p> <p><i>Reflect on the planned activities. Did the activities occur as planned? Were they modified or were different activities substituted for what was planned? Why were the changes, if any, needed?</i></p>	<p>The Action/Agency professional development for staff, led by the IB Coordinator, took place as planned and was well-received by teachers. The sessions provided clear examples of what agency and action look like within the IB framework and offered practical strategies for implementation in the classroom. Teachers found the PD particularly helpful in</p>

	<p><i>Who participated in the activities? Were there some people or roles that were especially critical to success? Were there people or roles that were missing?</i></p>	<p>deepening their understanding and building confidence to support student voice, choice, and ownership.</p> <p>The Action Board, created by the IB Coordinator, serves as an effective tool to keep Action and Agency at the forefront of the school's focus. It provides a visible and interactive space where teachers can track and showcase student-driven initiatives, reflections, and progress toward their goals. There have been a few ideas about using one of our front hallway displays to show action so everyone entering the school can see.</p> <p>Student Self-Assessment and Goal Setting tools were developed by grade-level teachers as part of our effort to build student agency and ownership of learning. These tools were designed to help students reflect on their progress, identify strengths and areas for growth, and set personal learning goals aligned with classroom expectations. While this was a meaningful step forward, support teachers (including EIP, ESOL, and other specialists) were not involved in the initial creation process. As a result, the tools may not fully reflect the needs of all learners, particularly those who require additional scaffolding or language support. Moving forward, it will be important to include support teachers in the development and refinement of these tools to ensure they are accessible, inclusive, and effective for all students across diverse learning contexts.</p> <p>All stakeholders, including teachers, support staff, leadership, and families, played a key role in refining our school policies to better support student agency and action. While this collaborative process helped create a shared vision, we are still working on ensuring that teachers regularly reference these policies and incorporate them into their planning. Additionally, there is a need for greater involvement from support teachers, such as EIP and ESOL staff, to ensure that the policies are applied consistently across all classrooms and that every student has the opportunity to engage with them effectively.</p>
<p>Examples of impact</p>	<p>Identify 1–3 examples that evidence the impact on students (for example, documents, photographs, short audio or video files).</p>	<p>Although the structures and expectations for promoting agency and action are now more clearly defined, the school is still working toward consistent, daily implementation of these practices in classrooms. Teachers are beginning to integrate</p>

	<p><i>Share these examples with the school community during the reflection to celebrate success and to learn for future programme development initiatives.</i></p> <p><i>If the school selects this plan to share with the IB during programme evaluation, these examples can be shared in meetings discussing the impact of programme development.</i></p>	<p>more opportunities for student choice, voice, and initiative, and are designing learning experiences that naturally lead to action. Reflection tools, student-led conferences, and goal-setting frameworks are gradually being embedded into instruction. Continued support, collaboration, and monitoring will be key to fully realizing the school’s vision of student agency and action.</p> <p>As one teacher reflected, <i>“Before the PD, I thought student agency meant giving students options in how they completed an assignment. But now, I see it’s so much more. It’s about creating a space where students feel empowered to make decisions about their learning, ask questions, and take meaningful action. One of my students recently noticed that many of their classmates were throwing away uneaten fruit at lunch, so they started a ‘Share Table’ in the cafeteria to reduce waste and make sure food didn’t go unused. That never would have happened if we hadn’t made space for student voice and ownership.”</i></p> <p>This reflection highlights the growing shift in teacher practice and the powerful outcomes possible when students are encouraged to lead their learning.</p>
<p>Additional considerations for reflection</p> <p><i>Schools are encouraged to reflect on this area, but it is not required.</i></p>		
<p>Academic research studies and shared practice</p>	<p>Were there additional examples or research that informed the approach or activities?</p> <p><i>Did the school connect with other schools or find examples that informed the work? Describe what the school used.</i></p>	<p>In addition to our collaboration work with AL Burress, our IB Coordinators participate in monthly CASIE Lunch and Learn sessions, providing opportunities to collaborate with other PYP schools across the region on a variety of topics including best practices, programme development, and strengthening student agency. Furthermore, we engage in monthly meetings with our district leadership to discuss IB practices and policies, ensuring alignment with district expectations and continuous refinement of our programme. These connections to external schools and organizations have been instrumental in informing and strengthening our PYP practices.</p>



Understanding and application

Complete this understanding and application section at the conclusion of the programme development activities

Understanding and application		
	Guiding questions and prompts	School response
Summary	<p>What did the school learn from engaging in this programme development effort?</p> <p>What factors led to this effort having, or not having, an impact?</p> <p><i>What can be learned from the changes that were made to the plan?</i></p> <p><i>What can make the process easier or more effective next time?</i></p> <p><i>What made it work or not work well?</i></p> <p><i>Ensure that all relevant stakeholders participate in the reflection process to consider the impact on students.</i></p>	<p>As part of our Programme Development Plan and self-study, we successfully met our goals of enhancing student agency, promoting action-oriented learning, and strengthening inquiry-based teaching practices. To sustain this development, it is essential to maintain consistent professional development focused on agency and inquiry, support regular collaborative planning among teams, uphold systems for student reflection and goal-setting, ensure clear and consistent communication of language and assessment policies, and foster supportive learning environments that empower student voice and choice.</p> <p>Through this programme development effort, Sawyer Road Elementary learned the importance of intentionally cultivating student agency and action as essential components of the learning experience. We realized that student ownership is about more than offering choice. It involves empowering students to set goals, reflect on their learning, and take initiative in meaningful, authentic ways.</p> <p>Key factors that contributed to the impact included:</p> <p>Action/Agency professional development that reshaped teacher mindsets and expanded their understanding of agency beyond surface-level choices.</p> <p>Collaborative development of student self-assessment tools and reflection structures, which began to normalize goal-setting and ownership in classrooms.</p>

		<p>The creation of an Action Board to showcase student-driven initiatives, keeping the schoolwide focus visible and alive.</p> <p>A collaborative review and revision of school policies with input from teachers, students, families, and leaders, reinforcing a shared commitment.</p> <p>Challenges and adjustments:</p> <p>Support staff (EIP, ESOL, specialists) were not initially included in creating the reflection tools, leading to gaps in accessibility for some students.</p> <p>Younger students and those receiving extra support needed additional scaffolds, such as sentence stems and guided reflection opportunities.</p> <p>What made this process work well:</p> <p>Clear professional learning goals and relevant examples that were grounded in IB practices.</p> <p>Visible, public structures like the Action Board that kept agency and action top of mind.</p> <p>Teacher buy-in, supported through PD and real-time classroom application.</p> <p>What could make this process easier or more effective next time:</p> <p>Involving all instructional staff, including support teachers, from the start of tool and structure development.</p>
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<p>Further or future considerations</p>	<p>What was learned about the school’s programme development process from this reflection?</p> <p><i>How can the lessons be noted and intentionally applied to future programme development plans?</i></p> <p><i>Here, record the transferable learning about the process.</i></p>	<p>From this reflection, we learned that programme development is most effective when it is collaborative, inclusive, and progresses through continuous refinement.</p> <p>This process highlighted the need for:</p> <ul style="list-style-type: none"> ● Intentional inclusion of support staff (EIP, ESOL, specialists) in both professional learning and classroom resource development to better serve diverse learners. ● Ongoing monitoring and feedback loops that use student reflections, teacher observations, and stakeholder input to continuously improve implementation. ● Integration of policy into daily classroom practices, rather than treating them as standalone documents. Teachers need practical tools and planning support to translate policy into action. <p>This experience also reinforced the importance of building in flexibility and responsiveness- adjusting activities and tools based on real-time student needs and teacher feedback led to more meaningful, impactful outcomes.</p>

		<p>For future programme development, it will be important to:</p> <ul style="list-style-type: none"> • Document lessons learned and share effective strategies with the whole school community. • Build leadership capacity at multiple levels (grade chairs, support teachers) to drive and sustain programme development efforts. <p>Continued commitment to these practices will ensure the lasting success and growth of our PYP implementation.</p>
<p>Next priorities (areas of focus for future programme development plans)</p>	<p>What areas of the programme will the school now prioritize for development? Why?</p> <p><i>What could be the focus of the school's next programme development plan?</i></p> <p><i>Does the focus chosen for this programme development plan need further development?</i></p> <p><i>Is the school ready to choose a new focus for the next programme development plan?</i></p>	<p>As we continue our growth, Sawyer Road Elementary will prioritize the following areas for future programme development:</p> <ol style="list-style-type: none"> 1. Expanding and Deepening Student Agency Structures- Focus on fully integrating goal-setting, reflection, and action opportunities into daily classroom practices across all grade levels and content areas, with attention to accessibility for all learners. 2. Strengthening Support for Diverse Learners- Develop differentiated self-assessment and goal-setting tools in collaboration with EIP, ESOL, and Special Education staff to ensure inclusivity and equity in agency opportunities. 3. Building Leadership Capacity and Collaborative Structures- Formalize leadership opportunities for grade-level leads and support teachers in driving professional learning, collaborative planning, and programme development initiatives related to agency and action. 4. Enhancing Policy-to-Practice Alignment- Provide ongoing professional learning and coaching on how to

		<p>embed revised language and assessment policies into classroom instruction and planning practices.</p> <p>5. Expanding Community Involvement in Student Action- Partner with families and community organizations to create authentic, real-world opportunities for students to take action and apply their learning beyond the classroom.</p> <p>While the focus on student agency and action should remain a schoolwide priority, our next plan will aim to deepen, differentiate, and sustain these practices to ensure that every student, regardless of their background or needs, has meaningful opportunities to lead their learning.</p>
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