### Action Planning: Using Standards Growth Indicators

<table>
<thead>
<tr>
<th>Standard</th>
<th>Where are you now?</th>
<th>Where do you want to go?</th>
<th>How will you get there?</th>
</tr>
</thead>
</table>
| Facilitating Collaborative Engagement to Cultivate/Empower a Community of Learners | √collab, learning
√inclusive space
√tech to advance collaboration
√teacher collaboration
√build school culture                                                   | √whole school approach
- improve collab. technology
- improve virtual spaces
- teach collaboration techniques + strategies
- student PLNs
- improve admin/district relationship (new)                | - align to school goal
- principal encourages all teachers to work collaboratively with LLC staff + space
- short + long term goals
- expand to all faculties
- more peer assessment
- assess LLC effectiveness |
| Advancing the Learning Community to Achieve School Goals                        | √showcase teaching
√learning achievement
√co-plan + assess learning
√support staff work with TL in district                                      |                                                                                       |                                                                                       |
| Cultivating Effective Instructional Design to Co-plan, Teach and Assess Learning | √instructional leadership + information literacy
√co-op. develop units, inquiry project
√real world context, choice of topics
√self assessment                                                                                |                                                                                       |                                                                                       |
| Fostering Literacy to Empower Life-Long Learners                           | √information lit
√dig. cit. unit
√book talks + displays
√SSR school wide
√library club
√FN resources + displays more
√reading mentorship (kindergarten)
√books, gr. mags, newspapers, etc                                                      | - reading graffiti wall
"I am currently
reading sign"
- book trailers
- promote books
- expand dig. cit. unit in gr. 8
- support more classroom teachers with SSR
- collaborate with public library + community                                    |
| Designing Learning Environments to Support Participatory Learning          | √physical space
√move to support small + whole class work, special needs, engaging reading activities, clubs
√celebrate student achievements                                                                 | √improve virtual LC
√consult more teachers to support curriculum
√need more space to support creativity                                              |
Appendix 2

Action Planning:

Teacher Librarians Leading Transitions in the Learning Commons to Boost Student Achievement

<table>
<thead>
<tr>
<th>School Improvement Goal</th>
<th>Learning Commons Strategies and Actions</th>
<th>Needed Budget/Resources</th>
<th>Success Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>See p. 17 + 18 for specific literacy goals.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Who can help?</th>
<th>Physical spaces</th>
<th>Virtual Spaces</th>
<th>Questions &amp; Notes</th>
</tr>
</thead>
</table>
Appendix 4

Action Planning:
Planning and Leading Transitions to a School Library Learning Commons

<table>
<thead>
<tr>
<th>Transitions</th>
<th>Timelines</th>
<th>Strategies and Actions</th>
<th>Roles</th>
<th>Resources</th>
<th>Indicators of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>What changes do we want to make?</td>
<td>What are the expected start and finish times?</td>
<td>How will we achieve transitions?</td>
<td>Who is responsible for what?</td>
<td>What budget, time and people are needed?</td>
<td>How will we know the transition is complete? How will we know it is working?</td>
</tr>
</tbody>
</table>