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| **Action Plan for Learning** | |
|  | **School Name: Smiling Creek Elementary** |
| **School Goal: Literacy** |
| **School Year:2018-2019** |

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| Goal / Inquiry  Student learning | How can teachers support our students' personal writing? |

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| Rationale  1-3 reasons for choosing goal | As a staff, we took data from every class and looked at reading, writing, numeracy and social emotional learning. We looked at the data from a Grade, Gender and English Language Learner to see what trends stood out.  After looking at the data, and spending time over 2 Professional development days discussing the data, the staff settled on Personal Writing as our school goal. |

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| References and sources to support actions | School Wide data and communication, deliberation and discussion around data. |
| Backup Documentation |  |

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| Planned Actions  Continuing practices working well (1-3)   * What will we do differently? (1-3) * How will we provide for staff development and collaboration? * How will we involve parents? * How will we involve students? * How will we monitor progress and adjust actions? | We are looking at doing school wide writes in the 2019-2020 school year. We will be doing 2 writes in K and 1 and looking at possibly doing 3 in Grades 2-5. Our goal will be to provide folders for each student and hold onto their writes as they move through the school.  We will use collab time and staff meeting time to do some co-assessing of students across the grades to further enhance a school-wide understanding of expectations around writing. This will be important for us as a new school moving forward.  Once we have more data to examine we will begin to look for trends across the grades in personal writing and develop a more comprehensive and detailed plan around supporting the students’ writing.  Lastly as a new school it will allow us to begin to develop common expectations in academic areas.  We have shared some of the information with our PAC, and find ways to communicate our progress for this goal. |
| Backup Documentation |  |

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| Documentation of learning  Key evidence of change   * How did your actions make a difference? * Choose 1-3 pieces of evidence to demonstrate the impact your actions have had on student learning to meet your goal. * Documentation could include video, survey results, performance standard data, anecdotal evidence, work samples, etc. |  |
| Backup Documentation |  |

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| School Community Engagement Process   * How did you engage parents, teachers, students & support staff in developing your APL? * How did you share your APL goals with parents, teachers, students & support staff? | Being a new school we wanted to be thorough in our investigation around greatest needs around the school to choose a goal that reflected the greater need of our school community. We examined school wide data around numeracy, reading and writing as well as social emotional learning. Using our time for Pro-D days as well as discussing what individual teachers were seeing in their classrooms, we collected data based on students’ achievement and used that as a platform for discussion. The information was shared with the PAC, is in the student planner, and will be much more articulated in the new year. |
| Backup Documentation |  |

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| Reflection Highlights   * Where are we now? * What are some patterns emerging? * What surprised you? * What conclusions / inferences might you draw? * How does this inform potential next steps? |  |
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**(Delete this section if Literacy is your main goal)**

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| **Literacy Data**  Attach the following:   * Classroom Assessment * School Assessment * FSA results |  |

Signatures

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| School Name: Smiling Creek | School Goal: Literacy | School Year: 2018-2019 |

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| Title | Name | Signature |
| Principal |  |  |
| Assistant Superintendent |  |  |

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| Print this page, have it signed by Principal & Assistant Superintendent, scan it and attach it here |  |