

# Action Plan for Learning

	<b>School Name:</b> Alderson Elementary
	<b>School Goal:</b> Literacy
	<b>School Year:</b> 2021-2022

<b>Goal / Inquiry</b> Student learning	To enhance our students' engagement in literacy (reading and writing) by focusing on two English Language Arts Big Ideas: <i>"Language and story/text can be a source of creativity and joy."</i> and <i>"Playing with and using language in creative and playful ways helps us discover and understand how language works."</i>
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<b>Rationale</b> 1-3 reasons for choosing goal	<ul style="list-style-type: none"> <li>• This is a continuation of the literacy goal from the past school year. On our May 31 2021 Professional Development day we worked with Jennifer Fritzsche and Christy Areshenko to begin to create a PATH for our school (Planning Alternative Tomorrows with Hope). This is a process for taking stock of where we are currently, and what our hopes and dreams are for our school. This will continue during our Staff Meetings throughout the Fall of 2021 and culminate in the creation of a longer term set of goals and objectives for our school. This process will inform the creation of a new Alderson Action Plan by January 2022.</li> <li>• It makes sense to continue this goal in the interim since our report card data indicates that currently 13% of our students are 'Emerging' and 30% are 'Developing' readers (see report card data graphs attached below).</li> <li>• According to the 2020-2021 FSA data, 60% of our Grade 4 students are 'emerging' readers (see graphs attached below).</li> </ul>
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<b>References</b> and sources to support actions	We are continuing to investigate student motivation for reading and other literacy activities. While according to report card data and teacher assessments, most of our Intermediate students are "proficient" or "extending" in literacy areas, many have not developed an appetite for reading and so don't choose to read. Our FSA data shows that many of our students are not comprehending what they read. We believe that by promoting a passion for reading our students will be more invested in what they read which will improve their comprehension.
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Backup Documentation	<b>We will assess our progress using</b> <ul style="list-style-type: none"> <li>• Report Card Data</li> <li>• FSA Data</li> <li>• Data from Faye Brownlea's Reading assessment (not completed during the 2020-2021 school year)</li> </ul>
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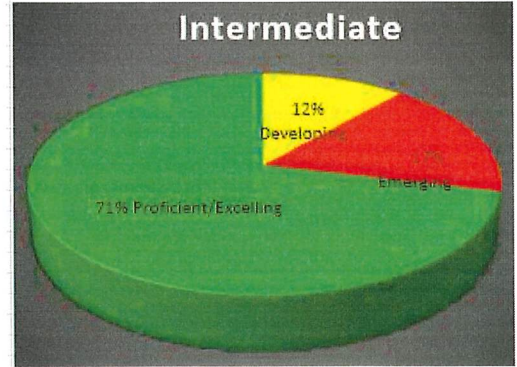
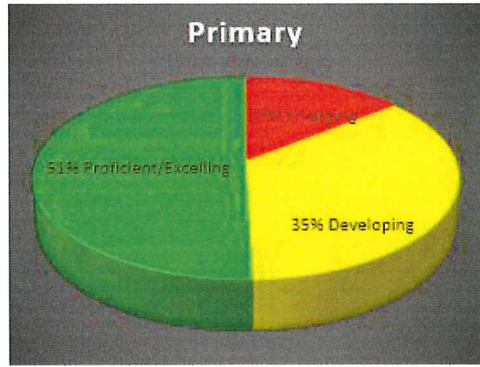
<b>Planned Actions</b> Continuing practices working well (1-3)	<b>Things we will do differently:</b> <ol style="list-style-type: none"> <li>1. Continuing to use and complete a collaborative analysis of Faye Brownlea's Reading Assessment with all grades to plan for instruction</li> </ol>
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<ul style="list-style-type: none"> <li>• What will we do differently? (1-3)</li> <li>• How will we provide for staff development and collaboration?</li> <li>• How will we involve parents?</li> <li>• How will we involve students?</li> <li>• How will we monitor progress and adjust actions?</li> </ul>	<p>(formative assessment) and participate in the Faye Brownlea district inservice during the 2021-2022 school year.</p> <p>2. Student Self-assessment will be a specific focus. School-wide focus on self-assessment of the Core Competencies with a specific focus on Personal and Cultural Identity.</p> <p><b>How will we provide for Staff Development and Collaboration</b></p> <ul style="list-style-type: none"> <li>• We will be working collaboratively during staff meetings to create a long-term plan for our school using the PATH process facilitated by staff development.</li> <li>• Classroom teachers are encouraged to coplan and coteach with their student services support teacher. The focus is on ensuring that strong tier 1 interventions in place within the classroom prior to considering tier 2 or 3 interventions. Collaborative planning time may be provided if there is a specific need for this (ie: providing time for a teacher to observe another teacher implementing tier 1 supports).</li> </ul> <p><b>How will we monitor progress and adjust actions?</b></p> <ul style="list-style-type: none"> <li>• This is to be determined through the PATH process</li> <li>• We will continue to collect report card data and monitor our FSA Data</li> <li>• As part of the PATH we will be looking into ways to collect more qualitative data to drive our goal setting and monitor our students' progress that provides a more complete picture of our students and our school than the FSA and report card data do alone.</li> </ul>
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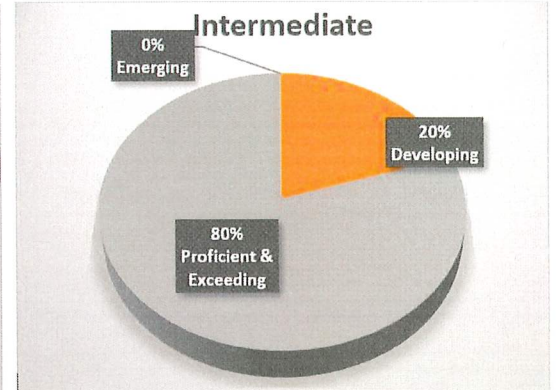
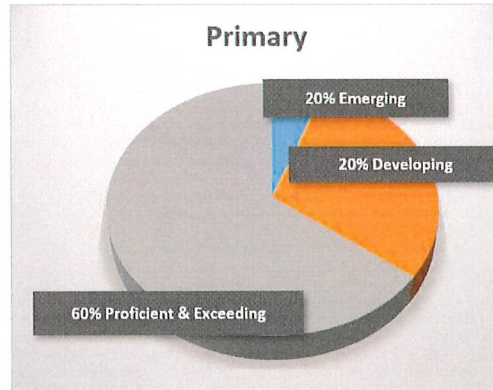
<p><b>Documentation of learning</b></p> <p>Key evidence of change</p> <ul style="list-style-type: none"> <li>• How did your actions make a difference?</li> <li>• Choose 1-3 pieces of evidence to demonstrate the impact your actions have had on student learning to meet your goal.</li> <li>• Documentation could include video, survey results, performance standard data, anecdotal evidence, work samples, etc.</li> </ul>	<p><b>Student Services Data</b></p> <ul style="list-style-type: none"> <li>• One of the main foci for our school for the past two years has been to shift our student services programs to become more responsive to student needs based on data through the use of a Response to Intervention (RTI) framework so that staff is discontinuing interventions that are not resulting in learning progress for our students.</li> <li>• We are now collecting more data to document the learning of our Tier 1 and 2 students. The next step will be to use this data to document our learning within our APL.</li> </ul> <p><b>Report Card Data</b></p> <ul style="list-style-type: none"> <li>• This past year we began to learn more about data informed interventions. We are curious why our report card data shows only modest improvement as a result of our interventions – how can we adjust our interventions to become more successful? We are also curious about other types of data we can collect in order to better represent the progress we are making towards our school goals.</li> </ul> <p><b>FSA Data</b></p> <ul style="list-style-type: none"> <li>• This data does not reflect improvement in literacy over time when comparing different grade 4 student cohorts. As we learn more about data informed interventions we will be considering this data and working to consider other data we can collect – including quantitative - that will better reflect the progress we are making with our students.</li> </ul>
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### Report Card Data:

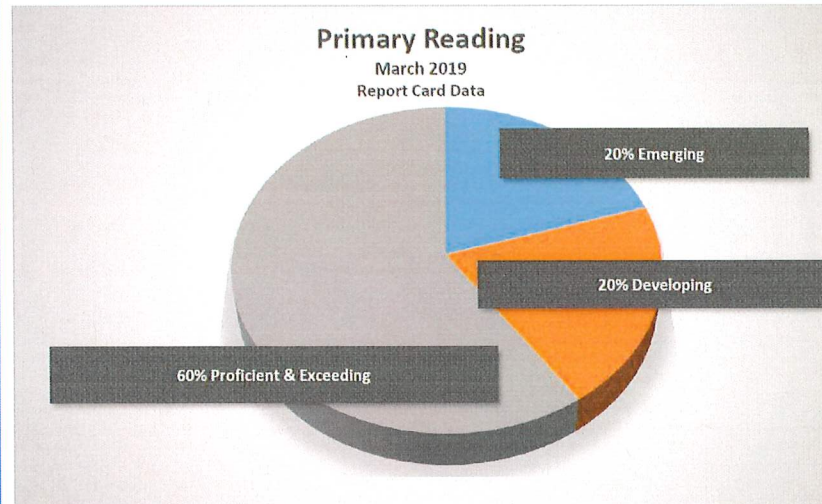
2020-2021



2019-2020

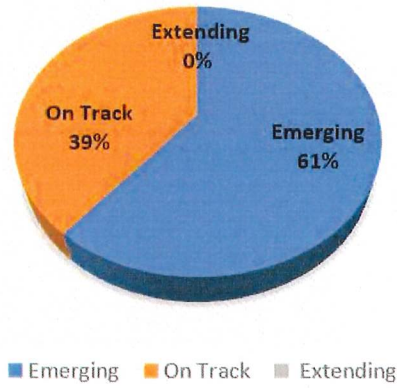


2018-2019



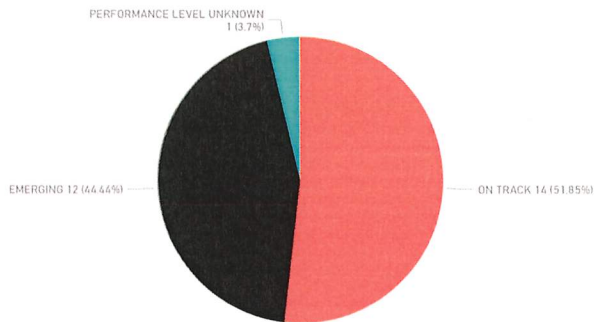
**FSA – Grade 4 – Reading Data:  
2020-2021**

**2020-2021 - Grade 4 - FSA Reading  
Data**



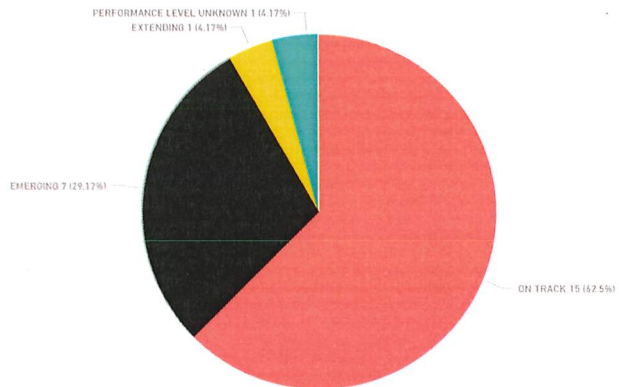
**2019-2020**

FSA Result ● ON TRACK ● EMERGING ● PERFORMANCE LEVEL UNKNOWN



**2018-2019**

FSA Result ● ON TRACK ● EMERGING ● EXTENDING ● PERFORMANCE LEVEL UNKNOWN



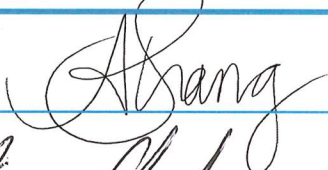
<p><b>School Community Engagement Process</b></p> <ul style="list-style-type: none"> <li>• How did you engage parents, teachers, students &amp; support staff in developing your APL?</li> <li>• How did you share your APL goals with parents, teachers, students &amp; support staff?</li> </ul>	<ul style="list-style-type: none"> <li>• Staff engagement occurred during staff meetings. Further engagement happened at our May 31 PD day as we began the PATH process facilitated by Staff Development. This will continue during our Staff meetings in the Fall in preparation for our revised APL in January 2021</li> <li>• Parent engagement occurred during PAC meetings. In our June meeting parents were introduced to the PATH process. We will be involving our PAC in this visioning process in preparation for our revised APL in January 2021</li> <li>• Our APL will be posted on our school website and will be sent out in one of our weekly communication to parents in September.</li> </ul>
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<p><b>Reflection Highlights</b></p> <ul style="list-style-type: none"> <li>• Where are we now?</li> <li>• What are some patterns emerging?</li> <li>• What surprised you?</li> <li>• What conclusions / inferences might you draw?</li> <li>• How does this inform potential next steps?</li> </ul>	<p>Currently we remain concerned about our students' literacy development based on our data collection. We are looking critically on our selected interventions and have come up with an action plan to address our concerns.</p> <p>We are looking forward to continuing our involvement in the PATH process in the Fall and to setting longer-term goals and objectives. This APL will be in place until after that process and the completion of our APL using the new district format in January of 2022.</p>
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Backup Documentation	
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## Signatures

School Name: Alderson Elementary	School Goal: Literacy	School Year: 2021-2022
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Title	Name	Signature
Principal	Anita Strang	
Assistant Superintendent	Carey Chute	