


# Action Plan for Learning

	<b>School Name: Alderson Elementary</b>
	<b>School Goal: Literacy</b>
	<b>School Year: 2017-2018</b>



<b>Goal / Inquiry</b> Student learning	How can we support more students in the primary years to meet expectations in literacy? (reading specific focus)
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<b>Rationale</b> 1-3 reasons for choosing goal	<ul style="list-style-type: none"> <li>-school based data indicates that currently 17 of 31 Grade 1 students are not yet meeting expectations in reading</li> <li>-more than fifty percent of learners are EAL and many more have non-standard English as the model for language at home</li> <li>-many struggling families where literacy is not likely a high priority</li> </ul>
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<b>References</b> and sources to support actions	<ul style="list-style-type: none"> <li>-.5 EF position devoted to improving reading in the 2016-17 year</li> <li>-K and Grade 1 screen/data</li> <li>-CSL data</li> </ul>
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Backup Documentation	<ul style="list-style-type: none"> <li>-Classroom assessments based on teacher judgement</li> <li>-Data from RED (Read Every Day) program</li> </ul>
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<b>Planned Actions</b> Continuing practices working well (1-3) <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>	<ul style="list-style-type: none"> <li>-guided reading instruction in primary classrooms</li> <li>-early intervention from Student Services staff</li> <li>-Costco Reading program volunteers</li> <li>-Weekly visits from our 'Reading Dog'</li> <li>-RED program to continue with support from Youth Worker, EAs, parent volunteers, all non-enrolling staff</li> <li>-early primary staff to visit other sites</li> <li>-common teacher preparation time for collaboration at similar grade levels</li> <li>-monthly department meetings primary/intermediate</li> <li>-development of a sensory room</li> <li>--several teachers in the process of re-designing physical classroom space to create calmer learning environments</li> <li>--introduce Family Reading in early primary classes</li> <li>-begin three way conferences for informal reporting periods</li> <li>-report card data</li> <li>-classroom assessments based on teacher judgement data</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>While literacy was not the main goal of the 2016-2017 school year, it evolved into a significant focus as it was a huge need in our learning community.</p> <ul style="list-style-type: none"> <li>-Data from RED students demonstrated a significant improvement in reading fluency and the number of words children are able to read.</li> <li>-increase to student services staffing in March of 2017 allowed for greater targeted interventions with primary learners</li> </ul> <div style="text-align: center;">         20170608160825210.pdf  <a href="#">Figure 1 CSL Student Self Reflection</a> </div>
<p>Backup Documentation</p>	<div style="text-align: center;">         20170609145943955.pdf  <a href="#">Figure 2 Writing Data 2017</a> </div>

<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>-For the 2016-2017 goal of SEL, fall staff meetings had a portion of time devoted to reviewing the RULER strategies and updating success in each classroom</li> <li>-Full school implementation and use of zones of regulation/mood meter language</li> <li>-Several classes developed Class Charters</li> </ul> <p>Youth Worker worked with each class weekly to provide direct instruction for zones of regulation/mood meter</p> <ul style="list-style-type: none"> <li>-Progress was reported regularly in school newsletters, at PAC meetings</li> <li>-Daily reminders on morning messages regarding Alderson CARES common language and RULER strategies</li> </ul>
<p>Backup Documentation</p>	<div style="text-align: center;">         20170609144409612.pdf  <a href="#">Figure 3 Student Reflection of Reading Dog experiences</a> </div>

<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> </ul>	<ul style="list-style-type: none"> <li>-We are pleased with the progress our learners have made in SEL</li> <li>-Conflict resolution has improved</li> <li>-We know that children struggling with SEL issues are not able to learn</li> <li>-We feel the strategies implemented in the 2016-2017 year will continue to be in place</li> <li>-Students continue to struggle with learning to read, therefore we will shift our significant focus to early intervention for reading</li> <li>-common language used by students and staff to facilitate learning and growth</li> </ul>
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<ul style="list-style-type: none"> <li>• How does this inform potential next steps?</li> </ul>	
Backup Documentation	 <p>Alderson - CBA for APL 2017.doc</p> <p>-Social Responsibility/SEL comments from student and teacher perspective on report cards (all three terms)</p>

## Signatures

School Name: Alderson Elementary	School Goal: Literacy	School Year: 2017-2018
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Title	Name	Signature
Principal	Sandra Meister	
Assistant Superintendent	Carey Chute	

<b>Print this page, have it signed by Principal &amp; Assistant Superintendent, scan it and attach it here</b>	
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