


Action Plan for Learning

	School Name: Alderson Elementary
	School Goal: Literacy
	School Year: 2019-2020

Goal / Inquiry Student learning	To develop self-regulating readers who can use developmentally appropriate reading strategies to make meaning for a purpose (enjoyment, learning, task oriented, to acquire information etc) in order to develop understanding of self, identity, and community.
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Rationale 1-3 reasons for choosing goal	<ul style="list-style-type: none"> • School based data indicates that currently 20% of our primary grade students are 'Emerging' and 20% are 'Developing' readers (see graphs attached below). • 29% of our Grade 4 students are 'emerging' readers according to the 2018-2019 FSA data (see graphs attached below). • Many of our grade 4 and 5 students are reluctant to read and/or express negative feelings about reading
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References and sources to support actions	During the May and June Staff meetings we analyzed our progress towards our goal in Reading and determined that we would continue this goal for one more year. We included a reference to Self-Regulation as we determined that this is also an area we are concerned about for our learners and that if they were more able to self-regulate they would be stronger learners.
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Backup Documentation	We will assess our progress using <ul style="list-style-type: none"> • Report Card Data • Classroom assessments based on teacher judgement • FSA Data • Data from Faye Brownlea's Reading assessment
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Planned Actions Continuing practices working well (1-3) <ul style="list-style-type: none"> • 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? 	Things we will do differently: <ul style="list-style-type: none"> • Use and collaborative analysis of Faye Brownlea's Reading Assessment with all grades to plan for instruction (formative assessment) and participate in the Faye Brownlea district inservice during the 2019-2020 school year. • Some teachers are working with Learning Services to implement Daily Five structures within their classrooms • Use of Library time for reciprocal teaching – Grade 4/5 students reading with our K/1 students How will we provide for Staff Development and Collaboration <ul style="list-style-type: none"> • Grade-alike collaborative planning time (for classroom teachers and student services teachers) provided by the Principal and facilitated by learning services staff (Learning Services staff has committed to
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- How will we monitor progress and adjust actions?

being involved in this with us) and our Learning Commons teacher to provide co-planning time for co-teaching experiences within our Learning Commons/Maker Space. The planning time will follow the “Aligning Observable Criteria with Task Design and Evidence Collection” graphic organizer developed and presented by Michelle Ciofitto and Marna McMillan during the 2018 2019 school year.

How will we monitor progress and adjust actions?

- The collaboration time described above will include time for ongoing review of our plan and adjustments to our instruction based on our assessments and ongoing observations of our students (formative assessment).

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.

Since beginning this reading goal in the 2016-2017 school year our interventions have not had as strong an impact as was expected. Next year we will look to focus our interventions more on the three specific interventions specified above along with the use of the co-planning and co-teaching model outlined above.

May 2017

Grade 1 – May 2017			
CBA (classroom-based assessment) Data			
Not yet meeting expectations	Meeting expectations	Fully Meeting expectations	Exceeding Expectations
55%	32%	13%	0%

Grade 3 – May 2017			
CBA (classroom-based assessment) Data			
Not yet meeting expectations	Meeting expectations	Fully Meeting expectations	Exceeding Expectations
21%	24%	32%	23%

May 2018

Grade 1 – May 2018			
CBA (classroom-based assessment) Data			
Not yet meeting expectations	Meeting expectations	Fully Meeting expectations	Exceeding Expectations
41%	32%	9%	18%

Grade 3 – May 2018			
CBA (classroom-based assessment) Data			
Not yet meeting expectations	Meeting expectations	Fully Meeting expectations	Exceeding Expectations
4%	12%	76%	8%

Our rating scale for the 2018-2019 school year changed so comparisons are difficult to make – 25% of our Grade 1 students were ‘emerging’ as readers and 38% of our Grade 1 students were ‘developing’ as readers (62% total)

March 2019


Primary Students – May 2019		
CBA (classroom-based assessment) Data		
Emerging	Developing	Proficient and Excelling
20%	20%	60%

Going forward we will look at Primary Report Card Data along with the Grade 4 FSA data to continue to assess our progress. We will also conduct a student survey to assess attitudes towards reading among our students.


FSA Data collected during the 2018-2019 school year indicated that 29% of our Grade 4 students were 'emerging' readers, 63% were 'on track' readers, and 4% were 'extending' readers.

FSA Data collected during the 2017-2018 school year indicated that 29% of our Grade 4 students were 'emerging' readers, 66% were 'on track' readers, and 6% were 'extending' readers.

Backup Documentation Attached: Graphs showing Primary Report Card and CBA (Classroom-Based Assessment) Data regarding reading and Grade 4 Reading FSA Data.



Data Charts (Report Card & CBA Data).pdf



Alderson FSA Data.pdf

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?

- Analysis of the data and work to determine and articulate our school goal involved teachers, our youth worker, and education assistants during our May and June staff meetings and out April Professional Development Day
- Information about our school goal was provided to our PAC during the June PAC meeting. We believe that parents should have more involvement in this process and plan to survey parents and work to bring them more actively into our school goal conversations next year.
- Our APL will be posted on our school website and will be sent out in our weekly communication to parents in September.

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?

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.

We believe that if we shift our approach towards supporting our students in becoming more self-regulating learners with the intention of empowering them to monitor their own progress and their own learning we will have more of an impact on their achievement in Reading.

Some teachers will be implementing a Daily Five structure within which to teach reading since it focusses heavily on supporting students to become self-regulated readers.

All teachers will be involved in the Faye Brownlea literacy series and her school-wide reading observation assessment during our Professional Development Days.

We believe that as our students become more self-regulated as learners, they will also become more able to participate meaningfully in their self-assessments of the core competencies as they will be more self-reflective learners.

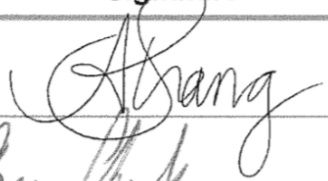
Backup Documentation These conclusions came from staff conversations during our April Professional Development Day, and our May and June Staff meetings.

Signatures

School Name: Alderson Elementary

School Goal: Literacy

School Year: 2019-2020

Title	Name	Signature
Principal	Anita Strang	
Assistant Superintendent	Carey Chute	