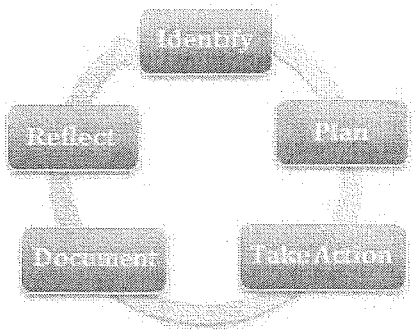
Action Plan for Learning



School Name: Aspenwood Elementary
School Context Link:
School Goal: **1) Competency based learning** **2) Inclusive Education**
School Year: 2018-2019

Goal / Inquiry Student learning	Goal: shifting to a competencies-based curriculum within the context of meaningful inclusion. This year we strive to create an inclusionary model underpinned by reflective and responsive pedagogy. Our aspiration is to become increasingly intentional with nurturing and assessing the curricular competencies. Our goal for our learners is to cultivate higher-level conceptual understanding and to foster deeper, transformational, and transferable learning. The following questions will guide our inquiry: *Competency based learning:* 1) How can we support deeper learning through concept- based and competency-driven approaches? *Inclusion Inquiry:* 2) In striving towards a more inclusionary model, how do we meet the needs of all learners?

Rationale 1-3 reasons for choosing goal	• With the revised curriculum in place, we strive to make pedagogical shifts towards a concept-based, competency-driven approach to learning • Our goal is for students to think deeply and more reflectively through Adrienne Gear's Powerful Understanding Model • Ministry and district encouragement towards universal design for learning

References and sources to support actions	• Works by Faye Brownlie, Leyton Schnellert, Carol Fullerton, Deborah Butler, Jay McTighe on concepts of universal design for learning, backwards design • Shelley Moore's book: One without the Other and website • Adrienne Gear's book: Powerful Understanding
Backup Documentation	CASEL wheel.png Creating Schools and Classrooms Where All Students Belong – Faye Brownlie's SlideShare

	https://curriculum.gov.bc.ca/competencies/social-responsibility

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?	**Continuing Practices** • Learner centric and differentiated • Focus on Engagement of students • Continued focused interventions • Targeted literacy instruction **What we will do differently?** *Inclusion Goal* • Early intervention supports for struggling learners, *Class Review* model and a flexible learning support system that adapts/changes based upon on-going assessment of student development and needs. Hopefully, we will increase our ability to target effective responses by having a dynamic versus static model based on students needs. • Create a Student Services team model where student services teachers are assigned to classes instead of students. We want to shift to a co-teaching model where the student services teacher and classroom teacher work together to support *ALL* learners. We believe that when intervention is focused on classroom support it improves each student's ability and opportunity to learn effectively in the classroom. • Co-teaching Models we want to try, include: -1 teach, 1 support -parallel groups -station teaching -1 small group, 1 small group -teaming • Student Services Team is a part of Shelley Moore's new IEP template focus group. *Competency based learning Goal* • Our goal is for students to learn how to think deeply and more reflectively through Adrienne Gear's Powerful Understanding Model. Students will apply the model as they develop a deeper understanding of themselves, others, and the world. Children's literature will play a pivotal role in anchoring these SEL focused lessons. • To demonstrate deep understanding, learners must be able to show: -How has your thinking developed? Stretched? Been transformed? -How are you different because of what you have learned?" • Our goal is to combine the objectives of CASEL (self-awareness, self-management, social awareness, relationship skills, and responsible decision making) into purposeful literacy instruction. • Focus on what learners can DO rather than what they are expected to know.

	• Shift to a more integrated holistic approach to learning that includes focused attention on the social and emotional development of learners and higher-order thinking skills. **Staff Development and Collaboration** • May school based Pro-D day is focused on organizing the books and resources needed to support Adrienne Gear's Powerful Understanding Model • May Pro-D focused on explaining co-teaching models to support our inclusive support model • September school based Pro-D will focus on creating lessons for our integrated SEL and literacy lessons using backwards design planning and Shelley Moore's planning templates • We will provide time at monthly staff meetings for teachers to collaborate • Our Student Services team and admin. are participants in Shelley Moore's new IEP focus group **Parent Community** • We will share our vision for the 2018-2019 school year with the PAC at the June PAC meeting and will continue to share highlights of our journey with the PAC throughout the year. **Monitoring** • We will use a portion of every staff meeting to reflect and discuss our goal and how we can further imbed it into our daily practice • We will develop a protocol to be used by classroom teachers and learners to gauge the impact of our practices on learners and the community as a whole.
Backup Documentation	rti-trianglel.gif UDL principles.png

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	To be updated in April as we work our way through the planned actions

results, performance standard data, anecdotal evidence, work samples, etc.	
Backup Documentation	

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?	All stakeholders were engaged through collaborative dialogue, and goals were shared, in a variety of venues: • Staff meetings and professional development learning sessions • Teachers attended Adrienne Gear's Writing Power workshop in April and decided they wanted to integrate her Powerful Understanding model into our school goal • May School based Professional Development Day focused on visioning for the 2018-2019 school year • APL will be shared with PAC at June PAC meeting
Backup Documentation	

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?	To be updated in April as we work our way through the planned actions
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Signatures

School Name: Aspenwood Elementary	School Goal: 1) Competency based learning 2) Inclusive education	School Year: 2018-2019

Title	Name	Signature
Principal Vice-Principal	Kevin Akins Shannon Bain	

Assistant Superintendent	Reno Ciolfi	R Ciolfi

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