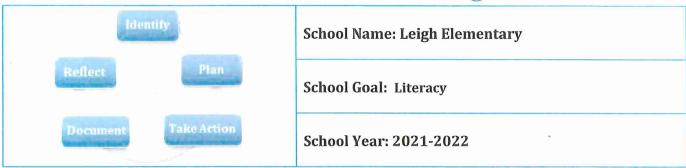
Action Plan for Learning



Goal / Inquiry
Student learning

Self-Regulated Learning: Students will use self-assessment to develop metacognition, to improve literacy achievement.

Rationale

1-3 reasons for choosing goal

Research on assessment emphasizes the importance of students developing reflective language and metacognition in order to engage in effective self-assessment. It is important that, over time, students:

- gain the ability to assess their own strengths/growth
- create realistic and achievable goals
- · construct a clear plan to reach their goals
- · provide examples and evidence of their learning
- revisit previous documentation of self-assessments, where applicable, to monitor their growth

Supporting the Self-Assessment and Reporting of the Core Competencies (BC Ministry of Education, 2017)

When deep student investment exists, the culture of the school and classroom is focused on learning and <u>students use instruction and assessment</u> activities <u>to</u> understand where they are in their learning.

This information leads to action where students <u>strive to thrive</u>—meaning they are taking steps forward in their learning and seeing value, relevance and meaning in their work. Students gain confidence and efficacy in these spaces because they are seeing results. (*Vagle*, 2015)

Definitions:

Metacognition. Metacognition is, put simply, thinking about one's thinking. Metacognition refers to the processes used to plan, monitor, and assess one's understanding and performance. Metacognition includes a critical awareness of:

a) one's thinking and learning and b) oneself as a thinker and learner. Self-Regulated Learning. Lifelong Learners are self-regulating learners (along and with others). Self-regulating learners know how to control their thoughts, feelings, and actions to achieve personal goals and respond to environmental demands. (Zimmerman, 2008)

Social and Emotional Learning (SEL). is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. *(casel.org)*

References and sources to support actions	 Essential Assessment Tom Schimmer Tom Schimmer Assessment Webinar Teaching Students to Self-Assess: How do I help students reflect and grow as learners? Starr Sackstein Grand Conversations Faye Brownlie Continued participation in the District Self-Regulation Learning Labs School Based Support Collaborative Planning Sessions
Backup Documentation	
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?	 Planned Continued Action Using resource staffing to support Literacy learning in Grade K-5 classes, using a blend of in class support with some pull-out as needed. Using Staff Meeting Professional Learning Time and Collaboration time to discuss our self-regulated learning goal at grade level grouping amongst staff (Kindergarten, Grade 1-2, Grade 3-4, Grade 4-5) Working group to support implementation, monitoring, evaluation of Learning Lab Initiatives Debriefing school-wide literacy goal setting as starting to intentionally develop metacognition Planned additional activities School-wide implementation of the EPRA and DART. Using the information to plan for Tier 1, 2, and 3 supports. Discussing assessment and evaluation of literacy concepts, focusing more on area of curricular competencies. Fall and spring assessments. Planning for a variety of self-assessments and goal setting to track and monitor students' abilities and tracking progress. School-wide, Grade-Level and Classroom-based. School-wide team to represented Leigh in the Literacy Focus Group facilitated by Faye Brownlie to share at Pro D and in Collab Time (2020) Parent Communication We will be discussing our goal at PAC meetings, sharing information through newsletters, classroom teachers will be communicating assessment and self-assessment strategies, goals and learning intentions. Student Communication during our student led conferences

Focusing on literacy

Backup Documentation

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.

Students:

In Fall 2020 and Spring 2021, all Leigh Learners were assessed using: K-Gr3. EPRA – District Developed: Early Primary Reading Assessment Gr 4-5 DART – District Assessment of Reading Team Class Review Process – identified students supports: Tier 1, 2, and 3 for literacy, numeracy, social emotional, behaviours

Term Two all teachers were expected to share one self-assessment tool they utilized with the class. Teachers planned and debriefed their instructional plans, learning activities, and outcomes with grade group colleagues during staff meetings. Classroom-Based Self-Assessment Structures.

In 2019/2020 We began co-constructing a new Code of Conduct. We completed this work this year. We will be using the common language as a tool for describing (self-assessing) behaviour and tracking using our behaviour forms.

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?

FSA Reading Comprehension

FSA Writing

FSA Numeracy

<u>Early Primary Reading Assessment and District Assessment of Reading Team</u>
Fall

<u>Early Primary Reading Assessment and District Assessment of Reading Team</u>
Spring

Tier One Supports Fall

Tier One Support Spring



Classroom-Based Structures for Self-Assessment

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?

Recently we completed the Spring CBA process. At our June PD Day we explored, provincial/district data, school-based data, and teacher perspectives. To begin with the theme of attending to all learners — inclusive lens, we revisited the Equity Scan. From there, we reviewed our FSA, MDI, Student Learning Survey data. We also used the grade level outcomes for the CBA and Tier Supports information. We have a hunch that our literacy focus will be further specified to a writing focus.

Primary – Anecdotally shared by teachers administering the assessment, and in the results, it was evident that student's ability to articulate the reading strategies they are using needed strengthening.

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Backup Documentation	

(Delete this section if Literacy is your main goal)

Literacy Data
Attach the following:
Classroom Assessment
School Assessment

EPRA
DART
CBA
Tiered Supports

Signatures

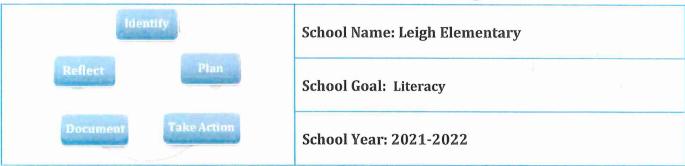
FSA results

School Name:	School Goal: Choose a goal area.	School Year:

Title	Name	Signature
Principal		
Assistant Superintendent	Gerdld Shong	085

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

Action Plan for Learning



Goal / InquiryStudent learning

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Rationale

1-3 reasons for choosing goal

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Parent Communication

Time (2020)

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- Student Communication during our student led conferences Focusing on literacy

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Classroom-Based Structures for Self-Assessment

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Backup Documentation	To the second of	

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Signatures

School Name:	School Goal: Literacy	School Year: 2021-2022

Title	Name	Signature
Principal	Andrea Hunter	Colunter
Assistant Superintendent	Geald Shong	M/S