Action Plan for Learning

Identify Reflect Plan Document Take Action	**School Name:** Leigh Elementary
	School Goal: Literacy
	School Year: 2021-2022

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 understand where they are in their learning</u>.
	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	Students:
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.	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	**FSA Reading Comprehension** **FSA Writing** **FSA Numeracy** **Early Primary Reading Assessment and District Assessment of Reading Team Fall** **Early Primary Reading Assessment and District Assessment of Reading Team Spring** **Tier One Supports Fall** **Tier One Support Spring**
• 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?	
	Classroom-Based Structures for Self-Assessment
Backup Documentation	

Reflection Highlights	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.
• 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?	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. Intermediate - Anecdotally shared by teachers administering the assessment, and in the results, it was evident that students needed to strengthen their ability to

	metacognitively use strategies the deepen their thinking about text (comprehension). The ability to form connections was noted. Through our collaborative times, staff meetings, and professional development, the continued intention to develop and strengthen metacognitive skills became the focus of our work – goal setting, learning, reflecting and sharing. A survey for staff was created be share our growing knowledge and next steps. Next steps are the CBA in the fall. Further refine our class review process to have teachers report out on tiered supports for reading and writing. Our staff survey for staff will be used again in the spring to reflect on our work as we transition to the new APL format next year.
Backup Documentation	

(Delete this section if Literacy is your main goal)

Literacy Data Attach the following: • Classroom Assessment • School Assessment • FSA results	**EPRA** **DART** **CBA** **Tiered Supports**

Signatures

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

Title	Name	Signature
Principal		
Assistant Superintendent	*Gerald Shong*	

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

Action Plan for Learning

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	School Goal: Literacy
	School Year: 2021-2022

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 understand where they are in their learning.</u> 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)*

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• How will we involve parents?
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Signatures

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

Title	Name	Signature
Principal	Andrea Hunter	*[signature]*
Assistant Superintendent	Gerald Shong	*[signature]*