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| **Action Plan for Learning** | |
|  | **School Name: Moody Elementary School** |
| **School Goal: Literacy** |
| **School Year: 2016-2017** |

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| Goal / Inquiry  Student learning | To increase the percentage of students who are meeting expectations in reading in order to build student self-confidence and set students up for success. |

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| Rationale  1-3 reasons for choosing goal | * Reading fluency and comprehension has been a concern for years. The 2011 APL, for example, notes this, in addition to concerns about the number of Grade 5 students not yet meeting expectations in reading. * 22% of our students have been identified as being significantly below grade level in reading. These students require extensive daily interventions. * 36.5% of our students are learning English as an additional language. 18% of these students require extensive daily literacy interventions. |

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| References and sources to support actions | * EF time dedicated to the development of a school-based T&E Centre * FastForward training for Student Services teachers * District T&E Centre resources, PD and support * Computers in classes and available laptops and iPads with assistive technology and reading programs (e.g. RazKids) |
| Backup Documentation |  |

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| 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:   1. Tier 3 daily intervention in Grade 3-5 (school-based T&E Centre): we are entering into year 2 of the development of a school-based T&E Centre program. As part of the program, we will continue inquiry into how the use of online reading programs such as FastForward, Reading Assistant, and MindPlay can support our goal. 2. Targeted support: early intervention and literacy learning support is being provided through a combination of support models. 3. Collaboration time: optional opportunities are available for teachers to collaborate together. 4. Technology and learning resources: For example, RazKids/Headsprout has been used by whole classes, and levelled readers and library materials are available.   What will we do differently?   1. Continued Tier 3 support development: continue the development of our school-based T&E Centre program by adding/changing aspects of the program to increase outcomes. 2. Team-teaching: add a layer of support focused on inquiry-based learning involving the teacher-librarian working with classroom teachers in a collaborative (team-teaching) model. 3. Increased collaboration opportunities: allow teachers additional opportunities to choose to collaborate during school time by scheduling prep time coverage by grade group. 4. Parent support: involve more parents by increasing our home reading supports.   How will we monitor progress and adjust actions?   1. DRA levels to adjust the program for individual students. 2. Teacher judgment. |
| Backup Documentation | FastForward and Reading Assistant: <http://www.scilearn.com/>  MindPlay: <http://mindplay.com/>  RazKids/Headsprout: <https://www.raz-kids.com/>  Inquiry model: <http://bctf.ca/bctla/pub/index.html#points> |

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| 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. | Planned Documentation:  1) Beginning and end-of-session data collection using the DRA.  2) Classroom Assessments Based on Teacher Judgment (based on BC Performance Standards) May 2017. |
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| 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? | We engaged and shared our APL with our school community through   * Staff: staff meetings, focus groups, SBT meetings, Pro-D * Parents: Newsletter, PAC meeting, web page * Students: class discussions, assistive technology use, and reflection and assessment |
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| 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? | This year our Student Services teachers were trained in the use of FastForward to improve student literacy skills. For some students, this resulted in a gain of two years as measured by the DRA (level 24 to 40). For other students, additional strategies will be needed as we continue to develop our school-based T&E Centre program. |
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| Goal #2 / Inquiry  Student learning | To grow students’ self-awareness and personal management reinforcing self-regulation skills and ensuring all students thrive at school. |

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| Rationale  1-3 reasons for choosing goal | 1. Developing self-regulation skills will enhance student achievement and reduce barriers to learning. 2. Fostering student voice in the classroom builds self-awareness and strengthens readiness to learn. 3. Building capacity as self-reflective learners enhances students’ ability to reach individual potential. 4. Student self-assessment and teacher observation highlights both growth and the need to continue developing self-regulation skills in our school. |

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| References and sources to support actions | * Staff Self-Regulation learning team collaborations and professional readings   Calm Classroom Framework |

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| 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? | * Our continuing practice in the domain of self-regulation is supported by the progress staff has noticed from the past year’s practice. * We will make better use of teacher schedules and prep times to allow for more collaboration between like grade levels. * Our monthly newsletter will include a self-regulation information piece for parents * Intensify a focus on developing tools in the emotional, behavioural and academic domains of self-regulation * Develop student voice and involvement (student leadership) * Develop daily school wide program (Zones and Calm Classrooms)together with planner monthly focuses (breathing/exercise/sound/calm classrooms) * Develop and teach language in the emotional and behavioural domain (Zones of Regulation) * Encourage student problem-solving and reflection * Scaffold the use of environment, tools and language in the school environment both at work and play |
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| 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? | This year we focused on the physical environment, and sensory tools and spaces. We looked at emotional language but, it was not used school wide. We have begun to look at a variety of SEL programs and have had many discussions about “what fits our school and community.” This coming year our Self-Regulation focus will be more cohesive and school wide with an academic approach included. |
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Signatures

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| School Name: Moody Elementary School | School Goal: Literacy | School Year: 2016-2017 |

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| Submitted by School Planning Council: | | |
| Title | Name | Signature |
| Principal | **Deidre James** |  |
| Parent | **Alicia Purvis** |  |
| Parent | **Kirsten Gerllays** |  |
| Parent | **Heather Skipworth** |  |
| **Recommended by Assistant Superintendent:** | | |
| Assistant Superintendent | **Reno Ciolfi** |  |
| **Board and Superintendent Approval:** | | |
| Board Chair | Judy Shirra |  |
| Superintendent | Patricia Gartland |  |

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