|  |  |
| --- | --- |
| **Action Plan for Learning** | |
|  | **School Name: Moody Elementary School** |
| **School Goal: Literacy** |
| **School Year: 2018-2019** |

|  |  |
| --- | --- |
| Goal #1 / 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. |

|  |  |
| --- | --- |
| Rationale  1-3 reasons for choosing goal | * Reading fluency and comprehension has been a concern for over a decade, as evidenced by earlier Action Plans for Learning. * 47% of our students were not yet meeting expectations in reading as of September 2017. Just under half of these students continue to require daily literacy interventions as of May 2018. * 38% of our students are learning English as an additional language. 19% of these students require extensive daily literacy interventions. * 31% of our Grade 4 students report never reading for fun outside of school. |
| References and sources to support actions | 2017-18 School Reading Data, September 2017 and May 2018  MDI Grade 4 – Moody Elementary 2017/2018 School Report |
| 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? | Continuing Practices:   1. Daily 5 / CAFE: we will continue the voluntary implementation of these reading instructional approaches in classrooms. 2. Technology and learning resources: RazKids/Headsprout have been provided through PAC support for use by whole classes separately and as part of Daily 5. iPads are available in most classrooms and we have available Surface Pros. Levelled readers and library materials are available for use. 3. Targeted support: we will continue to provide early intervention and literacy learning support through a combination of support models. 4. Tier 3 daily intervention in Grade 3-5 (school-based T&E Centre): we are entering into year 4 of the development of a school-based T&E Centre program. 5. Professional learning and collaboration: opportunities continue to be available for teachers (learning team, PD Days, staff meeting time, etc.). 6. Whole-school literacy activities: we will continue to collaborate with public library staff on programs and promotion to foster student reading engagement.   What will we do differently?   1. Add additional Daily 5 resources through expansion of our levelled reader collection and improved organization of other print materials. 2. Begin planning for the implementation of the competency-based IEP system to better support student-centered and strengths-based planning and assessment.   How will we monitor progress and adjust actions?   1. DRA/PM Benchmark levels to adjust programs for individual students. 2. Teacher judgment. | |
| Backup Documentation | FastForward and Reading Assistant: <https://www.scilearn.com/products/fast-forword>  RazKids/Headsprout: <https://www.raz-kids.com/> | |
|  |  | |
| 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? | | In the 2017-18 school year, reading continued to be an intense focus. 11 teachers collaborated on a BCTF Teacher Inquiry Program inquiry project, co-sponsored by SD43, on the implementation of Daily 5 and CAFE. Daily 5 is a framework for structuring literacy instruction with an emphasis on differentiation and self-regulated learning. CAFE is an acronym for Comprehension, Accuracy, Fluency, and Expand Vocabulary and is a system of strategies and goal setting. This inquiry led to increased collaboration and the infusion of the Daily 5 and CAFE frameworks throughout the school. The classroom structure was supported by tiered and targeted intervention and support, and the continued use of online programs and assistive technology. Ongoing formative assessment was a trend throughout all aspects. 2017/18 Results: By May 2018, 71% of our students were meeting expectations in reading. This represents an 18% increase in the number of students meeting expectations as compared to September 2017 and provides a baseline for continued work.100% of our Grade 4 students reported that they feel they are getting better at reading (60% strongly agree; 40% agree). |
| Backup Documentation | | Daily 5/CAFE professional inquiry reflection video: <https://youtu.be/dU2dQ_Wh8Mw>  2017-18 School Reading Data, September 2017 and May 2018  Ministry Grade 4 Student Learning Survey Results – Moody Elementary |

|  |  |
| --- | --- |
| Goal #2 / Inquiry  Student learning | To grow students’ self-awareness and personal management reinforcing self-regulation skills and ensuring all students thrive at school. |
|  | |

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

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

|  |  |
| --- | --- |
| 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? | Continuing Practices:   1. SD43 Self-Regulated Learning Initiative: we will continue our involvement in the pilot school project (year 4). 2. Daily school wide program (Zones of Regulation, Calm Classrooms, Executive Functioning) and breathing/exercise/sound/calm classrooms: we will continue our “Daily Calm” announcement every morning and a silent reading program after lunch break to help students be “ready to work”. 3. Zones of Regulation and Executive Functioning (Sarah Ward) tools and language: we will continue to develop tools, e.g. “Get Ready, Do, Done”, and teach language in the emotional and behavioural domain. We will continue to work with Anna Lenarczyk and Lynda Swain with a focus on whole body listening, focus, attention, and organization. 4. Classroom design and seating: we will continue re-working classroom spaces to include a variety of seating and table sizes/arrangements, e.g. family-style seating, moveable white board tables (Student Services room). 5. Learning space self-regulation options: we will continue to provide a sensory room along with sensory options and tools (e.g. Lego Wall, stepper, etc.) and a chart for student self-selection of supports in every formal learning space. 6. Hallway sensory installations: we will continue to provide soft, interesting and/or moveable materials and fabrics in hallways for calming and/or engaging touch. 7. Student voice and leadership: we will continue to develop student voice and involvement (student leadership group). 8. Communication: we will continue to include a self-regulation information piece for parents in our monthly newsletters.   What will we do differently?   1. Develop a dedicated outdoor classroom.   How will we monitor progress and adjust actions?   1. Ministry Grade 4 Student Learning Survey and MDI 2. Observational data: office referrals, student voice at leadership group |
| 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? | Our continuing practice in the domain of self-regulation is supported by the progress staff has again noticed from the past year’s practice. We have worked to encourage student problem-solving and reflection, and to scaffold the use of environment, tools and language in the school environment both at work and play. This year, we again continued to make environmental changes and to provide sensory tools along with language and choice associated with the tools. We also added structures and tools for executive functioning, using some of the work by Sarah Ward with the support of Learning Services and our partners in the Self-Regulated Learning Initiative. 2017-18 Results: When Grade 4 students were asked to self-assess their own skill level in a variety of areas, 96% reported having high- or medium-level skills associated with self regulation (long term) and 97% reported the same for self regulation (short term). Further, 100% of our Grade 4 students reported that they are learning how to solve problems in peaceful ways (68% all the time; 29% most of the time; 4% sometimes). |
| Backup Documentation | MDI Grade 4 – Moody Elementary 2017/2018 School Report  Ministry Grade 4 Student Learning Survey Results – Moody Elementary |

|  |  |
| --- | --- |
| 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. | For evidence of change in 2017-18, see the Reflection Highlights under each goal.  Planned Documentation for 2018-19:  1) Beginning and end-of-session data collection using the DRA or PM Benchmarks (September 2018 and May 2019)  2) Ministry of Education Grade 4 Student Learning Survey  3) Middle Years Development Instrument (MDI) |
| 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? | We will share our APL with our school communities as follows:   * Staff engagement: staff meetings, email communication, Pro-D * Parent engagement: Newsletter, PAC meeting, web page * Student engagement: class discussions, reflection, assessment |
| Backup Documentation |  |

Signatures

|  |  |  |
| --- | --- | --- |
| School Name: Moody Elementary School | School Goal: Literacy | School Year: 2018-19 |

|  |  |  |
| --- | --- | --- |
| Submitted by School Planning Council: | | |
| Title | Name | Signature |
| Principal | **Deidre James** |  |
| Parent | **Alicia Purvis** |  |
| Parent |  |  |
| Parent |  |  |
| **Recommended by Assistant Superintendent:** | | |
| Assistant Superintendent | **Reno Ciolfi** |  |
| **Board and Superintendent Approval:** | | |
| Board Chair | Kerri Palmer Isaak |  |
| Superintendent | Patricia Gartland |  |
| Print this page, have it signed by School Planning Council, scan it and attach it here |  | |