Action Plan for Learning

	School Name: RC MacDonald Elementary School
	School Goal: Literacy
	School Year: 2020-2021

Goal / Inquiry Student learning	To increase student literacy across the curriculum by focusing on assessment practices.

Rationale 1-3 reasons for choosing goal	- Assessments show that while many RC MacDonald students are reading and writing at or beyond age and grade level expectations we also have students who require supports for their learning needs and can still improve. We can work towards most diligent use of class reviews and nimble student services co-planning supports throughout the year. - We can continue to improve the exposure students have to a variety of literacy experiences as well as a variety of text formats (similar to the new Literacy 10 Assessment) across the redesigned curriculum including: indigenous perspectives, SOGI, and cross curricular literacy assignments. - Assessments for the redesigned curriculum are shifting to meet the need to determine the depth of understanding rather than recitation of facts and knowledge. Students are learning self-assessment and teachers are developing triangulation of evidence for their assessments.

References and sources to support actions	Shelley Moore: https://blogsomemoore.com/about/ Tom Schwimmer: https://tomschimmer.com/ Faye Brownlie: http://fayebrownlie.ca/
Backup Documentation	**FSA , MDI, Classroom Assessments, ELA, CHEQ,EPRA/DART**

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?	**What is working well?** - Class review process - Flexible student services model (combination of pullout and in class supports) - Lexia for ELL and struggling readers - Participation in literacy events such as Readers Theatre, Coquitlam Public Library Reading Link Challenge, SD43 Public Speaking, Scholastic Book Fair initiatives - Engaging learning commons, access to technology, access to e-books - Increase teacher collaboration time - Support from SD43 Literacy Team for EPRA/DART **What will we do differently?** - Continue with dedicated scheduling of teacher collaboration time - Re-think how we complete school wide assessments in a meaningful way

	- Continue to timetable direct skill development teacher support separated from LA/ELL - Continue to review our home reading programs across grade levels and our targeted interventions for struggling readers to look for additional strategies **How will we plan for staff development and collaboration?** - Engage in three SD43 Focus Days of Learning - Build regular teacher collaboration time into the timetable as well as the staff meeting and school based pro d day times **How will we involve parents?** - Parents participate in Scholastic Book Fairs, Literacy Fair, Home Reading programs paper and online, Lexia, Conferences, Learning Fair **How will we involve students?** - Students practice literacy skills daily across curricular subjects - Students practice self-assessment for literacy, challenge themselves to increase the depth of their learning (Bloom's Taxonomy) - Students will be participating in Home Reading, Reading Link Challenge DEAR week and Conferencing and Learning Fair. **How will we monitor progress and adjust actions?** - More time given to articulation between teachers - More time given to class review process - Second attempt at implementing EPRA/DART school wide - Student Services team directly checking in and talking to teachers and parents 6 times per year (twice a term: late Sept., late Oct. early Jan., late Feb., April, June) checking in to see how students are faring in: reading, writing, math and taking time to problem solve and try new strategies for those that are not demonstrating growth.
Backup Documentation	Class Reviews 2019-2020, EPRA/DART 2019-2020, Attending Faye Brownlie Series, timetable adjusted for improved Teacher Collaboration, explored multiple online practice- Raz kids, IXL, Epic

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.	**Student Service Initiatives** -My Education IEP (Shelley Moore) -Class reviews (Faye Brownlie) - Library shifted to be a learning commons - Self-regulation classroom , SD43 Self Reg Team support **Assessment Initiatives** - supported FreshGrade and Teams platforms - student engagement in conferencing -student self-assessment strategies increased -Report card shift = assessment practices shift -gradeless - School wide literacy assessment in Fall – Spring not completed due to COVID19 **Curricular Initiatives** -incorporated indigenous learning with theme Story of Us, Orange Shirt Day, Terry Fox Fundraising -transformed library to Learning Commons (SD43 Librarians) - Lexia across the school for students with identified learning needs - Zones of Regulation across the school -Sphero Elementary School **School Culture/Extracurricular** - added extra curriculars to school life: Do What U Love programs, Brix4Kids, LunchBox Theatre, volleyball, basketball teams. -Continued Track & Field, Como Lake Relays, School Runs -increased student voice with student -initiated spirit days and Me2We projects **Parent Initiatives** Welcome Back BBQ, Christmas Pancake Breakfast, Hip Hop Week, School Dance, Scholastic Book Fairs
Backup Documentation	RC Mac APL 2020-2021 Sway Document

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?	**Teacher Padlet April/May** -what's working well? -what is missing? -where to next? **Staff discussion June** - determining a theme for 2020-2021 school year that supports the Tree Canada Grant **Shared with Parents** -PAC meeting, newsletter, website **Team Lead Discussions and Meeting Minutes** **Potential Book for school theme 20-21 "From Tree to Sea" identified
Backup Documentation	Records of staff surveys, discussions over Spring 2020

Reflection Highlights	Where are we now?
- 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?	-Shifted how we share technology -exponential learning on FreshGrade , Teams and Office365 platforms, increased knowledge and experience with web based learning resources and tools -organized teacher resources differently in the school to allow easier access - Building from previous professional development experiences for Literacy: Adrienne Gear, Dawn Reitag, Kanta ELL, and others. - learning from resident LIT teacher on site for three weeks in June. **What are patterns emerging?** -assessment practices and shifts are key -flexible but reliable student supports are key -meaningful data will anchor our work - FSA results show that numeracy skills can be improved. -MDI results show an increase in vulnerable students at the school- will be our grade 5 group next year- more SEL needs. **What surprised you?** -The amount of additional professional development initiatives undertaken within the teams, separate from the overall school goal of literacy and assessment -The desire to complete meaningful assessments across the school and the urgency to create ways to do so without impacting regular student support schedules - Continued parent/student desire for additional and varied programs outside of classroom for students -The need for more specific and directed work with student supports and how to tie that with assessment data and with technology. **Next Steps** -aspire towards excellence and knowing what is still in need of improvement - working towards current assessment practices as identified in the research -working towards best practices with technology and staffing to support students -continue to enhance school culture through extracurricular activities
Backup Documentation	FSA, MDI, CHEQ

Signatures

| School Name: RC MacDonald Elementary | School Goal: Literacy | School Year: 2020-21 |

Title	Name	Signature
Principal	**Theresa Roberts**	*Roberts*
Assistant Superintendent	**Gerald Shong**	

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