

Action Plan for Learning

	School Name: Alderson Elementary
	School Goal: Literacy
	School Year: 2020-2021

Goal / Inquiry Student learning	To enhance our students' engagement in literacy (reading and writing) by focusing on two English Language Arts Big Ideas: <i>“Language and story/text can be a source of creativity and joy.”</i> and <i>“Playing with and using language in creative and playful ways helps us discover and understand how language works.”</i>
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Rationale 1-3 reasons for choosing goal	<ul style="list-style-type: none"> • This is a continuation of the literacy goal from the 2019-2020 school year with a shift in focus that we think is both important and more achievable should students continue to need to work partially from home during this school year. • School based data indicates that currently 5% of our students are 'Emerging' and 27% are 'Developing' readers (see graphs attached below). • 44% of our Grade 4 students are 'emerging' readers according to the 2019-2020 FSA data (see graphs attached below). • During Library book exchange many of our intermediate students do not borrow books
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References and sources to support actions	During the May and June staff meetings we analyzed our progress towards our goal in Reading and determined that we would continue in the area of Literacy with a shift to looking more carefully at student motivation for reading and other literacy activities. While according to report card data and teacher assessments, most of our Intermediate students are “proficient” or “extending” in literacy areas, many have not developed an appetite for reading and so don't choose to read. Our FSA data shows that many of our students are not comprehending what they read. We believe that by promoting a passion for reading our students will be come more invested in what they read which will improve their comprehension.
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Backup Documentation	We will assess our progress using <ul style="list-style-type: none"> • Report Card Data • FSA Data • Data from Faye Brownlea's Reading assessment
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Planned Actions Continuing practices working well (1-3) <ul style="list-style-type: none"> • What will we do differently? (1-3) 	Things we will do differently: <ol style="list-style-type: none"> 1. Use and collaborative analysis of Faye Brownlea's Reading Assessment with all grades to plan for instruction (formative assessment) and participate in the Faye Brownlea district inservice during the 2020-2021 school year.
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- 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?

2. Student Self-assessment will be a specific focus. School-wide focus on self-assessment of the Core Competencies with a specific focus on Personal and Cultural Identity.
3. Our Library book exchange next year will be done collaboratively with the Teacher Librarian and the classroom teacher (rather than using this as teacher preparation time)

How will we provide for Staff Development and Collaboration

- Grade-alike collaborative planning time (for classroom teachers and student services teachers) provided by the Principal and facilitated by learning services staff (Learning Services staff has committed to being involved in this with us) and our Learning Commons teacher to provide co-planning time for co-teaching experiences within our Learning Commons/Maker Space. The planning time will follow the “Aligning Observable Criteria with Task Design and Evidence Collection” graphic organizer developed and presented by Michelle Ciofitto and Marna McMillan during the 2018-2019 school year.

How will we monitor progress and adjust actions?

- The collaboration time described above will include time for ongoing review of our plan and adjustments to our instruction based on our assessments and ongoing observations of our students (formative assessment).

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.

Since beginning this reading goal in the 2016-2017 school year our interventions have not had as strong an impact as was expected. Next year we will look to focus our interventions more on the three specific interventions specified above along with the use of the co-planning and co-teaching model outlined above. (This data was not updated for May of 2020 due to our inability to collect this data during COVID19).

May 2017

Grade 1 – May 2017			
CBA (classroom-based assessment) Data			
Not yet meeting expectations	Meeting expectations	Fully Meeting expectations	Exceeding Expectations
55%	32%	13%	0%

Grade 3 – May 2017			
CBA (classroom-based assessment) Data			
Not yet meeting expectations	Meeting expectations	Fully Meeting expectations	Exceeding Expectations
21%	24%	32%	23%

May 2018

Grade 1 – May 2018			
CBA (classroom-based assessment) Data			
Not yet meeting expectations	Meeting expectations	Fully Meeting expectations	Exceeding Expectations
41%	32%	9%	18%

Grade 3 – May 2018			
CBA (classroom-based assessment) Data			
Not yet meeting expectations	Meeting expectations	Fully Meeting expectations	Exceeding Expectations

4%	12%	76%	8%
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Our rating scale for the 2018-2019 school year changed so comparisons are difficult to make – 25% of our Grade 1 students were ‘emerging’ as readers and 38% of our Grade 1 students were ‘developing’ as readers (62% total)

March 2019

Primary Students – May 2019 CBA (classroom-based assessment) Data		
Emerging	Developing	Proficient and Excelling
20%	20%	60%

Going forward we will look at Primary Report Card Data along with the Grade 4 FSA data to continue to assess our progress. We will also conduct a student survey to assess attitudes towards reading among our students.

FSA Data collected during the 2018-2019 school year indicated that 29% of our Grade 4 students were ‘emerging’ readers, 63% were ‘on track’ readers, and 4% were ‘extending’ readers.

FSA Data collected during the 2017-2018 school year indicated that 29% of our Grade 4 students were ‘emerging’ readers, 66% were ‘on track’ readers, and 6% were ‘extending’ readers.

Backup Documentation

Attached: Graphs showing Primary Report Card and CBA (Classroom-Based Assessment) Data regarding reading and Grade 4 Reading FSA Data.

[Alderson Report Card Data:](#)



Report Card Data.pdf

[Alderson FSA Data:](#)



Alderson FSA Data.pdf

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?

- Analysis of the data and work to determine and articulate our school goal involved teachers, our youth worker, and education assistants during our May and June staff meetings and out April Professional Development Day
- We would like to increase parental awareness and involvement in the APL process. We will survey parents and work to bring them more actively into our school goal conversations next year.
- Our APL will be posted on our school website and will be sent out in our weekly communication to parents in September.

Reflection Highlights

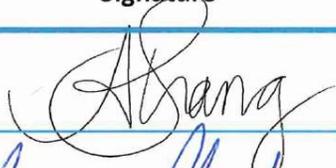
- Where are we now?

Currently we remain concerned about our students’ literacy development based on our data collection. We are looking critically on our selected interventions and have come up with an action plan to address our concerns.

<ul style="list-style-type: none"> • What are some patterns emerging? • What surprised you? • What conclusions / inferences might you draw? • How does this inform potential next steps? 	<p>We believe that if we shift our approach towards interest in culture and family we are hoping to increase interest in reading and literacy activities. By increasing student interest in reading and literacy activities we believe that our literacy data will improve. We also believe that a heavier focus on student self-assessment will impact our results.</p>
<p>Backup Documentation</p>	<p>These conclusions came from staff conversations during our May Professional Development Day, and our May and June Staff meetings.</p>

Signatures

<p>School Name: Alderson Elementary</p>	<p>School Goal: Literacy</p>	<p>School Year: 2020-2021</p>
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<p>Title</p>	<p>Name</p>	<p>Signature</p>
<p>Principal</p>	<p>Anita Strang</p>	
<p>Assistant Superintendent</p>	<p>CAREY CHUTE</p>	