

Action Plan for Learning

	<p>School Name: Ranch Park Elementary</p> <hr/> <p>School Context Link: Intellectual</p> <hr/> <p>School Goal: Literacy</p> <hr/> <p>School Year: 2019-2020</p>
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Goal / Inquiry Student learning	To increase student achievement in Literacy with a focus on developing students' enthusiasm towards the writing process.
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Rationale 1-3 reasons for choosing goal	<ul style="list-style-type: none"> • Our previous year has shown success in student's use of writing conventions. • Our teachers have noticed that students struggle when presented with a writing prompt or creative writing task. • Our data shows growth in general literacy, so we would like to go deeper with student skill development.
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References and sources to support actions	<ul style="list-style-type: none"> • Faye Brownlie workshops and consultation • Dr. John Hattie – research on the efficacy of "the collective belief of teachers in their ability to positively affect students" • https://curriculum.gov.bc.ca/competencies • https://curriculum.gov.bc.ca/curriculum/whats-new/english-language-arts
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Backup Documentation	
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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) • 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? 	<ul style="list-style-type: none"> • Use of "butterfly interviews" – in process conversations that build student confidence while maintaining flow in their writing and reading • Building teacher routine of demonstrating writing process and sharing the metacognitive process behind their writing • Continued reinforcement of building blocks such as phonemic awareness • Helping students explore personally meaningful writing through demonstrations, discussions and support • Continue exploring team teaching • Host and post Writer's Workshops (strategies) for parents to support students at home and in school • A staff member (department head) has taken on the role of champion to: <ul style="list-style-type: none"> ○ Promote and enhance enthusiasm for writing through mentoring, team teaching, coaching, observation and lesson development. ○ Provide students writing opportunities and teach strategies ○ Provide professional development for staff during staff meetings and collaborative sessions • Monitor progress through <ul style="list-style-type: none"> ○ Broadly assessing student enthusiasm for the writing process. ○ Choose 3 students from each class who are in different places in their learning. Document their growth in enthusiasm towards the writing process.
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<p>Documentation of learning Key evidence of change</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • FSA Scores in Writing • Teacher Observation and assessment • Student exemplars • Freshgrade
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<p>School Community Engagement Process</p> <ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> ○ Staff are very excited about working with Faye Brownlie this coming year to further develop student enthusiasm towards the writing process. The first session produced many thoughtful conversations that have continued at school. ○ Shared and discussed with PAC ○ Parent participation during student led conferences ○ Weekly newsletter to share literacy at home skills
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Backup Documentation	
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<p>Reflection Highlights</p> <ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • Presently: Year 5 of Literacy as a Goal. Confident in our students' fundamental literacy skills, and enthusiastic about our next steps. • We are curious about what we will learn from Faye Brownlie, from our self reflection and from observing our students' growth. <p>Other notes:</p> <ul style="list-style-type: none"> • While our students are showing growth in literacy, we are noticing a gap in math skills (reflected in FSA results). As we wrap up our final year of the literacy plan, we are planning to look at how we can assess and develop students' mathematical thinking skills. • From the MDI survey (grade 4), we noticed that a number of students report that they do not get the recommended sleep for their age. We also noticed a concern around physical conflict. These will figure in our planning for the next year.
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Backup Documentation	
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Signatures

School Name: Ranch Park	School Goal: Literacy	School Year: 2019-2020
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Title	Name	Signature
Principal	Mr. R. Killawee	
Assistant Superintendent	Mr. G. Shong	