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| **Action Plan for Learning** | |
|  | **School Name: Ranch Park Elementary** |
| **School Context Link: Intellectual** |
| **School Goal: Literacy** |
| **School Year: 2017-2018** |

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| Goal / Inquiry  Student learning | To increase student achievement in Literacy with a focus on writing conventions |

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| Rationale  1-3 reasons for choosing goal | * After reviewing our former literacy goal and recognizing the growth and success, staff recommended our focus should now be directed towards writing, in particular writing conventions |

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| References and sources to support actions | * Adrienne Gear, Writing Power * 6 + 1 Traits of Writing * Trait Crate * <https://curriculum.gov.bc.ca/competencies> * <https://curriculum.gov.bc.ca/curriculum/whats-new/english-language-arts> |
| 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? | * Early Intervention * Implementation of RTI model to support learners at all levels * Class Review Model (revisited each term and used as overview) * Re-organization of learning support (in-class and pull-out) based on student assessments and needs (each term) of writing with the classroom and student services teachers * 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 as champion to:   + Promote and enhance the Writing Power program through mentoring, team teaching, coaching, observation and lesson/unit plan development.   + Provide teachers with support with use of current assessment practices and criteria   + Provide students writing opportunities and teach strategies   + Provide professional development for staff during staff meetings and collaborative sessions * Research Apps and programs for the new iPads we received |
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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. | * Class Review Term Summaries * FSA Scores in Reading, Writing and Numeracy * School Wide Writes in Fall and Spring * Teacher Observation and assessment * Classroom Assessment Based on Teacher Judgement * Student exemplars * Freshgrade |
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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? | * Engagement: Staff reviewed current APL on a Pro D Day and agreed to change our goal and focus for the next school year. Parent community also agreed upon changing the goal. * Sharing of Goal: Consistent referrals to goal during staff meetings and pro d days. Goal is posted on school web site and shared in our beginning of the year newsletter. * Parent participation during student-led conferences * Weekly newsletter will include writing strategies |
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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? | * Presently: Year 3 of Literacy as a Goal. Change in focus to writing (conventions) * We will continue to work on developing a common language from kindergarten to grade 5 * Common language is being developed with staff and students * Continue with same format (resource, framework) next year |
| Backup Documentation |  |

Signatures

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| School Name: Ranch Park | School Goal: Literacy | School Year: 2016-2017 |

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| Title | Name | Signature |
| Principal | **Mr. D. Hutchinson** |  |
| Assistant Superintendent | **Mr. G. Shong** |  |

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