

Action Plan for Learning

	School Name: Riverview Park Elementary
	School Goal: Literacy
	School Year: 2021-2022

Goal / Inquiry Student learning	<p>Over the course of 2020-2021, we continued to focus on student writing skills by incorporating Excellence in Writing across classrooms; our Student Services teachers worked to support classroom teachers in the implementation and ongoing use of this resource. Due to COVID, everyone’s increased comfort level with technology and our inclusive mobile lab approach made it very easy for teachers to provide technology to specific students who were in need of this adaptation. The move to remote learning last year allowed us to capitalize on a number of technologies that we are finding helpful to student progress and output in the area of literacy development.</p> <p>As an extension to our focus on writing, a look at some of our recent data suggests we need to focus on the reading component of literacy as well. As a school, we already place a significant focus on early reading skills and feel it would be appropriate to document and build on this focus in our APL.</p> <p>Goal To increase the number of students K-5 fully meeting grade level expectations in the aspect(s) of reading comprehension, specifically the ability to make connections to text.</p> <p>Objective 1: The number of students in K-5 will improve their reading comprehension skills and improve in their ability to make meaningful connections to text.</p>
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Rationale 1-3 reasons for choosing goal	<p>As an APL Committee, we met in the Spring and felt that students were decoding successfully, largely at grade-level, but that comprehension of reading was not as strong as we would like it to be. Teachers were finding students were having difficulty making connections to text. This was observed by many classroom teachers, across Primary and Intermediate, in regular classroom instruction, but was also evident during our School-Wide Classroom Based Assessments which we do for all classrooms 2 x per year.</p>
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References and sources to support actions	<ul style="list-style-type: none"> • FSA Results for the 2020-2021 school year indicate that we are doing well with respect to our writing and that we have a larger proportion of students not yet meeting in reading (by comparison). • Teacher reporting on reading – this has been an identified area of recommended focus for Collaborative Goals and Next Steps for many students in term reporting • All classes participated in grade-wide reading assessments in the Fall of 2020, conducted by our Student Services Team (materials provided by District Learning Services); results of these assessments became the focus of
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	<p>determining class goals (class review process); this process also informed our allocation of Student Services time to each division</p> <ul style="list-style-type: none"> • Classroom-based assessments were also administered in the Spring; results of post-assessments became the focus of class building for the upcoming school year and preliminary plans regarding allocation of Student Services support • More extensive diagnostic reading assessments for students as needed (PM Benchmarks, Fountas and Pinnell, etc.)
Backup Documentation	

<p>Planned Actions</p> <p>Continuing practices working well (1-3)</p> <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? 	<p>Continuing Practices</p> <ul style="list-style-type: none"> • Direct services based on student needs as identified by teachers • Early intervention (and diagnostic assessment) for those students showing challenges in early reading skills • Full-service model of support (Student Services Teacher assigned to each division to support the range of learner needs – e. g., learning assistance, EAL, LD, etc.) • Continuing to implement technology (or additional adaptations) to provide options for students to demonstrate their learning • Access to mobile laptop and iPad carts <p>Doing Things Differently</p> <ul style="list-style-type: none"> • Continued implementation of Excellence in Writing Program; a more extensive implementation of this intervention took place this past school year; our Student Services teachers, administration, and classroom teachers received additional training in the use of this strategy and how it is implemented in a regular classroom context • Student Services teachers are assigned to support divisions and this was a focus of co-teaching and individual student intervention • While in past years, the focus was on using Excellence in Writing for non-fiction, we also received additional training on use of this program for fiction • An increase in use of Microsoft Teams as a platform for face-to-face instruction as well, so students have more opportunities to submit written assignments electronically • Introduction to immersive reader for students who struggle with grade-level comprehension of text material <p>Staff Development and Collaboration</p> <ul style="list-style-type: none"> • Having specific learning services teachers paired with specific classroom teachers makes collaboration and co-teaching more effective • Ongoing collaboration with district personnel to assist us with our most challenging learners • Weekly SBT meetings/educational assistant meetings • We will be looking to align our APL with upcoming PD offerings; one of our PD days aligns with the District Focus Day in January <p>Involving Parents</p> <ul style="list-style-type: none"> • Office 365 – allows access to information from anywhere with internet • Parents are kept informed of progress through PAC meetings, weekly newsletters, our sharepoint site, emails, and teacher blogs
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	<ul style="list-style-type: none"> • With the use of more technology, we see this as an opportunity to have students show their parents their learning and to teach their parents about the tools they are using and utilizing; ultimately this will lead to greater communication between parents and children and to hopefully build more communication between home and school; the experience of remote learning last year really moved us forward with respect to integrating technology into learning; parents were partners in student education and helped set up and support posting of assignments through Teams, using immersive reader as a support tool as needed, engaging in video-conferencing, etc. <p>Involving Students</p> <ul style="list-style-type: none"> • Self-assessments/peer assessments • Students taking a more active interest in their learning, exploring topics of interest (project and/or inquiry-based learning) • Technology provides greater motivation for students to show their learning; also helps build their confidence and self esteem • Using reporting structures to provide focus and a goal-oriented approach to student learning in the classroom – students are asked to provide input into the following areas each term: Student Perspective, Self-Assessment of Core Competencies, Collaborative Goals and Next Steps <p>Monitoring Progress</p> <ul style="list-style-type: none"> • Ongoing formative assessment; student reflection/self-assessment; peer assessments • Support based on need; class reviews – reflecting throughout the year on strengths and needs in the classrooms (individuals as well as group) • Having students see the progress they’ve made over the course of a unit, term, school year through Student Perspective section on term report cards and through Self-Reflection on Core Competencies • SBT meetings to regularly ensure that best practice is being delivered • Co-teaching and collaborating on an ongoing basis (Student Services team with classroom teachers)
Backup Documentation	

<p>Documentation of Learning</p> <p>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 	<p>Evidence/Documentation</p> <ul style="list-style-type: none"> • FSA (for grade four students) • Ongoing formative assessment in classrooms • Developing experience working with proficiency scales • Collaboration/co-teaching between classroom teachers/student services teachers • Student progress in response to the implementation of Excellence in Writing <p>Documentation</p> <ul style="list-style-type: none"> • Proficiency scales
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standard data, anecdotal evidence, work samples, etc.	<ul style="list-style-type: none"> • Fall and Spring class review process • Pre and post assessments in the area of reading (class-wide, district based diagnostic assessments)
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School Community Engagement Process <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"> • All staff offered an opportunity to give input into the APL • Staff representatives on committee asked to connect with colleagues for additional input • Feature item at Staff Meeting discussions • New 0.5 FTE minor Department Head allocation for oversight of APL process (collaboration with stakeholders, data and evidence collection, interpretation, etc.) • APL Committee to meet 3 times per year to reflect on our goals and evidence and to provide direction and input • Regular reporting out at PAC Meetings • School-wide common language and messaging in weekly and monthly communication with families
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Reflection Highlights <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? 	<p>This past school year, we began the process of revisiting our APL as a staff. I enlisted teacher volunteers to sit on an APL Committee, so that the document would be a true reflection of the needs as identified by the staff. We started on this journey mid-year, at which time the District announced changes to the APL process and template.</p> <p>As a committee, we have met 2 times to discuss our possible ‘hunches’ in terms of looking forward to next year and the 2021-2022 APL Timeline (completion of the revised plan by June 2022). As well, we have discussed the revised process and timeline at 2-3 of our Staff Meetings.</p> <p>Given the importance of launching this new template and process, I have decided to allocate a 0.5 FTE minor Department Head position for a 1-2 year period of time (over and above our district DH allocation) to oversee the process and to ensure we address all 3 pillars of the new format – an intellectual goal, a human and social development goal, and a focus on enhancing teaching and learning of indigenous culture/community and First People’s Principles of Learning. The DH assigned to this special project is also our PD Chair, and this will help ensure that our APL goals are aligned with our school-wide PD plans.</p> <p>Next Steps</p> <ul style="list-style-type: none"> • Committee to support development and implementation of school goals in accordance with the new district APL template and process/timeline • Continued Professional Development to review evidence-based strategies to aid in improvement in reading • Using the all/most/few model as a basis for student engagement (low floor/high ceiling approach to instructional design)
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	<ul style="list-style-type: none"> Continue to reframe how we think about assessment to align with the proficiency scales and curricular competencies
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Signatures

School Name: Riverview Park	School Goal: Literacy	School Year: 2021-2022
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Title	Name	Signature
Principal	Anita Young	
Assistant Superintendent	Gerald Shong	