



Action Plan for Learning

	School Name: Roy Stibbs
	School Goal: Literacy
	School Year: 2015-2016

Goal / Inquiry Student learning	Can we influence the quantity and quality of student writing through engagement and school wide focus? (1 st term Personal Writing/2 nd term Creative Writing/3 rd term Research)
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Rationale 1-3 reasons for choosing goal	<ul style="list-style-type: none"> Collected class data in 4 curricular areas (Numeracy, Reading, Writing and Social Responsibility) After observation, discussion and taking into account experience with school community we examined the school data We noted that there was an overall weakness in student writing (Not yet and approaching ranging from 34-57 % with three grades over 50%) We have not had a school wide focus on writing for a number of years
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References and sources to support actions	<ul style="list-style-type: none"> Adrienne Gear's Writing power Writing Power Book Bins to support the Writing Power Strategies p.22 – 25 in the IRP found at : http://www.bced.gov.bc.ca/irp/pdfs/english_language_arts/2006ela_k7_4.pdf
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Backup Documentation	 spring 2015 school data - teacher judger <ul style="list-style-type: none"> Grade 4 FSA
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Planned Actions Continuing practices working well (1-3)	<ul style="list-style-type: none"> Inclusive Class based student service model
<ul style="list-style-type: none"> What will we do differently? (1-3) 	<ul style="list-style-type: none"> Use Adrienne Gear's Writing Power for school wide strategies Dedicate student service time to writing support Develop whole school writing times and activities
<ul style="list-style-type: none"> How will we provide for staff development and collaboration? 	<ul style="list-style-type: none"> Share ideas for writing activities at monthly staff meetings Arrange school based Pro D sessions with a focus on writing Bring in presenters and share outside school opportunities for Pro D

<ul style="list-style-type: none"> • How will we involve parents/students? • How will we involve student/parents? • How will we monitor progress and adjust actions? 	<ul style="list-style-type: none"> • publish student writing in the newsletters • Let parents know through PAC meetings and newsletters about the writing focus and include ideas for their active participation • Have students use email to write to their parents and their parents can respond via email • Whole school reads common book (at monthly Celebration of Learning) and all students respond • During Celebration of Learning Assemblies have students share quality writing • Create an Amazing Author’s Corner/bulletin board where student writing is displayed • Have a publishing house where special writing is published and a copy is kept in the library (use parent volunteers to produce the published work) • Monthly topic at staff meeting • Each term all grades will do a school-wide write and the teachers will work in teams to use performance standard rubrics to assess writing (without names)
<p>Backup Documentation</p>	

<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. 	<p>NEW GOAL AREA</p>
<p>Backup Documentation</p>	

<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"> • As a community with a high ELL population (over 60%) we have observed for many years that our student writing was not strong • When we reviewed the data in 4 curricular areas (reading, writing, numeracy and social responsibility) we found that writing was a weakness in all grade levels • Our cohort of 2015-2016 grade 4 students had a particularly high percentage of students struggling in the area of writing • We might conclude that our students and particularly our large ELL population might have a need for oral language skills and vocabulary development • As teaching professionals we decided that we needed to support each other in strategies and supports for our students in the area of writing • We decided that we were going to use common strategies (Adrienne Gear – Writing Power) • We are going to dedicate a portion of our class support to the development of student writing • We are going to develop school wide structures to support student writing with a focus on engagement
<p>Backup Documentation</p>	


(Delete this section if Literacy is your main goal)

<p>Literacy Data Attach the following :</p> <ul style="list-style-type: none"> • Classroom Assessment • School Assessment • FSA results 	
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Signatures

School Name: Roy Stibbs	School Goal: Literacy	School Year: 2015/2016
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Submitted by School Planning Council:		
Title	Name	Signature
Principal	Tricia Tipper	
Parent	Greg Ryley	
Parent	Yuki Sato	
Parent	Jenny Guzzo	
Parent	Nitin Sharma	
Recommended by Assistant Superintendent:		
Assistant Superintendent	Carey Chute	
Board and Superintendent Approval:		
Board Chair	Judy Shirra	
Superintendent	Patricia Gartland	

Print this page, have it signed by School Planning Council, scan it and attach it here	 signature APL.pdf
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