


# Action Plan for Learning

	<b>School Name:</b> Roy Stibbs
	<b>School Goal:</b> Literacy
	<b>School Year:</b> 2016-2017

<b>Goal / Inquiry</b> Student learning	Can we influence the quantity and quality of student writing through engagement and school wide focus? (1 <sup>st</sup> term Personal Writing/2 <sup>nd</sup> term Creative Writing/3 <sup>rd</sup> term Research)
---	--

<b>Rationale</b> 1-3 reasons for choosing goal	<ul style="list-style-type: none"> <li>Collected class data in 4 curricular areas (Numeracy, Reading, Writing and Social Responsibility)</li> <li>After observation, discussion and taking into account experience with school community we examined the school data</li> <li>We noted that there was an overall weakness in student writing (Not yet and approaching ranging from 34-57 % with three grades over 50% )</li> <li>We have not had a school wide focus on writing for a number of years</li> </ul>
---	--


<b>References</b> and sources to support actions	<ul style="list-style-type: none"> <li>Aboriginal Literature was purchased through Strong Nations as a resource for writing</li> <li>Lesson plans and resources are being created and will be kept in a central location - library</li> <li>p.22 – 25 in the IRP found at : <a href="http://www.bced.gov.bc.ca/irp/pdfs/english_language_arts/2006ela_k7_4.pdf">http://www.bced.gov.bc.ca/irp/pdfs/english_language_arts/2006ela_k7_4.pdf</a></li> </ul>
--	--

Backup Documentation	
----------------------	--

<b>Planned Actions</b> Continuing practices working well (1-3) <ul style="list-style-type: none"> <li>What will we do differently? (1-3)</li> <li>How will we provide for staff development and collaboration?</li> <li>How will we involve parents?</li> </ul>	<ul style="list-style-type: none"> <li>Inclusive Class based student service model</li> <li>Class focus on increasing fluency (weekly opportunities)</li> <li>Staff collaborative assessment of writing samples</li> <li>Dedicate student service time to writing support</li> <li>Develop whole school writing times and activities</li> <li>Share ideas for writing activities at monthly staff meetings</li> <li>Arrange school based Pro D sessions with a focus on writing</li> <li>Bring in presenters and share outside school opportunities for Pro D</li> <li>publish student writing in the newsletters</li> <li>Let parents know through PAC meetings and newsletters about the writing focus and include ideas for their active participation</li> </ul>
--	--

<ul style="list-style-type: none"> <li>• How will we involve students?</li> </ul>	<ul style="list-style-type: none"> <li>• Have students use email to write to their parents and their parents can respond via email</li> <li>• Whole school reads common book (at monthly Celebration of Learning) and all students respond</li> <li>• During Celebration of Learning Assemblies have students share quality writing</li> <li>• Create an Amazing Author's Corner/bulletin board where student writing is displayed</li> <li>• 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)</li> </ul>
<ul style="list-style-type: none"> <li>• How will we monitor progress and adjust actions?</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly topic at staff meeting</li> <li>• 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)</li> </ul>
Backup Documentation	

<b>Documentation of learning</b> Key evidence of change <ul style="list-style-type: none"> <li>• How did your actions make a difference?</li> <li>• Choose 1-3 pieces of evidence to demonstrate the impact your actions have had on student learning to meet your goal.</li> <li>• Documentation could include video, survey results, performance standard data, anecdotal evidence, work samples, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• This was a new goal area</li> <li>• We decided in September to focus on fluency to increase our students ability to use more words when given a writing task</li> <li>• We developed a school wide tracking tool</li> <li>• Overall we found that the volume of student writing increased</li> <li>• We found that when we provided students with multiple prompts and pre writing strategies (visual, brainstorming, word bank etc.) they were more successful)</li> </ul>
Backup Documentation	

<b>School Community Engagement Process</b> <ul style="list-style-type: none"> <li>• How did you engage parents, teachers, students &amp; support staff in developing your APL?</li> <li>• How did you share your APL goals with parents, teachers, students &amp; support staff?</li> </ul>	<ul style="list-style-type: none"> <li>• The APL was reviewed at our May staff meeting</li> <li>• Additions and changes were made and sent out for feedback (current document)</li> <li>• The APL was then sent to parents and all staff in June</li> <li>• Feedback was encouraged</li> </ul>
Backup Documentation	 Roy Stibbs - CBA for APL 2016.doc

<b>Reflection Highlights</b> <ul style="list-style-type: none"> <li>• Where are we now?</li> <li>• What are some patterns emerging?</li> <li>• What surprised you?</li> </ul>	<ul style="list-style-type: none"> <li>• We found that we went substantially slower than we anticipated</li> <li>• We believe that we developed a very sound APL last year</li> <li>• Given that it was our first year of focus we were overly ambitious in our expectations</li> </ul>
--	---

<ul style="list-style-type: none"> <li>• What conclusions / inferences might you draw?</li> <li>• How does this inform potential next steps?</li> </ul>	<ul style="list-style-type: none"> <li>• We are now ready to proceed with the strategies</li> <li>• We found that we were sidetracked by the new curriculum and found that we focused a lot of energy and time to that with a focus on aboriginal content and the First Peoples Principles of Learning</li> <li>• Now that we have a better understanding of the new curriculum, we will focus our school professional development on implementing the new curriculum through writing with an additional focus of aboriginal content</li> <li>• We were reminded that when you try and focus a group on too many initiatives the progress in any one area is slowed down</li> <li>• We have merged the focuses ( new curriculum, writing and aboriginal content) into one</li> </ul>
Backup Documentation	

## Signatures

School Name: Roy Stibbs	School Goal: Literacy	School Year: 2016-2017
-------------------------	-----------------------	---------------------------

Title	Name	Signature
Principal	Tricia Tipper	
Assistant Superintendent		

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