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| **Action Plan for Learning** | |
|  | **School Name: Roy Stibbs Elementary** |
| **School Goal: Literacy** |
| **School Year: 2017-2018** |

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| Goal / Inquiry  Student learning | Are we able to move our students from where they were in the spring months of 2017 to a higher category using the performance standards in the area of non-fictional writing?   |  | | --- | |  | |

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| Rationale  1-3 reasons for choosing goal | Last school year we had this as a goal and decided to maintain the goal to create stability in our practice of teaching non-fiction writing and to incorporate our Professional Development on this theme, where we can.  With the evidence we collected, we can see there is a significant need to target a group of Grade 2 students (this year). |

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| References and sources to support actions | The Complete Writing Program – David S. Dye  Technology to support writing in the classroom, APPS, and new computer lab |
| 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? | At every staff meeting, teachers will be introduced to a strategy to practice in their classroom throughout that month. Teachers will then go into like grade groups for the next staff meeting to discuss success and short comings.  Staff collaborative assessment of writing samples  Dedicate learning services time to support this goal, using the Push-In Model  Develop common monthly writing focus/strategy  Early Intervention developed through sound assessment a the early stages of the school year  Class Review Model – revisited each term and used as an overview  The teacher-librarian is collaborating with classroom teachers to promote and enhance literacy through inquiry  Kindergarten teachers and Resource teachers will facilitate Talking Tables to enrich students’ vocabulary.  This year, classroom teachers will meet with parent and student in a 3-way conference to highlight student’s writing development  Regular classroom formative assessment and evaluation will be conducted to adjust instruction to support student learning |
| Backup Documentation |  |

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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. | One of the strategies we did last year was to invite the students to the library once a week to either learn about Canadian facts or to participate in a school-wide write. This strategy had positive benefits, we decided not to do this again as it was too open ended and did not provide the intimacy that personal writing should provide.  However, we did observe that the volume of students’ writing increased throughout the school year.   * Class Review term summaries * FSA scores in Reading and Writing * Teacher observation and assessment |
| Backup Documentation |  |

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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? | Teachers and support staff were presented the data collection at a staff meeting where we discussed the proposed goals. We were able to analyze the data and brainstorm where we wish to improve personal writing/vocabulary of all studens. Through discussion our teams decided that a renewed focus on the development of writing mechanics would be implemented in our support models for 2017/18.  This information was then printed and shared with the Parent Advisory Committee. The entire parent community will know about our goal as we print them on our first newsletter in the fall of the year we implement the goal. We also hold an annual Open House to display the goal in the main lobby. |
| Backup Documentation |  |

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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? | We are embarking on staff meeting presentation with both Play is the Way (Social Responsibility) and improving personal writing with an emphasis on vocabulary development.  As we have just refined this goal, there is nothing to report on at this time. |
| Backup Documentation |  |

**(Delete this section if Literacy is your main goal)**

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| **Literacy Data**  Attach the following:   * Classroom Assessment * School Assessment * FSA results |  |

Signatures

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| School Name: Roy Stibbs | School Goal: Literacy | School Year: 2017/18 |

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| Title | Name | Signature |
| Principal | **Bill McGovern** |  |
| Assistant Superintendent | **Carey Chute** |  |

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