


Action Plan for Learning

	School Name: Seaview Community School
	School Context Link: www.sd43.bc.ca/seaview
	School Goal: Literacy
	School Year: 2020 - 2021

Goal / Inquiry Student learning	Would increasing our students reading skills positively influence their feelings of self-worth and self-confidence?
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Rationale 1-3 reasons for choosing goal	<ol style="list-style-type: none"> 1. Our school has spent many years working on a school self-regulation goal. These practices are engrained as core values of our school. We wonder if some of our students' self-regulation challenges are connected to their learning, and thus want to look for direct links between the two. 2. Reading is a core skill for all of our students. Like all schools some students develop their reading skills faster than others. We worry that students who struggle in reading end up struggling in other areas (Self-Worth, Confidence) and want to see if the two improve together. 3. We started this goal in September 2019 after working for many years on Self-Regulation. Unfortunately the 2019-2020 school year was cut short due to the COVID Pandemic, and we really didn't make the progress on this goal we had hoped for. Therefore we will continue this goal for the 2020-2021 school year.
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References and sources to support actions	This inquiry question was developed through a collaborative staff process during our Sept 20, 2019 professional development day. Our staff looked at what the "Foundations" of Seaview were and then engaged in a process of visioning what we wanted for our students in the future. Ultimately, we want our students to be confident risk takers, who are happy and feel good about themselves. As reading is a core academic area it was chosen as a focus that could help students feel better about themselves and more confident learners.
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Backup Documentation	
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Planned Actions Continuing practices working well (1-3) <ul style="list-style-type: none"> • What will we do differently? (1-3) • How will we provide for staff development and collaboration? 	<p>We will collect and analyze data in two areas:</p> <ol style="list-style-type: none"> 1. We will have teachers complete a reading survey for all of their students. Identifying how well each student is doing. Areas used will be determined by staff (ie. Phonemic Awareness, Fluency, Decoding, Comprehension, etc.). We will also survey the students evaluate their level of confidence and well being.
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<ul style="list-style-type: none"> • How will we involve parents? • How will we involve students? • How will we monitor progress and adjust actions? 	<ol style="list-style-type: none"> This data will be compared at the beginning and end of the year. We will look at the relationship between success in reading and well being / confidence as well and change over time. <ol style="list-style-type: none"> We will also specifically focus on an identified group of 11 struggling readers (one per class). Targeted interventions will be implemented to support these students. The above data will be tracked individually for these students. During our September and February Professional Development Days we will engage in specific learning in the area of reader identity as a staff.
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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.

Due to dealing with the COVID pandemic during the beginning of the year we scaled back the work in the APL this year to identifying the small group of struggling readers and providing targeted interventions for them.

The 10 students we chose to focus on were all in grade 1, four were English Language Learners and one has an autism spectrum disorder designation.


The attached data shows the progress made by these students this school year. Looking at phonological awareness and early decoding their proficiency levels were:

- 3 / 10 students began the year emerging and ended the year emerging
- 4 / 10 students began the year emerging and ended the year developing
- 1 / 10 students began the year developing and ended the year proficient
- 2 / 10 students began the year emerging and ended the year proficient

** Please note that starting the proficiency level for beginning and end of year is different, thus a student can progress and develop skills yet still begin and end the year at the emerging level. **

When looking at PM Benchmark reading level:

	Beginning of year	End of year
Student 1	Lvl 1 – nil	Lvl 8 – 92% acc
Student 2	Refusal	Lvl 1 – 93% acc
Student 3	Lvl 1 – 52% acc	Lvl 7 – 91% acc
Student 4	Lvl 1 – nil	Lvl 7 – 95% acc
Student 5	Lvl 1 – 100% acc	Lvl 9 – 92% acc
Student 6	Not able to decode	Lvl 14 – 97% acc
Student 7	Lvl 1 – nil	Lvl 1 – 90% acc
Student 8	Lvl 1 – 100% acc	Lvl 7 – 92% acc
Student 9	Lvl 1 – nil	Lvl 1 – 95% acc
Student 10	Lvl 1 – 100% acc	Lvl 6 – 96% acc

	We were very happy with the reading development of the students we focused on this year. Most of them will continue to be followed and tracked next year to ensure their gains continue.
Backup Documentation	 <p>Grade 1 Student data for APL 2020-2021</p>

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? 	<p><u>Parents:</u></p> <ul style="list-style-type: none"> - Each month the principal reports out to the PAC at the PAC meeting, which every parent is invited to attend. This year it was a little more difficult to engage as the meetings were online with ZOOM and thus the personalized face to face communication was missing. <p><u>Teachers / Support Staff:</u></p> <ul style="list-style-type: none"> - As detailed above our staff engaged in a comprehensive process to choose out reading goal and refine it to it's current focus. We visited this during staff meetings throughout the year and many of our staff members focused on this are during Pro-D this year. Unfortunately, due to the pandemic our Pro-D was online and not in person and we found it difficult to collaboratively engage as a staff on reading through this medium. <p><u>Students:</u></p> <ul style="list-style-type: none"> - In our current context students were not engaged in the APL
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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>Reflecting on our progress this year we are quite happy. We have established a focus on reading as a school, and although we only focused on our grade 1 students this year, this will once again be expanded to a larger population moving forward.</p> <p>The progress of the students noted above was significant in most cases. This did not surprise us, as we know that being exposed to early literacy strategies would help our students significantly. In looking ahead we will continue to look at the students who did not make significant gains through our School Based Team to plan appropriate interventions.</p> <p>Looking ahead to next year we will be looking to transition our APL into the new district format to ensure it aligns with the Directions 2025 document for our district. As we do this we will continue with our current goal and look to implement all areas three areas of our action plan rather than just the one we used this school year.</p>
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Signatures

School Name: Seaview	School Goal: Social Emotional Learning	School Year:2020-2021
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Title	Name	Signature
Principal	Frank Pearse	
Assistant Superintendent	Carey Chute	

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