

# Action Plan for Learning

	<b>School Name:</b> Hornby Island Community School
	<b>School Context Link:</b> <a href="http://www.sd71.bc.ca/School/hornbyisland/schoolinfo/about/FESL/Pages/default.aspx?login=-1797083638">www.sd71.bc.ca/School/hornbyisland/schoolinfo/about/FESL/Pages/default.aspx?login=-1797083638</a>
	<b>School Goal:</b> Other
	<b>School Year:</b> 2019-20

<b>Goal / Inquiry</b> Student learning	Which of our current online/offline resources for Literacy and Numeracy instruction meet the needs of our K-8 multi-age groupings and demonstrate the growth in learners we wish to see? (Daily 5/Daily 3, Mathletics, Spelling City, RAZ Reading etc.)
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<b>Rationale</b> 1-3 reasons for choosing goal	<ul style="list-style-type: none"> <li>Over the past few years we have established baseline assessment data for our learners and have procured several resources to meet learner needs</li> <li>Working with multi-age groupings K-8 requires both meeting grade level expectations but also arranging instruction for “just in time” next steps. We wish to examine which of our current resources are working the most efficiently at this goal.</li> <li>We are currently utilizing a large range of programs, resources, etc. both online and offline to support time at school and blended learning at home. Examining our programming more closely for effectiveness in meeting next steps will help us to streamline and bring alignment between curriculum and success.</li> </ul>
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<b>References</b> and sources to support actions	Daily 5/3 <a href="https://www.thedailycafe.com/daily-5">https://www.thedailycafe.com/daily-5</a> 6+1 Traits of Writing <a href="http://educationnorthwest.org/traits/trait-definitions">http://educationnorthwest.org/traits/trait-definitions</a> Mathletics <a href="http://ca.mathletics.com/">http://ca.mathletics.com/</a> <a href="#">Math Makes Sense</a> Words Their Way Spelling City <a href="https://www.spellingcity.com/">https://www.spellingcity.com/</a> RAZ Reading <a href="https://www.raz-kids.com/">https://www.raz-kids.com/</a> CAST –UDL <a href="http://www.cast.org/our-work/about-udl.html#.WePmOmhSzIU">http://www.cast.org/our-work/about-udl.html#.WePmOmhSzIU</a>
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<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> <li>How will we involve students?</li> </ul>	<ul style="list-style-type: none"> <li>We will continue to provide ongoing assessment for learning to inform next steps for individual learners regardless of their grade level (e.g. a child in Grade 4 could be working at a Grade 6 level in Mathematics and vice versa)</li> <li>We will continue to search for resources that meet learner needs both at home and at school</li> <li>We will look more closely at how efficiently or effectively a resource is meeting learner needs (e.g. does it take longer to photocopy materials or to log onto the computer than it does to complete the activity?).</li> <li>At our staff meetings share one new resource, or examine one we are currently using for effectiveness with learning journeys</li> </ul>
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<ul style="list-style-type: none"> <li>• How will we monitor progress and adjust actions?</li> </ul>	<ul style="list-style-type: none"> <li>• Learners will be asked to reflect on which resources meet their needs and why as part of evaluating Core Competencies (e.g. which resources support your independent learning, instruction for new concepts, etc.)</li> <li>• Teachers/staff will be asked for feedback for effectiveness</li> <li>• Families/Parents will give feedback regarding resources and their child(ren)'s success via mini surveys throughout the year</li> <li>• We have added "Words Their Way" to our Literacy Platform as a result of recognizing we needed a more "hands on" spelling/language learning approach for some learners and seeing success with our intermediate learners last year.</li> </ul>
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<p><b>Documentation of learning</b> Key evidence of change</p> <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>	
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<p><b>School Community Engagement Process</b></p> <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>	
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<p><b>Reflection Highlights</b></p> <ul style="list-style-type: none"> <li>• Where are we now?</li> </ul>	
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<ul style="list-style-type: none"> <li>• What are some patterns emerging?</li> <li>• What surprised you?</li> <li>• What conclusions / inferences might you draw?</li> <li>• How does this inform potential next steps?</li> </ul>	
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## Signatures

School Name: Hornby Island	School Goal: Other	School Year: 2018-19
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Title	Name	Signature
Vice Principal	<b>Alissa Vernon Pratt</b>	
Assistant Superintendent	<b>Geoff Manning</b>	

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