



Goal Setting
Overall Goal: To improve student achievement in English language acquisition (ELA), especially in the area of oral proficiency. Beginner and Intermediate level English Language Learners (ELLs) will be a focus.

Needs Assessment / Where Are We Now?

Oral STEP (Steps to English Proficiency) at or below STEP 3 indicate below grade level proficiency in English.
Baseline data will be established using a survey of teachers' self-identified proficiency regarding instructional practices which support ELA (English Language Acquisition).
Baseline data will be established referencing Listening and Speaking OLBs (Observable Language Behaviours) of marker ELLs.

Theory of Action: Due October 28, 2019
If we create engaging learning experiences through a focus on purposeful planning and improve assessment and feedback practices through a focus on identifying and using learning goals and success criteria then student engagement and achievement will improve as measured by monitoring our focus students.

Success criteria for engaging learning experiences:
I can see and hear authentic learning experiences
I can see and hear assessment and feedback practices
I can see and hear student-centered learning
I can see and hear students using resources with intention
I can see and hear educators as responsive facilitators
I can see and hear collaboration
I can see and hear purposeful planning
I can see and hear discourse along with independent think time
I can see and hear wellness

Look Fors

Success Criteria for identifying and using learning goals and success criteria
I can reference language learning goals in my assessments.
I can conference with my students about their individual learning goals.
I can provide descriptive feedback, anchored in personal learning goals.

PRE DATA: DUE: October 28, 2019
Monitoring the IF:
Based on the co-constructed success criteria for educator learning. (e.g. criteria for providing effective descriptive feedback). Include pre data for your educators:

Monitoring the THEN (e.g. student achievement, engagement, wellness):

STEP Assessment as indicated currently in PowerSchool:

ESL subject proficiency (approximate equivalence)	ESLAO	ESLBO	ESLCO	ESLDO	ESLEO		
Oral STEP	1	2	3	4	5	6	?
Student 1				x			
Student 2		x					
Student 3							x
Student 4		x					
Student 5		x					
Student 6		x					

If there is no change in reading level, adjust the colour to the current time (i.e., make the October red section orange in November)

Data	
October	
November	
February	
May	

Writing Success Criteria

	Total Number of Focus Students:		<i>Enter Total Here</i>	
	Number of Focus Students Meeting the Criteria			
	October	November	February	May
Criteria 1				
Criteria 2				
Criteria 3				
Criteria 4				
Criteria 5				

Where is says 'Criteria 1' 'Criteria 2' etc., enter your co-created success criteria

Other Quantitative Data:

Element	Observable Language Behaviours (OLB)					
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Listening Listen and respond for a variety of purposes	Respond to a personally relevant question with gestures, a single word or phrase in English, and L1 Follow instructions for classroom routines using visual cues and pre-taught English words and phrases	Respond to simple questions using phrases or short sentences in English and L1 Follow simple instructions Identify key information from classroom discussion with teacher prompts	Respond to a simplified oral text Follow multi-step instructions Sort and organize key information in an oral text into teacher-selected categories	Respond to an oral text with linguistic complexity approaching grade level Sort and organize key information in an oral text	Respond to an oral text on abstract and complex grade level topics with vocabulary and grammar support	Respond to an oral academic text through active participation in a class discussion with some vocabulary and grammar support
Speaking Use vocabulary and other language features in a comprehensible and grammatically accurate way	Use familiar words and phrases to express meaning Express personal needs using gestures, and L1 interspersed with English words and phrases	Use pre-taught and high frequency vocabulary in simple sentences Use simple conjunctions to join words and phrases in speech Use high-frequency words with multiple meanings	Use compound sentences in speech Use the definition of an unknown word to replace it	Use vocabulary to clarify/enhance meaning by incorporating low frequency words in complex sentences Use connecting words and phrases to show relationships between events and ideas	Use an expanded range of vocabulary to participate in classroom discussions Use an increasing range of grammatical structures to increase speaking accuracy and clarity	Select from a range of social and academic vocabulary to enhance meaning using a range of grammatical structures Use idiomatic language effectively
Use language strategically to communicate for a variety of purposes	Identify familiar items using personally meaningful vocabulary Use non-verbal communication to convey and receive messages Ask for key words and phrases using gestures, and L1 interspersed with English words and phrases	Use a small range of personal and academic words and phrases to make and respond to requests in familiar situations. Initiate and engage in social interactions with peers, using English and L1 Use a small repertoire of conversational strategies	Use conversational strategies to maintain fluency Ask follow-up questions to seek additional information Self-correct or seek confirmation that a word or expression is used correctly	Use subject-specific language to state an opinion Rephrase information to clarify meaning Strategically use conversational norms	Use language to effectively convince or persuade	Adjust speech for the appropriate purpose and audience

Qualitative Data

- School perspective:
 - teachers are using subject/course/content-specific learning goals to guide student learning.

END CYCLE 1: DATA: DUE: February 15, 2020

Monitoring the IF:

Based on the **co-constructed success criteria** for educator learning. (e.g. criteria for providing effective descriptive feedback). Include pre data for your educators:

Monitoring the THEN (e.g. student achievement, engagement, wellness):

Fountas & Pinnell Instructional Reading Levels – Quantitative Data (if you use a different reading assessment, you can replace this table with a table that meets your reading assessment levels (e.g. PM Benchmark – use numbers instead of letters))

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Student 1																										
Student 2																										
Student 3																										
Student 4																										
Student 5																										
Student 6																										
Student 7																										
Student 8																										
Student 9																										
Student 10																										
Student 11																										

If there is no change in reading level, adjust the colour to the current time (i.e., make the October red section orange in November)

Data	
October	Red
November	Orange
February	Yellow
May	Green

Writing Success Criteria				
	Total Number of Focus Students:			Enter Total Here
	Number of Focus Students Meeting the Criteria			
	October	November	February	May
Criteria 1				
Criteria 2				
Criteria 3				
Criteria 4				
Criteria 5				

Where is says 'Criteria 1' 'Criteria 2' etc., enter your co-created success criteria

Qualitative Data

Fountas & Pinnell Qualitative Data

	Other Notes from the Fountas and Pinnell Assessment (i.e., reading behaviours, fluency, self-corrections, cues, observable actions, miscue analysis, comprehension, etc.)
Student 1	
Student 2	
Student 3	
Student 4	
Student 5	
Student 6	
Student 7	
Student 8	
Student 9	
Student 10	
Student 11	

END CYCLE 1: ASSESS and REFLECT -: DUE: February 15, 2020

CYCLE 2 PLAN and ACT – DUE: February 15, 2020 (based on the assessing and reflecting at the end of cycle 1 – may not change from the October plan or may be revised)

END CYCLE 2: DATA: DUE: May 29, 2020

Monitoring the IF:

Based on the **co-constructed success criteria** for educator learning. (e.g. criteria for providing effective descriptive feedback). Include pre data for your educators:

Monitoring the THEN (e.g. student achievement, engagement, wellness):

Fountas & Pinnell Instructional Reading Levels – Quantitative Data

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Student 1																										
Student 2																										
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Student 6																										
Student 7																										
Student 8																										
Student 9																										
Student 10																										
Student 11																										

If there is no change in reading level, adjust the colour to the current time (i.e., make the October red section orange in November)

Data	
October	
November	
February	
May	

Writing Success Criteria				
	Total Number of Focus Students:			Enter Total Here
	Number of Focus Students Meeting the Criteria			
	October	November	February	May
Criteria 1				
Criteria 2				
Criteria 3				
Criteria 4				
Criteria 5				

Where is says 'Criteria 1' 'Criteria 2' etc., enter your co-created success criteria

Other Quantitative Data:

Qualitative Data

Fountas & Pinnell Qualitative Data

	Other Notes from the Fountas and Pinnell Assessment (i.e., reading behaviours, fluency, self-corrections, cues, observable actions, miscue analysis, comprehension, etc.)
Student 1	
Student 2	
Student 3	
Student 4	
Student 5	
Student 6	
Student 7	
Student 8	
Student 9	
Student 10	

Student 11

END CYCLE 1: ASSESS and REFLECT -: DUE: May 29, 2020