

## School curriculum and achievement action plan template

It is expected that this plan would be built up and reviewed over time. The planning and review questions, and implementation alerts can be used to scaffold the process.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| School curriculum’s expected outcomes for students |  | | | | | | | |
| School’s annual plan goals |  | | | | | | | |
|  | After 1 year at school | After 2 years at school | After 3 years at school | At the end of year 4 | At the end of year 5 | At the end of year 5 | At the end of year 7 | At the end of year 8 |
| Student progress from one year to the next in response to the school curriculum |  |  |  |  |  |  |  |  |
| Mathematics | | | | | | | | |
| National signposts associated with this progress |  |  |  |  |  |  |  |  |
| Classroom signposts associated with this progress |  |  |  |  |  |  |  |  |
| Student learning behaviours or achievement outcomes that would trigger a Tier 2 supplementary support |  |  |  |  |  |  |  |  |
| Tier 2 supplementary supports available |  |  |  |  |  |  |  |  |
| Monitoring student progress during and after the Tier 2 supplementary support was initiated |  |  |  |  |  |  |  |  |
| Student learning behaviours or achievement outcomes that would trigger a Tier 3 supplementary support |  |  |  |  |  |  |  |  |
| Tier 3 supplementary supports available |  |  |  |  |  |  |  |  |
| Monitoring student progress during and after the Tier 3 supplementary support was initiated |  |  |  |  |  |  |  |  |
| Writing | | | | | | | | |
| National signposts associated with this progress |  |  |  |  |  |  |  |  |
| Classroom signposts associated with this progress |  |  |  |  |  |  |  |  |
| Student learning behaviours or achievement outcomes that would trigger a Tier 2 supplementary support |  |  |  |  |  |  |  |  |
| Tier 2 supplementary supports available |  |  |  |  |  |  |  |  |
| Monitoring student progress during and after the Tier 2 supplementary support was initiated |  |  |  |  |  |  |  |  |
| Student learning behaviours or achievement outcomes that would trigger a Tier 3 supplementary support |  |  |  |  |  |  |  |  |
| Tier 3 supplementary supports available |  |  |  |  |  |  |  |  |
| Monitoring student progress during and after the Tier 3 supplementary support was initiated |  |  |  |  |  |  |  |  |
| Reading | | | | | | | | |
| National signposts associated with this progress |  |  |  |  |  |  |  |  |
| Classroom signposts associated with this progress |  |  |  |  |  |  |  |  |
| Student learning behaviours or achievement outcomes that would trigger a Tier 2 supplementary support |  |  |  |  |  |  |  |  |
| Tier 2 supplementary supports available |  |  |  |  |  |  |  |  |
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