

Action Plan for Learning

	<p>School Name: James Park Elementary</p> <hr/> <p>School Goal #1: Literacy</p> <hr/> <p>School Year: 2020-2021</p>
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Goal / Inquiry Student learning	To improve student literacy skills at all levels.
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Rationale 1-3 reasons for choosing goal	<ul style="list-style-type: none"> • Anecdotal evidence from teachers indicates students struggling with writing – many conversations turn to the low literacy skills for students • This year, we continued to combined our focus on literacy skills and our established core values and beliefs (Safety, Kindness, Respect, Trust, Learning) which tie nicely into BC’s new curriculum Social Responsibility Core Competencies
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References and sources to support actions	<p>BC’s New Curriculum: https://curriculum.gov.bc.ca/curriculum/</p> <p>The Collaborative for Academic, Social, and Emotional Learning: https://casel.org/</p> <p>Social Responsibility Competency: https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/SocialResponsibilityCompetencyProfiles.pdf</p>
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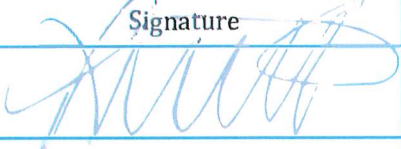
Backup Documentation	
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<p>Planned Actions</p> <p>Continuing practices working well (1-3)</p> <ul style="list-style-type: none"> • What will we do differently? (1-3) • How will we provide for staff development and collaboration? • How will we involve parents? • How will we involve students? • How will we monitor progress and adjust actions? 	<p>Continuing Practices:</p> <ul style="list-style-type: none"> • in the fall/winter of the 2019- 2020 school year the focus for the writing task was on “Building a Dream Playground”. The PAC at James Park is currently fundraising for new playground equipment. • in fall of 2019, teachers and admin collaborated to design a number of writing tasks, focusing on ‘kindness’ • the final writing task was formulated in the Spring 2019 • teachers were encouraged to compile all student writing samples in a booklet so that they could track student progress throughout the year • staff was also provided with collaboration time to mark the final writing task on ‘What I have learned this year.’ <p>Staff Development & Collaboration</p> <ul style="list-style-type: none"> • 1 department head assigned to literacy goal • Staff meeting time to report on progress and discuss further action <p>We need to continue to work on informing parents through class and school newsletters with more consistency.</p>
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<p>Backup Documentation</p>	<p align="center">Be sensitive to the needs of individual students in all learning experiences.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Writing Rubric.pdf </div> <div style="text-align: center;">  Writing Task June 2019.pdf </div> <div style="text-align: center;">  What I Learned This Year Write June 2019 </div> <div style="text-align: center;">  School-wide writing performance task Nov </div> </div>
<p>Documentation of learning Key evidence of change</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> the November 2019 school wide write was done, but the June school wide write was not able to be done due to circumstances surrounding COVID 19 data from the 2019/20 FSA results indicated that out of the 80.4 % of grade 4s that participated in the Writing portion, 100% were “on track”, compared to 69.57% “on track” in the 2018/19 FSA results 315 students out of 342 participated in the school wide write in June 2019 Based on the data collected, the percentage of students who did not meet grade expectations was 15.24% in June 2019. Comparing this to June 2018 when 18.89% of our students did not meet expectations, this represents a slight improvement. The percentage of students who were in the ‘Meeting Expectations’ (or higher) category was 84.76%; a 3% increase from last year is noted (81.11% in June 2018) Some teachers noted that they had to support their class or individual students with the task initially as some students seemed to have difficulties getting started with such an open ended writing task.
<p>Backup Documentation</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Writing Task Analysis 2019-20.xlsx </div> <div style="text-align: center;">  FSA results for James Park 2019 2020.pdf </div> </div>
<p>Reflection Highlights</p> <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? 	<ul style="list-style-type: none"> We are pleased with the improvement of our students, in particular the increase in the number of grade 4 students listed as “on track” on the 2019/20 FSA results. Over 92% of our student population participated in 2019 (information below is from the 2018/2019 school year) It must be noted that K students were permitted to respond by drawing and expressing their responses verbally Teachers found the collaboration time spent on assessing this task very valuable In the 2020/21 school year, we will continue with this process and highlight all of our core values and beliefs Many of our staff members have participated in district literacy workshops/prod with Faye Brownlie this school year and we will continue to look for opportunities for professional development in this area. In the Spring of 2020, the school purchased Adrienne Gear resources for all teachers. Aside from 3 personal copies for teachers (of their choosing) to have in their classroom, the school also has the following titles available at the school to support literacy: Reading Power, Nonfiction Reading Power, Powerful Understanding, Writing Structures, Writing Power and Nonfiction Writing Power
<p>Backup Documentation</p>	

Signatures

School Name: James Park Elementary	School Goal: Literacy	School Year: 2020-21
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Title	Name	Signature
Principal	Mr. R. Wright	

Action Plan for Learning

	School Name: James Park Elementary
	School Goal #2: Social Emotional Learning
	School Year: 2020-2021



Goal / Inquiry Student learning	To improve our community's social emotional abilities and skills. To focus on our school wide values and beliefs – Safety, Respect, Kindness, Trust and Learning.
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Rationale 1-3 reasons for choosing goal	<ul style="list-style-type: none"> • Self-Regulation skills (Zones of Regulation) have been a focus for the last three years. • Staff continues to notice that emotional dysregulation is a significant barrier to learning, affecting not just dysregulated students, but all the students whose sense of calm and safety are disrupted by the behavior(s).
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References and sources to support actions	<ul style="list-style-type: none"> • BC Performance Standards for SEL, conflict resolution • Zones of Regulation book • Trauma Informed School Presentation, May 31, 2019 with Jena Blatt, MSW, RSW • FASD Presentation, March 12, 2019 with Jill Crichton • Whole staff visit to Moody Elementary to view self-regulation elements and practices, Feb. 22, 2019 • Pro D day, January 25, 2019, CPI Training provide by the District's IST Team • Ways to Solve Student Conflict and Create a Supportive Classroom Community, September, 25, 2018
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Backup Documentation	<ul style="list-style-type: none"> • http://www.zonesofregulation.com/index.html (book was purchased for all classrooms) • https://curriculum.gov.bc.ca/competencies/personal-awareness-responsibility
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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? • How will we involve parents? 	Continuing Practices: <ul style="list-style-type: none"> • Use of Zones of Regulation • Our breakfast program (has an average of over 168 participants every day-up from an average of 130 last school year)- over 17,000 meals served from September 2019 to March 2020. • Respectful interactions with students to model self-regulation • Use of the established sensory room • Support staff with self-regulation strategies
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<ul style="list-style-type: none"> • How will we involve students? • How will we monitor progress and adjust actions? 	<ul style="list-style-type: none"> • Engaged school community in identifying school-wide beliefs: Safety, Kindness, Respect, Trust and Learning • Collect office referral data – 120 office referrals in 2018 – 2019 (5 students accounted for over 60% of the office referrals) • Use staff meeting time to report on progress and discuss further action • Keep parents updated through school newsletters • Involving students, parents and staff in ‘doing’ our school-wide beliefs • Purchase sensory equipment for student use in all classrooms • Utilize Fraser Health nurse Diana Dickin to inform staff, students and parents about healthy habits and practices- Wellness initiative • Focus on trauma informed schools- purchased literature resources for counsellor to utilize when working individually and when working in classes with students <p>What will we do differently?</p> <ul style="list-style-type: none"> • Increase our direct instruction of self-regulation strategies • Expand our knowledge and resources about trauma informed schools
<p>Backup Documentation</p>	<p>Anecdotal (teacher, student, parent) evidence Office referral documentation</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Action Plan James Park 2019-2020.pdf </div> <div style="text-align: center;">  Average Breakfast Participants.xlsx </div> </div>

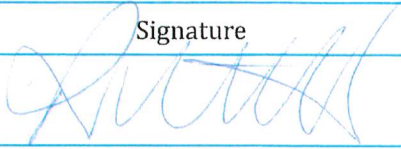
<p>Documentation of learning Key evidence of change</p> <ul style="list-style-type: none"> • How did your actions make a difference? • Choose 1-3 pieces of evidence to demonstrate the impact your actions have had on student learning to meet your goal. • Documentation could include video, survey results, performance standard data, anecdotal evidence, work samples, etc. 	<ul style="list-style-type: none"> • The need for social emotional learning at James Park is evident on a daily basis. Over the last four years, we: <ul style="list-style-type: none"> - chose to focus on the Zones of Regulation and establish a common language - went through a number of pro-d sessions, focusing on self-regulation, recently adding a focus on trauma informed schools - identified common values and beliefs, involving students, parents and Staff - the principal restructured James Park’s student services model, creating a full time behaviour support, a full time skill development and a full time (reading) resource position at the school - we made efforts to keep our school wide values and beliefs at the forefront; it is clear that our students know these values <p>Staff and parents alike have mentioned on numerous occasions how different the school feels compared to three or more years ago. We increased the number of Student Services classrooms from two in 2015-16 to four locations in the 2016-17 year by adding a self-regulation room and a designated skill development room to the school. Doubling the locations where students can be supported throughout the day have given us more options to work with students with special needs. Further, classroom teachers and student services teachers communicated effectively around scheduling of subject areas, leading to a more efficient use of staff resources, including EAs. Student services teachers have</p>
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	<p>worked extremely well together and were able to clearly define areas of responsibilities.</p> <p>Last but not least, we continue with our journey of our school culture, values and beliefs involving students, parents and staff. All of our students are able to recite our 5 identified values and beliefs: Safety, Kindness, Respect, Trust and Learning. Our new school logo also reflects these school-wide beliefs and values. We feel that we are on the right track and our vision is that these values will not only become second nature to all who work and play at James Park, but are also acted out on a daily basis.</p> 

<p>Reflection Highlights</p> <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>There is a 'We are on the right track' feeling in the building that continues to grow from year to year. The staff at James Park works towards supporting ALL students and in doing so we are always striving to strengthen our team of teachers and support staff. In a full time capacity, we welcome back 15 EAs, 1 LISW and 1 youth worker to work with our teaching team to support students next year.</p> <p>Having a full time youth worker this year has made such a difference to how we can support our vulnerable families.</p>
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Signatures

School Name: James Park	School Goal: Social Emotional Learning	School Year: 2020-21
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Submitted by School Planning Council:		
Title	Name	Signature
Principal	Mr. R. Wright	
Recommended by Assistant Superintendent:		
Assistant Superintendent	Mr. G. Shong	