

Action Plan for Learning

	School Name: Lord Baden-Powell Elementary
	School Goal: Assessment/Reporting
	School Year: 2020-2021

Goal / Inquiry Student learning	"If we focus our attention on formative assessment practices, how can we improve our instructional design to meet a more diverse spectrum of learners and at the same time enhance student engagement?"
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Rationale 1-3 reasons for choosing goal	<ul style="list-style-type: none"> • Our range of learner needs is widening, and we may not be properly supporting our classrooms with educational supports (educational assistants & other teacher supports for behavior and language development) • 2019 Social Services Index (data from March 2020) indicates a 10.4% of our students are vulnerable learners based on 280 students. We are growing to 309+ this coming September 2020. • LBP has a high number of students with G designations and many students with ADD or ADHD challenges
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References and sources to support actions	<p><i>How to Differentiate Instruction in Academically Diverse Classrooms: 3rd Edition</i> by Carol Ann Tomlinson (2017)</p> <p><i>Early Primary Reading Assessment (EPRA)</i> by Faye Brownlie (2009)</p> <p><i>District Assessment of Reading Team (DART)</i> by Faye Brownlie (2011)</p> <p><i>The Zones of Regulation</i> by Dr. Leah M. Kuypers (2011)</p> <p><i>The New Social Story Book: 15th Anniversary Edition</i> by Carol Gray (2015)</p> <p><i>You are a Social Detective: Explaining Social Thinking to Kids</i> by Michelle Garcia Winner (2010)</p>
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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? • How will we involve parents? • How will we involve students? 	What we will do differently? <ul style="list-style-type: none"> • Teacher mentoring- we will see at least 5 teachers that will be new to the profession. Within our experienced staff, we plan to connect them with a mentor on staff as well as support them with a Department Head (DH) as well. • Sensory needs- Our sensory wall has been updated & our sensory path had limited use following its installation on January 7, 2020. We plan to visit these areas with adult support to meet the sensory needs of our students as they need it. • Trampolines- We have 6 trampolines throughout the primary area that will allow students to visit these independently and fulfill their needs for exercise or a body break
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<ul style="list-style-type: none"> • How will we monitor progress and adjust actions? 	<ul style="list-style-type: none"> • New Teacher orientation- In the week leading up to September 8th, the principal and a few DHs will meet with new teachers and provide a tour to alleviate anxiousness about starting in a new location. We hope to review basic procedures and practices as well as answer any questions or concerns before the school year begins. <p>What we will continue?</p> <ul style="list-style-type: none"> • Assess our student’s literacy skills in late September/early October using the EPRA & DART to adjust our instructional delivery and past practice for distribution of support throughout the building • Book Club for interested teachers using “How to Differentiate Instruction in Academically Diverse Classrooms”- two successful sessions that ended at Spring Break • Commitment from all teachers to soft-start mornings or family reading to decrease anxiety in our students who arrive late or are anxious • School-wide commitment from all staff to greet our students each morning regardless of the time they are arriving • Capitalize on creating times as Families that will foster relationships and peer-mentorship among students of all grades (not just for Sports Day). These will be four houses (differently coloured) with year-long activities creating a sense of belonging for all students • Commitment from teachers to learn and use Peace Tables, Talking Circles and/or Class Meetings in all primary classrooms. This will decrease the amount of teacher dependence and time used to settle disputes. • Opening week commitment by enrolling teachers themed around the <i>Zones of Regulation (ZoR), Bucket-filling, Teambuilding and Empathy.</i> • School-wide commitment by teachers in grades 1 and higher to create a class charter with a theme around “What characteristics does a safe and successful classroom have?” that will set the tone for the year and be a reference point when situations present themselves. • Continued commitment from Kindergarten and K/1 class to dedicate September and early October to cooperation, empathy and socially appropriate behaviours. • Staff will model the language of ZoR and highlight the concepts in different environments or settings • Ongoing and regular School Based Team meetings to address emotional and academic support systems
Backup Documentation	

<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 	<p>The ZoR approach to our challenges with self-regulation has been extremely positive in helping our students define their emotions. The teachers have benefited from this to indicate to the students when the adults are getting frustrated with behaviours.</p> <ul style="list-style-type: none"> • We have seen a significant reduction in the number of principal interventions that took place at the Kindergarten level. The previous year, the principal had to have regular visits to the K classrooms to reinforce kindness, caring and hands-to-self. • We have seen an improvement when someone is in the RED, to leave them alone. <p>Evidence:</p> <ul style="list-style-type: none"> • Data reflecting the growth and development of our learners and a decrease of the range between our learners by June 2020
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<p>results, performance standard data, anecdotal evidence, work samples, etc.</p>	<ul style="list-style-type: none"> • Teacher assessments using “Examples of Tiered Supports” (I, II & III) • Students can articulate their zones throughout the day • Students will identify their triggers and state of alertness as required • Anecdotal evidence from teachers and support staff
<p>Backup Documentation</p>	<p><i>23 of our 54 students that were assessed at the Emerging or Developing level progressed to Proficient or higher over the course of the school year. Themes from the anecdotal feedback from teachers centered around “too short of time”, “remote learning worked for some but not others” and a fear of regression for some students who were not engaged in remote learning. This could see a five month period of regression in some cases.</i></p> <p><i>Note: All Students includes EAL and Aboriginal students</i></p>


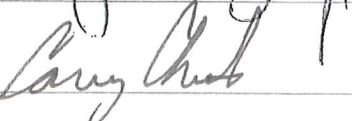
<p>School Community Engagement Process</p> <ul style="list-style-type: none"> • How did you engage parents, teachers, students & support staff in developing your APL? • How did you share your APL goals with parents, teachers, students & support staff? 	<p>Our Intermediate classes had a Science Fair on <u>March 12, 2020</u> that showcased the talents of our young scientists. Each student created their own inquiry statement, performed the experiment and shared their learning or discoveries through a poster board display. We had a planned “World Literacy Day” on <u>April 23, 2020</u> that we hope to celebrate next year.</p> <p>Our PAC is continuing to try to connect with families that do not speak English as their first language to be more involved in our PAC and school activities.</p> <p>On <u>February 20, 2020</u> we had a presentation by the NED Show with a focus on an open mind set and the understanding “the power of YET”. Students made not be able to complete a task or subject area as they had hoped but their focus should be on trying again, practicing and persevering through the next challenge.</p> <p>Some plans we have been:</p> <ul style="list-style-type: none"> • School-wide Projects that end in a Celebration of Learning • Parent Coding Night • Drop-in Hockey for parents <p>Parents</p> <ul style="list-style-type: none"> • E-newsletter every two weeks • FreshGrade is used by some teachers • Student work sent home to families • Student of the Month for those showing success in any of the Core Competencies • Meet the Teacher/Welcome Back BBQ on September 24, 2020 (tentative) • Surveys seeking their feedback using Forms <p>Teachers and support staff</p> <ul style="list-style-type: none"> • Year-end feedback for future school goal planning • APL review and editing • Staff meetings; September 25, 2020: Pro-D • Addition of 1 more department head to our primary classes <p>Students</p> <ul style="list-style-type: none"> • Opening week lessons introducing students to the ZoR, Bucket-filling, etc. • Weekly lesson or lessons for the first month • Grade-wide Gatherings w/ Principal
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	<ul style="list-style-type: none"> • Student Voice and feedback • House Gatherings • School-wide morning announcements delivered by Intermediate students with a focus around Social-Emotional Learning areas or topics
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<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>We were very pleased with the interest from staff to participate in a book club which meshed well with our Assessment goal surrounding Literacy. Effective instructional practice continues to run in conflict with the range of learners that teachers are working with each day. Teachers can burn themselves out by trying to meet the individual needs of their students. Carol Ann Tomlinson provided our club with a different path that sees teachers working smarter and not harder to reach their student needs. Even in the early stages of our club, it sparked thoughts around differentiating math instruction using a stations approach, the importance of visuals and not just step by step instruction and allowing students to read text in their first language to assist with comprehension.</p> <p>Our Welcome Back BBQ/ Meet the Teacher continues to be a success. This approach to meeting new families and allowing all families to socialize was fantastic. The proceeds from the sales helped to kick-start our Terry Fox Foundation fundraising.</p> <p>LBP continues to be caring and supportive to the community. We have supported the following organizations:</p> <ul style="list-style-type: none"> • SHARE received \$509.85 and food bank donations- the cash came from a raffle to sell the front row seats to our evening Christmas concert; we supported numerous families with non-perishable goods totaling 525 lbs. • \$1834.95 raised for Terry Fox Foundation • Donation to the Coquitlam Animal Shelter from fundraising efforts
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Signatures

School Name: Lord Baden-Powell Elementary	School Goal: Assessment/Reporting	School Year: 2020-2021
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Title	Name	Signature
Principal	Daren Fridge	
Assistant Superintendent	Carey Chute	

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