

Action Plan for Learning

	School Name: Pinetree Way
	School Goal: Literacy & S.E.L.
	School Year: Pinetree Way

Goal / Inquiry Student learning	To improve student's reading comprehension and use of strategies. To improve the ability of students to use strategies to self-regulate with a particular focus on physical literacy.
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Rationale 1-3 reasons for choosing goal	<p><u>Reading Comprehension</u> Owing to the large number of students learning English at Pinetree Way and the importance of students being able to enhance their literacy skills, reading comprehension has remained a natural and important focus at Pinetree Way. One challenge has been in determining data collection points that serve to inform our practice and most importantly, provide information about whether various instructional strategies are working. Continuing with a reading comprehension goal has generated further examination of our own practice and some clarity around which data indicators we will focus upon.</p> <p><u>Self-Regulation</u> The unique circumstances created by the pandemic made continued work on self-regulation strategies a logical and relevant goal. Physical literacy is one aspect of self-awareness that can serve to give students a sense of agency in their self-regulation. Given past data suggesting that many of our students feel their physical health is lacking, it made good sense to select this goal. The pandemic also presented challenges in terms of students being able to be active in their community. We know that if social and emotional needs of students are met, their ability to learn improves dramatically and for this reason, self-regulation was an important and useful goal for our learning community this past year.</p>
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References and sources to support actions	<p><u>Reading Comprehension</u> Last year, Pinetree Way engaged in work with Faye Brownlie and Tan Hyuhn; this work was helpful in terms of considering how we teach reading and ways to improve our students' comprehension skills. This year, we focused on our own practice and looked at the reading materials we are providing for students. Pinetree Way has historically had a large percentage of English language learners and this adds a layer of complexity to instructional implementation in terms of using visual aids and other strategies that serve to support students in understanding what they are reading. Teachers have continued to utilize the approaches and assessment practices introduced to them through their work with Faye Brownlie using the DART and the EPRA. The English Learner strategies introduced by Tan Hyuhn served to validate and strengthen teachers' use of instructional aids in assisting students as they acquire English. Teaching cohorts resulting from the pandemic served to deepen collaboration between resource and classroom teachers. Teachers were given opportunities to reflect upon and explore their practice in Class Reviews, School Based Team and in staff meetings. In many ways,</p>
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	<p>it might be said that teachers engaged in a form of action research this year by trying and refining their instructional practice in teaching students to read.</p> <p><u>Self-Regulation</u></p> <p>This year, students were grouped into cohorts and this organizational and safety protocol structure resulted in an increased need for teachers to utilize and introduce problem solving strategies. Self-regulation strategies have long been a fixture at Pinetree Way and the additional focus on assisting students with their own problem solving skills was especially helpful in giving students agency and voice in their capacity to regulate and solve any problems with peers. The use of problem-solving strategies is now also contained in the Code of Conduct to provide clarity for our community in terms of how we address any problems that arise.</p> <p>An added element of our work on self-regulation involved seeking out the assistance of the SD43 Self-Regulation Team. A sensory path with visuals was installed and this has quickly become very useful for a number of students. We suspect that continued discussion of and exploration of the physical challenges contained in the sensory path will influence classrooms in terms of increasing the variety of and type of body breaks offered to students. The sensory path has been helpful in strengthening the relationship between self-regulation and physical awareness.</p>
Backup Documentation	

<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>With a new Action Plan for Learning process and document forthcoming, we have been reflecting upon our current goals and whether there is interest in going in a new direction for school goals. One area that teachers have expressed some interest in is in reexamining their numeracy instruction using SD43 provided manipulatives and the many materials that are currently at Pinetree Way. Given that visual aids and kinetic opportunities assist our students with their literacy, it might make sense to use some new ways of exploring numeracy in our work with students. The goal for the next academic year will be decided upon by January 2022.</p>
Backup Documentation	

Documentation of learning

- Key evidence of change
- 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.

Reading Comprehension

There is a great deal of data that is collected through the various assessments that are completed and this year we elected to narrow our focus with a few key data points.

- **FSA – Students on Track and Extending. 2020 70.2%; 2021 80.8%**
- **ELL, Grade 1 – 15/18 of students assessed as Developing were assessed as Proficient by the end of Term 3. All four students assessed as Emerging had progressed to Developing by the end of Term 3.**
- **18 Students were assessed at ELL Level 1 in October and this number was 6 as of June. It is important to note that of the 6 students assessed as Level 1 in June, 5 were new to the country.**

This data gives offers a glimpse into the growth experienced by students in terms of their reading this past year.

Self-Regulation

Self-Regulation is an important aspect of student well-being in that social and emotional awareness is necessary for managing emotions. MDI data provides some useful information about how students in Grade 4 are feeling about their lives in and out of school. This year, 37% were measured as thriving regarding well-being. 49% of students described their health as medium and 12% self-identified as low. 65% of Pinetree Way’s Grade 4 students indicated they never participate in team sports and 51% said they never participate in individual sports.

This data confirmed that we need to continue our work on enhancing student well-being and looking for some new ways of engaging students in activities fostering physical literacy.

Backup Documentation

School Community Engagement Process

- 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?

Reading Comprehension

Some of the structures for discussion of school goals utilized this year were Staff Meetings, Class Reviews, School Based Team, Education Assistant Meetings and Professional Development). One very exciting development this year was the offering of the Reading A – Z online platform to families. As an example of how this literacy tool was utilized, 88% of all students in Grades 2 and 3 participated in online reading programs at home. The movement toward an online platform such as Reading A – Z, which was facilitated by SD43 in terms of licensing, represents a wonderful partnership between families and the school. The Pinetree Way Parent Advisory Council paid for the Reading A – Z site license and thoroughly supported our work on this school goal.

Self-Regulation

The Pinetree Way Parent Advisory Council played an important role in supporting student’s physical activity by supplying outdoor sports equipment and by providing a wonderful Ultimate Frisbee experience to finish the year. Throughout the year, students rotated between various places on the property each day in their cohorts during unstructured times and equipment became pivotal in enabling students to have fun and be active. It was also apparent that students engaged in a wider variety of games and activities this year. The increase of variety in playground games may also be attributable to classroom teachers explicitly communicating to students the rules of various games.

Engagement

In communicating with all community partners regarding school goals, the use of Zoom and Teams presented new ways to interact this year. Being able to reach a wider audience was helpful in discussing and supporting our work on reading and comprehension and self-regulation. The use of Microsoft Forms and other platforms for

	gathering feedback were also very useful tools in obtaining qualitative data from various sources.
Backup Documentation	

<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><u>Reading Comprehension</u></p> <p>Some assessments in the past indicated that Pinetree Way’s students are good at decoding, but not always as adept at answering deeper questions or making connections to the outside world with what they have read. Many picture and chapter books focusing on contemporary issues (i.e. equity, social justice and racism) were purchased this year with the hope of inspiring more depth and excitement in terms of what students are reading. The data seem to indicate that students are progressing with their reading comprehension and the collective focus on strategies to assist students with language acquisition seem to be working. It is perhaps a little surprising that the FSA results in reading appear to be much improved given the challenges posed by the pandemic. However, as is often the case, the resilience and ability of children to focus on a task at hand is quite impressive.</p> <p>Another aspect of Pinetree Way’s work on reading comprehension has been in the use of technology. Increasingly, students are using apps and programs that can read text aloud. Translation functions are also being used and new student use laptops are a very useful tool as students conduct research.</p> <p>Some anecdotal data from teachers regarding teachers offers some insight into our work this year:</p> <ul style="list-style-type: none"> - During Guided Reading new books are introduced and students are asked what strategies they use before reading the book. Mostly observations of the students reading new text that is at their level during Guided Reading. We also read a daily morning message where letters are missing and students need to decipher the message. - During assessment periods, my Student Services partner and I connect and plan to use my support time so that she can conduct a PM Benchmark on all of my students (not just ELLs). This gives me a chance to see a piece of data for each child and where their decoding, comprehension, and fluency skills are. I also try to plan support time around activities that we do weekly and require a bit more focus (i.e. printing/letter formation, journals (independent/support writing)). - Students are making lots of connections with stories that I read throughout the year. They took in the connections lesson I taught throughout the year and applied them during the stories I read aloud. - RAZ kids, Lexia for some, Google translate for some, computer will read text to kids (when they need it). Newsela is a good source of text at different reading levels that I have used in the past and would like to try using again more. - Strategies to develop background knowledge, word work for developing vocabulary strategies. I follow Adrienne Gear’s strategies. I also use Faye Brownlie’s strategies. I use lots of graphic organizers, class discussions, vocabulary lists and visuals. - It’s important to offer students a variety of ways to present their understanding including illustrating, labeling, discussion, presentations, brainstorming, lists, etc <p><u>Self-Regulation</u></p> <p>The unique circumstances of this year presented students and staff with a number of protocols that required a high degree of self-regulation. Students embraced protocols</p>
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and safety with enthusiasm. The monthly Safe and Sound Award given to the class that best exemplified the spirit of safety and self-regulation, provided a novel and meaningful way to recognize the efforts of students and their teachers and staff. Perhaps the best data regarding our work on self-regulation are found in anecdotal feedback provided by teachers and students. This year, a survey was completed by individuals and classes to identify how students self-regulate and what they have learned about physical literacy. The survey also addressed some areas of interest for students.

Calming Strategies:

- Taking deep breaths, trying to fix the problem, closing eyes and counting to 10, going to my room and reading books, finding a quiet space, listening to music, drinking water.
- Run, drink water, count to 10 inside my head, scream in my pillow, talk with my friends, laying down, find a quiet spot by myself, listen to music, lay on the grass, break card on my desk, dance.

Strategies to Feel Happier or Get My Engine Running Faster:

- Play with a friend, talk to someone, watch and play with cute animals, get a hug from my mom, play a fun game
- Listen to music, play video games, play with my dog, reading, drawing

Favourite Physical Activities Outside:

- Play with hula hoops, play "Tag", play with soccer ball, play with skipping rope, play robots, play "The Floor is Lava", finding pine cones.
- Soccer, four square, jackpot, manhunt, frisbee, mayhem, throwing a basketball at the wall, basketball, hide and seek, walking, running, collecting things to make from nature, swings, tag
- Manhunt, basketball, skipping ropes, tag, kickball, grounders
- Tag, soccer, Manhunt, Mayhem, four squares, basketball

Here are some student generated responses to questions on self-regulation:

What strategies do you use to help yourself calm down if you are feeling upset?

- I count to ten and take deep breaths, I walk away and spend time alone, I colour or read sometimes too.
- I play video games to calm myself and take deep breaths.
- I listen to music, draw, sketch or animate.

What strategies do you use to help yourself feel happier or make your engine run faster?

- I think of good thoughts and I watch TV to feel happier.
- Call with my best friend, Take deep breaths and smile.
- Play games, play sports, read, and talk.


Although many students expressed their feeling that they were engaging in less physical activity this year, it is important to acknowledge the unique circumstances presented by the pandemic. Organized athletic activities may have been impacted, but there were also many examples of students engaging in active play every day at school.

(Delete this section if Literacy is your main goal)

Literacy Data Attach the following: <ul style="list-style-type: none">• Classroom Assessment• School Assessment• FSA results	  MDI-SchReport-2020 04343050 (2).pdf -21-SD43-PinetreeWa
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Signatures

School Name: Pinetree Way	School Goal: Literacy	School Year: 2021
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Title	Name	Signature
Principal	Sean Della Vedova	
Assistant Superintendent	Reno Ciolfi	