

Action Plan for Learning

<pre> graph TD Identify --> Plan Plan --> TakeAction[Take Action] TakeAction --> Document Document --> Reflect Reflect --> Identify </pre>	<p>School Name: Pinetree Way Elementary</p> <hr/> <p>School Goal: Literacy & Self-Regulation</p> <hr/> <p>School Year: 2020 - 2021</p>
---	---

Goal / Inquiry Student learning	To improve student’s reading comprehension and use of strategies. To improve student’s ability to use strategies to self-regulate.
---	--

<p>Rationale 1-3 reasons for choosing goal</p>	<p><u>Reading Comprehension</u> Having conducted a school wide assessment of reading in the Fall, we learned about how our students are developing their reading skills and ways we can support them in their literacy. The Fall assessment was invigilated using a large team including Learning Services teachers. Some Spring assessments were conducted with classroom teachers and their Student Services Case Managers. Having the opportunity to assess the students individually, allowed the opportunity for all students to express their own connections with the provided story, even if they weren’t quite yet able to independently read the story. Using a school wide assessment of reading to further examine our student progress and practice was informative, but continued work in this area could be helpful as we collect data and establish plans to assist students with their reading comprehension. Given that we developed a contextual approach to assessing students, it would be beneficial to conduct further assessment of our students’ reading comprehension. Due to the high population of English Language Learners in our school, these assessments give us a better idea of the level of academic vocabulary they understand. Knowing that academic language can take five to ten years to develop, the focus on this goal helps us to identify gaps in knowledge that previously might have been missed.</p> <p><u>Self-Regulation</u> Self-regulation has been a focus at Pinetree Way for a number of years. Teachers have successfully developed a variety of initiatives that assist students in identifying and regulating their emotions. A recent focus on physical literacy has resulted in more options for learners in classroom contexts in terms of their learning environments (i.e. seating alternatives) and in after school programs (i.e. athletic offerings). However, there continues to be a need to foster awareness of self-regulation and ways students can impact their well being; given events of the past year, social and emotional well being will be a natural continued focus. MDI results also suggest there is some work to be done in terms of how students perceive their own health; 61% of Grade 4 students who completed the MDI rate their health as being medium or low.</p>
---	--

Involvement in athletic activities is also low with 52% never participating in team sports. Although physical literacy and activity do not necessarily guarantee an enhanced ability in students to self-regulate and feel healthy, developing a greater awareness of healthy living and its impact on wellness seems like a logical continued focus at Pinetree Way.

References and sources to support actions

Reading Comprehension

Faye Brownlie, an expert in literacy development, and Harpreet Esmail, the SD43 Early Learning Coordinator, helped to guide our practice in assessing reading comprehension this year. Faye Brownlie's resources (DART, EPRA) were used school wide to check for "reading for understanding", not just decoding. We wanted to see what students were thinking while reading and their sense making though the process of reading.

Hosting Faye Brownlie and teachers from all over the school district provided a meaningful and important way to more deeply consider our work on reading comprehension. Ms. Brownlie also co-planned and taught with two Pinetree Way teachers providing an opportunity for these teachers and a number of visiting teachers to consider their practice in reading and writing instruction.

Developing relationships with critical friends has created increased interest in examining reading comprehension instruction and its assessment at Pinetree Way.

Self-Regulation

In terms of our work on self -regulation, "Re-Imagining Social-Emotional Learning" by Rebecca Bailey, Laura Stickle, Gretchen Brion-Meisels, and Stephanie Jones continues to provide a useful framework.

This approach advocates that schools "teach age-appropriate social-emotional skills at each level." The following foci are suggested for each grade:

Kindergarten – Stop and think power: Learning to wait, share, take turns, and practice self-management following classroom routines.

- Grade 1 – Focus power: Increasing the amount of time students can pay attention to adults' instructions, listen to peers, and concentrate on tasks and activities.

- Grade 2 – Remember power: Becoming more independent and carrying out multi-step tasks, following directions, and making and carrying out detailed plans.

In the next two grades, students use these foundational skills to understand the world through others' eyes and resolve conflicts:

- Grade 3 – Empathy and perspective-taking: Recognizing and responding to others' feelings, needs, wants, ideas, and perspectives, and caring about friendships with peers;

- Grade 4 – Conflict resolution skills: As relationships become more complicated, students need adult guidance on how to deal with disagreements and conflicts when they arise.

In the upper-elementary grades, students must learn to integrate multiple skills, building and maintaining positive, healthy relationships:

	<p>- Grade 5 – Relationship skills: At this age, students have a growing desire to connect with others, and relationships with peers and supportive adults, as well as issues in their communities, are often the most important factors in their lives.</p> <p>Combining a school wide framework with a continued focus on physical literacy will guide our work on self-regulation this year.</p> <p>We continue to utilize resources associated with the Mood Metre. Teachers have used many stories and resources to support their work in assisting students with recognizing their emotions; as always, we will explore more quality children’s literature focusing on emotional recognition and well-being. It might also be interesting to explore the use of technology in terms of a mood metre app; this app could prove to be helpful in providing more nuanced data.</p>
Backup Documentation	

<p>Planned Actions 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><u>Reading Comprehension</u></p> <p>Invigilation of a school wide reading comprehension assessment (DART, EPRA) will occur again, but using a smaller team consisting of classroom teachers and their Student Services Case managers. The data collected from these assessments is helpful in creating supports for all classes and in terms of assisting teachers with ensuring their planning considers the needs of students.</p> <p>Teachers will engage in curricular planning with some of the knowledge gained from the assessment done during the 2019/2020 school year. A good starting point might be to consider ways in which students can be supported in developing their use of academic language pertaining to what they read. Our students generally demonstrated strong skills in decoding, but Intermediate students sometimes struggle with making deeper connections between what they read and their own lives and the world.</p> <p>This year, parents were engaged in their children’s learning as never before and we think there is a great opportunity to more intentionally connect parents with our school reading goal. Parents have expressed their own use of certain programs, apps and initiatives that have been helpful, and it would be useful to enter deeper conversations about these tools. Pinetree Way has signed up for a school wide license for RAZ Kids which has become a favoured reading resource for families; this resource is also useful as it can be accessed both onsite and remotely. Students have also expressed positive interest in participating in various forms of online reading. Lexia is, in particular, a popular program for intense reading intervention. As always, we will use some of our existing structures (collaborative planning times, PAC Meetings and School Based Team) to monitor our work.</p> <p><u>Self-Regulation</u> We plan to continue with work on a self-regulation goal for 2020-2021.</p>
---	--

	<p>It might be useful to survey families and students to learn more about how effective our school-based practice is in terms of our work on self-regulation. Asking some simple questions about what students know about self-regulation and their use of strategies to enhance this part of their learning might be useful in establishing some baseline data. Students will also be asked for their feelings and input as it might be beneficial to have data that extends beyond Grade 4 MDI results.</p> <p>School wide initiatives such as Jump Rope for Heart and Run for Fun are very popular in the Pinetree Way community and this may be due to the collective energy dedicated to these events and the fact that simple tracking measures are used; perhaps developing a similar approach for other self-regulation activities might be helpful (i.e. a continued schoolwide focus with consistent messaging and measurable results). A tentative plan for the 2020/2021 school year includes:</p> <p>A monthly “fitness focus” initiative with in class instruction serving to inform outdoor play at recess and lunch.</p> <p>Sept – Four square month or tag games Oct – Dance – culminating in a Hoedown Nov – Pass/catch with tennis balls, footballs, baseballs Dec – Yoga Jan – Gymnastics Feb – Jump Rope for Heart March – Basketball skills April – Run for fun May – Track and field June – Kickball</p>
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 results, performance standard data, anecdotal evidence, work samples, etc. 	<p><u>Reading Comprehension</u> A few examples of teacher feedback on our work on reading comprehension this year:</p> <p>One on one reading check ins that are daily have become an important part of my practice to find out students interests and where they see they are in reading.</p> <p>From the CBAs, I learned that non-fiction is quite tricky for some students. That points out how important teaching academic vocabulary is, especially with our EAL learners.</p> <p>Home reading is a great tool for reading comprehension. I saw that the students who practiced at home, progressed faster.</p> <p>Students are happier to read from a device than I would have thought. I suspect because there is such a selection of stories which they can choose from.</p> <p>Parents indicated that EPIC was a great resource and that using apps or programs that provided comprehension questions at various reading levels were helpful in supporting their children with their reading. Student choice and</p>
---	--

	<p>selecting readings of the appropriate length were also identified as being important in assisting students with their reading comprehension.</p> <p><u>Self-Regulation</u> A few examples of teacher practices/actions based on our work on self-regulation this year: Relaxed breathing. Movement breaks. Calm meditation. Mind up curriculum. Giving student choice and breaks.</p> <p>Parents identified body breaks, deep breathing, mood metre and physical activity as being helpful for fostering self-regulation with their children.</p>
Backup Documentation	

<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>Pinetree Way has many collaborative structures that are helpful for focusing our work on school goals. Collaborative blocks are provided twice a month for teachers to collaborate and students use these times to often participate in activities relating to reading comprehension and self-regulation. School Based Team is another structure that was used in particular this year to involve our School Counsellor and Speech and Language Pathologist.</p> <p>School Newsletters are a common way to connect with parents, but the use of Forms as part of our Office 365 platform is proving to be a valuable and simple way of garnering input from families.</p>
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>Knowing that many of our students are good at decoding according to our school wide assessment results, we are interested in looking at how we can support students in developing more depth and connections in their reading. Pinetree Way's FSA results also provide some interesting data in terms of reading comprehension. 30% of the students who completed the FSAs were identified at Emerging. Although this is only one assessment, this data suggests some room for improvement for this cohort of students in terms of understanding and demonstrating knowledge about what they have read.</p> <p>After invigilating the school wide assessment using a large team, we realized that this process is better served by having a smaller team including classroom teachers and their student services Case Manager. The data obtained from the testing was also helpful in considering supports being provided to our classes. Going forward, we will use a smaller invigilation team and use the data to inform our support structures and practices (i.e. resources).</p>
---	--

Guiding our next steps in our work on reading comprehension will be these strategies:

- Use a variety of comprehension strategies before, during and after reading, listening, or viewing to deepen understanding of text
- Use personal experience and knowledge to connect to text and deepen understanding of self, community, and world

Self-Regulation

Given the uniqueness of the 2020 school year, self-regulation will potentially be more important than ever. Limiting screen time was identified by parents as being a challenge in their home setting and given the amount of on-line learning occurring, this may be an ongoing theme. 98% of Pinetree Way's Grade 4 students rate their academic self-concept as being high. 36% of this same cohort of students score low in the well-being portion of the MDI. Academic success and productivity are certainly important, but not necessarily a guarantee of physical health and social and emotional well-being. Despite best efforts, some students are not connecting self-regulation in the moment or day to day with a more overarching sense of self that impacts how they feel about themselves and their lives. It might be valuable to more deeply examine the impediments or challenges that push against the various initiatives that seek to heighten self-regulation. The ability to self-regulate does not necessarily guarantee that a person will be happy and feel well with themselves and the world. Perhaps more surveys and focused discussion with students and staff may serve as a way of examining our work in this area more deeply and taking into account what students are truly feeling and communicating.

Backup Documentation

(Delete this section if Literacy is your main goal)

Literacy Data

Attach the following:

- Classroom Assessment
- School Assessment
- FSA results





MDI-SchReport-2019
-20-SD43-PinetreeW:



fsa 2020 .pdf

Signatures

School Name: Pinetree Way	School Goal: Self-regulated Learning	School Year: 2018 - 2019
---------------------------	--------------------------------------	--------------------------

Title	Name	Signature
Principal	Sean Della Vedova	
Assistant Superintendent	Reno Cioffi	

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