


# Action Plan for Learning

	<b>School Name: Roy Stibbs Elementary</b>
	<b>School Goal: Assessment/Reporting</b>
	<b>School Year: 2020/2021</b>

<b>Goal / Inquiry</b> Student learning	<p><b>To increase our knowledge around assessment for, as and of learning.</b>          How can our assessment practices inform:</p> <ul style="list-style-type: none"> <li>• teachers as learners</li> <li>• our students in their self-awareness</li> <li>• our community as a whole</li> </ul> <p>As we continue to build a growth mindset of personalized learning</p> <p><b><i>Core Competency :Critical Thinking</i></b></p> <p>Critical thinking involves making judgments based on reasoning: students consider options; analyze these using specific criteria; and draw conclusions and make judgments. Critical thinking competency encompasses a set of abilities that students use to examine their own thinking, and that of others, about information that they receive through observation, experience, and various forms of communication.</p> <p><b>To grow students’ self-awareness and ability to self-regulate.</b>          Inquiry - If we teach students to better regulate their emotions, will this help to:</p> <ol style="list-style-type: none"> <li>1) Increase their ability to solve problems peacefully; and</li> <li>2) Improve their learning and engagement.</li> </ol> <p><b>Core Competency: Personal Awareness and Responsibility</b>  <i>Personal awareness and responsibility includes the skills, strategies, and dispositions that help students to stay healthy and active, set goals, monitor progress, regulate emotions, respect their own rights and the rights of others, manage stress, and persevere in difficult situations.</i></p>
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<b>Rationale</b> 1-3 reasons for choosing goal	<ul style="list-style-type: none"> <li>• Assessment practices affect learning</li> <li>• Increased knowledge of powerful assessment tools, timing and strategies will transform teaching and reporting practices.</li> <li>• Building capacity for students to self-identify emotions and thoughts and their influence on behaviour enhances overall students’ learning readiness and individual potential.</li> </ul>
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<p><b>References</b> and sources to support actions</p>	<ul style="list-style-type: none"> <li>• Teachers to explore redesigning classroom spaces and learning spaces within the school to promote self-regulation</li> <li>• Resources: MindUP, Mood meter, Growth Mind Set, Zones of Regulation</li> <li>• Play is the Way</li> <li>• Restorative Practices</li> <li>• Behaviour Flip - Hacking School Discipline – staff book read</li> </ul>
<p>Backup Documentation</p>	

<p><b>Planned Actions</b> Continuing practices working well (1-3)</p> <ul style="list-style-type: none"> <li>• What will we do differently? (1-3)</li> <li>• How will we provide for staff development and collaboration?</li> <li>• How will we involve parents?</li> <li>• How will we involve students?</li> <li>• How will we monitor progress and adjust actions?</li> </ul>	<ul style="list-style-type: none"> <li>• We will continue to explore the impact designing self-regulated learning environments has on students' ability to regulate themselves in our classrooms and to self-assess their progress.</li> </ul> <p>For the 2020/2021 school year, we will continue to focus our professional development on assessment strategies</p> <ul style="list-style-type: none"> <li>• <b>to promote self-regulated learning</b></li> <li>• <b>to guide instructional practices</b></li> <li>• <b>to build capacity in staff, students and parent understanding of academic and social emotional growth.</b></li> </ul> <p>What will we do differently?</p> <ul style="list-style-type: none"> <li>• <b>Use common assessment tool cross grade/subject (TBD)</b></li> <li>• <b>Use staff meetings and Team Leader Meetings for regular education and discussion.</b></li> <li>• <b>Use weekly Buzz Block assemblies to reinforce self assessment and self regulation applications</b></li> </ul>
<p>Backup Documentation</p>	



<p><b>Documentation of learning</b> Key evidence of change</p> <ul style="list-style-type: none"> <li>• How did your actions make a difference?</li> <li>• Choose 1-3 pieces of evidence to demonstrate the impact your actions have had on student learning to meet your goal.</li> <li>• Documentation could include video, survey results, performance standard data, anecdotal evidence, work samples, etc.</li> </ul>	<p>Planned Documentation:</p> <ol style="list-style-type: none"> <li>1) We plan to collect data to inform our inquiry and practice so that we assist students experience: <ul style="list-style-type: none"> <li>- Greater success in identifying emotions and thoughts</li> <li>- Use tools to prepare themselves for learning</li> <li>- More moments of calm, alert and ready to learn behaviours</li> <li>- Be able to identify what self-regulation strategies and tools they need to work successfully</li> </ul> </li> <li>2) We will gather baseline data of academic performance for our students from the Classroom Assessments Based on Teacher Judgement (based on BC Performance Standards) and the FSA results.</li> <li>3) Collect student data using anecdotal surveys and rating scales and teacher observations to gather additional baseline data to inform staff discussions and professional development</li> <li>4) Collect observations and feedback through parent surveys and PAC meeting discussions, and staff meetings.</li> <li>5) Use MDI and EDI information</li> </ol>
Backup Documentation	

<p><b>School Community Engagement Process</b></p> <ul style="list-style-type: none"> <li>• How did you engage parents, teachers, students &amp; support staff in developing your APL?</li> <li>• How did you share your APL goals with parents, teachers, students &amp; support staff?</li> </ul>	<p>How will we involve parents?</p> <ul style="list-style-type: none"> <li>• PAC meeting updates;</li> <li>• Newsletters/Bulletins;</li> <li>• Open House, school-wide celebrations, student-led conferences;</li> <li>• Report Card through the Student Self-Assessment of the Core Competencies.</li> </ul> <p>How will we involve students?</p> <ul style="list-style-type: none"> <li>• Direct instruction of self assessment strategies</li> <li>• Classroom focus on self regulation strategies</li> <li>• Student self-assessment of growth in self regulation and one academic area</li> </ul> <p>Student participation in Buzz block activities relevant to self assessment. Student and parent guided conversations in conferences</p> <p>APL goals were shared with Staff through survey and TEAMS meeting in June. This goal was then shared with the PAC executive – PAC meetings have been postponed due to Covid -19.</p>
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<p><b>Reflection Highlights</b></p> <ul style="list-style-type: none"> <li>• Where are we now?</li> <li>• What are some patterns emerging?</li> <li>• What surprised you?</li> </ul>	<p>We are excited to plan out our year with scheduled progression and implementation of our strategies and professional learning during weekly assemblies and monthly staff meetings. An implementation of a common/collaborative focus on assessment and reporting of our learning will be new and we look forward to the rich dialogue and change in capacity as a result.</p>
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<ul style="list-style-type: none"> <li>• What conclusions / inferences might you draw?</li> <li>• How does this inform potential next steps?</li> </ul>	
Backup Documentation	

**(Delete this section if Literacy is your main goal)**

<b>Literacy Data</b> Attach the following: <ul style="list-style-type: none"> <li>• Classroom Assessment</li> <li>• School Assessment</li> <li>• FSA results</li> </ul>	 FSA.pdf  MDI-SchReport-2019-20-SD43-RoyStibbs-
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# Signatures

<b>School Name: Roy Stibbs Elementary</b>	<b>School Goal: Assessment/Reporting</b>	<b>School Year: 2020/2021</b>
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Title	Name	Signature
Principal	Laurie Sviatko	
Assistant Superintendent	Carey Chute	

<b>Print this page, have it signed by Principal &amp; Assistant Superintendent, scan it and attach it here</b>	
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