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| **Action Plan for Learning** |
|  | **School Name: Lord Baden-Powell Elementary** |
| **School Goal: Assessment/Reporting** |
| **School Year: 2021-2022** |

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| 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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| Rationale1-3 reasons for choosing goal | * 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)
* 2020 Social Services Index (data from Oct 2019 and Sept 2020) indicates a 5.7% of our students are vulnerable learners based on 280 students.
* 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 | *Early Primary Reading Assessment (EPRA)* by Faye Brownlie (2009)*District Assessment of Reading Team (DART)* by Faye Brownlie (2011)*The Zones of Regulation* by Dr. Leah M. Kuypers (2011)*The New Social Story Book: 15h Anniversary Edition* by Carol Gray (2015)*You are a Social Detective: Explaining Social Thinking to Kids by* Michelle Garcia Winner (2010)*Six Cedar Trees by* Margot Landahl and Celestine Aleck (2017) |
| Backup Documentation |  |

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| Planned ActionsContinuing practices working well (1-3)* 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?
 | What we will do differently?* We do not anticipate a great deal of change from our plan from the previous year due to the limitations or structures on us during the pandemic.
* A greater attempt to rebuild and repair our sense of community following a year of individual classes (learning groups)
* Specific focus in the Intermediate classrooms to form ability groupings during Numeracy blocks three times per week
* Committed portions of our monthly staff meetings to allow for more collaboration and planning by grade levels (breakout sessions)
* Commitment in our Primary grades to use *Six Cedar Trees* resource when assessing students’ core competencies.
* Increase available laptops by 2 in all Intermediate classes to assist with Lexia (CORE 5) and other supports for learners

What we will continue?* Teacher mentoring- we will see at least 6 teachers that will be new to our building. 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, sensory path and 6 mini-trampolines will provide sensory needs of our students as they need it.
* New Teacher orientation- In the week leading up to September 7th, 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.
* Complete Classroom Based Assessments (CBAs) of 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 2020
* 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. These will be four houses (Ron Clark Academy model) with year-long activities creating a sense of belonging for all students, core competencies and elements of Place-Based Education specifically local heritage and cultures.
* 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 *Zones of Regulation (ZoR), Bucket-filling, Team-building and Empathy.*
* 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
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| Backup Documentation | ***\*Indigenous Students Living Off Reserve: 2+ Adults who care on Student Learning Survey- below Provincial and Metro Response Rate******\*All Students: 2+ Adults who care on Student Learning Survey- below Provincial and Metro Response Rate******\*Connectedness with Adults at School- MDI 2020/2021- 47% of Grade 5s felt there was not an adult “that thought they would be a success” (District 43 average was 25%)******\*School Belonging- MDI 2020/2021- “I feel like I am important to this school”- below District 43 average******\*FSA Data- 2020-21- 30% (29.4) of our Grade 4 students who wrote participated are “Not Yet Meeting” in Numeracy*** |

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| Documentation of learningKey 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.
 | Our actions to assess students using the CBAs (Fall & Spring) and work with small groups to build their skills has seen an improvement in 11 of our students over the course of the year. Home reading, RazKids, Lexia Core 5, Guided Reading groups and ELL/Resource support have assisted in this success.Our use of ZoR (Zones of Regulation) has become embedded in our practice versus our early years. The staff is more knowledgeable about when to ask students to take a break, body break, visit the sensory wall, do the sensory path or bounce on a mini trampoline. Our students benefit from these breaks that see them too elevated to learn in the yellow and these breaks allow them to return to their green zone after a few minutes. Many teachers in the early primary use this a check-in in the am and following a play break outside.* 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
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| Backup Documentation | ***11 of our 115 students that were assessed at the Emerging or Developing level progressed to Proficient or higher over the course of the school year. Note: All Students includes EAL and Indigenous students*** |

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| 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?
 | Our PAC has had an amazing year of fundraising during very challenging circumstances. Throughout the year they held several fundraising activities such as Bear Wear Clothing sales, Purdy’s Chocolates, and other small activities with great community response. The PAC received a sizeable donation from the Royal Canadian Legion-Branch 263 to begin a 3-year plan to turn our courtyard into an outdoor learning space. With the support of the District Maintenance staff, we were able to complete all of our tasks in a very short window of time. Teachers have been able to use the outdoor tables and whiteboards for the months of May and June due to the warm weather.In the Spring, we plan to host an open house style event that will allow families to visit their child’s classroom to witness a multi-cultural event, passion project, Earth Day 2022 themed topic or a project centred around World Book Day 2022.Parents* E-newsletter every two weeks (Microsoft Sway to allow for easy translation into other languages)
* 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 23, 2021
* Surveys seeking their feedback using Forms
* Drop-in Hockey to rebuild community and connect others

Teachers and support staff* Year-end feedback for future school goal planning
* APL review and editing
* Staff meeting Breakout sessions; September 24, 2021: Pro-D

Students* Opening week lessons introducing students to the ZoR, Bucket-filling, etc.
* Weekly lesson or lessons for the first month
* Grade-wide Gatherings w/ Principal
* Student Voice and feedback
* House Gatherings monthly to rebuild a stronger sense of belonging
* School-wide morning announcements delivered by Intermediate students with a focus around Social-Emotional Learning areas or topics
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| Backup Documentation |  |

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| Reflection Highlights* 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?
 | Considering the challenges that the past 16 months have caused us, I am very proud of the things that my staff has accomplished this year. They found many ways to locate the “silver linings” as we battled through the pandemic and our students had as close to a regular year as possible outside of the restrictions in place for the 2020-2021 year. We continue to see an increasing trend of students requiring Educational Assistant (EA) support in our community. We currently have 13 EAs for our population of almost 300 students.Staff continue to work with daily behavioural challenges that impact instructional delivery. Many teachers have adjusted their practice to address the range of learner needs in the room however there is still some work to be done with differentiating lessons to meet the needs of the entire class.This is the first year we had quality data to support what we are doing regarding our school goals. We will continue to embrace the data as information to challenge our thinking, force us to adjust our practice where necessary and help to guide us with future decisions.LBP continues to be caring and supportive to the community. We have supported the following organizations: * SHARE received $319 from our PAC Ornament fundraiser and numerous non-perishable food items at Christmas time
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| Backup Documentation |  |

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

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| **Literacy Data**Attach the following:* Classroom Assessment
* School Assessment
* FSA results
 | ***FSA Data 2020-21: 44% Grade 4 Males are Emerging in Reading******FSA Data 2020-21: 25% Grade 4 Males are Emerging in Writing*** |

Signatures

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| School Name: Lord Baden-Powell  | School Goal: Assessment/Reporting | School Year: 2021-22 |

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| Title | Name | Signature |
| Principal | **Mr. Daren Fridge** |  |
| Assistant Superintendent | **Dr. Carey Chute** |  |

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| Print this page, have it signed by Principal & Assistant Superintendent, scan it and attach it here | <https://sd43bcca-my.sharepoint.com/personal/dfridge_sd43_bc_ca/Documents/Administration/APL/2021-2022%20LBP%20APL%20Signed.pdf> |