

Action Plan for Learning

	School Name: Lord Baden-Powell Elementary
	School Goal: Assessment/Reporting
	School Year: 2019-2020

Goal / Inquiry Student learning	“If we focus our attention on formative literacy assessment practices, can we improve our instructional design to meet a more diverse spectrum of learners and at the same 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) • LBP has a high number of students with G designations and many students with ADD or ADHD challenges • 2018 Social Services Index (data from March 2019) indicates a 7.6% of our students are vulnerable learners based on 251 students. We are growing to 280+ this coming September 2019.
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References and sources to support actions	<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: 15^h 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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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? • How will we monitor progress and adjust 	What we will do differently? <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 • Assess, learn, plan, implement and reflect on the impact of Student Wellness and Mental Health. We have been selected as a school to be a part of a District Mental Wellness Team • 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
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actions?	<p>belonging for all students</p> <ul style="list-style-type: none"> Supply each classroom with Fidget kits/ Calming kits to support tactile learners and focus support. <p>What we will continue?</p> <ul style="list-style-type: none"> Commitment from teachers to learn and use Peace Tables 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, Team-building 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. Principal will have gatherings to reinforce, supplement and model expectations Lunch time Boys and Girls Club with same gender leaders from Place Maillardville. As well as afterschool programming three days a week (MWF) 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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<p>Documentation of learning</p> <p>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>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 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
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<p>School Community Engagement Process</p> <ul style="list-style-type: none"> How did you engage parents, teachers, 	<p>The school engaged our parent community in 2018-2019 very positively. We hosted a successful STEM Night that gave families an experience inside today’s classrooms. Our PAC sponsored GLOW Party proved to be another success. Our Antarctica School-wide project was an amazing celebration. There were numerous positive comments to teachers</p>
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<p>students & support staff in developing your APL?</p> <ul style="list-style-type: none"> • How did you share your APL goals with parents, teachers, students & support staff? 	<p>about getting to join in and see all the learning that goes on throughout the school.</p> <p>Our PAC had its second Chair in two years after a long stretch of close to ten years. Our current Chair is tech savvy and is attempting to engage our community through social media and other platforms. We are still attempting to reach the families that do not speak English as their first language to be more involved in our PAC and school activities. Some plans we have been:</p> <ul style="list-style-type: none"> • Math Game Night or Afternoon • 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"> • Announcement Board placed at the entrance (to be purchased) • 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 19, 2019 • Surveys seeking their feedback <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 20, 2019 Pro-D <p>Students</p> <ul style="list-style-type: none"> • Opening week lessons introducing students to the Zones • Weekly lesson or lessons for the first month • Grade-wide Gatherings w/ Principal (How to Teach Feelings- Dec 2018) • Student Voice and feedback (December 2018 and April/May 2019)
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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>The LBP staff has completed our third year of SEL and self-regulation as our goal. ZoR has been exactly what we needed. We will continue to keep SEL and ZoR as a focus, but we are moving this to a minor goal and have chosen Literacy Assessment as our major goal.</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 and led to us seeing an increase of 1K from previous years.</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 \$200 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 • \$1765.65 raised for <u>Terry Fox Foundation</u> • Jump Rope for Heart raised \$6078.25 for the Heart & Stroke Foundation
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(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 	Classroom Assessment data coming soon
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Signatures

School Name: Lord Baden-Powell Elementary	School Goal: Assessment/Reporting	School Year: 2019-2020
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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	
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