Action Plan for Learning

Identify · Reflect · Plan · Document · Take Action	**School Name: Moody Elementary School**
	School Goal: Literacy
	School Year: 2021-2022

Goal #1 / Literacy	**To increase the percentage of students who are meeting expectations in reading in order to build student self-confidence and set students up for success.**

Rationale 1-3 reasons for choosing goal	• Literacy, particularly reading skills, is foundational to students' understanding of the world. • 39% of our students were "not yet meeting" based on a year-end reading assessment (we wonder about the "gaps" as a result of disruption to instruction from the pandemic and higher absenteeism; therefore, continuing with this goal from last year) • approx. 30% of our student population are English Language Learners
References and sources to support actions	2019-20 and 2020-21 FSA Reading Data (School Level Raw Data) 2019-20 and 2020-21 Ministry Grade 4 Student Learning Survey Results – Moody Elementary Year End School-wide reading assessment (Fountas & Pinnell) Conversations with Classroom, EAL & Learning Support Teachers
Backup Documentation	

Planned Actions Continuing 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?	Continuing Practices: 1) Daily 5 / CAFE: we will continue the voluntary implementation of these reading instructional approaches in classrooms. 2) Learning resources: RazKids and/or Headsprout have been provided through PAC support for use by whole classes separately and as part of Daily 5. Sanitized iPads, laptops and/or Surface Pros are available in all classrooms. Levelled readers (print and ebook) and library materials are available. 3) Assistive technology: Hearbuilder licenses are available to support building phonemic awareness. Google Translate is available on at least one device per classroom. 4) Targeted support: we will continue to provide early intervention and literacy learning support through a combination of support models. 5) Competency-based IEP: we will continue implementation of the new IEP format to better support strengths-based planning 6) One-to-One reading program: as we are able, we will continue to work with the One to One children's literacy program with a focus on Grade 1-3.

	7) Professional learning and collaboration: opportunities continue to be available for teachers (PD Days, staff meeting time and collaborative time).
	8) Whole-school literacy activities: we will continue to collaborate with public library staff on programs and promotion to foster student reading engagement.
	What will we do differently?
	1) Literacy support bins: due to COVID-19, we were unable to complete this objective last school year. We hope to investigate developing bins of literacy intervention tools related to specific areas, e.g. letter sounds, fluency, etc.
	How will we monitor progress and adjust actions?
	1) Fountas & Pinnell/PM Benchmark levels to adjust programs for individual students
	2) Teacher judgment
	How will we involve parents?
	1) Share reading strategies with parents (send home bookmarks with strategies; parent sessions about how to support their children at home)
Backup Documentation	One-to-One Children's Literacy Program: http://www.one-to-one.ca/ RazKids/Headsprout: https://www.raz-kids.com/

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?	We plan to continue with this important goal, bringing back more partner-work, small group instruction, movement activities and other instructional strategies that were not possible with COVID protocols (ie. social distancing). Last year, we added on to our literacy toolkit by adopting refreshed learning services protocols and new reading assessments. We continued to benefit from several One to One reading program volunteer tutors (virtually) who worked with Grade 1-3 students, and participated in a virtual session with the Port Moody Public Library. We continue to see very good use of technology/learning resources to support student literacy learning.
Backup Documentation	2019-20 and 2020-21 FSA Reading Data (School Level Raw Data) 2019-20 and 2020-21 Ministry Grade 4 Student Learning Survey Results – Moody Elementary

Goal #2 / Social-Emotional	**To grow students' self-awareness and personal management reinforcing self-regulation skills and ensuring all students thrive at school.**

Rationale 1-3 reasons for choosing goal	• Developing self-regulation skills will enhance student achievement and reduce barriers to learning. • Fostering student voice in the classroom builds self-awareness and strengthens readiness to learn. • Building capacity as self-reflective learners enhances students' ability to reach individual potential. • Student self-assessment and teacher observation highlights both growth and the need to continue developing self-regulation skills in our school.
References and sources to support actions	Staff Self-Regulation learning team collaborations and professional readings Calm Classroom Framework
Backup Documentation	

Planned Actions	Continuing Practices:

| Continuing 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? | 1) SD43 Self-Regulated Learning Initiative: we will continue our involvement in the pilot school project.

2) Daily school wide program (Zones of Regulation, Calm Classrooms, Executive Functioning) and breathing/exercise/sound/calm classrooms: we will continue our "Daily Calm" announcements and we will continue a silent reading program after lunch break, to help students be "ready to work".

3) Executive functioning (Sarah Ward) and mindset tools and language: we will continue to develop tools, e.g. "Get Ready, Do, Done", and teach growth mindset in addition to language in the emotional and behavioural domain. We will continue to work with Anita Jaswal with a focus on executive functioning.

4) Classroom design and seating: we will continue designing our indoor, outdoor, and, if they are needed, virtual classroom spaces to include executive functioning features such as—for our indoor settings—a variety of seating and table sizes/arrangements, e.g. family-style and/or alternative seating.

5) Learning space self-regulation options: we will continue to provide sensory options and tools (e.g. Lego Wall, stepper, etc.) and a chart for student self-selection of supports in most physical learning spaces.

6) Hallway and floor sensory installations: we will resume providing soft, interesting and/or moveable materials and fabrics in hallways for calming and/or engaging touch. We also continue to provide a sensory pathway and large sensory wall stickers.

7) Counsellor teaches self-regulation theory & strategies in all classrooms (ie. EASE Program)

8) Communication: we will continue to include a self-regulation information piece for parents in our monthly newsletters.

What will we do differently?
1) We plan to bring back the self-regulation tools mentioned above that were closed due to limited traffic and inability to touch common spaces/walls. We will need to re-teach their use and allow students to make independent choices in order to self-regulate.

How will we monitor progress and adjust actions?
1) Ministry Grade 4 Student Learning Survey and MDI
2) Observational data: office referrals, student voice at leadership group |
| **Backup Documentation** | |

| **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? | This is definitely a critical goal for us, as we know that students need to be calm in order to learn. We are excited to bring back the tools and pick up on the pre-pandemic momentum that was building in this area.

Over the past few years, we continued to add options to the on-site environment, including new sensory wall stickers. These provide students with instructions on what activity to do at each station. The stickers were featured as part of an all-day executive functioning/self-regulation professional development opportunity offered at Moody Elementary on the February 2020 Pro-D Day & reviewed at the January 2021 Pro-D Day.
2019-20 Results: When Grade 4 students were asked to self-assess their own skill level, 93% reported having high- or medium-level skills associated with self regulation (long term) and 78% reported the same for self regulation (short term). |

Backup Documentation	MDI Grade 4 – Moody Elementary 2019-2- School Report 2019-20 and 2020-21 Ministry Grade 4 Student Learning Survey Results – Moody Elementary

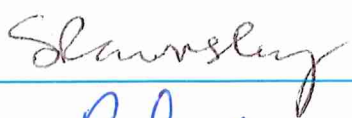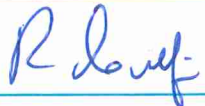|	
Documentation of learning Key evidence of change • How did your actions make a difference? • Choose 1-3 pieces of evidence to demonstrate the impact your actions have had on student learning to meet your goal. • Documentation could include video, survey results, performance standard data, anecdotal evidence, work samples, etc.	For evidence of change 2019-2021, see the Reflection Highlights under each goal. Documentation for 2020-21: 1) Beginning and end-of-session school reading data collection (February and June 2021) 2) Ministry of Education Grade 4 Student Learning Survey **This year we continued with a variety of reading instructional strategies and opportunities, as well as to work on self-regulation skills school-wide. Since many tools were impacted by the priority of Health & Safety protocols, we look forward to bringing back many social aspects of learning and shared tools & activities. We would also like to weave the First Peoples Principles of Learning throughout our planning, instruction and interactions.**
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?	We will share our APL with our school community as follows: • Staff engagement: staff meetings, email communication, Pro-D • Parent engagement: Newsletter, PAC meeting, web page • Student engagement: class discussions, reflection, assessment
Backup Documentation	

Signatures

School Name: Moody Elementary School	School Goal: Literacy	School Year: 2021-22

Title	Name	Signature
Principal	**Sheila Rawnsley** Original draft by Deidre James, former principal	*Rawnsley*
Assistant Superintendent	**Reno Ciolfi**	*R Ciolfi*

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