



**Context**

F.W. Howay is a small, K-5 elementary school located in the Heights neighbourhood of New Westminster. We currently have a student population of 120 students, 6 divisions and 25 teachers and support staff. F.W. Howay has a diverse student population and a dedicated and involved parent community.

The 2019/2020 and 2020/2021 school year have been unprecedented on how we approach student learning and our school goal. We have faced many challenges with COVID-19 and the protocols that keep students and staff safe but at the same time have shaped what our classrooms look like and also how we approach communication with families. We will continue to focus on assessment for our school learning plan. Specifically, how we have to adapt our form of communication with families and how we share student learning.

Our 2018/2019 SLP goal supported reading development and a model of support that focussed on implementing interventions and strategies in the classroom, as well as small group support from specialized teachers. We are proud that we have maintained and continue to incorporate and implement the processes, structures, strategies and timelines that are so important to support our current goal. Over the next few years we will specifically focus on reading assessment practices and communication of student learning with families.

**What we hope to achieve:**

**Goal:**

To develop and implement assessment strategies that align with our belief that strengthening student's core competencies (communication, thinking and personal awareness) will empower students in their learning journey as they move towards being confident and capable learners.

**Objective 1** - Use rubrics to support student understanding and parent understanding/involvement in learning as well as linking rubrics to the new proficiency scales.

**Objective 2** - Develop communication strategies, with families, as we face challenges with in person methods of communicating student learning (due to COVID protocols) (eg. Increased use of on-line platforms).

**Competency Development**

We believe that incorporating core competency-based reading assessments into our assessment practices will inform our classroom instruction, create an environment for self-directed learning and deepen student's understanding of themselves as readers.

**Students will:**

- use metacognition/reflection, think critically through self-assessment, find solutions to reading challenges, track their own progress (thinking)
- dialogue with teachers and peers, learn the vocabulary of thinking & learning (collaboration & communication)
- self-regulate, build self-awareness of strengths and weaknesses, set personal goals, increase focus and participation (personal awareness)



**Strategies**

**Continue following strategies as outlined in 2018/2019 School Learning Plan –**

- Tiered Intervention Framework and/or Universal Design for Learning (refer to the 2018/2019 SLP for details on timelines and other strategies)

**Core competency based reading assessment –**

- staff assessment teams – grade groups/age appropriate teams
- design and develop assessment tools that may include rubrics and scales, performance of authentic tasks, self-assessment tools, journals/thinking logs, data trackers/student portfolios, conference

**School-wide integration of the core competencies throughout the curriculum –**

- Mind-Up/Growth Mindset (mindfulness)
- Zones of Regulation
- SMART Learning rubrics for reading
- Adrienne Gear strategies– Reading and Writing Power
- Tom Schimmer – framework for assessment
- Teacher–Librarian – collaboration with all classes to extend and reinforce core competencies and social responsibility

**Communicating Student Learning (2 informal reporting periods) with Families – COVID19 protocols**

- Parent conference times in October over MSTeams (continue to have meeting/conference style format)-not in person
- Parent/Student/ Teacher conference in February over MSTeams (continue to have meeting/conference style format)-not in person
- IEP meetings (combination of in person and MSTeams)

**Success Indicators**

- data collected throughout the year based on classroom reading assessments and tools - including rubrics and scales, performance of authentic tasks, self-assessment tools, journals thinking logs, data trackers/student portfolio or conferences
- comparison of baseline and year-end assessments
- continue to follow the one year timeline (term 1, 2, 3)(refer to the 2018/2019 SLP for details on timelines and other strategies)
- collect data on family involvement over the 2 conference dates

**Communication**

- monthly PAC meetings
- school web site
- school newsletters
- parent-teacher conferences and February student-led conference
- collaboration times and staff meetings



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**School Learning Plan 2020/2021**