

**Broad Outcome/Area of Focus:**  
**Engaging all Students as Active Citizens and Active Learners in the Bairdmore School Community**  
**How do we live our motto, BE YOUR BEST?**

Part 1: active citizens of our school community Part 2: active learners in our school community		<input checked="" type="checkbox"/> Literacy <input checked="" type="checkbox"/> Numeracy	<input checked="" type="checkbox"/> Engagement <input type="checkbox"/> Graduation	<input checked="" type="checkbox"/> Other (Mental Health, Sense of Belonging, Indigenous Education, Anti-Racism, Equity, Inclusion)										
What do we know about our learners? What do we need to know about our learners? What compelling evidence we are drawing upon? How do we know what we know what we know?	Focus of <b>STUDENT</b> knowledge, skills & dispositions Student Practices and Behaviours What focus emerges as our question to pursue? What questions do we have about our students?	Actions, Roles & Responsibilities Who will do what, how and by when? Team Practices & Behaviours, Teacher Practices & Behaviours What is the professional learning focus related to our inquiry question? How will we get there?	Monitoring Systems Is our focus making a difference? Does our inquiry require adjustment? How will we know? What do we want to see when we get there?											
<p>They are all our students; each child needs to feel they are safe and that they belong; We want our students to feel belonging and connection. <b>Does every student feel they belong? (attendance, engagement).</b>                      As of November 28 we have 9 students with Attendance SSP's and an additional 10 that we are monitoring closely.</p> <p>Every child is a learner with their own strengths and unique learning styles. <b>Do we know the strengths and learning styles of our students?</b></p> <p>Each child needs support in a different way.  <b>CLEVR – AP, ELAP, IEP, CMP, TIP . . .</b>                      As of November 28, we have students supported through the following plans</p> <table border="1"> <tr><td>Adaptation Plans</td><td>16</td></tr> <tr><td>Curricular Modification Plans</td><td>4</td></tr> <tr><td>English Language Acquisition Plans</td><td>30</td></tr> <tr><td>Individualized Education Plans</td><td>44</td></tr> <tr><td>Responsive Plans</td><td>17</td></tr> </table> <p>and many targeted instructional plans</p> <p>Consistency in expectations and routines helps students engage in learning  <b>What consistent routines will help our students engage in learning?</b></p> <p>Authentic hands-on learning experiences and messy student-centred learning support engagement; we celebrate mistakes                      Extra-curricular activities engage students  <b>What strategies are the most powerful for engaging our learners?</b>                      Active Participation data from term1 reports.</p> <p>We want our students to be global citizens, lifelong learners with empathy and kindness.                      Citizenship and Social Responsibility data from term 1 reports.</p> <p>Students need our help to walk through big feelings  <b>How can we help our learners to manage big feelings in a socially acceptable way?</b>                      Personal Management Data from term 1 reports.</p>	Adaptation Plans	16	Curricular Modification Plans	4	English Language Acquisition Plans	30	Individualized Education Plans	44	Responsive Plans	17	<p><b>What do students need to help them act and belong as members of our Bairdmore learning community?</b></p> <ul style="list-style-type: none"> <li>Do our students understand school?</li> <li>Do they know how to be part of a group? Waiting, Taking fair turns, valuing the ideas and opinions of others, getting along and interacting in a socially acceptable manner</li> <li>What gets students to school each day? (attendance)</li> <li>What works to help students be regulated?</li> </ul> <p><b>What does active learning look like for our students? What strategies best engage our students effectively in learning across all domains?</b></p> <ul style="list-style-type: none"> <li>What are students thinking?</li> <li>What does active listening mean?</li> <li>How do we address the diversity of all learners?</li> <li>How do we best engage families at home as partners in learning</li> <li>Do our students know their strengths?</li> </ul>	<p><b>What might we do to ensure each student believes and acts as an active citizen with a clear sense of belonging at Bairdmore School?</b></p> <ul style="list-style-type: none"> <li>Professional learning:                             <ul style="list-style-type: none"> <li>Zones of Regulation/Problem Solving Wheel</li> <li>Indigenous ways of knowing and being</li> <li>Low Arousal</li> <li>UNESCO</li> </ul> </li> </ul> <p><b>What actions might we take to ensure that each child at Bairdmore school is actively engaged in learning as a literate and numerate student across all domains?</b></p> <ul style="list-style-type: none"> <li>Professional learning:                             <ul style="list-style-type: none"> <li>UFLI PLC, Literacy PLC (Words Their Way/Reading instruction)</li> <li>Mathology/MathUp</li> <li>Indigenous ways of knowing and being</li> </ul> </li> </ul> <p><b>School Wide Programming</b>                      Clubs and Activities (games, intramurals, patrols, sports, choir) <b>**Monitor attendance on club days</b>                      Leadership opportunities (announcements, patrol, UNESCO, Nutrition leaders)                      Smudging Turtles/Knowledge Keeper partnership                      Direct teaching of social skills                      Zones of Regulation/Problem Solving Wheel/Sources of Strength                      Targeted social skills groups (lunch bunch, games club, friendship groups)</p> <p>Consistent routines and expectations                      Whole School Community events (Movie nights, Family nights)</p> <p><b>Classroom Programming</b>                      Hands-on Learning Makerspace and Inquiry Centres/Stations (hands-on tasks)                      Design Projects/Inquiry/Choice                      Buddy projects                      Strategic Grouping of Students                      Develop strategies for students who find transitions challenging                      Student Specific Planning</p>	<p><i>Students are demonstrating learning across multiple modalities</i>  <b>**Teachers are using triangulated assessment data to inform instruction and reporting</b>  <i>Students can identify strengths and goals</i>  <i>Students see themselves as learners and are able to take risks with confidence (students embody a growth mindset)</i>  <b>**Padlet Survey – learning strength and stretch</b>  <b>**Tri-Conference goal setting records</b>  <i>Students are actively engaged in learning</i>  <i>Demonstrate stamina in preferred and non-preferred tasks</i>  <b>**Time on task data, **number of redirections decrease</b>  <i>Students are in the classroom</i>  <i>Students are transitioning quickly and peacefully within the classroom and the school</i>  <b>**Random hallway checks</b>  <i>Students are sharing ideas in class discussions</i>  <i>Students are active participants in individual, small group and whole class tasks</i>  <b>**Learning Behaviour markers</b>  <i>Students know when they need help, how to seek help, and ask for help</i>  <b>**Padlet Survey – students can articulate what to do when they need help, and are following through (learning behaviour indicators)</b>  <i>Students are coming to school; they love school; they are happy to be at Bairdmore (Belonging)</i>  <b>**Attendance data</b>  <i>Students engage with each other and staff members in kindness and respect, using school appropriate language</i>  <i>We continue to improve, giving ourselves and our students grace knowing that these goals take time</i></p>	
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