

School
Irwin Park Elementary

FESL Year
Three

School Context
Irwin Park Elementary is a Kindergarten to Grade 7 school with approximately 390 students. Students come from a range of diverse cultural backgrounds. The school benefits from a supportive parent group. Further, a good number of students are out of catchment and out of district so they are driven to school (no chance for a walking or biking routine).

Identified Goal:
Is your goal specific, meaningful, measurable and evidence informed?
<ol style="list-style-type: none"> 1. Can a focus on Physical Literacy and increased physical activity improve the ability of students to self-regulate and focus during academic studies and promote learning in the classroom? 2. Does establishing “calm bodies & calm minds” through focussed and intentional Physical Literacy activities facilitate good mental health and a better feeling of well-being?

Rationale for Goal
Why is this goal important to your school community?
How will this goal improve educational outcomes for students?
<ul style="list-style-type: none"> • A plethora of data showing a “crisis” in the current level of activity and physical literacy in children and youth in Canada including this 2020 Participaction Report. We want to “buck the trend” for the Irwin Park school community with focussed effort and attention. • There is a strong indication that an increase in self-regulation allows students to improve their academic progress. Supporting literature such as this SHANKER SUMMARY, THIS ARTICLE and THIS NEWS ITEM. We are predicting that an increase in physical activity through the focus on Physical Literacy could result in increased self-regulation and, in turn, improved educational outcomes.

Evidence/Data
What evidence/data is leading your school to this goal?
What student success data do you want to improve? What are your measures of success?
<ul style="list-style-type: none"> • PLAY data <ul style="list-style-type: none"> ○ Tracking the growth and skills of all students ○ Purposeful focus on skills to progress from emerging to competent

- Goal 98% of intermediate population (grade 4-7) to be “competent”
 - Taking into consideration students with physical disabilities/limitations are included in the data set
- Goal 80% of primary population (Kindergarten to grade 3) will be “competent” by the end of grade 3
 - Taking into consideration what is age appropriate
 - Data shows students are on the cusp (still emerging but so close to competent) at the younger grades and that gains are made each year
- Anecdotal reflections by teachers from “Sprints” (term focus/action items - inspired by Simon Breakspear’s Sprint model)

Stakeholder Engagement

How have you included the perspectives/voice of all stakeholders in your school community?
How will you ensure ongoing collaboration with all your different stakeholders?

- Staff invited to participate in the PL Team, regular reflection/discussion at monthly staff meetings
- IPPG – keen to support with experts, workshops (funding), hosted Fit February (2021)
- Share updates at IPPG Meetings
- Invitation for families to engage in monthly challenges – positive feedback
- Student participation in challenges, open-minded to physical activity

Connection to the District FESL Goals (Sense of Belonging, Numeracy, Career and Life Goal Preparation)

- Sense of Belonging
 - Physical literacy and sport can be a powerful connector that brings people and communities together. By focusing on physical literacy and purposefully developing fundamental movement skills, our hope is that students will be more competent and confident – now and in the future. The skills our students learn now will allow them to be more active for life and thus create connections that will enhance their sense of belonging in both the short and long term.

Action Plan

What is your action plan for your FESL goal?
What specific strategies will you implement each year?
What resources, supports, and professional learning will you need to meet your goal?
What structures will you put in place to ensure an ongoing focus towards your goal?

Year 1

Year 2

- Physical Literacy Teacher
- Greater family engagement (monthly challenges)
- Focus on fundamental movement skill development
- Student leadership of OTMC, BOKS Bursts, etc.

- Build a share drive of short videos
- All classrooms engaging in physical literacy practices - active, joyful and reflective
- Reflect on PLAY data - possibly find connections with academic data
- Consider the *PLAYself* - student self-assessment
 - Questions included in the Student Learning Survey

Year 3

- Continue with Physical Literacy Teacher – focused on skill development
- Reflect on the PLAY data – what is it telling us?
- Continue with monthly challenges (21 km in 2021 & 22 in 2022)
- Use the Sprint Model for each term – classroom focus, reflection
- Pro D with Amber and Erin – a PL refresher (November)
- Teachers to learn how to complete the PLAY assessment (Fall 2021)
- Bring back the workshops: Field Hockey, Yoga, Dance, Gr 7 Game Ready Fitness...
- Participate in the Physical Literacy Research Project (starting with the grade 2 cohort)
- Dynamic warm up in PE classes
- Student and staff reflections
 - *PLAYself*
 - What does PL look like, feel like and sound like at IP?

A physically literate community!
The motivation, skills and confidence to be active for life.

Reflection/Summary of Learning/Next Steps (End of each year)

What are the highlights of your learning journey for this year?

What progress have you made? How do you know this?

What aspects of your plan do you need to refine or adjust?

End of Year One:

- Engagement and JOY
- Many different ways of enhancing PL
 - PL specialist was beneficial support for PE classes and in class
 - Daily Mile/Kilometer Club in term 2
 - Pickleball - staff and students
 - Enhancing academic learning through movement (math, early literacy)
 - Action/body breaks
- Student reflection and recognition that the basics (fundamental movement skills) are important
- Engagement with Virtual Kilometre Club during remote learning
- PLAY data is showing growth
- Successful launch of Movement Mentors (Gr 7 student leaders)
 - Impacted by pandemic (cohorts)
 - Will need to pivot for Year Two
- Support from Amber, Erin and Diane on an ongoing basis

End of Year Two:

- Explored Sprint Model (PL Team in term 2, all classes in term 3)
- Sports day – revamped (more skill based but fun!)
- IPPG Fit February (4 zoom workshops for families)
- Outdoor Workshops: DancePI3y (K-7), spike ball (5-7), BikeHub (4-5)
- Movement Mentors – virtual connections
- Don't Walk in the Hallways philosophy – students use the circuits to actively move through the hallways
- Pink Day Dance – school wide video
- 21 KM in each month of 2021 Challenge – display of 'shoes' near the office
- New visuals, reference materials, equipment, tools, etc.
- Staff – running, pickleball, etc.
- Dynamic warm up for PE classes
- Body breaks & OTMC
- Kilometre Club ('Daily Mile') in many classes
- Active during learning – moving to learn! Using movements to learn/practice academic content
- Circuits, agility ladders, etc.
- Dance – DancePI3y workshops outside
- Yoga & stretching – many classes include this in their schedule
- Focus on the fundamental movement skills
- Strength Training and HIIT – intermediate
- OVERALL: Encouragement to play and a focus on building confidence to move!
- PLAY data shows tremendous growth from FALL to SPRING
- Next steps for year 3:
 - Continue with Sprints – focus for each class each term
 - Survey students – PLAYself or portion of for the community?