


Action Plan for Learning

	School Name: Castle Park Elementary
	School Goal: Other
	School Year: 2018-19

Goal / Inquiry Student learning	To improve students' ability to accurately self-assess enabling them to gradually assume responsibility for the own learning.
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Rationale 1-3 reasons for choosing goal	<ul style="list-style-type: none"> the focus in the redesigned curriculum on self-assessment of core competencies allowing for continued growth in taking ownership of learning and identifying strengths and areas for growth teaching setting goals with the students allowing students to engage in deeper learning as a result of self-reflection
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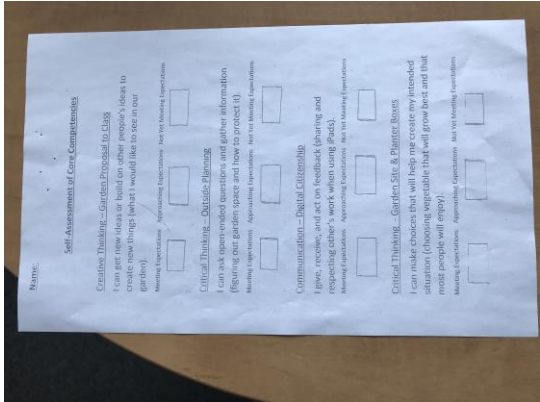
References and sources to support actions	<ul style="list-style-type: none"> Ministry resources curriculum days offered by the district Pro-D days and staff meetings SD43 Learning Services department
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Backup Documentation	Links embedded in references section above
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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 actions? 	Working well: <ul style="list-style-type: none"> using the language of the core competencies allowed students to gain an understanding of their current skills and to share/reflect on their thinking creating and using criteria was a successful way for younger primary learners to gauge where they currently are guided practice as a group led to more honest, effective, detailed communication many of our teachers indicated that they had seen huge growth in students' self-assessment skills core competency videos were uploaded to the school website as a parent education tool a school-wide project on critical/creative thinking in June highlighted students' use of these competencies created a framework for ourselves in September to guide and integrate self-assessment into all areas of student learning and teacher facilitation Differently: <ul style="list-style-type: none"> more parent education around self-assessment; eg., videos, links to resources on our website, PAC meetings, etc collaborate with grade group teachers around self-assessment
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	<ul style="list-style-type: none"> school-wide assemblies, announcements, core competencies in kid-friendly language, displays, etc <p>Staff development:</p> <ul style="list-style-type: none"> September Pro-D day 3 teachers attended a district 5 afternoon series on Core Competencies and Self-assessment and brought information and resources back to the staff providing collaboration time throughout the year for teachers <p>Monitor progress/adjust actions:</p> <ul style="list-style-type: none"> check-ins at staff meetings and department level meetings Pro-D sharing out/reflections teacher surveys to collect evidence and work samples continue to monitor the effectiveness of this strategy and re-evaluate next year
Backup Documentation	

<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. 	<ul style="list-style-type: none"> many teachers indicated growth in their students' ability to self-assess <p>Data from the teachers surveys</p> <ul style="list-style-type: none"> some students more aware,, when reminded before group projects, of their role in their own learning and interacting with others students are more aware of their strengths and stretches when a self-assessment on active listening and talked about what that looked like, the teacher could see they were being honest about what they had to do differently students were able to see their own learning and growth helped with worthwhile goal setting; helped them focus on things they might not have noticed in rubrics for projects and improve students are aware of their weaknesses but the teacher was not confident that they are consistently aware of how to improve on those weaknesses
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Backup Documentation	
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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? 	<p>We realize that students are at various levels of ability to self-assess.</p> <p>We realize that all students benefit from consistent and implicit teaching of strategies to self-assess.</p>
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- What conclusions / inferences might you draw?
- How does this inform potential next steps?

We realize that teachers continue to need time to implement self-assessment as they are navigating through the intense learning curve of redesigned curriculum and technology.

We realize that teachers continue to need resource; e.g., in-service, Pro-d days, to support their learning with the redesigned curriculum.

Continue to teach and practice self-assessment strategies within our classrooms next year. This must be explicitly taught at the beginning of the year.

Continue to have the students reflect on their self-assessments so that they can move forward with their learning.

Increase sharing during staff meeting time on how the students' ability to self-assess is coming along.

Increase awareness through regular discussions and updates at PAC meetings and information, education, and collaborative discourse at special event presentations. To increase parent involvement and communication to fully engage our learners.

Signatures

School Name: Castle Park Elementary	School Goal: Other	School Year: 2018-2019
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Submitted by School Planning Council:		
Title	Name	Signature
Principal	Kim Tompkins	<i>Kh Tompkins</i>
Parent	Rosie Perrin	<i>Rosie Perrin</i>
Parent	Jennifer Hartley	<i>Jennifer Hartley</i>
Parent	Michelle Yamaguchi	<i>Michelle Yamaguchi</i>
Recommended by Assistant Superintendent:		
Assistant Superintendent	Rob Zambrano	
Board and Superintendent Approval:		
Board Chair	Kerry Palmer Isaak	
Superintendent	Patricia Gartland	