Action Plan for Learning

School Name: Coquitlam River Elementary
School Context Link:
School Goal: Other
School Year: 2018-19

Goal / Inquiry Student learning	*For students to be able to recognize, explain and give examples of the three core competencies (Communication, Thinking and Personal/Social).*

Rationale 1-3 reasons for choosing goal	• *We want students to chart themselves on their personal profile and be able to show and recognize their growth. Students should understand how the competencies are part of their development and learning.*

References and sources to support actions	We have ordered every classroom a copy of <u>The Six Cedar Trees</u> which ties the competencies into Aboriginal education. We will use this book as a focus for our first week back to school to introduce the competencies to all students. Students will be divided into the 6 competencies, each linked to an animal (see first week back plan) and will do cooperative learning activities throughout the year in these family groupings (multicultural day, sports day, etc.) **BC's revised curriculum for K-5**
Backup Documentation	**https://curriculum.gov.bc.ca/competencies**

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?	Students will be able to recognize and give examples of their growth and understanding of the Core Competencies (CCs) Teachers will seamlessly integrate the CCs into everyday lessons and activities in meaningful ways. We want students to recognize the intention of their learning by using "I can…" statements. We want the core competency language to become part of the fabric of our school. It is important for our school community (students, teachers and parents) to be comfortable and understand the many facets of the competencies. We want our students using CC language thoughtfully in their assignments, self-assessments and goal setting. Magnets have been purchased to notice and name CCs when used by student sin class that will attach to white boards. We will get coloured, laminated copies of <u>The Six Cedar Trees</u> posters to display in classrooms.

	A section of picture books will be started in the resource room for the 6 core competencies along with lessons, posters and assessment tools.
Backup Documentation	

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.	**September Pro D Day: We will need to look closely at how we will work as a school to build a common core competency language. How can we assess student progress? How can students/classes share their learning? We will need to look at creating our anchor charts and school rules grid incorporation some of the C.C. language. It is important to build common language. One idea is the creation of a Wordle (ie: give three words to describe core values, three words to describe school culture – essentially tying SEL into our competency goal). Possible speakers: Adrienne Gere, Shelly Moore.** **We want the core competency language to become part of the fabric of our school. It is important for our school community (students, teachers and parents) to be comfortable and understand the many facets of the competencies. We want our students using CC language thoughtfully in their assignments, self-assessments and goal setting.** **Collaboration times: teachers will meet in grade groups once a month to share ideas, share what is happening in classrooms and plan for projects/lesson around the Core Competencies. There will be an expectation that teachers will do a brief 'share out' about their collaboration time at the monthly staff meetings.**
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?	**Parent Education: We will create a bulletin board in the front foyer that highlights the three competencies. Classes will take turns displaying student work on this board, with a short explanation of how the lesson/project falls with a CC.** **PAC: We would like to ask PAC to purchase a Costco Photo card for $200 that can be used to develop pictures of the kids engaging in CC work. Photos can be displayed in classrooms, bulletin boards or made into books.** **Morning Assemblies: Assemblies will be formal, respectful. If we believe in safety, being polite, respectful, then we need to act this way during our assemblies. Is the way we're behaving reflect what we believe? Once behavior is established, we will use assemblies to teach and review competencies school.**

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?	
Backup Documentation	

(Delete this section if Literacy is your main goal)

Literacy Data Attach the following: • Classroom Assessment • School Assessment • FSA results	04343013 Coquitlam River.pdf

Signatures

School Name: Coquitlam River Elementary	**School Goal:** Social Emotional Learning	**School Year:** 2016-17

Title	Name	Signature
Principal	**Ross Jacobsen**	
Assistant Superintendent	**Gerald Shong**	

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