

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Coquitlam River Elementary

2022-2023



Intellectual Development

Goal: Focus on supporting students' confidence and perseverance in number sense

Rationale:

During informal and formal assessments, we observed students having difficulty articulating their thinking and explaining strategies related to numeracy. FSA data and school wide assessments continue to identify this area of focus

Planned Actions:

- use of variety of school based and provincial assessment data to determine specific areas of focus
- continuing to work with district numeracy coordinators to develop and tailor strategies to meet identified student needs
- continued development of play-based numeracy provocations
- strategies for deeper number sense to increase confidence and perseverance

Indicators of Success:

- class and school wide assessments throughout the year indicate greater confidence in numeracy
- student ability to demonstrate curricular competency of "communicating thinking in many ways"
- assessing student ability to demonstrate deeper number sense by taking more risks in mathematics and persevering through problem solving
- focused conversations with students demonstrate confidence and lack of fear of numeracy and mathematics

School Community Engagement Process:

- discussions and presentations during PAC meetings
- communicating strategies for supporting numeracy confidence and perseverance through newsletters, sharing of articles
- recording and sharing of school-wide numeracy initiatives, including district-developed assessment activities
- celebrating student success via assemblies, recognition and purposeful play



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

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Human and Social Development

Area of focus:

Self Regulation and mindfulness

Planned Actions:

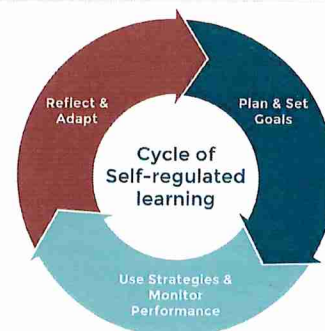
- reestablishing mindfulness activities through Mind-up training
- focus on creation of community centered with kindness and respect
- early primary classes supported with self-regulation strategies
- encourage intermediate student leadership in training younger students and leadership roles in the school, including as playground leaders
- variety of tools to support mindfulness during school day: breathing, being present in the moment, check-ins with students, circle time
- return to assemblies and regular gatherings to foster sense of community to set expectations, create a calm atmosphere.

Indicators of Success:

- participation of students in the planning and evaluation of self-regulation strategies
- questionnaires for both parents and students - feedback on the efficacy of the use of strategies at school and home
- students' goals - learning to be more autonomous with problem solving, decrease in anxiety
- class goals: daily check-ins, circle time, breathing, self-regulation strategies
- primary students to learn mindfulness and use tools

School Community Engagement Process:

- assemblies - inviting parents to attend
- weekly email updates from school
- videos and student achievement shared digitally
- surveys to parents, students and staff
- workshops for parents
- celebration with Mindfulness Day - a day full of activities like outdoor learning, etc.



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Utilizing First Peoples' Principles of Learning in Practice in our classrooms

Planned Actions:

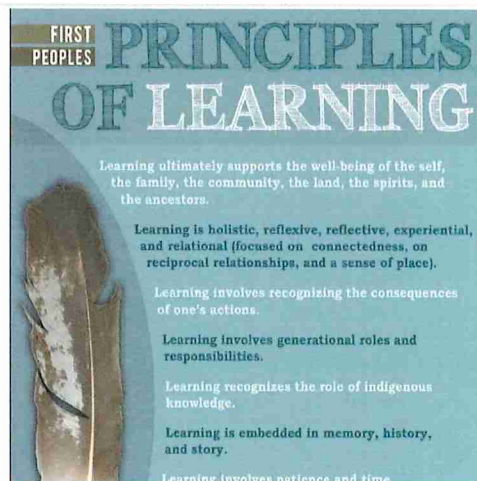
- focus on identification and use of authentic learning resources in our teaching
- creation of Indigenous Learning Space for Indigenous Learners and school-wide use for circles, sharing of cultural knowledge and experiences
- growing indigenous plants, herbs, and food in school gardens for use in ceremony and learning
- inviting elders and experts to share knowledge and story with students

Indicators of Success:

- MDI data
- student and staff self reflection on how they are implementing and using principles of learning in teaching and learning
- opportunities to showcase indigenous learning happening in classrooms and in school-wide learning

School Community Engagement Process:

- book club to learn more about indigenous ways of knowing; sharing during lunch hours, staff meetings, and Pro-D
- engaging the PAC in fundraising for Indigenous Learning Space and cultural activities
- connecting with indigenous families, elders, and members of local indigenous communities to seek input and share learning
- sharing indigenous principles of learning through reporting, school-wide communications, website, etc.

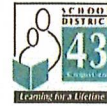


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOALS #1 & 2

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Coquitlam River Elementary

Reflection

At Ecole Coquitlam River Elementary, we have spent the 2021-2022 school year in a great deal of discussion about our goals for the next iteration of the Action Plan for Learning (APL). In addition to informal discussions, we also utilized staff meetings, small group gatherings, and professional development days to carefully consider the data we currently had available, our experience from previous school plans, and our individual and collective observations from our classroom practices to determine our direction for the new APL.

We committed one of our school-based professional development days to each of the three focus areas: in January we considered the Human and Social Development goal; in April, the Indigenous Learners and Ways of Knowing goal; in May, the Intellectual Development goal. Each of the goals' development required a great deal of discussion, and champions arose in each of the areas.

One of the overarching themes in each of the three areas included the need to further develop confidence not only in students but also in staff. Simply put, each of the goal areas has staff that feel stronger in that particular domain, or, conversely, feel not as strong as they would hope to be.

The beginning stage of the APL development was rewarding in that it required a thorough examination of our practices and understanding in each of the goal areas. What became clear is commitment and excitement, even, in moving forward with developing explicit strategies and learning to meet the plan's objectives.

We expect the plan will be adjusted and tweaked as we progress through the development of those strategies, anticipating new sub-goals that will arise and require our attention and innovation.

Signatures

Title	Name	Signature	Date
Principal	D.R. Mushens		June 30, 2022
Assistant Superintendent	G. Shong		June 30, 2022

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