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| **Action Plan for Learning** | |
|  | **School Name: Pitt River Middle** |
| **School Goal: Social Emotional Learning** |
| **School Year: 2014/2015** |

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| Goal / Inquiry  Student learning | To strengthen and deepen connections at Pitt River (Adult-Student, Student-Student, and Adult-Adult). |

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| Rationale  1-3 reasons for choosing goal | * Strengths based perspective- this is an area we are good at but see the need to develop further. * The need was supported by MDI data and subsequently by the Safe Schools Survey data * We see this as a cornerstone to delivering excellence in a teaching and learning environment. |

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| References and sources to support actions | * Miriam Miller- Safe Schools Survey * School Based Learning Team – focus on quality teaching and inclusive practice * Learning in Safe School- Faye Brownlie and Judith King * Wayside Teaching – Connecting with Students to Support Learning- Judith Irvin and Sara Powell * Various TED talks and videos (Shawn Achor, Rita Pearson, Dr. Cedrick Gray, The Doorman (CBC)) |
| Backup Documentation | * Creating Schools and Classrooms Where All Students Belong – [Faye Brownlie’s SlideShare](http://www.slideshare.net/FayeBrownlie/coquitlamlifcrcollab) and [October LIF 2014](http://www.slideshare.net/FayeBrownlie/lif-inclusion-middle-schools-coquitlam?related=1) |

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| 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? | * Staff Meetings-30 days of learning model- new actionable strategy introduced every month to impact relationships, culture, and connection. * Class reviews- one team this year * Learning team exploring inclusive practices around quality teaching and Co-Teaching- Eagles implementing various models of co-teaching * Two Professional development days focused on Gordon Neufeld’s Attachment Theory- led by Colleen Drobot. * Staff and Parent book club- Brainstorm- The Power and Purpose if the Teenage Brain- Dr. Daniel Siegel | |
| 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. | | * 30 days of learning reflection and documentation * Student feedback from classroom activity * Safe Schools Survey data * FSA scores * Video put together for opening ceremony – staff and student reflections on our community | |
| Backup Documentation | |  | |

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| 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? | We are fortunate to have a very cohesive and collaborative staff and the work that we have done this year has served to strengthen an already solid foundation of care and connection. When Miriam Miller came to work through our Safe Schools Survey results, we were pleased to see that our students have a well-established sense of connection and relatively high perception of safety in our building. However there are areas that we need to continue to develop. We still see a group of students that feel marginalized and disconnected.  One of the initiatives that we have started this year came out of the LIF Professional Development with a focus on inclusive practices. We see this pursuit as a natural evolution of our school goal of connection and belonging. Our goal will be to focus on developing and strengthening inclusive practice through co-teaching. We will be learning different co-teaching models and how they can be used effectively with student service teachers/teaching partners to include all students (EAL, identified students, at-risk youth) in the classroom. Staff will work together as well as with students to build awareness and identify ways that allow everyone to participate in classroom and school activities. |
| Backup Documentation |  |

**(Delete this section if Literacy is your main goal)**

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| **Literacy Data**  Attach the following :   * Classroom Assessment * School Assessment * FSA results |  |

Signatures

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| School Name: | School Goal: Numeracy | School Year: |

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| Submitted by School Planning Council: | | |
| Title | Name | Signature |
| Principal |  |  |
| Parent |  |  |
| Parent |  |  |
| Parent |  |  |
| **Recommended by Assistant Superintendent:** | | |
| Assistant Superintendent |  |  |
| **Board and Superintendent Approval:** | | |
| Board Chair | Melissa Hyndes |  |
| Superintendent | Patricia Gartland |  |

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| Print this page, have it signed by School Planning Council, scan it and attach it here |  |