


Action Plan for Learning

	School Name: Riverview Park Elementary
	School Goal: Social Responsibility
	School Year: 2021-2022

Goal / Inquiry Student learning	<p>To rebuild our school community and culture after a pandemic year in which we were not able to interact as a community and collaborate as professionals and learners. To consider lessons from the pandemic context that may change our ways of doing, to revisit old traditions in new ways.</p> <p>In addition to the very real tragedies of the pandemic, we also experienced a sense of trauma and loss as a result of the discoveries in residential schools in BC and throughout Canada. In addition to our commitment to rebuilding our community of learners post-pandemic, we need to acknowledge and honour the indigenous heritage of Canada by incorporating a greater focus on indigenous education and First Peoples’ Principles of Learning at RVP.</p>
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Rationale 1-3 reasons for choosing goal	<p>Maintaining a sense of community was challenging this past year; the learning group structure made it very difficult for us to collaborate and come together in meaningful ways as a school community. We need to revisit past practices and decide what do retain from past practice and what some of our new practices may be in our new local, national, and global context.</p> <p>We need to ensure all members of our community feel a sense of belonging.</p> <p>We need to work together to build an understanding and acknowledgement of our indigenous heritage as a nation.</p>
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References and sources to support actions	First Peoples’ Principles of Learning Revised Curriculum
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Backup Documentation	
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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) 	Continuing Practices <ul style="list-style-type: none"> • History of Team Time 2x per week allowed for school-wide language and connection • We attempted a virtual format this year (Team Time Remote), but this had limitations – it was a helpful bridge for students on the Home to School Transition Option, it did connect our school community, but we
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- 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?

were always trouble-shooting technology and our school-wide messages felt diluted

- We are hopeful to be able to return to a face-to-face experience of this important school culture and community-building experience at least 1 x per week in the new school year

Doing Things Differently

- There is a general feeling of disconnect during this past pandemic year as our typical school, staff, and community events were cancelled or changed dramatically due to restrictions; we need to consider what can we do to re-build community in our current context; as we return to a new normal, what will we keep, change, begin anew?
- This past year, teachers increasingly incorporated report card comments that communicated to parents their focus of teaching and learning of indigenous culture and history and First Peoples Principles
- In the school year prior to COVID, we made the land acknowledgements a formal part of all assemblies; this will be a new tradition that we will continue as we re-introduce more formal gatherings as a school again

Staff Development and Collaboration

- A focus on alignment – aligning our PD plans with our school-wide goals as a staff; if all staff buy-in to the process on an ongoing basis, there will be an increased investment in our school goals
- APL committee to meet formally 3x per year to gather evidence and plan next steps, and report back to larger staff
- Continue with class reviews and working with SS team to wrap around supports and messages
- This past year, we participated, as a staff, in the District Indigenous Focus Day; this will be an annual PD opportunity that we will continue to be part of as a staff; we know this will help inform our practice and shape our direction within classrooms and as a whole-school community

Involving Parents

- How can we involve and make partners of parents in this new context that will be different from the past and different from last year?
- Working together with the PAC at monthly meetings to receive feedback, plan and communicate with families
- Communicating with parents our school and classroom focus on indigenous culture and teachings as much as we can (weekly and monthly communications with families, at reporting, etc.)

Involving Students

- Re-create leadership opportunities for students as this was much-missed, especially by our Grade 5 learners
- Re-instating community-building events and activities that highlight student achievements and contributions

	<p>Monitoring Progress</p> <ul style="list-style-type: none"> • Consider feedback and reflection from staff and families • See below

<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. 	<p>Documentation of Learning</p> <ul style="list-style-type: none"> • Look for evidence of messaging (from Team Time and other structures) in terms of student behaviour, class discussions, and school culture • In addition to the MDI and Student Learning Survey data, consider a short student questionnaire/survey developed by the staff and administered by classroom teachers; survey would target specific questions we have and be age-appropriate in language and structure; teacher facilitation will ensure student understanding so that survey data is relevant and valid
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<p>School Community Engagement Process</p> <ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • All staff offered an opportunity to give input into the APL • Staff representatives on committee asked to connect with colleagues for additional input • Feature item at Staff Meeting discussions • New 0.5 FTE minor Department Head allocation for oversight of APL process (collaboration with stakeholders, data and evidence collection, interpretation, etc.) • Committee of staff to meet 3 times per year to reflect on our goals and evidence and to provide direction and input • Regular reporting out at PAC Meetings • School-wide common language and messaging in weekly and monthly communication with families
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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>Our current APL has undergone revision based on staff consultation and input. We are underway in terms of the new APL format and process and look forward to accessing the new template, refining our focus going forward, and making it more of a habit to collect and reflect on data/evidence as a means of informing our school APL.</p>
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<ul style="list-style-type: none"> • What conclusions / inferences might you draw? • How does this inform potential next steps? 	
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Signatures

School Name: Riverview Park Elementary	School Goal: Social Responsibility	School Year: 2021-2022
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Title	Name	Signature
Principal	Anita Young	
Assistant Superintendent	Gerald Shong	