

# Action Plan for Learning

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|  | <b>School Name: Blakeburn</b>  |
|  | <b>School Context Link:</b><br><a href="http://www.sd43.bc.ca/school/blakeburn/About/Principalinformation/Pages/default.aspx">http://www.sd43.bc.ca/school/blakeburn/About/Principalinformation/Pages/default.aspx</a> |
|  | <b>School Goal: Social Emotional Learning</b>  |
|  | <b>School Year: 2016-2017</b>  |





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| <b>Goal / Inquiry</b><br>Student learning | To nurture community connectedness through collaborative experiences with the goal of supporting our students in becoming calm, alert, engaged and ready for learning. |
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| <b>Rationale</b><br>1-3 reasons for choosing goal | <ul style="list-style-type: none"> <li>• A way of engaging and learning the revised curriculum.</li> <li>• We are developing a repertoire early support strategies (EF &amp; SS Strategy).</li> <li>• We see the need for a connected effort for continuing to create a socially responsible culture responsive to social emotional literacy.</li> </ul> |
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| <b>References and sources to support actions</b> | <ul style="list-style-type: none"> <li>• Daniel Siegel and Tina Bryson's <i>The Whole Brain Child</i></li> <li>• BC revised Curriculum Core Competencies</li> <li>• <a href="http://my43.sd43.bc.ca/departments/studentservices/StudentLearning/Pages/StudentSelf-assessment.aspx">http://my43.sd43.bc.ca/departments/studentservices/StudentLearning/Pages/StudentSelf-assessment.aspx</a></li> <li>• <a href="http://my43.sd43.bc.ca/departments/staffdev/NewCurriculum/Training/CoreCompetencies.aspx">http://my43.sd43.bc.ca/departments/staffdev/NewCurriculum/Training/CoreCompetencies.aspx</a></li> </ul> |
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| <b>Backup Documentation</b> |  |
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| <b>Planned Actions</b><br>Continuing practices working well (1-3) <ul style="list-style-type: none"> <li>• What will we do differently? (1-3)</li> <li>• How will we provide for staff development and collaboration?</li> <li>• How will we involve parents?</li> <li>• How will we involve students?</li> <li>• How will we monitor progress and adjust actions?</li> </ul> | <ul style="list-style-type: none"> <li>❖ Cheakamus Retreat for staff (Explore the Core Competencies)</li> <li>❖ Staff Meetings             <ul style="list-style-type: none"> <li>➢ Links to Core Competencies through literature</li> <li>➢ Sharing between teacher strategies for developing understanding of student self-reflection and Metacognition</li> </ul> </li> <li>❖ Connection with school community             <ul style="list-style-type: none"> <li>➢ Morriseau School-Wide Self-Portraits displayed as a collection for families during Welcoming Conversations</li> <li>➢ Connections Murals with Student Characteristics displayed at Family Tea</li> <li>➢ Students sharing their self-assessments of the Core Competencies by the end of the year</li> <li>➢ Story Tellers and Cultural Performers that align with the message of Connection</li> </ul> </li> <li>❖ Bounce at the Bell             <ul style="list-style-type: none"> <li>➢ Key Messages</li> <li>➢ Acknowledging Children, Parents and Staff for their contributions</li> <li>➢ Mindful Moments together</li> <li>➢ Acknowledging the Territories each week and at significant celebrations</li> </ul> </li> </ul> |
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| <b>Documentation of learning</b><br>Key evidence of change <ul style="list-style-type: none"> <li>• How did your actions make a difference?</li> <li>• Choose 1-3 pieces of evidence to demonstrate the impact your actions have had on student learning to meet your goal.</li> <li>• Documentation could include video, survey results, performance standard data, anecdotal evidence, work samples, etc.</li> </ul> | <b>At Blakeburn our students are:</b> <ul style="list-style-type: none"> <li>• Excelling academically especially in writing as demonstrated by Gr. 4 FSA results</li> <li>• As teachers we have high expectations as evidenced by comparing our report card marks with FSA results</li> <li>• Our students have a strong sense of who they are as people and learners and can describe how to connect with family, friends and the school</li> <li>• Students values our celebrations and traditions as evidenced by their connectedness qualitative responses</li> </ul> |
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| <b>School Community Engagement Process</b> <ul style="list-style-type: none"> <li>• How did you engage parents, teachers, students &amp; support staff in developing your APL?</li> <li>• How did you share your APL goals with parents, teachers, students &amp; support staff?</li> </ul> | <b>Key Messages were shared:</b> <ul style="list-style-type: none"> <li>• At Bounce at the Bell each morning</li> <li>• Highlights and photos inserted in newsletters biweekly</li> <li>• School Gatherings and Performances align with the school goals and messaging</li> <li>• School newsletters share learning and key moments</li> <li>• Communicating Student Learning has become interconnected opportunities to share messages through school wide displays for Welcoming Conversations and Student-Led Conferences</li> </ul> |
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| <b>Reflection Highlights</b> <ul style="list-style-type: none"> <li>• Where are we now?</li> </ul> | This year our goal of <b>connection</b> came from our continued exploration of the First Peoples' Principles as a foundation of the revised curriculum. Other aspects of the revised curriculum took up a good portion of our time, like student self-assessment of |
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| <ul style="list-style-type: none"> <li>• What are some patterns emerging?</li> <li>• What surprised you?</li> <li>• What conclusions / inferences might you draw?</li> <li>• How does this inform potential next steps?</li> </ul> | <p>the Core Competencies and moving our practice towards a balance of Curricular Competencies and content.</p> <p>As well there was a technology component to the revised curriculum. Our school engaged in coding, STEM and through our EAL service delivery a focus on writing.</p>  |
| <p>Backup Documentation</p>  | <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <br/>       PAC APL Response.docx     </div> <div style="text-align: center;"> <br/>       Assistive Technologies.docx     </div> <div style="text-align: center;"> <br/>       Writing for Excellence.docx     </div> <div style="text-align: center;"> <br/>       Grade One Literacy Talking Tables.docx     </div> <div style="text-align: center;"> <br/>       Groups.docx     </div> </div> <div style="text-align: center; margin-top: 20px;"> <br/>       Blackburn STEM Project.docx     </div> |

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

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| <p><b>Literacy Data</b><br/>       Attach the following:</p> <ul style="list-style-type: none"> <li>• Classroom Assessment</li> <li>• School Assessment</li> <li>• FSA results</li> </ul> | <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <br/>       FSA Data 2017.docx     </div> <div style="text-align: center;"> <br/>       Report Card Data March 2017.docx     </div> <div style="text-align: center;"> <br/>       Blackburn - CBA for APL 2017.doc     </div> </div> |
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# Signatures

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| <p><b>School Name: Blakeburn</b></p> | <p><b>School Goal: Social Responsibility</b></p> | <p><b>School Year: 2016-2017</b></p> |
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| Title                    | Name          | Signature |
|--------------------------|---------------|-----------|
| Principal                | Andrea McComb |           |
| Assistant Superintendent | Gerald Shong  |           |

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