

Action Plan for Learning

	School Name: Blakeburn Elementary
	School Goal: Redesigned Curriculum
	School Year: 2017-2018





Goal / Inquiry Student learning	<i>To nurture connection, collaboration, and reflection through a shared language of the core competencies.</i>
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Rationale 1-3 reasons for choosing goal	<ul style="list-style-type: none"> • We recognized a need to engage all members of our community in understanding the language of the core competencies in the revised curriculum. • We felt students needed to build common language to adequately self-reflect and self-assess their own learning. • A common language of the core competencies would continue to support our SEL goals which focus on building connection and community.
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References and sources to support actions	<ul style="list-style-type: none"> • BC Revised Curriculum • http://my43.sd43.bc.ca/departments/staffdev/NewCurriculum/Training/CoreCompetencies.aspx • Articles and blog posts • Literature kits created to support core competency development
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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) • 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? 	<ul style="list-style-type: none"> ❖ Staff Development <ul style="list-style-type: none"> ➤ June 2017 Pro-D: staff examined the previous goal and collaboratively worked together to refine our goal so that it reflected the needs of students, staff, and families. ➤ September Staff Retreat: staff worked on strategies to build common language in classroom through math and literacy activities. They also brainstormed action items to support common language with staff, parents and students. ➤ Ongoing focus on new curriculum at our Pro-D days ➤ Staff meetings: lesson sharing and collaborative time to build understanding, reflect, and set goals. ➤ Collaborative time: Ms. Becker will work with students around various aspects of our school goal and teachers will work with their teams to develop activities to support our school goal. ➤ Week at a Glance: Weekly staff newsletter which includes communication items but also relevant articles, videos, and book suggestions that support our school goal ❖ Connection with school community <ul style="list-style-type: none"> ➤ Opening week focused on introducing the core competency language ➤ Displaying work that demonstrates and highlights common language ➤ Ongoing newsletter items/ sharing learning with our community ➤ Department heads to share at PAC meetings ➤ Community project ❖ Bounce at the Bell <ul style="list-style-type: none"> ➤ Time to connect as a community each day to share key messages, reinforce school goals, and celebrate accomplishments.
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Backup Documentation	 June 2017 Pro-D Developing our School Goal.jpg	 Building Common Language During Opening Week.jpg
	 September Pro-D Common Language Through Literacy.jpg	 September Pro-D Common Language Through Numeracy.jpg



Documentation of learning Key evidence of change <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. 	<ul style="list-style-type: none"> • Students and staff actively worked with the language of the revised curriculum. Anchor charts and class wide structures for building common language were in place as can be seen in the attached document. • Students were all able to reflect on their learning and growth and could set goals for themselves as part of daily class reflection but also as part of their final summative reflection. One example has been provided in the documentation below. • In classroom, students could be heard discussing the language of the core competencies and referring to themselves as thinkers, communicators and social responsible individuals. They understood what the attributes of each of these competencies encompassed. • Staff also focused heavily on building connections, community and personal and social awareness. Departments took on a grade specific focus and used discussion and activities that supported the development of these areas. Intermediate teachers focused heavily at the start of the year on building personal and social awareness as a means of building connection and community. Primary teachers also worked on building personal and social awareness through understanding attributes of themselves and their friends and by exploring friendship and kindness. Just one of the many activities from each has been provided in the documentation below.
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Backup Documentation	 Kindergarten Anchor Chart.JPG	 Primary Anchor Chart.JPG	 Kindergarten Core Competency Journal	 Intermediate Personal and Social and Social Awarene:	 Primary Personal and Social and Social Awarene:
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School Community Engagement Process <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? 	Key Messages shared: <ul style="list-style-type: none"> • At Bounce at the Bell each morning • Highlights and photos inserted in newsletters biweekly • School Gatherings and Performances align with the school goals and messaging • School newsletters share learning and key moments • APL was shared at the PAC meeting and in the newsletter. • Department heads spoke to PAC about our school goal • Communicating Student Learning as opportunities to share our goal through school wide displays for Welcoming Conversations and Student-Led Conferences
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Backup Documentation	 September 29 2017- What makes us feel newsletter.pdf	 Attributes of a peaceful Personal AFriend Social AwareShare Our Goal Witl		
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Reflection Highlights <ul style="list-style-type: none"> • Where are we now? • What are some patterns emerging? 	The year has been a successful one as staff worked with each other and with students and families to build common language around the Core Competencies. In classrooms, and around the school, you could see evidence of students and staff working with the language in the form of anchor charts (classroom based criteria for each competency),
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<ul style="list-style-type: none"> • What surprised you? • What conclusions / inferences might you draw? • How does this inform potential next steps? 	<p>classroom activities, self-assessment, and in their daily language. Students discussed their growth in terms of being thinkers, communicators, and socially responsible individuals. On a whole school level, students and staff engaged in whole school activities that supported our goal and actively engaged in professional development and collaboration.</p> <p>This 2017-2018 goal was an excellent starting point for students and staff and formed the foundation for our 2018-2019 goal which will focus on looking at the core competencies through a deeper lense and will connect our goal with our school motto "Take Care of Yourself, Take Care of Others, Take Care of this Place".</p> <p>At the June Pro-D, Staff reflected on this year's goal and looked at what went well and what they would like to continue to work on in the coming year. In staff meetings, staff had also been working on aligning our core values and on defining a common vision. Using our Pro-D reflection, and our core values/common vision, we collectively shaped our new goal, which is "To nurture a connected learning community by taking care of self, others and this place." Staff have developed an opening week plan that reflects this goal and have begun to set a detailed action plan for the coming year.</p> <p>Collectively, we are very proud of the work we have done this year and look forward to continuing this journey.</p>
<p>Backup Documentation</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Aligning our School Motto with </div> <div style="text-align: center;">  June 2018 Developing our 201 </div> </div>

(Delete this section if Literacy is your main goal)

<p>Literacy Data Attach the following:</p> <ul style="list-style-type: none"> • Classroom Assessment • School Assessment • FSA results 	<div style="display: flex; justify-content: space-around; align-items: center; margin-bottom: 10px;"> <div style="text-align: center;">  Writing for Excellence Literacy P </div> <div style="text-align: center;">  Grade 1 Literacy Groups.docx </div> <div style="text-align: center;">  Kindergarten Talking Tables Litera </div> <div style="text-align: center;">  Blakeburn Assistive Technology Support </div> <div style="text-align: center;">  Blakeburn FSA Data 2017 2018.pdf </div> </div> <p>At Blakeburn, Literacy is an ongoing focus and staff take pride in the literacy based initiatives used to support reading, writing, and oral language acquisition. Our literacy programs, such as Writing for Excellence, Grade 1 Literacy Support Groups, Kindergarten Talking Tables, and the use of Assistive Technology, also support our focus on inclusive practices that support all students.</p> <p>While Grade 4 FSA Data has been included, the Classroom Based Assessment (CBA) will be added in September when Data is available.</p>
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Signatures

School Name: Blakeburn Elementary	School Goal: Redesigned Curriculum	School Year: 2017-18
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Title	Name	Signature
Principal		
Assistant Superintendent		

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