

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

École Coquitlam River Elementary

2024-2025



Intellectual Development

Goal: Supporting & developing students' confidence & perseverance in number sense

Rationale:

Interviews with students, professional development discussions since introduction of goals, along with data collected through report cards, FSA's, school-wide, and class-based assessment indicate ongoing need for focus.

Planned Actions:

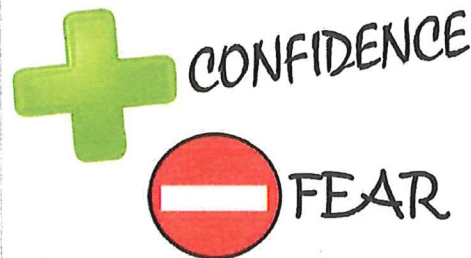
- Continued school-wide initiatives (i.e. discussions, learning games at assemblies, school-wide problem solving, etc.)
- further in-service and use of math apps such as Matific and analysis of data
- use of play-based numeracy provocations, building on previous successes
- engagement with parent community to provide home support and practice in numeracy confidence

Indicators of Success:

- data collected through class based assessment, discussions during staff and DH head meetings
- students' abilities 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 to demonstrate confidence and lack of fear of numeracy and mathematics - can be displayed through games, conversations, etc

School Community Engagement Process:

- ongoing updates and conversations during PAC meetings, parent open houses, etc.
- communicating strategies for supporting confidence in numeracy confidence and perseverance at home through newsletters, classroom communications, planners, etc
- recording and sharing of numeracy initiatives, including district-developed assessment activities
- celebrating successes through assemblies, See-Saw, displays, project work, etc.



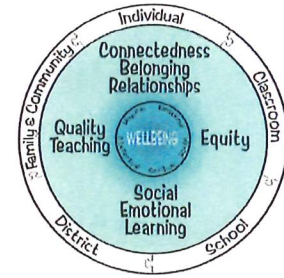
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DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **École Coquitlam River Elementary**

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Human and Social Development

Area of focus:

Self Regulation and mindfulness

Planned Actions:

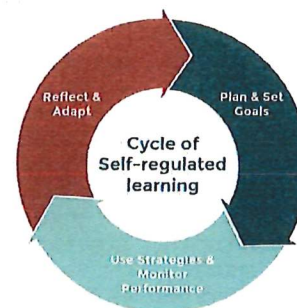
- continued growth and consistent implementation of Mind-up activities and training
- focus on creation of community centered kindness and respect
- establishment of department head positions focused on school/community engagement with focus on respectful connection to community to promote self regulation
- increased focus on intermediate leadership training

Indicators of Success:

- participation of students in planning and evaluation of self-regulation strategies
- students' goals - learning to be more autonomous with problem solving, decrease in need for adult intervention
- decrease in visible signs of anxiety requiring significant intervention

School Community Engagement Process:

- assemblies - inviting parents to attend to learn strategies for home
- articles and strategies shared via newsletters or on website
- videos of student achievement
- celebration of school Mindfulness Day - showcasing activities that have been successful in promoting self regulation
- connection and partnership with PAC, promoting workshops, speakers (i.e. on Pro-D days)



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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

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

Planned Actions:

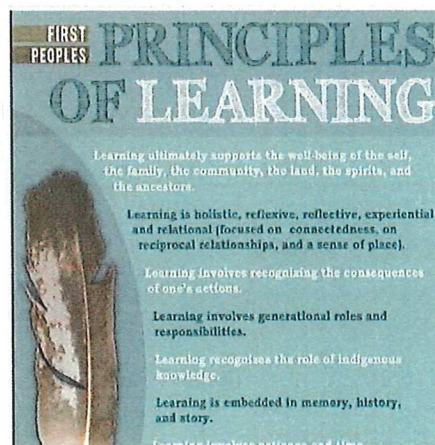
- continue to build on successful growth of knowledge of principles learned during previous years to ensure comfort with knowledge of principles and practices
- establishment of department head to lead practices to further development staff awareness, skills, and abilities to embed FPPL with consistency
- growing awareness among students and staff of indigenous plants, herbs, and food in school area, and including local knowledge with greater consistency

Indicators of Success:

- MDI data
- student and staff reflections of how FPPL are being implemented in teaching and learning
- increased opportunities to showcase indigenous learning happening in classrooms and in school-wide learning

School Community Engagement Process:

- invitations to elders, local indigenous peoples to visit school to share local knowledge
- engaging PAC to continue to support enhancement of Indigenous Learning Commons for appropriate resources and cultural activities
- connecting with indigenous families elders to seek input and share learning
- sharing indigenous principles of learning through reporting, school-wide communications, website, etc., including through class reporting, (i.e. students can demonstrate indigenous language learned, etc.)



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

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École Coquitlam River Elementary

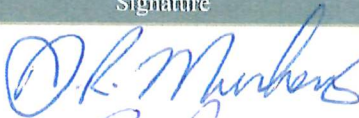

Reflection

At Ecole Coquitlam River Elementary, we spent a significant amount of time during the 2023-2024 school year discussing the Action Plan for Learning and if we wished to significantly revise our focus for the coming year. After much discussion and review of information, from looking at data, report cards, class reviews and assessments, it was determined that while we have had some successes, the past two years of our goals were really just the beginning, those goals having been established at the tail end of the pandemic era of learning. As such, the staff agreed that more work is still needed on our current goals, and with some minor tweaking, we plan to continue to work on our current goals into the next school year.

In the coming school year, we have dedicated a Department Head position to two of school goal areas: the Human and Social Development goal, and the Indigenous Learners and Indigenous Ways of Learning Goal. A committed staff of educators all, it was felt that having champions in these areas would help to focus our efforts to see real growth in these goal domains. While the staff has shown a real openness to Indigenous Ways of Learning, it remains an area where a leader can bring a level of expertise, guidance, and comfort to those who may be unsure of how best to proceed when all are wanting to do justice to such an important part of their work. Similarly, the pandemic era created such a gap in student self regulation that creating a role for a leader to help develop school-wide engagement activities targeted towards focusing on positive self-regulation and focused engagement with the school and broader community would be a real benefit.

The staff continues to enthusiastically look forward to seeing our plan develop, and support growth in our student learning in all three goal areas.

Signatures

Title	Name	Signature	Date
Principal	David Mushens		July 2024
Assistant Superintendent	Anthony Collette		July 4, 2024

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