

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Alderson Elementary

2022-2023



Intellectual Development

Goal: To improve student writing skills through language and vocabulary development

Rationale:

We looked at samples of our students' writing through a strength-based lens. We noticed that our students are motivated to write but don't always have the background knowledge and vocabulary to fully express their thinking.

Planned Actions:

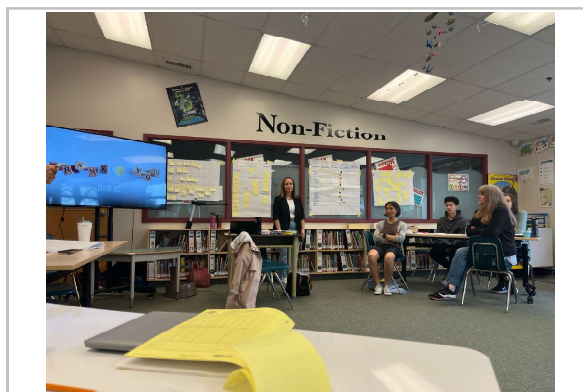
- school-wide write early in the 2022-23 school year
- analyze writing samples to look at strengths and stretches and determine as a group what specific interventions we will try within the Writing - Style strand in order to improve their vocabulary and their background knowledge.
- set aside time at each staff meeting to discuss our school goals and determine if we are progressing or if we need to adjust our approach

Indicators of Success:

At our June professional development day we will analyze student writing samples again to see what progress we have made in improving our students' ability to express their thinking using increased vocabulary and background knowledge. If our interventions are successful we will notice that our students are using the vocabulary and background knowledge we have built up with them to more clearly express their thinking and ideas.

School Community Engagement Process:

In January 2022 our staff looked at the data from the FSA, and the (CBA) to narrow our Intellectual Focus to writing. During our January PAC meeting parents identified writing as an area they would like as a focus. At our May PD day we analyzed student writing samples to further narrowed the goal to writing style. We will update parents about our progress during PAC meetings and through our weekly newsletter.



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School:

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Human and Social Development

Area of focus:

Teaching and Learning Practices and SEL Instruction - Using evidence-Based/Research-Based SEL Programs and Practices to build our students' Self-Awareness with a specific focus on building student emotional vocabulary.

Planned Actions:

- To develop student and educator familiarity with the Mood Meter as a tool to build self-awareness
- To build emotional vocabulary around the mood meter so students can articulate their emotional state more precisely, and understand other's the emotional states
- To build a library of quality children's literature to be used to support student emotional literacy.
- Many staff members will be involved in a "Atlas of the Heart" (Brene Brown) book club (books purchased and distributed in June 2022).

Indicators of Success:

- early in the year determine how many emotion words students can identify to establish a baseline to be used to evaluate their growth. Conduct the same activity near the end of the year to determine if they have more vocabulary
- Collecting street-data about interpersonal conflicts happening early in the year (first two months) to establish a baseline. Compare this to street-data collected later in the year to see if students are able to express their emotions with more precision using the mood meter and more precise vocabulary

School Community Engagement Process:

- Parents will be asked to complete a survey to provide their perspective
- The learning that is happening in our classroom is shared with the wider school community during the "celebrations of learning" segment of our Mega-Pod Meetings
- That learning is then shared with the Parent community in our weekly newsletter.
- A summary of the learning and progress towards each of our goal areas is presented within the Principal's report at each PAC meeting.



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Embedding Indigenous content/worldviews in all classes.

Planned Actions:

- To reach out to each of our Indigenous families to determine how they believe we should embed indigenous content and worldviews into our classroom and school.
- Each class is involved in community circles. Within this Indigenous protocol, we will embed Indigenous content, collect street data, and listen to each other.
- This goal will be an agenda item at each staff meeting and staff will share how they are embedding Indigenous content/worldviews into their classroom so that we can learn from each other.

Indicators of Success:

- multiple voices speaking about progress with this goal at our staff meetings.
- evidence of this learning during our celebration of learning assemblies.
- In May of 2022 each of us considered our own competency using the Indigenous Cultural Competency Scale. We will do this again in May of 2023 to reflect on our progress.

School Community Engagement Process:

- We will be collecting "street data" from our Indigenous families to determine how they believe we can embed indigenous content and worldviews into our classrooms and our school.
- Our weekly newsletter reflects the learning that has been happening in our classrooms, and our work to embed Indigenous content and worldviews will be shared in this way with the Parent community.
- A summary of the learning and progress towards each of our goal areas is presented within the Principal's report at each PAC meeting.



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

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Reflection

This year the Alderson Staff engaged in several conversations during staff meetings and professional days to consider our students' needs. These discussions resulted in the school goals we set for the 2022-23 school year.

In January we reviewed our report card data, FSA results, and the anecdotal evidence collected in literacy and numeracy areas and we set writing as our Intellectual APL goal. Parents were consulted during our January PAC meeting and they also identified writing as an area of concern. In May we conducted a school-wide write and had Learning Services staff facilitate a strengths-based analysis of our writing samples. We narrowed our focus to writing style, focused on our student's expressive and written vocabulary.

Early in 2021-2022 staff expressed the need to build common school-wide Human and Social Development language. During our January 31 PD day Miriam Miller facilitated a staff conversation during which we decided to use the Mood Meter along with select Zones of Regulation tools. Sharpening our focus, we decided to increase our students' emotional vocabulary using the mood meter. This compliments the vocabulary development focus within our literacy goal.

During staff meetings and our April PD day, we increased our understanding of Indigenous Learners, and Indigenous Ways of Knowing. During our May PD day each staff member used the Indigenous Cultural Competency scale to reflect on their personal cultural competency. Staff expressed eagerness to support indigenous learners and to embed indigenous ways of knowing into our classrooms, along with concern that we might do something incorrectly. It was determined that we needed to become more connected with district resources and resources in our school community so that we can build confidence in this area. One specific action is to continue to refine our use of community circles in our school.

We are looking forward to continuing these conversations in 2022-2023.

Signatures

Title	Name	Signature	Date
Principal	Anita Strang	Anita Strang <small>Digitally signed by Anita Strang Date: 2022.06.30 18:20:17 -07'00'</small>	June 30, 2022
Assistant Superintendent	Carey Chute	<i>Carey Chute</i>	<i>June 30, 22</i>

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