

# DIRECTIONS 2025: ACTION PLAN FOR LEARNING

## Pinetree Way Elementary

2023-2024



### Intellectual Development

Goal: Literacy - Reading Comprehension

#### Rationale:

The Pinetree Way school population consists of 85% ELL students. The 4 year data trend (FSA/CBA) indicates our ELL students tend to have strong decoding skills, but need support with reading comprehension-understanding what they have read.

#### Planned Actions:

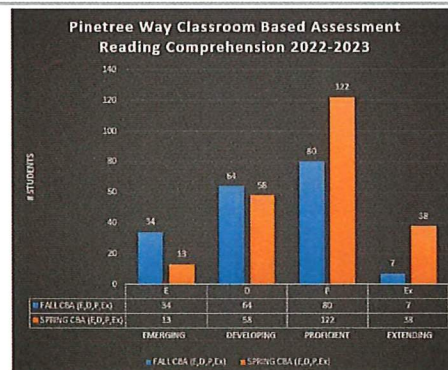
Using Class-based assessments (CBAs), and incorporating the Class Review framework, teachers will develop Class Profiles to identify areas of strength and stretches, target instruction, and focus on developing and honing strategies to enhance reading comprehension across curricular areas.

#### Indicators of Success:

The key indicator of success will be improvement between classroom based assessments from October to May and anecdotal data from Class Reviews. Data gathered from the Ministry grade 4 Foundational Skills Assessment (FSA data), RAZ KIDS tracking progress scores starting with baseline data, and Report Card data will provide further evidence.

#### School Community Engagement Process:

- Staff meetings/Professional Development
- Literacy workshops
- Class Reviews
- PAC presentations
- Book fairs sponsored by the PAC
- RAZ KIDS at home Reading programs
- the return of 3-way Parent Teacher Student conferences
- Parent survey - Student Learning Survey
- Report card data
- Summer Reading Program (Public Library)

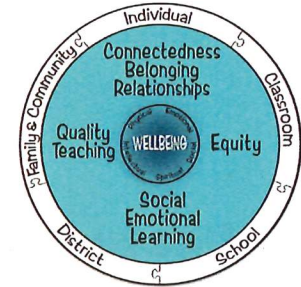


### DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

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## Human and Social Development

### Area of focus:

Teach self regulation of emotions, and size of the problem to help:

- 1) Increase their ability to resolve conflict peacefully; and,
- 2) Engage in restorative practices

### Planned Actions:

Discussion by staff & development of common language & framework using "Every Day Speech" program and Zones of Regulation during teacher collaboration time. Zones of Regulation language & self-regulation strategies taught by classroom teachers and during Collaboration Time and modeled at school-wide assemblies to develop awareness and language of Zones of Regulation and practice beginning strategies including 5-finger and Lazy 8 breathing as well as "smell the flowers, blow out the candles". Employ and model Restorative Practices to resolve conflict in peaceful ways.

### Indicators of Success:

Students and staff beginning to use a universal framework and language of Zones of Regulation to identify emotions of self and others; students practicing a variety of self-regulation strategies to regulate to appropriate zone; and students beginning to engage in restorative practices with adult support to resolve conflict in peaceful ways. MDI, Student Learning Survey, and Student self-assessment of the Core Competencies data can provide further evidence of growth in this focus area.

### School Community Engagement Process:

- Staff meetings, Pro-D Day in-services, collaborative teacher time
- Tier 1 teaching students skills
- Celebrated through Pink Shirt Day & assemblies.
- PAC presentations-sharing MDI/SLS survey & Report Card data
- Principal modeling, with students and parents, restorative practices using Zones of Regulation framework when supporting students with resolving conflict in peaceful ways.

**The ZONES of Regulation®**

 <b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	 <b>GREEN ZONE</b> Happy Calm Focused Ready to Learn	 <b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	 <b>RED ZONE</b> Mad/Angry Terrified Yelling/Hitting Elated Out of Control	 <b>What can I do?</b>
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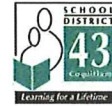
## DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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## Indigenous Learners and Indigenous Ways of Learning

### Area of focus:

Embed Indigenous content / worldviews in all classes

### Planned Actions:

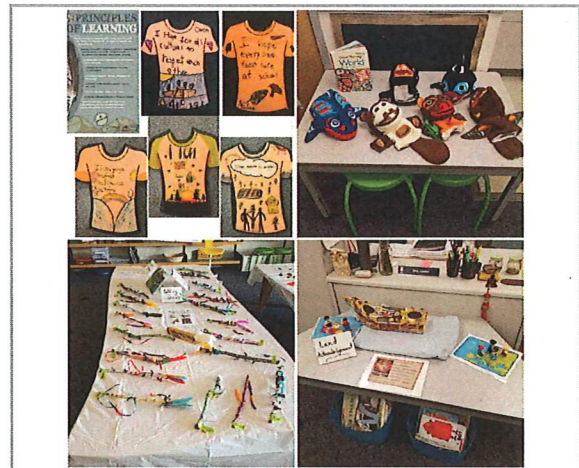
-staff participation in Indigenous Pro-D sessions to increase knowledge, capacity, and confidence to introduce and embed Indigenous activities and culture using authentic resources across the curriculum through the First People's Principles of Learning "Learning recognizes the role of Indigenous knowledge" and "Learning is reflexive, reflective, experiential, and relational"  
-continue to develop student awareness & understanding of Reconciliation by engaging in Acknowledgment of the Territories, Orange Shirt Day, National Aboriginal Day

### Indicators of Success:

-students indicating their learning about Indigenous culture through engagement in Indigenous activities embedded across the curriculum (SLS results)  
-students' engagement demonstrating understanding of Reconciliation through recognition of Orange Shirt Day and Indigenous culture through learning activities celebrated National Aboriginal Day

### School Community Engagement Process:

School-wide assemblies  
-PAC presentations  
-Guest speakers presenting learning activities  
-Class Dojo  
-Parent invitations to gallery walks  
-Report Card comments  
-engagement in Orange Shirt Day & National Aboriginal day activities

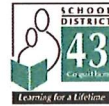


## DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOALS #1 & 2

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## Pinetree Way Elementary

### Reflection

Consistently over the past four years reading has been the weakest in our FSA & report card proficiency scale results. This year we implemented school-wide Classroom based Assessments (CBAs) for Literacy. We used the Fall assessment data & the Class Review framework to construct classroom profiles & attended Pro-D sessions to explore strategies for reading instruction specifically targeting instruction for comprehension. We are pleased to see a notable improvement in our grade 4 FSA reading achievement further supported through notable improved achievement in our Spring CBA results (Proficient/Extending improved from 47% in fall to 72% in spring). We noted FSA Reading achievement surpassed our numeracy achievement. Our hunch is our students tend to have strong computational skills, but that reading comprehension negatively impacts their ability to understand the question & translate real life word problems to mathematical operations & solutions. Next year we will continue to support early intervention at the primary grades specifically targeting reading comprehension while at the intermediate grades focus more on non-fiction texts across the curriculum, shifting our focus from Learning to Read to Reading to Learn.

This year we introduced "Everyday speech" to our students to support our work in our Human & Social Development goals. While we recognize the great work done in classrooms supporting our goals in a variety of ways, moving forward into next year, staff have identified a need to adopt a school-wide common framework & develop common language around Zones of Regulation, strategies to support regulation, and Restorative Practices to resolve conflict in peaceful ways.

We are proud of the work done this year developing our awareness & understanding of the TRC & exploring ways to integrate the First Peoples Principals of learning & Indigenous culture in learning opportunities. Moving forward next year, we see the need to continue our learning journey in this area & continue to strive to explicitly embed authentic learning opportunities of indigenous culture across the curriculum.

### Signatures

Title	Name	Signature	Date
Principal	Ms. Cheryl Woods		June 16/23
Assistant Superintendent	Ms. Nadine Tambelli		June 16/23

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