

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Ranch Park

2023-2024



Intellectual Development

Goal: Numeracy - building student problem solving skills

Rationale:

Problem solving skills allow students to understand and make decisions about mathematical information and how they will use it. This builds on our foundation of common mathematical terms. Teacher reports and FSA reports support this goal.

Planned Actions:

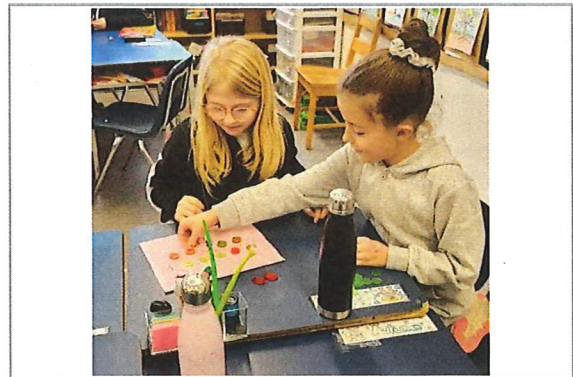
We see problem solving issues because many students do not have all the mathematical tools they need. Through school based Pro D we will share these skills with teachers, and train staff in the use of diagnostic tools. This will allow us to identify the specific tools students are missing, provide them with those tools, give opportunities for them to practice, and allow time and space for them to gain proficiency.

Indicators of Success:

- Review of student progress, retention of skills, confidence and adoption/understanding of foundational mathematical tools using district numeracy assessment tools (working with Jen Whiffin).
- Quantitative measures include FSA scores, a twice yearly assessment of student use of core mathematical tools, and yearly student achievement data (MyEd).
- Teacher Observation and assessment of student progress in use of multiplicative thinking skills
- Student self description of problem solving processes

School Community Engagement Process:

Information will continue to be shared with PAC. At the beginning of the year parents will receive a "math vocabulary" page explaining the common math vocabulary shared throughout the previous year and encouraging parents to use it at home. The newsletter will contain information on core math skills to emphasize and support. At the Parent Open House, we will include a Math Information Board for parents.

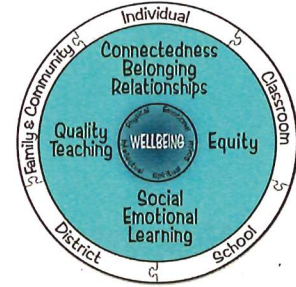


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Ranch Park**

*Increasing Success In
Life for All*

DIRECTIONS 2025: ACTION PLAN FOR LEARNING



Human and Social Development

Area of focus:

Learning to identify emotions in ourselves and others, and using strategies to manage emotions and support others. We recognize we are essential contributors to our community. We act to improve the quality of our relationships.

Planned Actions:

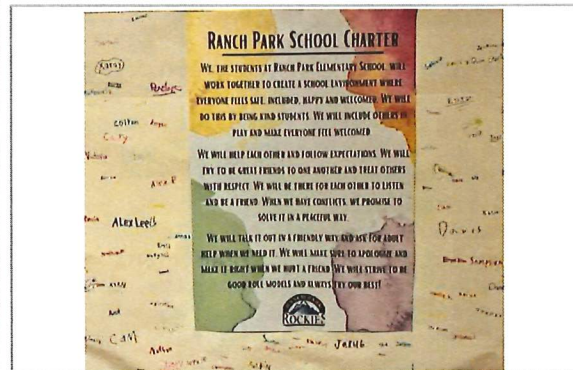
Last year we developed a whole school charter, posted it and regularly discussed. We will repeat this process early in the fall. Continued use of the mood meter as a self reflection tool. Will be taught in the library and supported day to day in class. Direct teaching of the RULER program and EASE strategies. Resilience building activities/strategies - EASE, GRDD. Development of class charter for each class. Regular reference to class charter in addressing in-class relationships.

Indicators of Success:

Increased student connection - more positive student relationships
Survey Data - SLS, MDI, School Survey
Conflict resolution - recording office referrals, types of issues, outcomes, grade level. Observe trends over time.
Self reflection - in class and on report card.

School Community Engagement Process:

Family survey:
Will survey families to understand emerging needs. Will repeat the survey into the following year to build common language and monitor growth.
Will share with families the School Charter Building Process. Will share the results and bring into more regular conversation with PAC and Parents.



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

School: **Ranch Park**

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Increasing staff knowledge and confidence with Indigenous learning. Continuing to apply First Peoples Principles of Learning, and embedding Indigenous knowledge and experience in classroom activities.

Planned Actions:

Language based activities - building staff and student knowledge of indigenous language, especially hənqəminəm as spoken in our area
Place based activities - building staff and student knowledge of the indigenous history and present activity in our own area, through maps, news and story.
Include territorial recognition in school announcements.
Develop own territorial recognition as classes and as a school.
Continued provision of suitable resources through Department Head and library.

Indicators of Success:

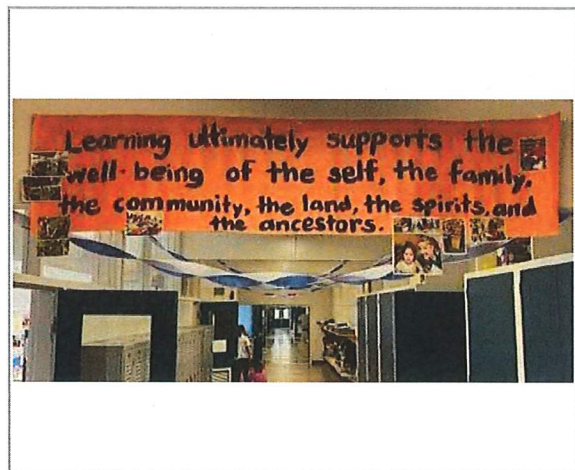
Staff self reporting of increased confidence with and understanding of Indigenous learning.
Student self reporting of increased knowledge of indigenous learning, both in self reflection and on the Student Learning Survey.

School Community Engagement Process:

Our Indigenous Learning Goals and the First People's Principles of Learning will be woven into our School Charter that we will develop in the fall.

The principal will engage with PAC in sharing our goals and get feedback. Ongoing activities, our learning and ways parents can support will also be communicated.

Parents will be informed and engaged through newsletters.

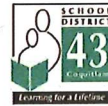


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOALS #1 & 2

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Reflection

This year, we showed the most growth in our intellectual goal. At our September Pro D, we discussed intensively with staff about how we would prioritize the common language we wanted to use and how we would define each of the terms. Teachers used this specific terminology with their classes. I also shared a new term with the PAC every month and published it in our newsletter so that parents could discuss and review our common mathematical terms with their children. We also were able to arrange staff time so that one of our teachers could visit two classes each week to share and demonstrate math games that target foundational mathematical skills. Classes continue to practice counting collections and demonstrate their mathematical skill.

Our FSA scores still show a substantial gap in student ability in problem-solving challenges. Discussions with Jen Whiffin led us to focus on specific computational skills (decomposition) that research shows help students build more resources and skills when it comes to solving mathematical challenges.

Our social emotional program is well established and students respond well to it. This year we added the process of developing a school charter to have common schoolwide language for how we will treat each other, and steps to take when things don't go according to plan. We started this later than we had originally hoped so the school charter was complete in February. Next year we will start the process earlier so that we can use this common language all year long.

In Indigenous Learning we shared with our students more learning about the Kwikwetlem First Nation and the ways they historically interacted in their traditional territory. We examined the First People's principles of learning and considered the ways the principles reflect what we now do, as well as areas we can grow in. Understanding our own stories through examining and sharing where we are rooted can help us understand indigenous ways of thinking. We want to continue with this goal, to do our best, and to do better as we know better.

Signatures

Title	Name	Signature	Date
Principal	Rob Killawee		June 29, 2023
Assistant Superintendent	Gerald Shong		June 29, 2023

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