

## DIRECTIONS 2025: ACTION PLAN FOR LEARNING

### Aspenwood Elementary

2024-2025



## Intellectual Development

**Goal:** Writing - with an emphasis on process and craft over product

### Rationale:

We notice there is a lack of writing confidence. We want to build that as we coach them to explore the craft of writing (variety of genres) with a strong focus on process (details, vocabulary) rather than a final product.

### Planned Actions:

- continue working with district mentor teacher(s)
- school wide write in fall and spring
- learn from the work of Matt Glover
- celebrate writing at monthly assemblies
- blend writing with our Indigenous goal to incorporate the craft of storytelling
- add to our collection of loose parts for all classrooms

### Indicators of Success:

AC-Using mini lessons from Matt Glover's work to build students understanding of the craft of writing and to notice "what good writers do." Do a mini self assessment each term surrounding this idea of the student as a writer and have them name and notice what they do and how they have grown as writers. Students will build portfolios of writing in different genres and highlight and celebrate their growth in a particular genre each term. The focus will be on the student's understanding of a particular genre and not a particular product or completed piece of writing.

### School Community Engagement Process:

We will highlight goals, schoolwide, write data, and areas of both strength and challenge regularly through team leader/staff meetings, weekly newsletters and PAC meetings. We will ensure there are regular literacy, focus PD opportunities for staff, and we will consult with the district learning service department for ongoing support.

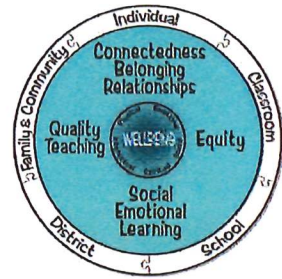


## DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Aspenwood Elementary**

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## Human and Social Development

### Area of focus:

Using SEL frameworks to build common vocabulary in the school community to help support student self-regulation and student engagement

### Planned Actions:

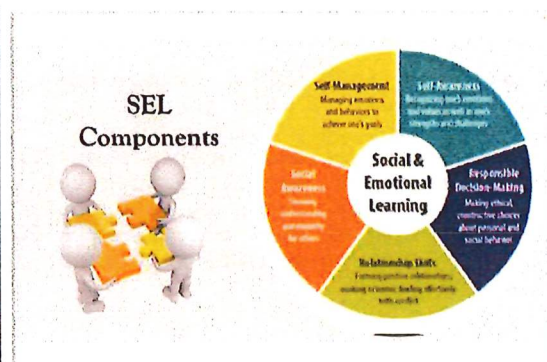
- Monthly work with district mentor teacher Jen Morgan
- exploring and implementing RULER - starting with Charters, mood meter
- creating Common Language e.g. expected/unexpected actions, size of the problem, having kind heart by using kind words and kind actions
- creating visuals for rooms, hallways, common spaces

### Indicators of Success:

- Students using emotional vocabulary when conflict arises
- Teacher feedback that indicates increase ability for students to re-focus after an upsetting situation
- Increased use of emotional vocabulary in student writing and in reading discussions
- Students can accurately identify their own emotions and those of their peers.
- Students demonstrate and increased awareness and use of "expected" behaviours.
- Students can pinpoint the size of their problem and shift their thinking.

### School Community Engagement Process:

We will highlight goals, common language through team leader/staff meetings, weekly newsletters and PAC meetings. We will ensure there are regular focus PD opportunities for staff, and we will consult with the district learning service department for ongoing support.



## DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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### Indigenous Learners and Indigenous Ways of Learning

#### Area of focus:

Continuing to embed First Peoples Principles of Learning with an emphasis in the Literacy Curriculum—including Story Telling (both oral and written)

#### Planned Actions:

-Students would begin to identify (connect) some of the First Peoples through writing and storytelling

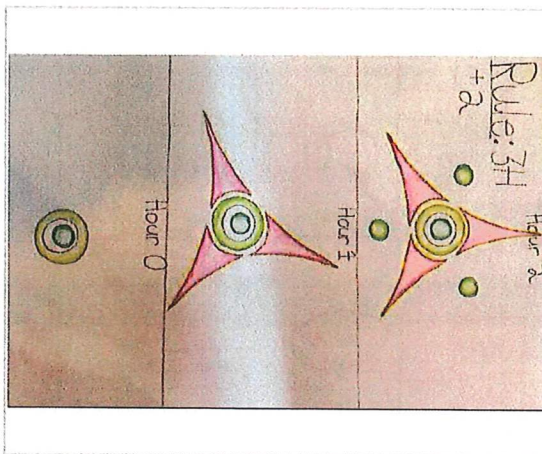
#### Indicators of Success:

" Students would be able to connect with the land and community around them in their writing

" Students will be able to identify and connect) some of the First Peoples Principles of Learning to activities while using new vocabulary that conveys understanding (stewardship etc)

#### School Community Engagement Process:

We will highlight goals and common language through team leader/staff meetings, weekly newsletters, and PAC meetings. We will ensure there are regular focus PD opportunities for staff, and we will consult with the district learning service department for ongoing support.



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

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### Aspenwood Elementary

## Reflection

As a community we have focused on all the three areas of our APL on a regular basis. We incorporated examination and development of our practice at staff meetings, ProD days, and Lunch n Learns.

With writing, we worked closely with Alexa Charles and Erin Reid as they challenged us to add to our repertoire of teaching strategies in the area of writing. We looked at ways to create safe environments where students are able to take risks with writing. Our student performance is quite high overall. We have a small number of students who are emerging or developing. We continue to notice, however, the following trends:

- overall lacking confidence as writers, not willing to take risks
- "The spark": getting kids excited about ideas they are writing about (social emotional)
- Style & Form 2/3 + 4/5
- K/1 lack independence, confidence, formation, basic skills, sound awareness

We are continuing with a writing goal for the 24/25 school year but we realize that we may want to notice and look for a different intellectual focus of the 25/26 school year (perhaps numeracy?)

With our SEL goal, one of the trends that emerged from our fall class reviews was a need and desire for a school wide focus around SEL and common language. During lunch and learn with Monica Anderson, we explored the concept of re framing behaviour as we looked for ways to support our learners with development of positive choice, coming from a lens of what is driving the behaviour, how can we replace need with a positive action. we have started to process of exploring and implementing common language and RULER (mood meter) and our September Opening week revolves around this topic.

We found that we did not spend enough time on this goal area and so we have narrowed and tied this goal to our writing goal

## Signatures

Title	Name	Signature	Date
Principal	Tricia Tipper		June 27/24
Assistant Superintendent	Nadine Tambellini		June 27 2024

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