

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Aspenwood Elementary

2023-2024



Intellectual Development

Goal: Literacy - Writing (improve students' quality of writing at all grade levels)

Rationale:

This past year, we have had a "Literacy: Writing" focus. We completed Fall and Spring school wide writes this year. We saw some improvement in students' writing and now we would like to explore some grade based developmental goals.

Planned Actions:

Teachers felt grade-based goals would provide students with more tailored writing support, depending on where they were at in the writing process. For example, the 4/5 team wanted to focus on students refining conventions; younger grade teams wanted to explore students' writing enthusiasm and readiness. After the first school write, each team will create a goal/plan on which to focus. Teachers also wanted to create rubrics more reflective of revised curriculum.

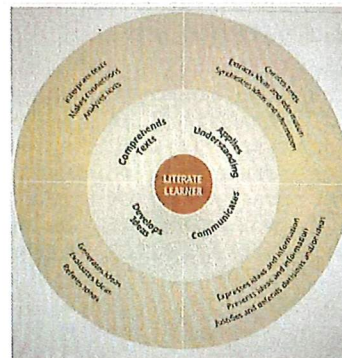
Indicators of Success:

Evidence of an increase in written output, an improvement in students' understanding of and execution of the writing process, more students demonstrating "proficient" writing, and an increase in student "readiness" and enthusiasm when it comes to writing.

As a staff, we can examine the report card proficiency scales, student self-assessment of core competencies, student term goals, as well as the school wide write data collection (fall and spring) to see if what we are doing is making a difference.

School Community Engagement Process:

We will highlight goals, school wide 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 focused Pro D opportunities for staff and we will consult with the District Learning Services Department for ongoing support.

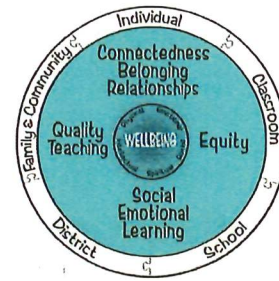


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

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Human and Social Development

Area of focus:

Using Social Emotional Learning Strategies to Reduce "Writing Anxiety" and Enhance/Support Students in Their Writing Journey.

Planned Actions:

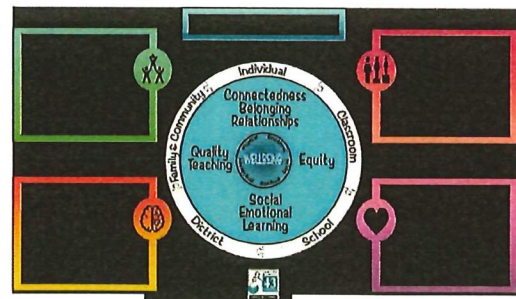
Teachers can build on EASE training and embed strategies and routines within the classroom to reduce student/performance anxiety so students feel comfortable with the "messiness" of the writing process (ie. making errors and taking risks). Teachers will emphasize a growth mindset and provide a range of supports: flexible places to write; speech to text support to get started; draw first then write; varying/diverse writing activities; low risk writing: story cube, "smoking pencils"; use writing as outlet to explore worries; body breaks/mindful breathing/"pure focus" music. Emphasize concept of we are all on a "writing continuum".

Indicators of Success:

Data wise, we can review data from the MDI/Student Learning Survey to see where areas of strength and challenge lie. As part of the curriculum, students reflect on their progress with reference to the Core Competencies. Prior to first write, teachers can gage how students feel about writing and follow up again before the Spring write. This will also be an area of discussion at team leader meetings, staff meetings, PAC meetings. We can also explore the relationship between SEL and "resistant writers" and see whether targeted SEL strategies will have a positive impact on students' sense of themselves as writers.

School Community Engagement Process:

We will highlight goals and areas of both strength and challenge through team leader/staff meetings, weekly newsletters and PAC meetings. We will explore a range of SEL strategies with students and keep parents informed of strategies being explored and ones that may be working (particularly in specific instances).



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 Indigenous Content/Worldviews in All Classes and Utilizing First People's Principles of Learning in Practice.

Planned Actions:

Teachers have made consistent effort to embed content in their teaching with a frequency that enables students to build on their knowledge and make connections. Outdoor Ed with an Indig. lens has also been a regular occurrence and will be an opportunity for writing inspiration. We will continue to embed authentic stories/content with regularity, but also use oral storytelling to connect the writing experience to Indigenous values through the principles that "learning involves patience & time" and that "learning is embedded in memory, history and story".

Indicators of Success:

When students can reflect on the Indigenous teachings, principles, and content on which they are exploring and value and connect oral storytelling to the creative process of writing and sharing. This can be reflected through the core competencies.

School Community Engagement Process:

This is an area we can explore in staff meetings, through team leader meetings, and through Professional Development Days, including the Indigenous focussed Pro D day (Apr. 19). We can set aside time to explore and discuss new resources and outdoor connections with guidance from our teacher librarian and experienced teacher leaders. We can highlight our goal and areas of school-based exploration through newsletters as well as PAC meetings.



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

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Reflection

During the 2022/2023 school year, we focussed on a new goal that explored improving students' quality of writing at all grade levels and their willingness to write and take risks. We wanted to have strong data that would inform our next steps, so we decided to have both Fall and Spring school wide writes so we could create specific goals and see, in the Spring, if what we are doing makes a difference. We determined that we would all write on the same topic of "A Favourite Place" for the fall write, and we would use the Ministry's writing rubrics, despite the fact that they were reflective of Spring writing. We actually discovered that students were performing better than we anticipated, and discussions led to each grade level exploring a slightly different goal (often related to conventions) and building a plan of action. We checked in at staff meetings and grade level meetings to explore how the plan was working, and we completed a second write in May, using almost the same topic.

What we saw is that students made a marked improvement in their writing. Part of this comes from the fact that emerging writers will continue to develop and that will be reflected, sometimes dramatically, when using the same rubric almost eight months later.

Reflections: Teachers determined that they didn't like the "old" language of the rubrics from before the revised curriculum and they would like to create rubrics that better capture the time of year and better reflect the curricular competencies. The release of the BC Learning Pathways information, listed by the Ministry and created by teachers -including quick scales- will assist in this endeavour: <https://curriculum.gov.bc.ca/learning-pathways>. We also determined that we would write on a different topic for the second write, so as to avoid "replication" of the original write and, instead, better showcase students' development/improvement.

The staff is looking forward to refining the work we started as they move into the second year of this goal.

Signatures

Title	Name	Signature	Date
Principal	Janine Close		June 28, 2023
Assistant Superintendent	Nadine Tambellini		June 29/23

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