

# DIRECTIONS 2025: ACTION PLAN FOR LEARNING

## Birchland Elementary

2022-2023



### Intellectual Development

Goal: To improve student reading skills

#### Rationale:

Consistently over the past four years reading has been the weakest in our FSA results, our CBA-literacy assessments and report card proficiency scale results also show reading as a weaker skill with our students.

#### Planned Actions:

Reading assessments twice a year, Pro-D sessions with Deb Vanderwood, Marna Macmillan, exploring strategies for reading instruction. Weekly information items to support the exploration.

This is a year of exploration in order to narrow the focus and be more specific in the 2022-2023 school year. Our hunch is the focus will target reading comprehension, specifically with non-fiction text.

#### Indicators of Success:

An improved assessment process and assessment materials.

A focus that is more specific and not as broad as reading.

Following our most recent CBA process, two overarching patterns emerged: Students need to strengthen their ability to share their decoding and sense making strategies.

Students need to strengthen reading comprehension skills, targeting non-fiction text. We will be debriefing further to determine goal focus at our June staff meeting.

#### School Community Engagement Process:

Staff working with Deb Vanderwood, Marna Macmillan. Staff analyzing data to determine a narrower focus. Reporting out to parents through PAC meetings and newsletters.

I will be kicking off our book fair with a chat to families about how best to support reading development.

Next year, I will host a series of coffee and conversations to also support this work.



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

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## Human and Social Development

Area of focus:  
To develop an improved school climate.

Planned Actions:  
Check-ins with all students twice a year, MDI, CHEK, School Learning Survey. Pro-D with Miriam Miller. Exploring the concept and strategies to improve school climate.  
This is a year of exploration in order to narrow the focus and be more specific in the 2022-2023 school year. Moving forwards into next year, staff want to promote strength-based approach and language to this goal. Our hunch is that the focus will be to increase connections and strengthen the sense of belonging to the Birchland Community.

Indicators of Success:  
Improvement in the second check-in.  
A focus that is more specific and not as broad as school climate.

School Community Engagement Process:  
Staff working with Deb Vanderwood, Marna Macmillan and Miriam Miller. Staff analyzing data to determine a narrower focus. Reporting out to parents through PAC meetings and newsletters.



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

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## Indigenous Learners and Indigenous Ways of Learning

### Area of focus:

To develop relationships with our indigenous families.

### Planned Actions:

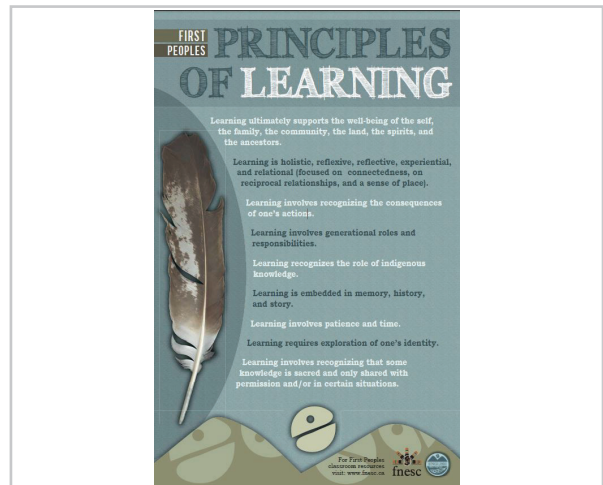
Identify indigenous families in each class. Discuss families and needs at SBT. Look at data for reading and school climate with indigenous students identified. Welcoming Conversations, build in connection calls, and other communication with our indigenous families. Additionally, as a connecting action, strengthen understanding of the First Peoples Principles of Learning. We are committed to integrating the First Peoples Principles of Learning. This work will intentionally support the strengthening of relationships with others

### Indicators of Success:

All staff can identify our indigenous families.  
We have identified ways to support and build stronger connections with each family.  
Staff intentionally planning lessons using First Peoples Principles of Learning to inform the learning activities and meta cognitively sharing learning intentions.

### School Community Engagement Process:

Staff meeting agenda item.  
Share through PAC and newsletter ways we are supporting families.



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

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## Birchland Elementary

# Reflection

The Spirals of Inquiry model guide our work at Birchland. This year served as a year of exploration. Within the model, scanning and developing hunches. As there was an change of administration this year, this scanning phase was a key focus as we continued the work started earlier in the year. Following quantitative reviews of CBA, FSA, and report card data, and qualitative discussions: class reviews, implementing a Tiered approach for capturing current progress, and staff and Professional Development learning and discussions. We have narrowed our focus moving forwards.

Engaging in the spring round of the CBA, it was evident that learners needed to strengthen both their metacognition of decoding and meaning making strategies. Additionally, while students decoding skills demonstrated improvement, reading comprehension, specifically the shift of learning to read to reading to learn was evident. Staff identified reading in the non-fiction genre would best support this development and would be a cross-curricular focus.

We are proud of our learners and our community. There is a feeling of deep pride and commitment within the Birchland community. We hope to experience with greater frequency in the daily interactions between learners. We are committed to a strengths-based approach to strengthen a sense of belonging and connectedness.

The intentional relationship building with our Indigenous Families has proven to deepen understandings and partnerships. Moving forward, to strengthen this focus, we will shift our Indigenous Focus to include the integration of the First People s Principles of Learning explicitly in learning opportunities. Specifically, the Principle: Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and sense of place). This work will intentionally support the

# Signatures

Title	Name	Signature	Date
Principal	Andrea Hunter		June 16, 2022
Assistant Superintendent	Gerald Shong		

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