

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Birchland

2023-2024



Intellectual Development

Goal: To strengthen students' ability to read to learn.

Rationale:

From 2017-2021 reading has been the weakest in our FSA results. Our CBA, classroom-based reading assessments, and report card proficiency scale results also show reading as a weak skill with our students.

Planned Actions:

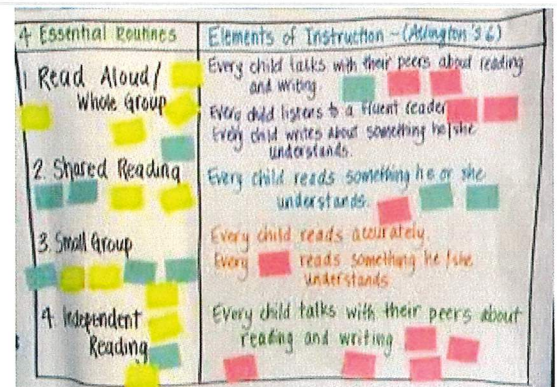
CBA reading assessments fall/spring, Phonemic K/1 District Screener winter/spring. Monthly grade group collaboration strategically/intentionally facilitated to strengthen reading instruction and instructional systems to support reading development. Tier two targeted instruction to support the most vulnerable learners. Pro D time at each staff meeting to share cross grade and plan next steps. Dedicate part of each school-based prod days to strengthen

Indicators of Success:

Comparing the pre/post assessments to monitor for growth using the CBA and K/1 Screener. Teachers repeatedly reported noting the success students demonstrated decoding when completing the CBA. Improvements needed included ability to metacognitively describe the decoding and meaning making strategies employed. Also, the ability to use the information in text for learning. Improved student performance using teacher classroom based assessments: Reading Conferences, sight word lists, and guided reading levels. Tracking performance utilizing Lexia levels for students receiving tier two instruction. An increase FSA reading scores.

School Community Engagement Process:

Reporting out to parents through PAC meetings and newsletters. Teacher leaders presenting at PAC meetings. We share the goal at our Kindergarten Connecting events: Family Dinner, K-for a Day, and Second Breakfasts. At school events we explicitly connect the work to our goal work.

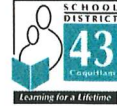


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Birchland**

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Integrating the First People's Principles of Learning explicitly in learning opportunities.

Planned Actions:

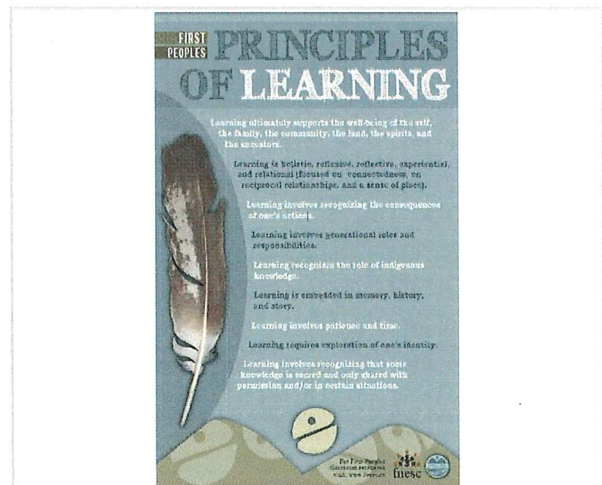
This focus is intentionally connected to our Human and Social Development Focus. Adults will focus on the First People's Principles of Learning, specifically, the Principle: Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and sense of place). This work will intentionally support the strengthening of relationships with others and our land. We will be working alongside our indigenous youth worker and indigenous support teacher to strengthen our connections.

Indicators of Success:

Staff intentionally planning lessons using First Peoples Principles of Learning to inform the learning activities and meta cognitively sharing learning intentions. Staff strategically planning outdoor learning experiences to - connect learning to a specific place, and thus knowledge is situated in relationship to a location, experience, and group of people. (Indigenous Ways of Learning)

School Community Engagement Process:

Share through PAC and newsletter ways we are intentionally focusing on the First Peoples Principles Learning and our work on our lands. Explicitly share during public events (concerts, assemblies, etc) the First Peoples Principle we are using to inform our work. April PD day dedicated to new learning and reflecting on growth and actions to date.

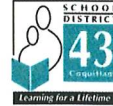


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOALS #1 & 2

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Birchland

Reflection

Birchland Staff describe feeling excited and ready for new learning. Investing the instructional time into completing the CBAs with the additional focus on the planning, implementation, and assessment, informed our previous hunch about a reading goal with a focus on reading comprehension. Following the first CBA teachers agreed that a focus in reading comprehension in non-fiction texts would be our goal area. As the year progressed this shifted slightly to our focus on reading to learn. This is across subject areas. This year we were able to target supports at our youngest learner K-2, small group pullout, talking tables, and in-class support. For most learners, significant gains were achieved. Further assessments will be initiated for those who did not demonstrate the desired growth - PARS, KTEA, and referrals for Psych Eds. At the Tier one level we identified areas of instruction strengths and areas to strengthen. We specifically considered the comprehensive approach. We will use this information to inform our tier two supports and class placements. To support our inquiry we will use: The Reading Strategies Book 2.0 by Jennifer Serravallo. We reflected on the First People's Principles of Learning and explicitly shared with students and families how they connected to and informed learning. We discovered that one Principle support our focus on social emotional development: Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place. As we planned learning opportunities to strengthen our understanding of, We Belong We Matter and We Care, we consistently reflected on this principle. Within the Birchland Community, the school serves as a gathering place. As such, staff have worked to create outdoor learning experiences connecting our land to indigenous teachings. This has served to strengthen our sense of place. Some of our richest learning was our exploration of We Belong We Care We Matter to strengthen our connectedness and belonging. This was noted in our culminating Multicultural Family Night. Students gained a greater understanding of themselves and their peers. This event provided the opportunity families to learn from each other.

Signatures

Title	Name	Signature	Date
Principal	Andrea Hunter		June 12, 2023
Assistant Superintendent	Gerald Shong		June 12, 2023

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