

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Birchland Elementary

2024-2025



Intellectual Development

Goal: To improve student reading skills

Rationale:

Consistently 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:

CBA reading assessments fall/spring, Phonemic K/1 District Screener winter/spring. Collaborative assessment sessions strategically facilitated to strengthen reading instruction and instructional systems to support reading development. Continue small group targeted reading instruction: four sessions each week, classroom teacher and two learning services teachers to lead the planning, instruction, and assessment. Pro D time at staff meeting to share

Indicators of Success:

Teachers describe the small group instruction to have been overwhelmingly positive. Learners and parents alike have identified the growth in reading ability. To monitor progress, we compare the pre/post CBA and K/1 Screener assessments. Additionally, student performance is captured by classroom teacher and in small groups using classroom-based assessments: reading conferences, sight word lists, and guided reading levels. Tracking performance utilizing Lexia levels for students receiving tier two instruction. FSA performance is also monitored.

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.

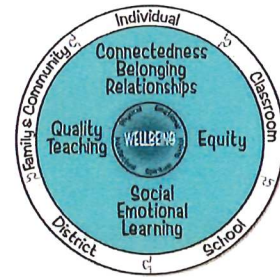
4 Essential Routines	Elements of Instruction - (Atkinson's 6)
1. Read Aloud/ Whole Group	Every child talks with their peers about reading and writing. Every child listens to a fluent reader. Every child writes about something he/she understands.
2. Shared Reading	Every child reads something he or she understands.
3. Small Group	Every child reads accurately. Every child reads something he/she understands.
4. Independent Reading	Every child talks with their peers about reading and writing.

DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

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Human and Social Development

Area of focus:

To strengthen a sense of belonging and connectedness.

Planned Actions:

Leadership Team collaboratively plan with staff each term directly connecting our school motto: We Belong, We Care, We Matter with selected core competency -I can statements to support social emotional development. There is a growing sense of specific focus on growth mindset. Staff will work to support this metacognitive development utilizing the Learning Pit to strengthen children's understanding of the learning process. We utilize staff meeting and Pro-D time to collaboratively develop learning opportunities to strengthen development.

Indicators of Success:

Teachers intentionally implement a self-assessment and goal planning cycle to formatively monitor learning. The student self-assessment of the core competencies is shared each formal reporting period. Likewise, the learning experiences inform goal setting for the following term. MDI and Student Learning Survey Data are reviewed annually to inform this work. We specifically review student responses for: Do you feel welcome at your school? And - Is school a place where you feel like you belong? We are monitoring connectedness to the adults and peers.

School Community Engagement Process:

orting out to parents through PAC meetings and newsletters. We utilize community events to inform and share our learning with our community. Our culminating example, an event celebrating -A We Matter Assembly. This event allows for a home school partnership to strengthen understandings of identity, to learn with and from each other - authentically strengthening belonging and connectedness for our community.



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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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:

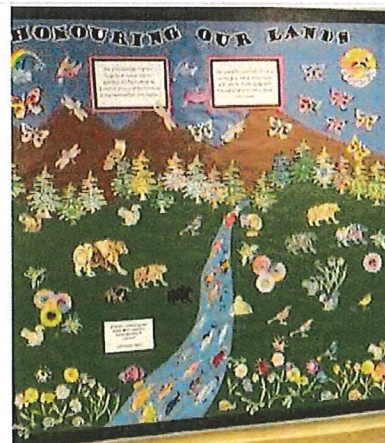
This focus is intentionally connected to our Human and Social Development Focus. Adults will focus on the First People's Principles of Learning, specifically, the Principle: Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, 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 using First Peoples Principles of Learning to inform the learning activities and metacognitively sharing learning intentions. Staff planning outdoor learning to-connect learning to a specific place, and thus knowledge is situated in relationship to a location, experience, and group of people. Evidence of this learning captured in a variety of representations.

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. Sharing our learning in culminating learning experiences during our celebration of National Indigenous Peoples Day.



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

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Reflection

Investing the instructional time into our target small group reading instruction has created a powerful collaborative learning environment. We collectively feel we know our learners better now. Additionally, our individual and collective instructional strategies are stronger, and we are excited to continue developing our skills. In addition to the small group work, we were able to target support at our most vulnerable learners, through small group pullout. For most learners, significant gains were achieved. Further assessments were and will continue to 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. Strengths noted included decoding, reading with fluency and expression, as well as a growing bank of strategies to decode and make meaning. We continue to work to strengthen comprehension, and the application of what it read (reading to learn).

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 We Matter Assembly. 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 4, 2024
Assistant Superintendent	Anthony Ciolfitto		June 21, 2024

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