

## DIRECTIONS 2025: ACTION PLAN FOR LEARNING

### Bramblewood Elementary School

2025-2026



## Intellectual Development

**Goal:** To improve writing through vocabulary development, conventions, and fluency.

### Rationale:

Writing proficiency scales, student writing samples, report card data and continued professional conversations, illustrate a need to consolidate gains made and for continued development in writing fluency.

### Planned Actions:

Continuing practices that have impacted vocabulary and writing convention use will be maintained. Fluency will be supported in daily writing, school wide writes and events to celebrate writing while. Teacher partnerships will build capacity to identify and address needs.

### Indicators of Success:

Increased focus and engagement in the writing process.  
Teacher evidence evidence in Learning Updates/Summaries of Learning.  
Writing Proficiency Scales.  
Student Writing Samples.  
Student self-assessment of strategy use.

### School Community Engagement Process:

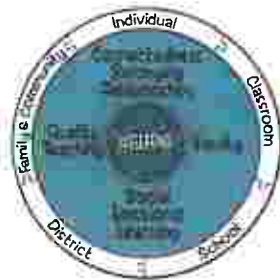
Continue with community engagement with BPAC, Staff Meetings, and Professional Development and consult with District Literacy Leads. Utilize communications with parent community through Learning Updates, Parent Teacher Conferences, Student Led Conferences & other schools with similar writing related goals.

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

School: **Bramblewood Elementary School**

*Increasing Success in  
Life for All*

## DIRECTIONS 2025: ACTION PLAN FOR LEARNING



### Human and Social Development

#### Area of focus:

Continuing to promote further development of Social Emotional Learning (SEL) as a component of self regulation as the foundation of learning/academic achievement.

#### Planned Actions:

Implementation of resource, Open Parachute, to build students social communication, emotional regulation, and promote their overall well being. Continue to redesign learning spaces as the environment has a strong influence on student's physical and emotional regulation due to strong neurological and emotional influences. Continue with and establish regulating practices such as co-regulation, use of tools such as body breaks and alternative work spaces such as standing desks or work nooks.

#### Indicators of Success:

Self-Assessment as part of the Core Competency reporting process. Qualitative data from teachers and students assessments. Collection of data from Student Learning Survey & Middle Years Development Index. Examining office referrals and School Based Team referrals for behavioral challenges. Using needs based assessment data for the types of intervention needed for social and emotional support groups.

#### School Community Engagement Process:

Continue to develop SEL and associated strategies with staff. Develop and implement a thematic plan for developing SEL competencies to be explicitly taught to students in order to build common language that is familiar with all students and staff.

Utilize staff and BPAC meetings and our regular to share themes and strategies with our parent community. Continue consultation with the district's Self Regulation team and Learning Services Dpt.

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

School: **Bramblewood Elementary School**

*Increasing Success in  
Life for All*

## DIRECTIONS 2025: ACTION PLAN FOR LEARNING



### Indigenous Learners and Indigenous Ways of Learning

#### Area of focus:

Utilizing authentic First Peoples resources as well as embedding First People's Principles of Learning throughout educational experiences to ensure that Indigenous peoples are acknowledged and portrayed accurately and authentically.

#### Planned Actions:

Monthly focus on practices to embed FPPL. Access authentic resources from UBC's Museum of Anthropology. Continue learning opportunities with drumming, owl weaving, cedar bracelets and other cultural practices. Continued library and teaching resource reviews. Incorporate use of circles within classes and as a means of restorative practice for both problem solving and conflict resolution. Continue to acquire authentic Indigenous resources and show our commitment to Indigenous focused professional growth.

#### Indicators of Success:

FPPL increasingly embedded and acknowledged throughout the school. Student Learning Survey and Middle Years Development Index reporting data. Learning Updates to include core competency self assessment with an Indigenous connection. Utilizing Data from Destiny looking at the books circulated to students and staff. Increase the overall number of authentic resources.

#### School Community Engagement Process:

Continued collaboration with Stephanie Maki, Principal of Indigenous Education and district resources. Professional Development Opportunities for Staff. Continue to collaborate with our zone Indigenous Support Teacher and Youth Worker. Communications with parent community and BPAC.

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

School: **Bramblewood Elementary School**

*Increasing Success in  
Life for All*

## DIRECTIONS 2025: ACTION PLAN FOR LEARNING



### Bramblewood Elementary School

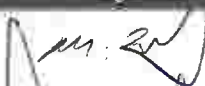

## Reflection

For the 2025-26 school year, staff have collaboratively decided to continue with our multi-year writing goal. Over time we have implemented writing strategies and structures that have improved our instruction and each of our students' skill set. In 2024-25 we had a writing goal with a focus on vocabulary development and use of conventions. Teachers report students have made improvements in these areas. For 2025-26, we plan to maintain those focused efforts and make use of school wide writes, celebrations, and daily meaningful writing experiences to support writing fluency.

The school continues to make gains in SEL with increasing the number of calm spaces both inside and outside of the classroom. Teacher practices allowing students to focus on their work in alternative settings such as standing desks and study corners are increasing. Everyday Speech was a fairly successful tool for teachers to access with students. We are pivoting to a similar Canadian based resource called Open Parachute, which will continue to provide SEL learning experiences and helps us use school wide common language, practices, and expectations.

Indigenous ways of learning were present throughout the school and throughout the year. In addition to teacher based experiences, students enjoyed indigenous lessons and resources connected to our district Indigenous Education Department. Students and staff made connections to the land and flora and fauna around us with a focus on awareness and stewardship of the spaces we live in. Staff engaged in Anti-bias/Anti-racism professional development throughout the school year with a focus on self identity and translating that to self identity for students. Observations show space for continued growth in naming and further cultivation of use of First People's Principles of Learning experiences throughout the school environment.

## Signatures

Title	Name	Signature	Date
Principal	Michael Bird		July 3rd, 2025
Assistant Superintendent	Jeremy Clarke Assistant Superintendent School District No. 43 (Coquitlam)		July 15, 2025

### DIRECTIONS 2025: ACTION PLAN FOR LEARNING

School: **Bramblewood Elementary School**

**Increasing Success in  
Life for All**