



DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Eagle Ridge Elementary

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STRATEGIC GOAL #1

Intellectual Development

Goal: Writing with an emphasis on process and craft over product; increasing the level of details, development, and connection between ideas when writing

Rationale: at Eagle Ridge numeracy has been the intellectual development goal for several years. The spring teacher judgment data collected indicated that it was timely to change the goal to writing

Planned Actions:

- liaison with district LST mentors to formulate plan for the year
- schoolwide write in fall and spring
- learning conversations at staff meetings and professional development days to facilitate:
 - learning from the work of Matt Glover; Looking at strategies for developing writing
 - collaboration re scaffolding skills (what works in K? Grade one? etc.)
 - sharing ideas, lessons, resources
- using our LST team to support with the writing and skills development
- celebrate writing and the process in a public and intentional way (bulletin boards, during assemblies etc.)
- Blend writing with indigenous and SEL goals incorporating the craft of storytelling
 - increase the access to loose parts at all grade levels

Indicators of success:

- Using mini lessons from Matt Glover's work to build students understanding of the craft of writing and to notice "what good writers do." Do a mini self assessment each term surrounding this idea of the student as a writer and have them name and notice what they do and how they have grown as writers.
- Students will build portfolios of writing in different genres and highlight and celebrate their growth in a particular genre each term. The focus will be on the student's understanding of a particular genre and not a particular product or completed piece of writing.

School Community Engagement Process

- On going communication at PAC Meetings
- School Newsletters
- School Social Media
- Collaborative conversations/learning at monthly staff meetings

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Human and Social Development

Area of Focus: Social and Emotional Learning – Intentional building of a sense of connection and belonging at Eagle Ridge.

Planned action

- Co-creating resources to support the connection between Core Competencies and First Peoples Principles of Learning and Ways of Being
- Increasing school wide gatherings- including sing-a-longs and celebrations of successes
- Friendship groups, small group pull-out, social thinking
- Combined recess
- Ensuring classes have buddy classes
- Collaborative conversations and exploration at monthly staff meetings
- Increase the number of EAs attending the monthly staff meetings

Indicators of Success

- Student survey – School wide (Fall and Spring)
- Middle Years Development Instrument – Grade 4
- Completion and use of co-created Connection Core Competencies/First Peoples

School Community Engagement Process

- On going communication at PAC Meetings
- School Newsletters
- School Social Media



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Indigenous Learners and Indigenous Ways of Learning

Area of Focus: Continuing to embed First Peoples Principles of Learning with an emphasis in the Literacy Curriculum including Story Telling (both oral and written).

Planned action

- Add to our Indigenous literacy resources to support writing goal, SEL Focus
- Invite Indigenous Cultural Worker to work alongside us
- Building a repertoire of resources to incorporate Elders' voice through video and in person if possible
 - With district team
- Connect with High School Indigenous Leadership Students and invite them in
- More outdoor learning
- Explore Commissioned artwork (mural? Print?) to celebrate local Indigenous knowledge

Indicators of Success

- Students identify and connect with some of the First Peoples Principles through writing and storytelling
- Students able to connect with the land and community around them in their writing
- Students will be able to identify and connect some of the First Peoples Principles of Learning to activities while using new vocabulary that conveys understanding (stewardship etc.)



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Reflection

The 2024-2025 school year was a year of transitions. A new administrator started in September replacing an administrator who had been here for seven years. During the 2024/2025 year the new administrator needed to go on medical leave and a retired principal came in to support the school in January 2025.

In the spring we collected data based on teacher judgment and it was determined that it was time to change the direction of the intellectual goal. Numeracy had been the goal for several years, and while there is always room for improvement there was also an appetite for change. The data indicated that literacy, and specifically the writing area, would be an appropriate area of focus.

We are excited about the opportunities for the 2025/2026 school year. The format of our monthly staff meetings is changing, allowing for more professional learning, sharing and collaboration. We had four teachers retire and/or change districts and therefore we have several new teachers joining our staff in the fall. We are looking forward to the opportunities to collaborate and move forward with our strategies and practices.

We have deliberately created our focus areas and goal so that they are intertwined and support each other. As we work together in collaborative grade groups and cross grade groups we will explore and develop opportunities to build community, deepen our connection to First Peoples Principles and Ways of Being through intentional work in the core competencies and story telling, while building our skills in writing - appreciating the process and the craft.

Signatures

Title	Name	Signature	Date
Principal	TRICIA TIPPER	<i>T. Tipper</i>	July 2/25
Assistant Superintendent	Jeremy Clarke	<i>Jeremy Clarke</i>	July 2, 2025

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School:

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