

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Ecole Irvine Elementary

2024-2025



Intellectual Development

Goal: For all students to be proficient in reading

Rationale:

Since joining Irvine Elementary in February 2019, we have collected data on the reading abilities of all our students. Using an early intervention model, reading abilities have improved and we are looking for continued success.

Planned Actions:

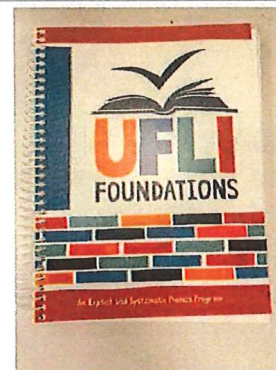
Classroom based assessments (CBA's) school wide (September/October); phonological awareness data for K's (January and May)
Continued home reading program (Heggerty) at the K-3 grade levels.
Continued use of the scope and sequence for the UFLI reading program (University of Florida Literacy Institute) at the K-3 grade levels.
Targeted intervention for our readers with the greatest challenges (data driven)

Indicators of Success:

We have already seen a change in the confidence levels of our current grade one students. Whereas in the past they'd be more likely to simply state, "I don't know," we saw that they were not giving up and instead using different strategies to try and succeed - a big change in resiliency. A number of students no longer required learning assistance because they have shown improvement so that they could succeed in their classrooms. Data will continue to be collected and will guide our practice. An early literacy committee formed to look at best practice and UFLI implementation.

School Community Engagement Process:

Professional development (already scheduled for September); engagement of primary teachers through the literacy committee (UFLI). Engagement of staff through reporting out at staff meetings and SBT. Engagement of parents through newsletters, PAC meetings, and regular updates. Celebrating our accomplishments at the classroom and school level

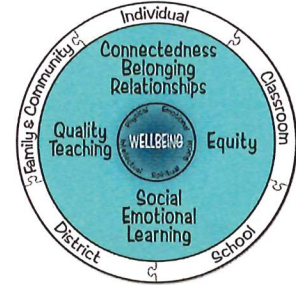


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Ecole Irvine Elementary**

***Increasing Success In
Life for All***

DIRECTIONS 2025: ACTION PLAN FOR LEARNING



Human and Social Development

Area of focus:

Circle of Courage (Belonging, Independence, Mastery, Generosity) to build resilience in our students. Our focus will continue to be Belonging, Connectedness, and Self-Regulation.

Planned Actions:

Focus on Belonging and Connectedness, especially in the first week of school. Assemblies to teach and celebrate successes. Regular connections between staff and our most vulnerable learners - check ins each week. Extra curricular activities and after school programs to bring students together. Meeting with our incoming K families and making our school open to them for any visits or walk throughs to help build connection. Using survey data from students and parents to help guide our direction. Connecting as a staff and modeling connectedness to all students. Improved Indigenous Education practices - scheduled meetings with Del. Goolsby

Indicators of Success:

MDI, SLS, school survey data (students and parents), observation, regular updates (SBT, department head meetings, staff meetings, continuing to develop our student services model of support (with a focus on early intervention), class review data, office referral information (all office referrals that require admin intervention will work from the Circle of Courage perspective with a focus on restorative practice)

School Community Engagement Process:

Newsletters

PAC meetings

Survey(s) - feedback

Regular information specifically about: the Circle of Courage and restorative practice.



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

School: **Ecole Irvine Elementary**

*Increasing Success in
Life for All*

DIRECTIONS 2025: ACTION PLAN FOR LEARNING



Indigenous Learners and Indigenous Ways of Learning

Area of focus:

A sense of place, based on the FPPL, that learning is holistic (like the Circle of Courage), reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Planned Actions:

This goal blends nicely with the Circle of Courage and our Human and Social Development goal. It ties in nicely with Generosity and its connection to Belonging. Generosity is reflected in reciprocity - caring for ourselves, others, and our school (and community), highlighting our sense of place. Real Acts of Caring activities and lessons in reciprocity are ways we will practice being generous. Circles will be used to teach, practice, explain and reflect. Rob Cowie is scheduled to join us in October to help move us forward in Indigenous Education.

Indicators of Success:

Students remaining calm in challenging situations; solving problems without adult intervention; using the language of the circle of courage and restorative practice in their interactions. Practical application of skills learned.

School Community Engagement Process:

PAC - have embraced our work in Indigenous Education; have set aside money to support our school in Indigenous presentations, projects, and initiatives.

PAC meetings

Newsletters

Updates - plans moving forward

Surveys / feedback (where applicable)



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

School: **Ecole Irvine Elementary**

***Increasing Success In
Life for All***

DIRECTIONS 2025: ACTION PLAN FOR LEARNING



Ecole Irvine Elementary

Reflection

We have made steady progress on our Intellectual goal. When we first started collecting data on the reading ability of our students, we had numerous students that were struggling with reading and we had to create a regimented service delivery model to ensure that only those students who were well behind their peers would get extra service. We planned on early intervention, not to give less support to our older students (those that struggled still received support) but to try to reach our younger students sooner so that less support would be needed later and the support could be reinvested back into our younger students. We have had to change this regimented level of service because our students have continued to improve. We have now reached a level where the service goes almost exclusively to students who are new to our country (or have language acquisition challenges) or those students who have learning challenges in reading. This is a huge accomplishment and one that we have celebrated. With the implementation of the UFLI program, we have seen even more improvement with our younger students, in not only their reading, but also their resiliency. With the inclusion of CBA's (classroom based assessments) to even further help us guide our practice, we believe we will be looking at even greater improvement in this goal, through teachings in the classroom and targeted intervention for those students requiring further support.

As in the past, our Human and Social Development Goal, and our Indigenous Learners and Indigenous Ways of Learning Goals are very compatible. The Circle of Courage and its teachings based in Indigenous Education, is holistic in nature, and our intention is to continue to incorporate this into our teaching, assemblies, class charters and staff meetings. As we begin the second year in our building, on our own, we continue to look at building our culture and creating our identity. The Circle of Courage and Restorative Practice together has played a significant role in developing who we are.

Signatures

Title	Name	Signature	Date
Principal	Dennis Shannon	Dennis Shannon	June 30, 2024
Assistant Superintendent	Anthony Collette	[Signature]	July 4, 2024

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

School: **Ecole Irvine Elementary**

*Increasing Success in
Life for All*