

# DIRECTIONS 2025: ACTION PLAN FOR LEARNING



## Intellectual Development

Goal:

Rationale:

Planned Actions:

Indicators of Success:

School Community Engagement Process:

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

School:

*Increasing Success in  
Life for All*

# DIRECTIONS 2025: ACTION PLAN FOR LEARNING



## Human and Social Development

Area of focus:

Planned Actions:

Indicators of Success:

School Community Engagement Process:

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

School:

*Increasing Success in  
Life for All*

# DIRECTIONS 2025: ACTION PLAN FOR LEARNING



## Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Planned Actions:

Indicators of Success:

School Community Engagement Process:

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

School:

*Increasing Success in  
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## Irvine Elementary

### Reflection

With our intellectual goal, we have three years of data to support our plan. Each year, we collect data on the reading/decoding levels of all our students in grs. 1-5 (we collect data from our K's in the spring and keep track of those individual students who are having difficulty with their reading). This schoolwide data inform us of where the needs are on an individual level as well as by age/grade (and along other variables as well e.g. gender). This data shapes our student services programing by allowing us to focus on those individual students as well as grade/age levels. Because we keep this data, we can trace the decoding levels of our students each year. With a focus on early intervention, our hope is that with the support early, students will not require as much support later allowing the support to be reinvested back into our younger students. The data reflects this - less support is needed for our older students resulting in more support for our younger students. For a whole host of reasons (including the pandemic), we see that our younger students (grs. 1 and 2) are going to require the most intervention in the 2022/23 school year.

Our Human and Social Development goal and our Indigenous Learners and Indigenous Ways of Learning goal are very compatible. We began the journey of implementing the Circle of Courage as our school's philosophy. We worked on this as a staff in the spring of 2019 with the hope of moving toward implementing it in the 2019/20 school year. We lost a lot of momentum because of the pandemic. We are now looking to work once again at implementing this philosophy in our school. We have created an Indigenous Learners and Indigenous Ways of Learning committee with members from the school, and the district (our district youth worker, Diane Kiss, and our district resource teacher, Rob Cowie). We want to focus specifically on learning as holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). As we implement the Circle of Courage, we will start small and build. For instance, for Belonging - learning the names of students and referring to them by name; Independence - Executive Functioning practices (which we have just begun). Mastery - inquiry/project based learning, and Generosity.

### Signatures

Title	Name	Signature	Date
Principal	Dennis Shannon	Dennis Shannon <small>Digitally signed by Dennis Shannon Date: 2022.07.04 13:39:21 -07'00'</small>	July 4, 2022
Assistant Superintendent	Gerald Shong		July 7, 2022

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School: **Irvine Elementary**

**Increasing Success in Life for All**