

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Pinetree Way Elementary

2025-2026



Intellectual Development

Goal: To support student learning and vocabulary development through STEAM

Rationale:

Over five years, Pinetree Way has seen consistent gains in reading comprehension through focused literacy instruction. Shifting to a STEAM goal provides an approach that supports continued language development.

Planned Actions:

- Use the inquiry cycle in school-wide and classroom design thinking challenges
- Create simple rubrics to assess key skills like critical thinking, collaboration, vocabulary enhancement and innovation
- Support teachers in working together to plan lessons
- Use Zones of Regulation and Social Responsibility during STEAM activities to help students solve problems and grow as thoughtful engaged citizen

Indicators of Success:

- Staff will use the inquiry cycle and work together to plan lessons
- By engaging in STEAM activities students will use communication skills to share ideas and collaborate together
- School will hold a school-wide STEAM event which will showcase student growth and connection to Literacy
- Rubrics will be designed and used to show student growth in STEAM and it's connection to the Core Competencies

School Community Engagement Process:

- Staff Meetings, Collaboration Time, and Pro D will be used to further investigate STEAM
- Sharing of learning will be done through the school newsletter and SeeSaw
- Student-Led Conferences will showcase learning
- Purchase of new STEAM materials
- Open House events

The Inquiry Learning Cycle

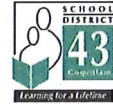


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Pinetree Way Elementary**

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Human and Social Development

Area of focus:

- Continue to work on independent recognition of emotions, self regulation and problem solving using Zones of Regulation language and strategies in IIRP
- Using the same language and strategies when problem solving during STEAM activities

Planned Actions:

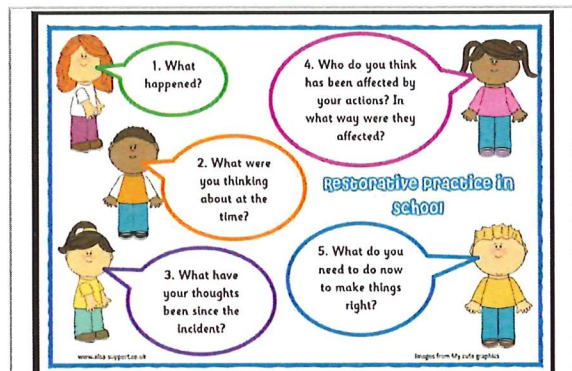
- Collaboration time to focus on Every Day Speech as a supplemental tool to the Zones Resources
- Continue to use the lens of IIRP when building community within the school and the classrooms
- Teachers and students using the Restorative Practice Questions when solving problems
- Continue to attend Pro D on SEL and Restorative Practices

Indicators of Success:

- Students able to identify emotions and connect their feelings to how the other person might feel or react to a certain event.
- Students using tools and strategies to help to self-regulate
- Staff and Spirit Team using the Restorative Questions when helping students solve problems
- Seeing students start to take care of self and the ripple effect of how their emotions can impact those around them

School Community Engagement Process:

- Staff meetings, Pro D, collaborative teacher time to share ideas around Zones and IIRP
- Share information in weekly newsletter
- Opportunities for families to engage and learn during Open House, Student Led-Conferences and interactive community building events



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

FPPL #5 - Learning recognizes the role of Indigenous knowledge. To nurture an awareness of responsibility to the land and to each other in our Learning Community

Planned Actions:

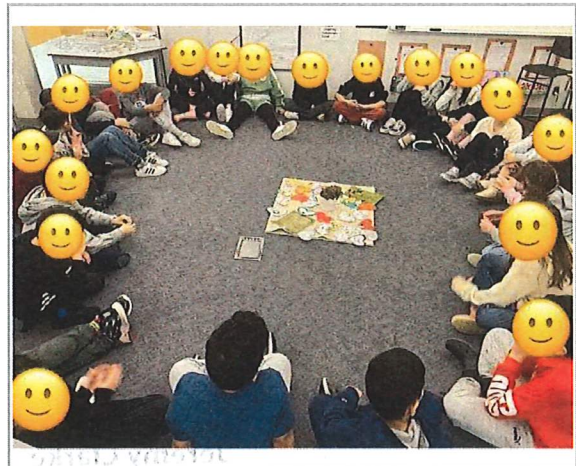
- Introduce the Seven Sacred Teachings to create common language and help students increase their vocabulary
- Explore one Sacred Teaching in depth each month as a school community
- Invite workshop facilitators to present during school-based Pro D
- Support risk taking amongst staff by supporting each other with collaboration blocks and doing professional development together
- Continue to foster a sense of connection to the land with personal land acknowledgements and experiential learning outdoors

Indicators of Success:

- Increase in observed student connection and gratitude with the land around us
- Intermediate students will take the lead in sharing personal land acknowledgments during assemblies and morning announcements
- Continue the circle work in classrooms and using the restorative practice language

School Community Engagement Process:

- Engage district and BCTF staff to facilitate learning opportunities for staff and students
- Continue to share our learning goals and work with the community
- Share the 7 Sacred Teaching language through morning announcements newsletters
- Continue to district cultural staff to assist in teacher and student learning



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

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Reflection

Over the past year, our school has maintained a strong focus on reading comprehension. We utilized a variety of assessment tools—including FSA data, class reviews, and SBT minutes—to inform and guide our work. As a result of our work, we observed a noticeable increase in the number of students achieving proficiency by year's end.

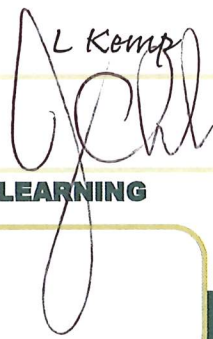
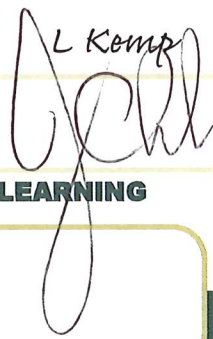
Given our diverse student population and the high number of English Language Learners, our focus will shift toward a STEAM framework to foster vocabulary development across multiple subject areas.

In the area of Human and Social Development, we continued to implement the Zones of Regulation as a self-regulation tool and introduced IIRP principles. Primary students continue to use Zones language to articulate their emotions and are starting to apply regulation strategies, though we recognize the need for continued growth in this area.

Two of our professional development days were dedicated to Restorative Practices. This has led to increased use of restorative language and strategies in classrooms, particularly in conflict resolution and incorporating regular circle discussions. We will continue to prioritize this work into next year. Our leadership students also played an active role in cultivating school culture through morning announcements featuring messages related to the Zones of Regulation. Our next step is to support students in independently applying problem-solving strategies.

In supporting Indigenous Ways of Learning, Indigenous knowledge and perspectives are being increasingly embedded into everyday instruction, with meaningful engagement occurring particularly around Truth and Reconciliation Day. Teachers collaborated with Indigenous Cultural Workers to lead activities such as drumming, feather making, and soapstone carving. As part of our APL, we aimed to deepen our focus on Traditional Land Acknowledgements. While we made progress, we acknowledge that further work is needed in this area. We hope to expand and sustain this initiative throughout the coming school year.

Signatures

Title	Name	Signature	Date
Principal	Leanne Kemp		July 2, 2025
Assistant Superintendent	Jeremy Clarke Assistant Superintendent School District No. 43 (Coquitlam)		July 2/25

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