

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Pinetree Way Elementary

2024-2025



Intellectual Development

Goal: Literacy- Reading Comprehension

Rationale:

In looking over the data trends (CBA/FSA/Learning Updates/Class Reviews) the data shows the need to continue to have students focus on reading comprehension with an emphasis on reading non-fiction for the intermediate students.

Planned Actions:

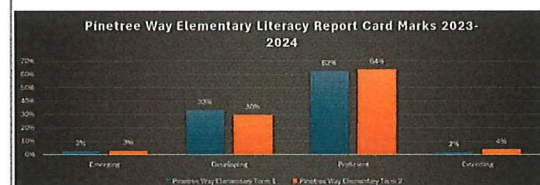
Pinetree Way will use Class-Based Assessments (CBA's) and Class Reviews to help teachers identify class strengths and stretches and then target instruction based on this information. Collaboration Time will be used with ELL teachers to delve into strategies to enhance reading comprehension and work on building vocabulary to help develop reading strategies.

Indicators of Success:

We will compare CBA's from the Fall to those done in the Spring as our key indicators for success. We will also look at Learning Updates throughout the year to gather information on improvement in the area of reading. Raz Kids will be used to compare data from the Fall to the Spring. Discussion during Collaboration Time to look at the stretches of classes and what classroom supports are needed to help all learners.

School Community Engagement Process:

- Staff Meetings
- School Collaboration Times
- CBA's and Class Reviews
- Book Fairs sponsored by the PAC
- Student Learning Survey and Learning Updates Data
- ELL Workshops focusing on Literacy
- RAZ Kids used at home with families
- Summer Reading Program

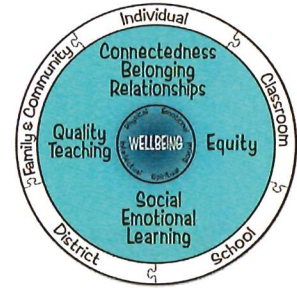


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Pinetree Way Elementary**

**Increasing Success in
Life for All**

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Human and Social Development

Area of focus:

Self-Regulation

Continue to work on self-regulation by recognizing emotions, using Zones of Regulation language and strategies, and problem solving using Restorative Practices.

Planned Actions:

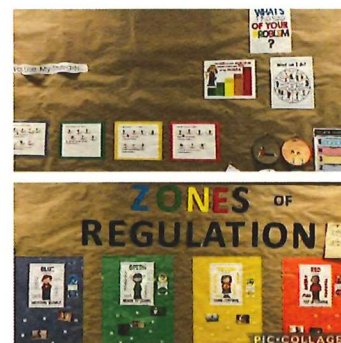
- monthly collab time to continue to build on what we have done with Zones of Regulation - spend time on what's next after naming the emotion
- Make Zones Language part of the morning announcements
- Staff attend Restorative Practice workshops. We will use our two school-based Pro-D days to learn more about IIRP.
- Teach Zones of Regulation in each classroom

Indicators of Success:

- Be able to identify emotions and strategies to move back into the Green Zone
- Use school wide language of the Zones of Regulation when talking about emotions
- Students practice self-regulation strategies
- Hear students use the Zones Language with each other when expressing how they are feeling
- Teachers starting to use Restorative Practices and Language in their classrooms as well
- Lunch and Kindergarten Monitors using the language when solving problems.

School Community Engagement Process:

- Staff meetings, Pro-D Day in-services, collaborative teacher time
- Tier 1 teaching skills
- PAC presentations-sharing MDI/SLS survey & Report Card data
- Information in school newsletter about the Zones of Regulation and Problem Solving Strategies
- Principal modeling restorative practices and using Zones of Regulation framework when supporting students with resolving conflict in peaceful ways.



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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

- FPPL - Embed Indigenous Content into everyday learning with a focus on the principal that learning is holistic, reflexive, reflective, experiential, and relational.

Planned Actions:

We will continue to develop student's awareness and understanding of Reconciliation through our daily learning. Students will learn more about the traditional land acknowledgement and create a personal connection. Staff will participate in Indigenous Pro D to increase and share their knowledge around embedding Indigenous activities and understanding into their classrooms using authentic resources. We will continue to build relationships around our sense of place. And tie in the creation of meaningful, personal land acknowledgements.

Indicators of Success:

Students will share the traditional land acknowledgement and explain how it personally connects to them. These will be shared throughout the year. They will continue to learn about reconciliation through the recognition of Orange Shirt Day and National Indigenous Day. Classes will participate in experiential learning outdoors, and participate with guest speakers and cultural youth workers

School Community Engagement Process:

- Staff Meetings
- Staff Collaboration Time
- Engagement in Orange Shirt Day and National Aboriginal Day activities
- Student Led Conference discussions and sharing learning



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

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Reflection

Reading comprehension remains our lowest-performing area based on data from Learning Updates, Class Reviews, School-Based Team Minutes, and FSA results. This year, we used the CBA's as a baseline to identify strengths, weaknesses, and focus areas in reading comprehension. We've seen improvement in marks from Term 1 to Term 3 in Learning Updates. This is good news, however over 30% of our students are not yet proficient in literacy. Our students continue to have good decoding skills but are not as strong in reading comprehension. For the next year we will continue to focus on reading comprehension throughout the school using the stretches in our CBA's as our guide.

This year our focus for Human and Social Development was Self-Regulation using the Zones of Regulation. Our September Pro D was used to introduce the staff to the Zones of Regulation. Teachers introduced this language in their classrooms and around the school. We are starting to see students use this language when they are upset or dysregulated. The staff feel they are making good progress and we hear some students starting to use this language on their own. Our plan is continue this work as we would like to see more students gain a better understanding of the Zones of Regulation and the strategies that can be used to get back into the Green Zone. We are also starting some training with IIRP to help students with problem solving and gaining more acceptance and understanding of each other's needs.

The staff continue to be proud of the work we do around the understanding and awareness of Truth and Reconciliation. We have had Indigenous Guests in to share their knowledge and students actively participated in their activities. For the past two years we have had a school-wide focus around Orange Shirt Day. This year we displayed an orange chain around the school with positive messages about "Why We Matter". In our discussions we are keen to continue the learning and would like to have students participate more regularly in the Traditional Land Acknowledgement and continue to help students gain a better understanding of the First People's Principles of Learning.

Signatures

Title	Name	Signature	Date
Principal	Leanne Kemp	L Kemp	June 24, 2024
Assistant Superintendent	Nadine Tambellini		June 28/24

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