

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

PleasantSide Elementary

2025-2026



Intellectual Development

Goal: To improve student ability to express themselves through writing

Rationale:

Our staff are collectively committed to enhancing student writing through effective collaborative work. We are currently exploring shifting our focus to numeracy as we consider approaches between grades with high yield routines.

Planned Actions:

We have been using the Heggerty literacy program to develop foundational reading and writing skills. We have also incorporated UFLI Foundational work, no excuse words, consideration of juicy words with a focus on our universal approach working in small groups.

Indicators of Success:

An important indicator of success at PleasantSide is our student's ability to meet provincial learning standards across key subject areas. Data from the (FSA), combined with classroom observations and qualitative evidence collected throughout the year, provides a well-rounded picture of student progress. Information from the three formal report cards offers further insight into achievement and areas for growth. In writing, specific indicators such as accurate punctuation, correct spelling, appropriate spacing, and the ability to develop ideas with detail are closely monitored to support student success.

School Community Engagement Process:

School-wide Literacy Week
PAC Meetings
Student-Led Conferences
School Newsletters
Website
Access to District Leadership to assist our staff throughout the school year

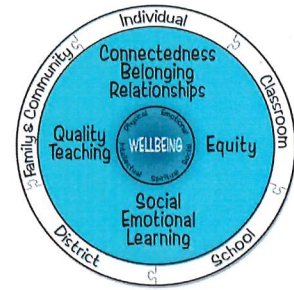


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **PleasantSide Elementary**

*Increasing Success In
Life for All*

DIRECTIONS 2025: ACTION PLAN FOR LEARNING



Human and Social Development

Area of focus:

To support students' ability to self--regulate

Planned Actions:

We support student self-regulation through the consistent use of the Zones of Regulation from Kindergarten to Grade 5. Students learn to identify and name their emotions, recognize how their feelings influence their actions, and develop strategies to manage their behavior effectively. As they grow, students are encouraged to take ownership of their choices, support peers in moments of need, and practice empathy by acknowledging the feelings of others. With a focus on restoring relationships, we foster a caring school community where students build emotional awareness and strengthen social connections.

Indicators of Success:

Students' growing ability to apply Zones of Regulation strategies throughout the year, as observed by teachers across all grade levels. Student satisfaction survey data reflects increased confidence in managing emotions and resolving conflicts. The addition of sensory paths and dedicated self-regulation rooms—one for K-3 primary students and Grades 4/5 Intermediate -- provides students with safe, supportive spaces to reset and refocus. Programs such as "Safe Bodies" for primary students and "Kids in the Know" for intermediate students further enhance emotional awareness, personal safety, and social responsibility.

School Community Engagement Process:

Continue to share vocabulary and tools during morning announcements and monthly school pride assemblies

Real Acts of Caring Week

Pink Shirt Day Assembly

Zones of Regulation

BLUE	GREEN	YELLOW	RED
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space

DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

School: **PleasantSide Elementary**

Increasing Success In Life for All

DIRECTIONS 2025: ACTION PLAN FOR LEARNING



Indigenous Learners and Indigenous Ways of Learning

Area of focus:

To make connections between the First People's Principles of Learning and our every day practice.

Planned Actions:

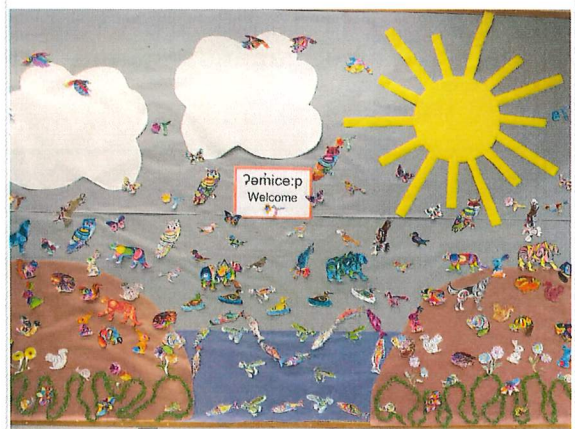
As part of our planned actions to incorporate the First Peoples Principles of Learning, we engage in ongoing discussions during Pro D Days and staff meetings to deepen our understanding and integration of these values. We acknowledge, highlight, and celebrate the Principles through announcements and school-wide assemblies, ensuring they are visible and meaningful throughout the school year. A key focus is building staff and student capacity to confidently share our land acknowledgement when we gather, fostering respect, connection, and responsibility.

Indicators of Success:

Evidence from the Student Learning Survey and engagement in initiatives such as the two-week Salish Weave and ribbon hoop dancing reflect this growing connection. Collaboration with our Indigenous Support Worker and the District Indigenous Department has further strengthened our efforts. We are considering inviting an Elder to explore innovative ways to weave Indigenous teachings more deeply.

School Community Engagement Process:

- Truth & Reconciliation Assembly
- School Pride Assemblies
- PAC Meetings
- Student Led Conferences
- School Newsletters
- Website
- Connect with Indigenous District Leadership Team
- Accessing Elders

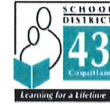


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOALS #1 & 2

School: **Pleasantide Elementary**

Increasing Success In Life for All

DIRECTIONS 2025: ACTION PLAN FOR LEARNING



Pleasantide Elementary

Reflection

At Pleasantide Elementary, our commitment to fostering foundational literacy and emotional well-being is evident through the intentional integration of research-based programs and inclusive practices. This year, we have continued to implement the Heggerty Literacy Program alongside UFLI Foundational work, focusing on phonemic awareness, decoding, and vocabulary development. The inclusion of "no excuse" words and exploration of "juicy words" has enriched students' language acquisition, while our universal approach in small group settings ensures targeted support and equitable access to learning. A key measure of our success is students' ability to meet provincial learning standards. We use a comprehensive approach to assessment, combining FSA data, classroom observations, and qualitative evidence gathered throughout the year.

Our focus on self-regulation is supported by the consistent use of the Zones of Regulation. Students are learning to identify emotions, understand their impact on behavior, and apply strategies to manage their responses. This has led to increased empathy, peer support, and ownership of choices, contributing to a caring and connected school community. Feedback from the MDI & Student Satisfaction Survey indicates growing confidence in these areas, affirming the positive impact of these initiatives.

In alignment with the First Peoples Principles of Learning, we have engaged in ongoing professional development and staff discussions to deepen our understanding and integration of Indigenous perspectives.

Signatures

Title	Name	Signature	Date
Principal	Rachel French	<i>Rachel French</i>	<i>June 2025</i>
Assistant Superintendent	Jeremy Clarke	<i>Jeremy Clarke</i>	June 25, 2025

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

School: **Pleasantide Elementary**

Increasing Success in Life for All