# **RANCH PARK ELEMENTARY**



2024-2025

# **Intellectual Development**

Goal: Writing-to improve students' writing at each grade level

## Rationale:

CBA Reading result (May, 2024) indicated that Reading was not a concern, however teachers at all grade levels noted that strides could be made in students' written work (informational and creative writing and conventions of writing)

#### Planned Actions:

We will assess student writing in the fall and spring with school wide writes. Throughout the school year we will employ a variety of strategies targeting specific writing skills; our Pro D Days will focus on the writing process and how to improve on student writing (K to 5). We will utilize District Literacy staff to present to us, and we will lean into Jennifer Seravallo's strategies on developing skilled writers using her "Writing Strategies" book.

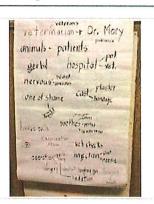
## Indicators of Success:

Pro D Days

Results of School Wide Write results and comparing Fall (2024) & Spring (2025); teachers will use Learning Updates proficiency scale results, and use the BC Performance Standards to determine if the writing strategies we are using are moving students forward in their writing, identify strengths and stretches, students will complete a survey in fall (24) and spring (25) based on their grade & comprehension level about their sense of their writing strengths and stretches. We expect to see improvement in students' writing, (lengthier writing, with evidence, creative details) in their writing.

## School Community Engagement Process:

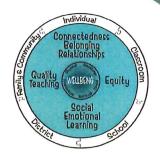
Staff Meetings - on the agenda at monthly meetings
PAC Meetings
Collaboration Time (Principal takes students for mini writing lessons, grade group teachers meet to plan goals on grade group writing activities
Bring in a local author
Seek out District Learning Services for Literacy Support teacher visits



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

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# **Human and Social Development**

#### Area of focus:

To support our students' sense of connectedness to school, focusing on supporting self-advocacy skills, resiliency and building a sense of community.

#### Planned Actions:

Continue to use the Classroom Charters, so everyone understands the importance of being heard, respected and valued

Teachers, counsellor and Admin will discuss/teach strategies with students about self-advocating and why it is important

Continue to use the Mood Meter in classrooms to build understanding of everyone's need for space and grace at different times
Continue our Power Up Assemblies on Fridays to review & practice

self-regulation strategies, conduct a student survey on being part of our Ranch

## Indicators of Success:

Results from the fall survey about students' sense of belonging Students use of their self-advocacy skills with their classroom teachers and staff as well as with peers

Results from spring 2025 survey to inform us of students sense of belonging Ongoing teacher and staff observations about playground and classroom engagement and if students are connecting/listening to one another with a foucs on inclusion and respect

## School Community Engagement Process:

Student Leadership Roles - in the fall and ongoing review each 6 to 8 weeks with Leaderhsip students (Gr. 4s and 5s) Communication via newsletters, emails, PAC meetings

Bulletin board with Charter for 2024/2025 school year

Agenda Book with insert (Code of Conduct, Restorative Practices)

Grade group assemblies and collaboration time with teachers/admin



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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# **Indigenous Learners and Indigenous Ways of Learning**

## Area of focus:

Furthering our knowledge about First Peoples Principles through the understanding of the significance of the Principles. Through our learning we can further our understanding of distinct cultures and honouring the perspectives of others

#### Planned Actions:

Continue to learn from our Indigenous Education Youth Work and her colleagues from the District Indigenous Education Team through their visits/teaching, Reading and understanding the Land Acknowledgment at every assembly, focusing on 1 of the Principles of Learning each term so students can identify, understand and explain the meaning of the Principle and make a personal connection in their written work, grade group field trip with Indigenous Teacher to understand the land around us, oral storytelling and Readers Theatre to further Indigenous

## Indicators of Success:

Students can explain their connecting to a First Peoples Principle; expressing their understanding of the oral storytelling or Readers Theatre of Indigenous Ways of Learning. Students will demonstrate this through classroom discussions with teachers & in their written work, in their core competencies and in meeting with their teachers for Learning Upates.

School Community Engagement Process:
Truth & Reconciliation Day & Assembly
Orange Shirt Day
Pro D Day focus (April, 2025)
PAC Meetings
Presentations (School wide)
Continue to collaborate with our
Indigenious Youth Worker



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

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# RANCH PARK ELEMENTARY

# Reflection

Overview of Our Process: Our APL Intellectual Development focus has been numeracy for the last few years and this past year we targeted the area of Problem Solving Skills. The APL Teacher Leader worked with teachers, gained baseline data in the fall and then followed up with assessment of all students this spring. The 'Counting Collections' work mirrored the FSA results, which also corresponded to the classroom teacher's formative numeracy assessments in the spring. Due to the success of the numeracy focus, the teachers discussed best next steps and there was a significant interest in exploring a new intellectual goal for the upcoming school year in the area of writing. Formal discussions at staff meetings and Pro D found common observations in regards to students' writing and it was unanimous that writing be the intellectual goal commencing in the fall (2024).

Evidence Used (Local and Provincial)

- Classroom based assessments (Fall and Spring)
- -FSA Results, Student Learning Survey, MDI Survey
- -Teacher Observations, grade group teacher discussions, Learning Updates each of the 3 terms

In September we will start with a school wide write and will do a 2nd school wide write in the spring. We will be connecting our writing goal to both our Indigenous Learners and Indigenous Ways of Learning goal with collaborative work with our Indigenous Youth Worker. We think that connecting students to their personal experiences is where we will start our writing journey and incorporating the importance of resiliency and self-advocacy will further enhance students' sense of community and connectedness to school

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# **Signatures**

Title	Name	Signature	Date
Principal	Kelly Zimmer	XUESIAMO	June 21,2024
Assistant Superintendent	Anthony Ciolfitto	Cont Cat	June 21, 2024

**DIRECTIONS 2025: ACTION PLAN FOR LEARNING** 

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