

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

RC MacDonald Elementary

2025-2026



Intellectual Development

Goal: (Numeracy) To strengthen students' ability to solve problems independently.

Rationale:

Teachers have observed that while students may have a good understanding of computation skills, their ability to apply them to solving word problems is an area in need of growth. Students resilience is low when it comes to problem solving.

Planned Actions:

Staff ProD opportunities. Teacher assessment at the start of the year, mid-way and at the end of the year. Explicit teaching of math vocabulary. Solidifying basic math fluency. Providing open ended questions that don't focus on getting the 'right' answer but encourage mathematical thinking. Identification/chunking strategies, building individual tool kits for problem solving skills. Teacher through play-based math and STEAM activities. Whole school math problems.

Indicators of Success:

Teacher observations and assessment throughout the year. Performance on FSAs for grade 4 students as our aim is to have the majority of students score as proficient. Documentation of professional learning over time. Teacher/student use of STEAM to explore math learning becomes a regular fixture in the classroom and outdoor setting.

School Community Engagement Process:

Principal and department heads meetings and discussing work toward the goal with PAC. Learning Fair Days for parents to come in and see/learn students work toward numeracy. PAC support in events focused on numeracy such as the young entrepreneur fair.

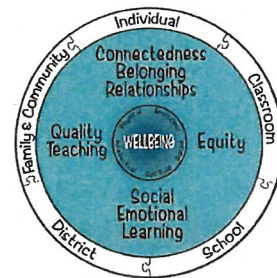


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **RC MacDonald Elementary**

***Increasing Success in
Life for All***

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Human and Social Development

Area of focus:

The development and strengthening of skills/understanding associated with self-regulation and social emotional literacy.

Planned Actions:

Explicitly teach the language, skills and use of materials designed for the purpose of SR/SEL. Using the Zones of Regulation, Mind up, mood meters, and restorative practice. Regular student check-in at the start of the day as a class. Design classrooms that create opportunities for self-regulation. Professional development opportunities for staff for SR, SEL, and restorative practice. Continue the development of self-regulation pathways in hallways and outside, as well as the use of our self-regulation room.

Indicators of Success:

Students will be able to independently recognize when and how to appropriately regulate their emotions and physical needs so that they can quickly focus/refocus to the task at hand. Fewer behaviour intervention needs by staff in classrooms and on the playground. MDI and Student Learning survey result show an increase of connectedness. Students using the language and skills without the support of staff.

School Community Engagement Process:

Principal and department heads meeting and discussing work toward the goal with PAC. Contacting parents when conflicts emerge between peers and explain the process taken through restorative practice. Communicate with parents the work being done in the class/school as a whole and invite them in for a lesson to experience and understand what we're doing. Encourage PAC/parents to organize community events focused on peer interactions and mental health.



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

To further develop our understanding and practice of Indigenous ways of knowing and learning so that it becomes part of our culture.

Planned Actions:

Have a department head working specifically on this area of focus. Professional development opportunities for staff to improve our understanding and practice. Explicitly teach Indigenous ways of knowing through connection with place and people. Hold special events/occasions focused on expanding/strengthening our understanding. Staff book club. Teach students about plants species and animals in our ecosystem and their connection with Indigenous culture and traditions.

Indicators of Success:

Staff and students will be able to easily identify Indigenous connections to land, story, and language. Staff will engage in multiple ProD learning opportunities over time. Students, staff and our parent community will increase their understanding of and work toward Truth and Reconciliation.

School Community Engagement Process:

Principal and department heads meeting and discuss work toward the goal with PAC. Invite parents to assemblies and events to expose them to and invite the opportunity for them to contribute to our work on this area of focus. Have a parent book club that parallels the work we are doing at school. Encourage PAC to create and host events that incorporate Indigenous themes and/or topics.



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

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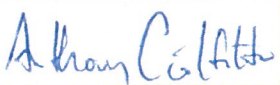
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Reflection

The goals and areas of focus within our APL are directly in line with the objectives set in Directions 2025. Engaging and strengthening our work toward them through professional development opportunities and staff discussion/planning is of utmost importance, as too is community engagement. Our aim is always to ensure success for all learners through the development of inclusive learning environments.

The goals outlined in this APL are a continuation from the work we did last year since staff feel there is still more that can be done in these areas. Reflecting on student engagement, learning and practice of Indigenous ways of knowing during the 2024-2025 school year, staff continued their work in connecting with and learning from the land we're so grateful to live and play. Students learned how to identify different plant species and their uses important to the Indigenous community; they learned and practiced oral and written language through play; they learned of First Nation stories/history through Indigenous art. For numeracy, right from the start of the year, staff and students focused problem solving through STEAM activities. We even hosted a district STEAM support teacher for a period of 6 weeks, who collaborated with teachers through professional development and lesson planning. For self-regulation and social emotional literacy, students further developed and honed their SR skills in the classroom as well as the SR room and SR pathway in the halls. Teachers also incorporated classroom-based mindfulness activities, growth mindset and SEL into their daily routines. We are looking to build off the successes of the 2024-2025 school year.

Signatures

Title	Name	Signature	Date
Principal	Martin Bozic		June 30, 2025
Assistant Superintendent			July 3, 2025

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