

## DIRECTIONS 2025: ACTION PLAN FOR LEARNING

### Roy Stibbs Elementary

2025-2026



## Intellectual Development

**Goal:** To improve written communication through elaboration & vocabulary development

### Rationale:

Strengthening elaboration and vocabulary helps students express their thoughts, feelings, and perspectives with clarity. This goal supports the development of confident, thoughtful writers who feel heard and valued in their community.

### Planned Actions:

We will increase focus and intentional practice of the writing process across all grade levels, ensuring students engage in planning, drafting, revising, and sharing their work. Staff meetings and professional development will include explicit instruction in research-based writing strategies, drawing from the work of Faye Brownlie, Adrienne Gear, and Jennifer Serravallo. Writing opportunities will be embedded across disciplines to support authentic, purposeful writing.

### Indicators of Success:

Success will be measured through increased student engagement in the writing process, as documented by teachers in Learning Updates and Summaries of Learning. School-wide writes will be assessed twice a year using writing proficiency scales to monitor growth and consistency. Additional evidence will include student writing samples across disciplines, results from the Foundational Skills Assessment (FSA), and self-reported data from the Middle Years Development Instrument (MDI) that reflects students' confidence and perceptions of themselves as writers. Students' self assessment of strategy use and feelings of self-efficacy.

### School Community Engagement Process:

Continue with community engagement with our PAC, Staff Meetings, & Professional Development. Ongoing consultation with District Literacy Leads. Utilize communications with parent community through newsletters, Learning Updates, P/T Conferences, Student Led Conferences & other schools with similar writing related goals.



## DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Roy Stibbs Elementary**

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## Human and Social Development

### Area of focus:

Self-regulation skills are foundational to learning. Developing healthy habits in the biological realm—such as sleep, nutrition, movement, and emotional awareness—learners are better equipped to focus, manage stress, & engage in learning.

### Planned Actions:

To support the biological realm of self-regulation, we will provide increased opportunities for children to engage in free play in nature, including time in our gardens and forest. Throughout the year, students will explore healthy habits such as balanced sleep, limited screen time, nutritious eating and how it relates to our overall health and well being. Such lessons will be supported by but not limited to, the use of two key curriculum resources: Everyday Speech and Open Parachute, which help build social-emotional and self-regulation skills.

### Indicators of Success:

Increase in students' self awareness and self advocacy of/for healthy habits and use of self regulation strategies and skills.  
Increase in students ability to self regulate during instructional time and increased in-class participation. Evidence of growth as outlined in core competency reporting. Collection of evidence from Student Learning Survey, the Middle Years Development Index, and School Based Team interventions.

### School Community Engagement Process:

Collaboration on goal setting in the biological realm of self regulation with parents and students teachers during formal reporting times.  
Continued communications such as our Newsletter, Week @ A Glance, and PAC meetings by building "tool kits" of strategies through education.



## DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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### Indigenous Learners and Indigenous Ways of Learning

#### Area of focus:

To foster pride, identity, and community connection by teaching and developing oral storytelling. Through storytelling, students will connect with their roots, build intergenerational bonds, and uphold shared values.

#### Planned Actions:

Integrate authentic Indigenous stories across the curriculum to deepen understanding. Teach the structure and purpose of Indigenous oral storytelling, emphasizing its cyclical nature, relational focus, and evolving form. Explore different types of stories, encouraging students to reflect on and create their own stories rooted in identity and cultural background. Foster respectful sharing, guiding students to develop and share their stories with permission, reinforcing the importance of voice, context, and community.

#### Indicators of Success:

Increase the number of authentic Indigenous stories we have access to in our library and as teaching/instructional resources. Host story telling events. Increase visibility of student stories on display and that are shared publicly. Increased opportunity for students to share in their sharing circles.

#### School Community Engagement Process:

Continued collaboration with Stephanie Maki, District Principal of Indigenous Education, and Itinerant Indigenous Teachers and Youth Workers. Continued Professional Development opportunities for staff and community members. Sharing stories within our community through our newsletter and Week @ a Glance communications.



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

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## Reflection

Although we have seen encouraging improvements in student writing, and many learners are feeling more confident in expressing themselves, writing will remain a focus for continued growth. A large number of our students are English Language Learners who benefit from targeted instruction to strengthen their writing skills. In particular, we will emphasize elaboration—using details, facts, anecdotes, dialogue, inner thinking, setting and character descriptions, statistics, and quotations to bring writing to life. Equally important is word choice, as words carry the power to communicate tone, clarify intended meaning, and give writing a distinct voice. By helping students build a toolkit of elaboration strategies and develop intentional word choice, we support them in crafting writing that is clear, expressive, and meaningful.

When we looked at the First Peoples Principles of Learning, we saw that learning is about caring for ourselves, others, the land, and our history. It's connected to memory, story, and knowing who we are as individuals and collectively. As we reflected on our school practices, we realized that oral storytelling brings all of these ideas together. It helps us teach, build relationships, and learn from one another in meaningful, rich and inclusive ways.

After reviewing our MDI and SLS self-reported data, we noticed that many of our students could benefit from more support in building healthy habits—like regular physical activity, good sleep, and nutritious meals. We are also curious about how physical health connects to students' ability to manage their emotions and how that, in turn, affects their learning.

## Signatures

| Title                    | Name         | Signature           | Date         |
|--------------------------|--------------|---------------------|--------------|
| Principal                | Britt Walton | <i>Britt Walton</i> | July 3, 2025 |
| Assistant Superintendent | Carey Chute  | <i>Carey Chute</i>  | July 3, 2025 |

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