

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Bramblewood Elementary

2023-2024



Intellectual Development

Goal: To improve writing through vocabulary development & proper conventions.

Rationale:

Writing proficiency scales, student writing samples, report card data and continued professional conversations continue to illustrate a need for further development in writing particularly improvements in vocabulary and conventions.

Planned Actions:

We will continue to use the writing model outlined in by Jennifer Serravallo "Writing Strategies Book" and "Teaching Writing in Small Groups". We found have student strength in the generation of ideas as well as improved students writing stamina and will use these to leverage further development of strategies to enhance both vocabulary development and writing conventions using a variety of modalities.

Indicators of Success:

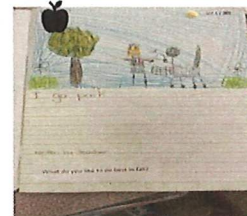
Evidence of increased focus and engagement in writing process - teacher evidence.
Report Cards & Proficiency Scales.
School Wide Write data collection.
Student Self-Assessment of writing strategy use.

School Community Engagement Process:

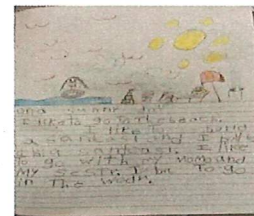
Continue to discuss our writing goal @ Staff Meetings b& incorporate into school based Pro D/Staff Meetings.
Utilize communications with our parent community through our monthly Newsletter & PAC meetings.
Continue consultation with our District Learning Services Department & Literacy and Core Competencies Coordinator
Report Cards, Parent Teacher Conferences & Student Led Conferences. Connect with other schools with writing as a goal.

What Does Writing Look Like Now?

September 2022



May 2023

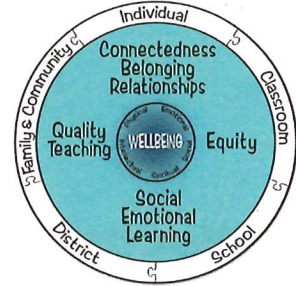


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Bramblewood Elementary**

**Increasing Success in
Life for All**

DIRECTIONS 2025: ACTION PLAN FOR LEARNING



Human and Social Development

Area of focus:
Continuing to promoting further development of Social Emotional Learning (SEL) as a component of self regulation as a starting point for learning/academic achievement.

Planned Actions:
Ready Set Regulate Classroom Program continued from this current year pilot consistent with the guidelines of our Sensory Room (Orange Room)- Environments have a strong influence on our physical & emotional regulations due to a strong neurological & emotional influences. Creating a space where kids are accountable/able to evaluate their ability to control emotions and center themselves. Continuation of both SNAP in Schools philosophy & strategies and exploration of Everyday Speech using relatable social situations to teach social skills. Create more opportunities to enhance meaningful connections btw students & staff.

Indicators of Success:
Self-Assessments as part of Core Competency reporting. Teacher-Assessments, Pre and Post Programs Beginning of Year vs. End of the Year Evaluations (Students, Teachers & Parents), SLS - Grade 4s & MDI - Grade 5s
Less office referrals & SBT referrals for behavioral challenges.
Reduction in group counseling support.

School Community Engagement Process:
Continue to discuss SEL @ Staff Meetings & incorporate into a school based Pro D. Utilize communications with our parent community through our monthly Newsletter & PAC meetings. Continue consultation with our District Learning Services Department. Report Cards, Parent Teacher Conferences, Agenda Planners, Communication Books Speakers/Presentations for Parents.

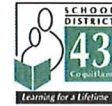


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

School: **Bramblewood Elementary**

Increasing Success In Life for All

DIRECTIONS 2025: ACTION PLAN FOR LEARNING



Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Utilizing authentic First Peoples resources as well as, employing Indigenous ways of learning to ensure that Indigenous peoples are portrayed accurately and authentically.

Planned Actions:

Drumming and other cultural practices.
Library resource review.
Explicit teaching and student inquiry/story telling.
Incorporation of Indigenous restorative circles.
Acquisition of Indigenous resources.

Indicators of Success:

Student Learning & MDI survey, Report Cards (perhaps incorporating a portion of Student Self Assessment) Destiny data - looking at books that are distributed to both staff and students throughout the Library. Increase in the number of accessible authentic resources. Self Assessment for Staff and Students - Use of Cultural Competency Scale and Wayi Wah reflection tools.

School Community Engagement Process:

Collaboration with Stephanie Maki Principal of Indigenous Education Dept. Professional Development Opportunities for Staff.
Continue to seek assistance from our Indigenous Support Teacher, PAC participation at our monthly meetings will include a Indigenous Focus/Update each month and continued communications in our Monthly Community Newsletter.
Involve Cayla Peters our Indigenous youth Worker in our collaborations, planning and support for our Indigenous families.

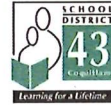


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOALS #1 & 2

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Reflection

With regard to our intellectual goal to improve writing through focus and engagement, we utilized the following: expansion strategies through cuing and scribing, brainstorming, discussion, writers workshop, play based writing, timed writes, model and erase strategies coupled with increased instructional time for writing (ranging from 35-40 minutes where students were engaged in writing not including instruction). We created increased opportunities for access and supports including Office 365 talk to text, choice, preferred topics, accessing background knowledge, alternate setting, scribing, small group instruction, word wall, sound walls, images, pictures and the use of translator apps and had meaningful gains for our reluctant writers and vulnerable students. Report Card data illustrated an improvement in overall student writing achievement and has led us to shift our focus to vocabulary development and writing conventions. With regard to our Indigenous goal, we have focused on embedding authentic and accurate Indigenous content in which to teach children about Indigenous peoples and ways of learning. We have accomplished many things this year providing valuable opportunities for student learning including Indigenous bear art incorporating 4 pillars > responsibility, relationships, resilience and resourcefulness. All Indigenous honourings including Truth and Reconciliation Day activities, Indigenous Day and Indigenous History Month. Our Indigenous department taught students to weave, drum, bake and create various Indigenous art forms including Owl weaving, beading and cedar bracelets. Leadership students have incorporated land acknowledgments into our formal assemblies with care and even orchestrated a basic needs drive for those impacted by the Lytton forest fires. Staff participated in the Indigenous Focus day, exploring Indigenous math resources as well as during our school based professional development day. As a committed staff, we will continue to engage in meaningful dialogue using J. Chrona's "Wayi Wah! Indigenous Pedagogies". In regards to our Human and Social goal, although we have made noticeable gains, further strategies/programming is needed to assist students in their ability to self regulate.

Signatures

Title	Name	Signature	Date
Principal	Britt Walton	<i>Britt Walton</i>	June 30, 2023
Assistant Superintendent	Nadine Tambellini	<i>Nadine Tambellini</i>	July 4/23

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