

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Aspenwood Elementary

2026-2027



Intellectual Development

Goal: Writing - with an emphasis on process and craft over product

Rationale:

We notice there is a lack of writing confidence. We want to build that as we coach them to explore the craft of writing (variety of genres) with a strong focus on process (details, vocabulary) rather than a final product.

Planned Actions:

- school wide write in fall and spring
- blend writing with our Indigenous goal to incorporate the craft of storytelling
- add to our collection of loose parts for all classrooms
- celebrate writing within our classrooms
- focus this year on style and conventions within grade levels

Indicators of Success:

Do a mini self-assessment each term surrounding this idea of the student as a writer and have them name and notice what they do and how they have grown as writers. Students will build portfolios of writing in different genres and highlight and celebrate their growth in a particular genre each term. The focus will be on the student's understanding of a particular genre and not a particular product or completed piece of writing.

School Community Engagement Process:

We will highlight goals, schoolwide, write data, and areas of both strength and challenge regularly through team leader/staff meetings, weekly newsletters and PAC meetings. We will ensure there are regular literacy and focus PD opportunities for staff.



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

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Human and Social Development

Area of focus:

Using SEL frameworks to build common vocabulary in the school community to help support student self-regulation and student engagement

Planned Actions:

- Staff meeting focus/check ins
- exploring and implementing RULER - starting with Charters, mood meter
- creating Common Language e.g. expected/unexpected actions, size of the problem, having kind heart by using kind words and kind actions
- creating visuals for rooms, hallways, common spaces
- Themed, announcements around SEL topic

Indicators of Success:

- Teacher feedback that indicates increase ability for students to re-focus after an upsetting situation
- Increased use of emotional vocabulary in student writing and in reading discussions
- Students can accurately identify their own emotions and those of their peers.
- Students demonstrate and increased awareness and use of "expected" behaviours.

School Community Engagement Process:



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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Continuing to embed First Peoples Principles of Learning with an emphasis in the Literacy Curriculum—including Story Telling (both oral and written)

Planned Actions:

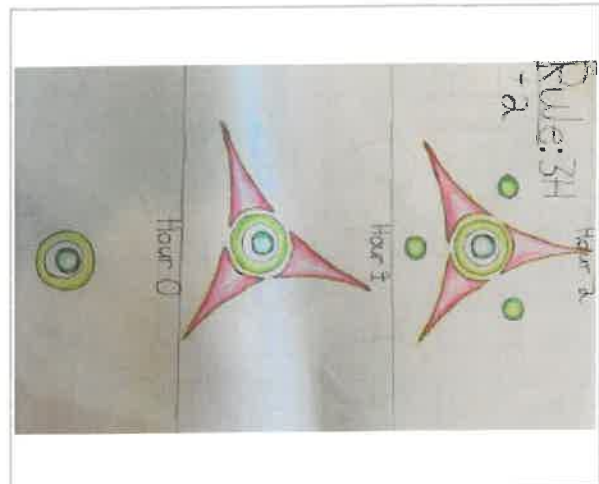
- Students would begin to identify (connect) some of the First Peoples Principles through writing and storytelling
- First Peoples Principles promoted during morning announcement
- Promote student "voice" in the school and community.
- Activities around Indigenous Peoples History Month
- We are developing our SEL competencies in the forest and garden classrooms.
- We will have a monthly FPPL focus in the garden classroom (in combination with our writing and SEL goals)
- Provide opportunities for our identified Indigenous Students (Snowy Owls) to get together

Indicators of Success:

- Students would be able to connect with the land and community around them in their writing
- Students will be able to identify and connect some of the First Peoples Principles of Learning to activities while using new vocabulary that conveys understanding (stewardship etc.)

School Community Engagement Process:

We will highlight goals and common language through team leader/staff meetings, weekly newsletters, and PAC meetings. We will ensure there are regular focus PD opportunities for staff, and we will consult with the district learning service department for ongoing support.



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

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Reflection

As a community we have focused on all the three areas of our APL on a regular basis. We incorporated examination and development of our practice at staff meetings, Professional Development days, and Lunch n Learns.

We looked at ways to create safe environments where students are able to take risks with writing. Our student performance is quite high overall. We have a small number of students who are emerging or developing. We continue to notice, however, the following trends:

- overall lacking confidence as writers, not willing to take risks
- "An Important Person": getting kids excited about ideas they are writing about (social emotional)
- Style & Form 2/3 + 4/5
- K/1 lack independence, confidence, formation, basic skills, sound awareness

We are continuing with a writing goal for the 2026-2027 school year but we realize that we may want to notice and look for a different intellectual focus of the 27/28 school year.

With our SEL goal, one of the trends that emerged from our fall class reviews was a need and desire for a school wide focus around SEL and common language. This year we explored the Kelty Foundation Kind Mind Program to promote our SEL goals for this year. We continued to implement common language (Ruler/Mood Meter). Our opening week in September will promote and review common language in all grade levels and review school-wide expectations. We are developing our SEL competencies in the forest and garden classrooms.

Signatures

Title	Name	Signature	Date
Principal	D. Hutchinson		June 23, 2026
Assistant Superintendent	J. Clarke		June 23, 2026

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