

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Walton Elementary

2023-2024



Intellectual Development

Goal: to increase reading comprehension in all students (across curricular areas)

Rationale:

- 28% of students scored as emerging on Reading FSAs
- K-3 teachers reported similar results from CBAs and many grade 1.2.3s did not know alphabet names/ sounds
- Teachers reported not feeling adequately prepared to teach beginning reading

Planned Actions:

- continuance of SOR at all levels (primary focus on decoding/accuracy) if students can't read text, students can't comprehend
- Intermediates - decoding/accuracy for those who need focus on vocab development, morphology for others
- continued use of reading comprehension from Adrienne Gear
- purchase secret stories for all grades - implemented - Better Alphabet

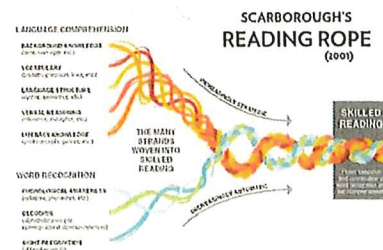
Indicators of Success:

- common language amongst educators - increase view/confidence of all teachers as reading teachers
- higher percentage of students in "On Track" and "Extending" on FSAs
- Students viewing themselves as readers (particularly our vulnerable learners)

School Community Engagement Process:

PAC meeting workshop
School wide events / assemblies - Poetry in Pocket
Book Club
TEAMS Site
Weekly section in Wildcat Weekly
Decodeable book carts
Course through University taken by several staff Members
Ongoing Professional Development

What is the Reading Rope?

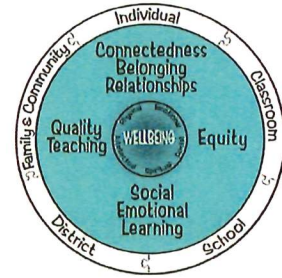


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Walton Elementary**

*Increasing Success in
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Human and Social Development

Area of focus:

Self-identity and Diversity: The purpose of this goal is to create safe and supportive learning environments by examining our cultural, racial, and gender identity and respecting and celebrating diversity in all its forms.

Planned Actions:

Pose question 'Who am I?' to students

- students respond at beginning of year in pencil with no prompts
- each term teachers present shared texts and lessons on the following themes and students add to their growing lists of WHO THEY ARE in different coloured pencils to show growth!

- Term 1: SELF/FAMILY/Communication & Collaboration Core Competencies/Take Care of SELF

- Term 2: CULTURE/TRADITIONS/& COMMUNITY/THINKING Core Competencies/Take care of others

Indicators of Success:

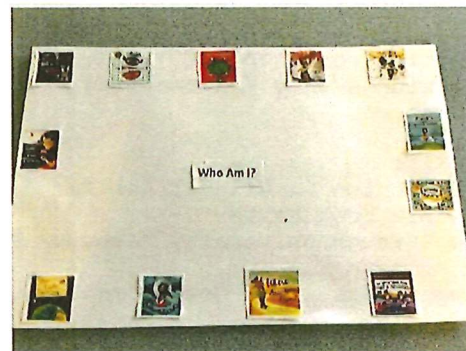
Who Am I? exploration sheets

Teacher observation from class discussions

Decreased behaviours related to issues related to perceived diversity/ identity.

School Community Engagement Process:

Virtual classrooms on the various themes
Assemblies and School Wide activities/lessons/celebrations- Pink Shirt Day, Pride Month, Black History Month Celebrations, Lunar New Year, Eid, Diwali



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
 -Learning requires exploration of one's identity

Planned Actions:

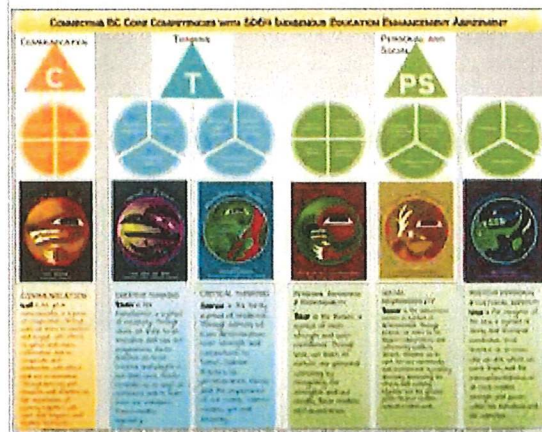
- Virtual classrooms, assemblies, and class activities for Orange Shirt Day/Indigenous Day
- Drumming Club
- weaving indigenous Principles of Learning into Curricular Areas
- Indigenous books as part of "Who Am I?" Project
- Student created Land Acknowledgments that will be archived for future generations to use
- intersection of First Peoples Principles of Learning and Core Competencies.

Indicators of Success:

- Who Am I? (See SEL goal) sheets that reflect growing appreciation of students as part of family, community, ancestors.
- increased sense of belonging and safety on the MDI
- Student self-assessment of the Core Competencies reflecting a positive view of themselves on the scales for Personal and Cultural identity.

School Community Engagement Process:

- Assemblies/Art Starts
- Common books
- Drum Club
- Talking Circles
- involvement of youth worker and district support staff



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

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Reflection

Our primary focus this year was our reading comprehension goal. For most teachers and students, it was their first foray into using systematic and explicit teaching of phonological awareness, decoding, background knowledge, vocabulary, verbal reasoning, and language structures. Twenty-two out of twenty-four divisions now have Secret Stories posters on display, creating a common language throughout the school around teaching and learning phonemes. Many Pro-D's and after school sessions were focused on the implementation of this resource.

In addition, primary classroom teachers have been using the Better Alphabet Song to teach letter names and sounds. Teachers have been pleasantly surprised with the depth and breadth of student progress. What would have taken students 12 months to learn, is now taking 8 weeks for the majority of the students. Intermediate classrooms have also had success with these programs for their learners who are emerging and developing. We have also noticed an increase in student confidence and independence since working together on this goal. We are excited to start our second year that much further ahead on our reading comprehension journey.

We found it difficult to attack all three goals adequately with all of them being fairly new and all encompassing. As teachers started to become more comfortable with the Science of Reading strategies and resources, we began to turn our focus towards more naturally integrating the First Peoples Principles of Learning. Kevin Lamoureux's keynote, really helped staff feel more comfortable authentically integrating our chosen principles into everyday learning at Walton. Students and teachers learned collectively to write more meaningful Land Acknowledgments and to better appreciate the role of the self, the land, the community, and ancestors in exploring one's identity. Students participated in a variety of classroom and school wide activities that helped them develop an appreciation of Indigenous ways of learning and of their own cultures.

Our Human and Social Development goal, while being the least highlighted this year, is an ongoing part of everything we do here at Walton to create a safe and

Signatures

Title	Name	Signature	Date
Principal	Marco Janikowski		June 30, 2023
Assistant Superintendent	Rob Zurbare		June 30, 2023

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