

## DIRECTIONS 2025: ACTION PLAN FOR LEARNING

# École Westwood Elementary



## 2021-2022

### Intellectual Development

Goal: Literacy: Improving all learners with their reading comprehension

Rationale: Looking at our FSA, teacher-based classroom reporting data from term 2 reporting, our learners would benefit from focused, intentional school-wide support on reading comprehension. From our classroom-based assessment, we have 45% of our students emerging or developing their reading comprehension. From our most recent FSA results, reading results have consistently been our most urgent need. We believe that improving our learners' reading comprehension will support them in all their future academic pathways towards being life long learners.

#### Planned Actions:

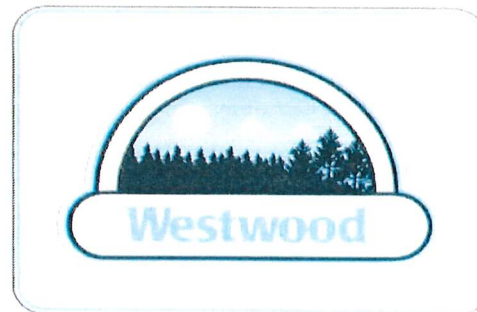
- School-wide reading assessment (using EPRA, DART) for both FRIMM and English classes in Fall and Spring (k-5); we have only assessed the K's and 1's from this year and will assess the entire school.
- At K and K/1, early focus on Phonemic Awareness (Heggerty) and using Talking Tables
- Monthly DEAR (Drop Everything and Read) for whole school
- Early interventions on Reading comprehension in fiction/non-fiction resources, with a focus on targeted reading groups, including using: Reading Focus;
- Staff will review to recommend a targeted, common Reading Comprehension program for each level (ie, Reading Power; 6+1 Reading Traits, Literacy Place, Read and Understand, etc)
- Tiered supports for all learners requiring tier 2 and 3

#### Indicators of Success:

- Improved FSA and classroom based assessments in reading (specifically in reading comprehension)
- Library data on level/type of books students sign out for enjoyment reading
- Improved school-wide reading comprehension through DART and EPRA assessments in Spring

#### School Community Engagement Process:

- Staff delved into the data during pro-d day in May and revisited the data in staff meeting in June
- PAC were part of the process in May and June; will be reported to community in September.
- Ongoing item of Staff meetings/PAC meeting discussions
- School-wide initiatives with staff and students on literacy



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

École Westwood Elementary

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# DIRECTIONS 2025: ACTION PLAN FOR LEARNING



## Human and Social Development

Area of focus: Social-Emotional Learning/Self-Regulation

### Planned Actions:

#### Continuing Practices:

- Self Regulation Classroom; Sensory Wall and Sensory Pathway
- Zones of Regulation
- Continued 'instructional time/eating time' for teachers to reach out to students around mental and physical well-ness
- Connecting to the CORE competencies within the curriculum to explicitly teach areas needed for growth

#### Change of Practice:

- Increase opportunities for sensory pathways throughout the school, including outside
- Introduce the talking circles, opportunities for students to talk about issues important to them, SNAP in Schools
- Creation of a Department Head of Physical and Mental Wellness

### Indicators of Success:

- Reduced behavioural issues within classroom and outside play time (referrals to office, teacher/staff interventions)
- Students developing common language around their understanding of their own mental and physical well-ness/health and common language while dealing with peer-to-peer issues.
- Increased participation in activities both at school and the community (through school data and MDI assessments)

### School Community Engagement Process

- Staff delved into the data during pro-d day in May and revisited the data in staff meeting in June
- PAC were part of the process in May and June PAC meetings; will be reported to community in September.



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

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## DIRECTIONS 2025: ACTION PLAN FOR LEARNING



### Indigenous Learners and Indigenous Ways of Learning

Area of focus: Local Indigenous Culture

#### Planned Actions:

- Talking circles introduced in all classes (with Wolf talking sticks)
- Supporting our Indigenous Learners with focused celebrations of their culture within the wider context of the school.
- Read-a-loud Indigenous stories used in primary classrooms; continue to build Indigenous library for Intermediates
- Planting and supporting Native Plants garden in Kindergarten corral or other, more suitable area
- Traditional Welcomes and Acknowledgements by students in all school assemblies
- Introduce traditional, local language and culture support through creation of a Welcoming Room for families and students learning
- Invite Indigenous Education educators to support all classes throughout the year

#### Indicators of Success:

- Greater understanding of Indigenous Ways of Learning in whole school.
- Indigenous Education embedded in all we do.
- Improved rates of students' reporting on Indigenous learning in Student surveys
- Indigenous Ways of Learning visible in all aspects of our learning

#### School Community Engagement Process

- Staff delved into the data during pro-d day in May and revisited the data in staff meeting in June
- PAC were part of the process in May and June PAC meetings; will be reported to community in September.



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

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## École Westwood Elementary

### Reflection

#### Journey:

Westwood has a diverse population and an increasing population, supported by our introduction of the French Immersion program (we will be K-3 FRIMM in September, 2021). Our families have over 27 different home languages with English being the predominant home language (122/229), with Cantonese/Mandarin next at 21 families. Our school population is also quite high on the Social Services Index (at 12.8% of our population, as of April, 2021 report) and through the pandemic, our focus on food security, social emotional learning and self regulation created a strong community of support, including the start of our weekly class breakfasts, backpack program and the continued fruits and vegetable/milk program. These programs and our community diversity, as we move into a post-pandemic learning environment, brought the need to continue to support students and families in their social-emotional development and learning about resiliency and support of community.

Using staff meetings, PAC meeting and professional learning days, we were able to look at the data provided through classroom assessments, external assessments and school-wide assessments to find our focus on literacy, specifically reading comprehension. With the district EPRA and DART support, we will be able to assess the whole school (in both English and French programs) in the Fall and again in the Spring. This will give us some baseline data and find what supports are required for each class/student to enhance their reading comprehension for our literacy goal. We will be using a multitude of resources, like Heggerty, phonemic awareness programs and focused literacy circles.

Our school is situated on the core territory of the kwikwəłəm First Nation and we will continue to reach out for their knowledge and support to create a welcoming space for our community. We will continue to support our Indigenous Students through cultural and community opportunities for celebration, learning and growth. The development of a Friendship Centre-style classroom, with the support of the kwikwəłəm First Nation and Indigenous Education Coquitlam, will be a space for learning, support and community growth. By continuing to be a welcoming space and focusing on literacy and social-emotional learning and resiliency, supporting all students and families, we are hopeful that the community connections grow to create safe learning spaces and strong life long learners.

### Signatures

Title	Name	Signature	Date
Principal	Bryn Williams		July 6, 2021
Assistant Superintendent	Robert Zambrano		

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