

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Smiling Creek

2025-2026



Intellectual Development

Goal: Students will improve foundational literacy skills, particularly in writing.

Rationale:

The achievement data from proficiency reporting shows significant deficits in student achievement in literacy, especially in writing. We need to know what the specific difficulties are to make a plan to help students move forward.

Planned Actions:

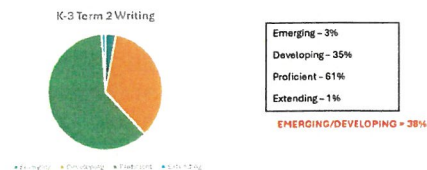
Develop a plan and find the tools to assess current student needs, plan for our next steps, put them into place and review our learning. Fall Pro D will introduce the Foundational Learning Progressions and Literacy Centre Skills. We hope to implement a district supported primary literacy screener. Through the year we will support grade teams to develop consistent scope and sequence based on Foundational Learning Progressions and develop common grade based assessment tools.

Indicators of Success:

- Staff acquisition of new skills
- Staff familiarity with the screener and the Foundational Learning Progressions
- Staff implementation of the Literacy Centre Skills.
- Staff engagement in process of developing and implementing consistent assessment tools
- Benchmark understanding of student literacy level in writing
- Plan for next steps for the following year

School Community Engagement Process:

- Started this year with admin release time for teacher observations of literacy centre
- Term 2 Literacy and numeracy data shared with teaching staff (to be shared with PAC in September)
- representative APL Team meetings to allow for staff input - to meet throughout the year
- Standing item at Team Leader and staff meetings
- Support for purchasing new resources
- district personnel will work with staff
- Parents to be informed of goals and how to support

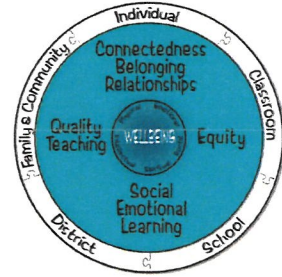


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

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Human and Social Development

Area of focus:

We will continue to develop students' social problem-solving skills while supporting them through consistent structures.

Planned Actions:

- Communicate explicit focus on managing social issues - "Keeping Problems Small".
- Continuation of "We are Stellar" program
- new bell schedule reduces length of unstructured play times & adds time with classroom teacher at beginning and end of day
- Communicating and supporting expected use of shared spaces for play purposes and respect for others while playing there.
- Discussion and implementation of WITS program among students.
- Use consistent, simple language, tools and strategies for social problem solving.
- Admin class visits and meetings.
- Whole grade sessions on social problem solving skills.
- gathering baseline data

Indicators of Success:

- student and staff adoption of problem solving strategies and language
- improvement of student ability to manage small problems independently
- increased student awareness of what to address themselves and what to seek help with
- Student reporting feeling of empowerment in addressing small problems
- Staff reporting of fewer escalated conflicts following recess and lunch outdoor play
- Increased level of self regulation when returning from unstructured time, reduced conflicts at lineup time

School Community Engagement Process:

- Schoolwide communication of problem solving emphasis and WITS program - teachers, EAs, Noon Hours
- Sharing WITS program information at September PAC meeting
- sharing problem solving strategies with parents - framing conversations at home
- Staff meeting and Team Leader reviews

What to do if someone is **BOTHERING** you?

Walk away
Ignore
Talk it out
SeeK help

Use Your WITS!

www.witsprogram.ca

WVSC

DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Students will develop greater understanding of indigenous ways of thinking and learning through experiential learning.

Planned Actions:

In our newly developing community, the local sense of history and community is still in its early stages. It will benefit students greatly to have direct experiential learning for indigenous culture. This can include:

- a presenter for each grade level sharing experiential aspects of Indigenous culture.
- classroom field trips to a particular indigenous site or experience.
- engaging in the process of planting a cedar on the school grounds or nearby on city grounds as a communal experience of building our connection with nature and Indigenous beliefs

Indicators of Success:

- students reporting greater understanding of Indigenous culture and ways of learning on MDI and SLS surveys
- increased staff comfort and awareness with teaching and learning about indigenous ways of learning, and local indigenous culture
- increased staff awareness of local field trip opportunities that include indigenous learning

School Community Engagement Process:

- investigate the possibility of engaging a presenter or elder in educating our students and staff about the local indigenous history and use of the land
- Staff meeting and Team Leader planning and sharing sessions
- Sharing goal with parents and informing about experiences.
- reaching out to district staff to support field experiences and tree planting
- provide staff with a list of possible field experiences
- engage PAC with cost sharing field experiences



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

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Reflection

In reviewing our numeracy goal, our achievement data shows significant strength among students in numeracy, with 83.75% of K-3 students proficient or higher in K-3, and 74.5% of Grades 4/5 students proficient or higher. By contrast, our literacy data shows much lower achievement, with 62% of K/3 students proficient or higher in writing, and 60.5% of Grade 4/5 students proficient or higher in writing. On this basis, we will begin to discover the specific gaps in our literacy skills. We will develop a plan and the tools to assess where we are, organise our next steps, and review our growth.

Our students continued to struggle with social problem-solving skills. Students often escalate rather than reduce problems, or seek adult support without having attempted to solve the problem themselves. Both situations suggest a lack of social problem-solving skills among students. When students have adult support to resolve a conflict, they engage thoughtfully in the process. This suggests lagging skills rather than lack of willingness on the part of students.

We have put in place various measures to help with student problem-solving, including defined outside play areas, a wide variety of self regulation tools and strategies (including calm down strategies and sensory pathways) and several self regulation tools (including stationary bikes and wiggle chairs). We do not have a common, explicitly taught problem-solving system for our students. We will explore using a program such as WITS across the school.

We have worked for two years with the Seven Sacred Teachings and connecting with wide variety of indigenous literature, stories, and resources. Students show the most significant growth in their understanding of Indigenous ways of thinking and learning through direct experiences with indigenous culture, such as visiting the Hiwus feast house at Grouse Mountain, or participating in Metis dance with a presenter. Our purpose this year will be to expose students to a variety of experiential Indigenous Learning opportunities.

Signatures

Title	Name	Signature	Date
Principal	Rob Killawee Principal		July 2/25
Assistant Superintendent	Paul McNaughton Assistant Superintendent		Aug 25/25

School District No. 43 (Coquitlam)
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