

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Porter Street Elementary

2025-2026



Intellectual Development

Goal: Fundamental Literacy Skills: phonemic awareness, phonics, & reading comprehension

Rationale:

Data from our CBAs, phonological awareness assessments, and the Phonics Screener, along with insights from other evaluations, indicate that some of our students would benefit from additional support in foundational reading skills.

Planned Actions:

- Implement Structured Programs: UFLI, Alpha Graphe, pilot PS Lit. Centre
- Develop School-Wide Consistency: create shared expectations with school-wide assessment timelines.
- Resource-Sharing and Collaborate

Indicators of Success:

- Teacher observations and anecdotal evidence related to student success indicators
- Classroom- and grade-level data collected at the school level
- Growth from beginning to end of the year on phonemic awareness and phonics screeners
- Progress shown on Fall-to-Spring CBAs.

School Community Engagement Process:

- Communicate our goal and ongoing progress to parents via email updates and presentations at PAC meetings
- Incorporate reading strategy tips and information into regular parent email communications ('A Few Things...')
- Organize a special Reading Day where guest reader visit Porter Street and read to classes.

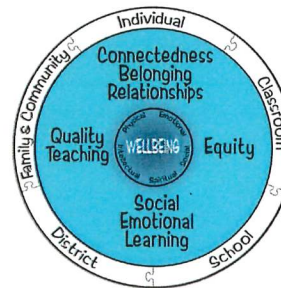


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Porter Street Elementary**

*Increasing Success in
Life for All*

DIRECTIONS 2025: ACTION PLAN FOR LEARNING



Human and Social Development

Area of focus:

Our goal is to foster a learning environment where students develop positive relationships, work collaboratively with peers, and apply self-regulation and conflict resolution skills to solve problems peacefully.

Planned Actions:

A variety of age-appropriate self-regulation and conflict resolution strategies have been integrated into our curriculum, equipping students with practical tools for real-life situations.

- Daily morning announcements include Morning Messages that reinforce our shared goals and key strategies.
- School assemblies serve as collective moments to revisit, celebrate, and strengthen our focus on these strategies.
- Our school counselor collaborates closely with classroom teachers through co-teaching, while Peer Mediators are trained to support positive peer interactions.

Indicators of Success:

- Teachers will use rubrics in December and May to assess students' application of self-regulation and conflict resolution strategies.
- Students will complete self-assessments during the same periods to reflect on their own use of these strategies; however, this component was not implemented this year.
- Parents will be invited to share feedback on their child's use of self-regulation and conflict resolution strategies at home.

School Community Engagement Process:

- Regular conversations at staff meetings
- Regular information provided to parents via emails and/or school website.
- Regular discussions at Porter Street PAC meeting.
- Counseling Corner sent home regularly
- Classroom teachers to provide updates to parents.
- Share evidence of goal and strategies via social media.



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

School: **Porter Street Elementary**

*Increasing Success In
Life for All*

DIRECTIONS 2025: ACTION PLAN FOR LEARNING



Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Deepening community awareness of local Indigenous cultures and the First Peoples Principles of Learning to promote reconciliation and strengthen our connection to the land and our role as environmental stewards.

Planned Actions:

- We will maintain our focus on two key First Peoples Principles of Learning:
- Learning requires patience and time.
- Learning ultimately supports the well-being of the self, family, community, land, spirits, and ancestors.
- Continue acquiring authentic Indigenous resources.
- Allocate staff meeting time for collaborative lesson planning centered on these principles.
- Reinforce the importance of Indigenous Land Acknowledgements and their meaning.
- Develop lesson plans that connect with and enhance the learning opportunities offered by our new native garden.

Indicators of Success:

- Students and staff will be able to articulate the significance of acknowledging Indigenous land.
- Greater understanding and integration of the First Peoples Principles of Learning.
- Improved student responses to Indigenous-focused questions in the Student Learning Survey.

School Community Engagement Process:

- Staff collaboration during designated meetings
- Participation in relevant professional development opportunities
- Regular updates for parents at PAC meetings
- Ongoing collaboration with Indigenous educators, including SD43 Indigenous staff and Kwikwetlem First Nation representatives



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

School: **Porter Street Elementary**

**Increasing Success In
Life for All**

DIRECTIONS 2025: ACTION PLAN FOR LEARNING



Porter Street Elementary

Reflection

2024 - 2025 Reflection

Intellectual Goal:

This was our second year focusing on a Numeracy Goal. During the first year, significant learning took place for both students and staff, and we compiled valuable information, data, and resources with the support of district staff. However, this past year saw a noticeable decline in momentum. While classroom-based activities and assessments—such as Counting Collections—continued, fewer school-wide initiatives like the Numeracy Lab were implemented.

After thoughtful discussions with staff, we have decided to shift our Intellectual Goal to Reading for the upcoming school year. We believe that a school-wide focus on literacy will better support our students in developing confidence in their reading abilities. Early intervention will be a key priority in both English and French Immersion programs. To support this shift, we will implement school-wide assessments with clear timelines in collaboration with our Learning Services team.

Human and Social Development Goal:

Data gathered from teacher surveys reflects a positive shift, indicating that more students are demonstrating the use of self-regulation and conflict resolution strategies. This progress suggests that our targeted efforts in this area are having a meaningful impact.

Indigenous Learners and Indigenous Ways of Learning Goal:

There is growing evidence that students are able to articulate the significance of acknowledging Indigenous land, as observed in classroom discussions and school assemblies. This year, we also invited parents to complete an online survey about the meaning behind land acknowledgements. Over 80 parents responded, with an average rating of 4.4 out of 5 for understanding its purpose. Many parents provided thoughtful and supportive comments, showing a strong interest in this area of learning.

Signatures

Title	Name	Signature	Date
Principal	Ashif Jiwa		June 30, 2025
Assistant Superintendent	Carmy Chute		June 30/25

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

School: **Porter Street Elementary**

*Increasing Success in
Life for All*