

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Porter Street Elementary

2024-2025



Intellectual Development

Goal: To enhance confidence towards numeracy and multiplicative thinking skills.

Rationale:

The teachers have observed a positive correlation between students' understanding of the foundational steps of multiplicative thinking and their confidence levels. We aspire to foster a nurturing environment where students.

Planned Actions:

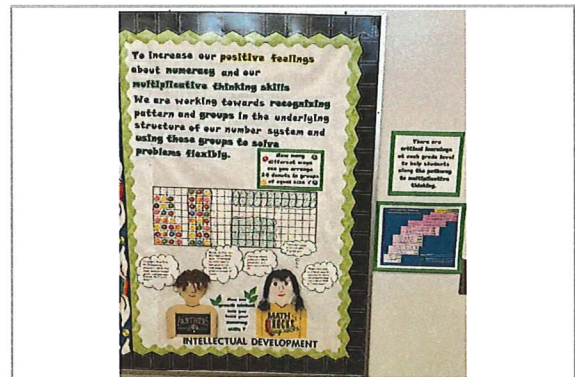
- Continue to advance our understanding of Multiplicative Thinking and utilize the 'Pathway to Multiplicative Thinking K-5' document to craft a comprehensive school-wide strategy.
- Expand activities within our numeracy lab.
- Conduct data collection through fall and spring assessments.
- Maintain ongoing collaboration with district numeracy staff to support

Indicators of Success:

- Review the data collected from the 2023-2024 school year at the beginning of the new academic year.
- Maintain the use of classroom-based assessments to guide our instructional approaches.
- Develop and introduce a 'Numeracy Mindset Survey' to gauge students' comfort levels with numeracy (to be administered in fall and spring). Didn't happen this year.
- Aim for an increase in the number of students who respond positively to the "I am getting better at math" question on the Learning Survey. (In the 2023-2024

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
- parent numeracy workshop (Carole Fullerton)
- classroom teachers to provide updates to parents
- Share evidence of goal and strategies via Twitter

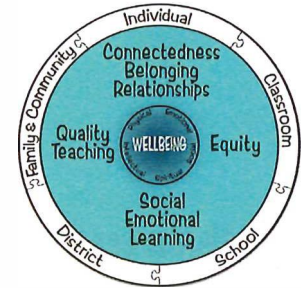


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Porter Street Elementary**

*Increasing Success in
Life for All*

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Human and Social Development

Area of focus:

Our goal is to create an environment where students can build positive relationships, collaborate effectively with their peers, and use self-regulation and conflict resolution strategies for peaceful problem-solving.

Planned Actions:

- We have incorporated a diverse range of self-regulation and conflict resolution strategies into our curriculum, tailored to each grade level. These strategies provide students with practical tools for various situations.
- Each morning during announcements, we read daily Morning Messages to reinforce our goals and strategies.
- Our assemblies provide opportunities to collectively review and reinforce our goals and strategies.
- Our counselor actively co-teaches with classroom teachers, offering valuable resources and Peer Mediators are trained.

Indicators of Success:

- Teachers will complete rubrics twice a year (in December and May) to assess how well students are using self-regulation and conflict resolution strategies.
- Students will complete a self-assessment twice a year (in December and May) to evaluate their own use of self-regulation and conflict resolution strategies. This did not happen this year.
- Parents will be asked to provide feedback on their children's effective use of self-regulation and conflict resolution strategies.

School Community Engagement Process:

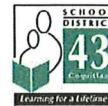
- Regular conversations at staff meetings
- Regular information provided to parents via emails and/or school website.
- Regular discussions at Porter Street PAC meeting.
- Counseling Corner sent home regularly
- Classroom teachers to provide updates to parents.
- Share evidence of goal and strategies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

DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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DIRECTIONS 2025: ACTION PLAN FOR LEARNING



Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Enhancing community awareness of local Indigenous culture and the First Peoples Principles of Learning to foster reconciliation and strengthen our connection to this place and environmental stewardship.

Planned Actions:

- we will continue to focus on two of the First Peoples' Principles of Learning:
1. Learning involves patience and time. 2. Learning ultimately supports the well-being of the self, family, community, land, spirits, and ancestors.
- Continue to acquire authentic resources.
- Dedicate staff meeting time for teachers to collaborate on lessons based on these two principles.
- Continue to explain the significance of acknowledging Indigenous Land.
- Develop lessons to complement our new native garden.

Indicators of Success:

- Students and staff will be able to explain the significance of acknowledging Indigenous land. This did not happen last year, but we plan to doing it this year.
- Increased understanding of the First Peoples Principles of Learning.
- Improved student responses on Indigenous learning questions in the Learning Survey.

School Community Engagement Process:

- Staff collaboration during meetings.
- Professional development opportunities.
- Updates for parents at PAC meetings.
- Ongoing collaboration with Indigenous educators (e.g., SD43 Indigenous staff, Kwikwetlem First Nations).



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

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Reflection

Numeracy Goal

- Our continued professional learning and collaboration with the District Numeracy Team have greatly facilitated the staff's development of a shared understanding of Multiplicative Thinking, fostering collaborative conversations and effective lesson planning.
- Even though we have used our Numeracy Lab several times this year, more work in this area is needed. Additionally, we have purchased supplies so that teachers can create Numeracy Labs in their classrooms.
- Data collection has been a work in progress. After much discussion, it was determined that more work on standardizing our procedures is needed before school-wide data can be collected. We will work on this as a staff.
- Unfortunately, we were unable to administer a numeracy mindset survey again this year.

Human and Social Development Goal

- The data collected again demonstrated a significant positive shift in the rubrics completed by teachers, indicating that students have made notable improvements in utilizing self-regulation and conflict resolution strategies.
- We did not formally request feedback from families regarding their children's ability to employ self-regulation and conflict resolution.

Indigenous Learners and Indigenous Ways of Learning

- Based on anecdotal information, it appears that students are now better able to articulate the purpose of acknowledging Indigenous Land.
- While the staff engaged in professional learning centered around the First Peoples' Principles of Learning, further professional development is still required.
- At the time of writing this reflection, the data from the Learning Survey was not yet available.

Signatures

Title	Name	Signature	Date
Principal	Ashif Jiwa	<i>Ashif Jiwa</i>	June 25, 2024
Assistant Superintendent	Carey Chute	<i>Carey Chute</i>	June 25 2024

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