

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Walton Elementary School

2024-2025



Intellectual Development

Goal: K-3-Build decoding skills. 4-5-Develop comprehension through vocabulary focus

Rationale:

This past year, students have come very far in learning the phonetic code for reading. That said, our primary students still require explicit and systematic instruction in this area. Most intermediate students are ready to deepen their skills

Planned Actions:

K-district phonemic awareness scales

1-3-Core phonics assessment 3x per year. 2x with LST consultation and collaboration time. Teacher oral reading fluency (ORF) assessment.

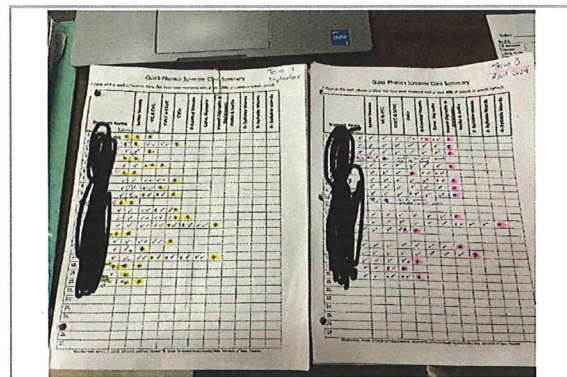
4-5-Acadience vocabulary assessment and MAZE assessment. Teacher oral reading fluency assessment. These assessments will be somewhat fluid based on student needs. Students will be offered additional tests based on needs. E.g. A grade 2

Indicators of Success:

- decrease in 32% of students in emerging category for grade 4 FSAs (although we are comparing apples to oranges as they are different cohorts AND reading and writing are combined in the data)
- increase in decoding skills based on Core Phonics assessment at grades 1-3
- vocabulary improvement in 4/5 students based on Acadience Assessment over the year
- Teacher confidence increase in teaching various facets of reading from Scarborough's rope

School Community Engagement Process:

- PAC meeting visits and materials
- Science of Reading themed community event/ open house
- opening week events aimed to build common language and focus and bring new staff together and on board
- purchase of decodables
- Pro-D opportunities at school and district level on focus days
- Monthly literature (book) focus to bring all goals together

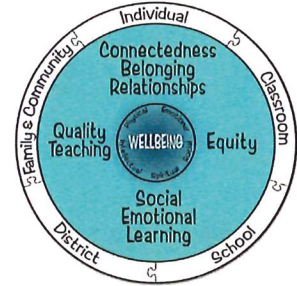


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Walton Elementary School**

*Increasing Success in
Life for All*

DIRECTIONS 2025: ACTION PLAN FOR LEARNING



Human and Social Development

Area of focus:

We have chosen to focus on the Core Competency of Social Awareness and Responsibility with a deeper focus on relationship building. In 2023, we focused on caring for self and now we move our focus to taking care of others and delving more

Planned Actions:

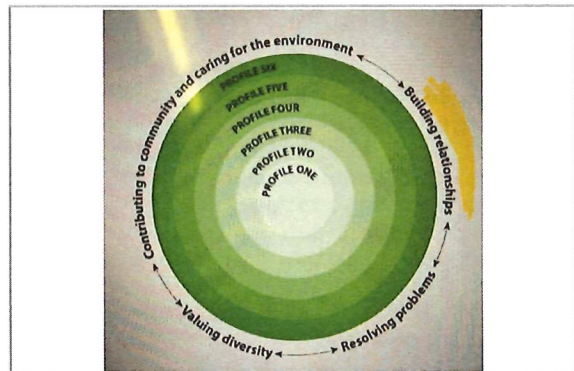
- virtual classroom centered on theme of caring for others, building compassion, and acceptance, and celebration of diversity
- counselling support on problem-solving strategies for kids to use when interpersonal issues arise (WITS or other)
- student perspective sheet to be used all year to track students own growth in terms of how they see themselves in relationships
- use of the simple question, 'Are you taking care of others' with this action?
- use of buddy bench

Indicators of Success:

- fewer office referrals for fighting, interpersonal issues
- common language development around how to treat others
- teacher anecdotal reporting of increased confidence in the way students deal with issues between each other, and the way students interact with each other
- grade 4 student reflections on the MDIs and Learning Satisfaction Surveys
- greater ability to self-regulate when with peers

School Community Engagement Process:

- classroom monitor training to reflect a common language around problem-solving and how we treat others
- noon-hour supervisor common language as well
- PAC meeting visits
- Walton weekly messages and Friday Frenzy



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

School: **Walton Elementary School**

***Increasing Success in
Life for All***

DIRECTIONS 2025: ACTION PLAN FOR LEARNING



Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Staff indicated a need and desire to focus on the Indigenous belief that learning takes patience and time. The secondary focus is that learning involves recognizing the consequences of one's actions which ties in nicely with our SEL goal

Planned Actions:

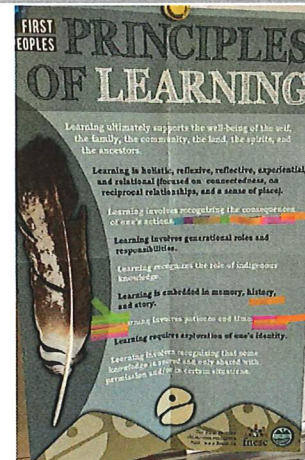
- growth mindset resources
- inclusion of Leo the Late Bloomer in opening week activities
- virtual classrooms with related themes integrated with our human and social emotional goal
- share strategies of differentiation to show that we truly believe in and value the statement that learning takes patience and time

Indicators of Success:

- increase in differentiation in classrooms that meets the needs of learners at various points in their learning journeys
- students reporting more satisfaction with their own performance on MDIs and Student learning surveys etc.
- assessments that can be adapted on a continuum rather than by grade

School Community Engagement Process:

- land acknowledgement at all gatherings (more student centered and directed)
- FPPL posters visible in all parts of the school and referred to with students during various lessons to tie in the cross-curricular relationship
- continue to book our Indigenous leaders for student and staff workshops and activities
- mention of what we are doing/ progress at various PAC meetings
- embed in special events and virtual classrooms

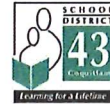


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOALS #1 & 2

School: **Walton Elementary School**

***Increasing Success in
Life for All***

DIRECTIONS 2025: ACTION PLAN FOR LEARNING



Walton Elementary School

Reflection

Students and staff worked very hard this past year on our Intellectual Goal of increasing reading comprehension by building the basic reading foundational skills. Growth was seen in all classrooms as indicated on tri-yearly phonics screeners. In fact the data shows marked improvements. Kindergarten teachers reported an increase in student readiness for reading when using Science of Reading (SOR) principles this past year. K-3 teachers were impressed with the growth in decoding skills of most students. (Visual data available upon request.) It was noted that because of the growth we have seen over the past two years, many intermediate students are ready to delve more deeply into the other areas of Scarborough's rope. EAL data and data from CBAs indicated a need to build schema (background knowledge) particularly in the area of vocabulary. Teachers will be provided with resources to support vocabulary development in terms of morphology, using picture supports to develop vocabulary, and building background knowledge before reading in cross-curricular areas.

Students explored the question, 'Who Am I?' throughout the year, using literature and virtual classrooms as a springboard. Growth was shown over time in how they perceived themselves in various roles. Growth was easy to see through using different colours over time to represent their thoughts. These reflections were shared with parents in end of year learning updates.

We will always feel a sense of wondering if we can do more in terms of our Indigenous Goal. We had many classroom visits from Indigenous cultural teachers and hosted many special events that highlighted and celebrated Indigenous culture and beliefs. We may need to look into more ways to involve our Indigenous youth worker as a voice and guide in our support of Indigenous students and in the delivery and differentiation of our curriculum.

Signatures

Title	Name	Signature	Date
Principal	Marco Jankowiak	<i>Marco Jankowiak</i>	June 28, 2024
Assistant Superintendent	<i>Rob Zambrano</i>	<i>R. Zambrano</i>	June 28 2024

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

School: **Walton Elementary School**

***Increasing Success in
Life for All***