

DIRECTIONS 2027 ACTION PLAN FOR LEARNING

Walton Elementary

2026-2027



Intellectual Development

Goal: Improvement in Writing Conventions by Spring 2027

Rationale:

This past year, our focus was on improving writing conventions. Across all grades, there was a noticeable shift in growth. The staff would like to continue to build on the success and work that was done for 2026-2027.

Planned Actions:

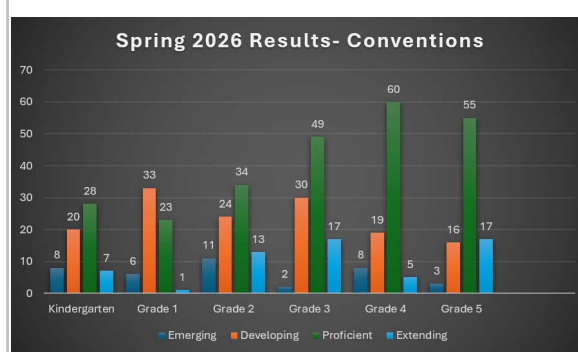
- School wide writes (October and May) to see baseline and progress
- Deepen understanding of the performance standards and learning progressions for writing
- Continue with phonemic and phonetic awareness lessons to deepen knowledge of conventions
- Focus on more explicit writing lessons in class
- Focus Pro-D and staff meeting around professional development in writing conventions
- Increase collaboration time among grade groups
- Acquire resources to support teachers

Indicators of Success:

- Growth noted in school-wide write data from beginning of the year
- Anecdotal discussions amongst teachers around better use of capitals, punctuations, spelling, and proper sentence and paragraph format in class-based writing

School Community Engagement Process:

- Pro-D centered around topic
- Discussions at PAC and staff meetings
- Focus on learning updates for strengths and stretches
- Develop more authentic reasons for writing (eg: letters to community members, etc.)
- Combine with SEL and Indigenous goal

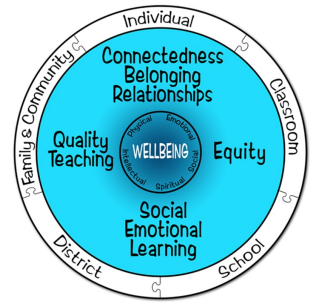


DIRECTIONS 2027: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Walton Elementary**

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DIRECTIONS 2027: ACTION PLAN FOR LEARNING



Human and Social Development

Area of focus:

Work on self regulation skills in order to develop social skills for relationship building

Planned Actions:

- Talking circle/class meetings for students to talk and understand each other
- Develop common language around school-wide expectations
- Re-adopting the Zones of Regulation
- Use of Seven Sacred Teachings to focus on a specific social skill each term
- Buddy classes / leadership opportunities for older students
- Class Charters in the classrooms
- Continue with Kind Minds program
- School-wide morning fitness
- Small social skills groups during instructional lunch (rotate students through so all students have an opportunity to participate)

Indicators of Success:

- Less office referrals (2025-2026 year there were 72 referrals documented)
 - Teachers reporting less dysregulation in the classroom
- Staff survey that shares:
- Increase in students using self-regulation strategies independently
 - Decrease in students feeling they cannot participate in an assignment, group, or the day
 - Increase in common understanding/language of regulation strategies/expectations with families

School Community Engagement Process:

- PAC offering related to goal (parent learning opportunities/info night)
- Common language shared between home and school
- Provide information about Zones of Regulation in school newsletter
- Facilitate language with After-School Program facilitators around common language
- Kind Minds program
- Posters and bulletin boards to support common language at the front of Walton



DIRECTIONS 2027: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Continue working with the Seven Sacred Teachings(David Bouchard). This year we will go more in depth with three teachings over the three terms (Humility, Wisdom and Respect)

Planned Actions:

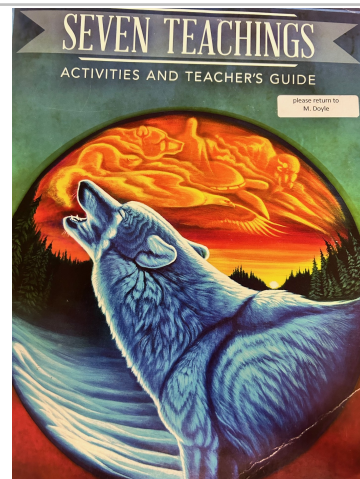
- Build resources in the Seven Sacred Teaching bins (library)
- Invite a presenter to support in learning more about the teachings (school assembly)
- Virtual classrooms with storybooks for teachers
- Continue sharing resources in the Walton Weekly
- Connect with district staff
- Foster use of talking circles/class meetings
- Create a bulletin board at the front of the school to visibly show teachings to staff, students and visitor

Indicators of Success:

- Increase in staff and student confidence in presenting and valuing the Indigenous principles in concrete ways (staff survey)
- School culture and language around the teachings has increased by Spring 2027
- Observed increase in students abilities to engage in conversations about Indigenous peoples and the Seven Sacred Teachings/Virtues

School Community Engagement Process:

- School-wide displays
- Term theme shared with families through newsletters
- Explicit connections between the values highlighted and Indigenous perspectives for students
- Better use of district staff to build capacity in this area
- Pro-D centered around the teachings
- Honour and recognize indigenous peoples and the teachings at school assemblies and integrate into school community gatherings



DIRECTIONS 2027: ACTION PLAN FOR LEARNING STRATEGIC GOALS #1 & 2

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Reflection

Walton Elementary's school-wide focus on writing conventions led to strong growth across all grade levels, as demonstrated through the fall and spring school-wide writes. Kindergarten increased from 17 to 35 students achieving Proficient or Extending, a gain of 18. Grade 1 showed more modest growth, moving from 20 to 24 (+4). Grade 2 rose from 30 to 47 (+17), while Grade 3 demonstrated the most significant improvement, jumping from 38 to 66 (+28). Grade 4 increased from 48 to 65 (+17), and Grade 5 showed strong gains as well, rising from 54 to 72 (+18). Overall, the data reflects a clear shift out of Emerging and Developing levels, with notable increases in the number of students achieving Proficient and steady growth in the Extending category, indicating that the school-wide emphasis on writing conventions had a meaningful and positive impact on student achievement.

This year, our self-regulation goal focused on helping students develop the independence and confidence to resolve minor social conflicts. Through explicit teaching, modeling, and consistent language across classrooms, students learned strategies to identify problems, manage emotions, and attempt solutions before seeking adult support. While progress was made, many students still required guidance when applying these skills in real situations. This work reinforced the need for ongoing practice and intentional opportunities to build social-emotional skills, conflict resolution, and positive relationships. We will continue this goal in 2026-2027 with a focus on the Zones of Regulation.

Our Indigenous Education goal focused on deepening our understanding of the First Peoples Principles of Learning by highlighting one teaching each month. While this approach helped raise awareness, teachers found that the pace felt overwhelming and did not allow enough time for meaningful integration into classroom practice. As a result, we plan to shift to one teaching per term next year to create more space for reflection, discussion, and authentic application. Our long term goal is to build permanence—ensuring that Indigenous teachings are not an add on, but a natural, visible, and valued part of daily life at Walton Elementary.

Signatures

Title	Name	Signature	Date
Principal	Marco Jankowiak		June 26, 2026
Assistant Superintendent	Paul McNaughton		

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