

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Coast Salish Elementary

2025-2026



Intellectual Development

Goal: Improve reading comprehension through a content-based focus (See Appendix)

Rationale:

Classroom Based Assessments completed in the Spring show that the majority of our students are now reading grade level texts with fluency and/or expression. (See Appendix for full Rationale)

Planned Actions:

Our Planned Actions include the following, see appendix for elaboration:

Professional Development for teachers, School-Wide Approach and Language, Focus on the purpose of reaching each text (what content is it teaching?), Text-sets, Early Primary focus strategies, Late primary and Intermediate grade strategies, and Multi-Lingual Learners.

Indicators of Success:

- Use of school created reading comprehension assessment
- Demonstrated increase in student's ability to retell, question, make connections, and describe strategies used.
- Increase level of self-reported knowledge on anonymous educator survey.

See Appendix for Elaboration on Indicators of success

School Community Engagement Process:

- Sharing our goal and progress on our goal with parents through E-Mail updates and at PAC Meetings
- Include reading strategy and vocabulary development information in parent updates through email

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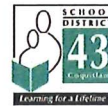
DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School:

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Human and Social Development

Area of focus:

Defining our identity as a Sasquete and building our sense of collective belonging. We continue to develop and link our identity to our Mission Statement of "A learning community connected through shared histories, stories and place".

Planned Actions:

We will continue developing Sasq'etes as our identity by:

1. "We are all Sasquetes" - Defining key qualities in kid-friendly language transferable to a class charter.
2. Align our Sasquete qualities to guide our understanding of ourself and others' well-being.
3. Increase use of Henqueminem language (Word of the Wk, Posters).
4. Organize school 'culture' activities. May include assemblies, field trips, community projects, community partnerships, etc.

Indicators of Success:

Our community will have a strong understanding of who we are and what it means to be a "Sasquete". When we conduct the MDI and Learning Survey in winter of 2025 we will see that our learners have a strong connection to our school and have a sense of belonging.

We will showcase exemplars of Sasquete behaviour during the Friday announcements. Students and staff can nominate students at the office for positive behaviour they are noticing.

School Community Engagement Process:

Engage with parents through email, at PAC meetings and on our website regarding:

1. School Mission / Logo / Goals
2. School Community Building Events
3. Development of S.E.L. program for CSE

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DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

To help build community relationships and mutual respect and understanding we will focus on First Peoples Principle of learning #2 : "Learning is embedded in memory, history and story."

Planned Actions:

Throughout the year we will ensure themes of T&R Call #63 are explored through:

1. Creation of class / school territorial acknowledgments
2. Regular outdoor learning (Wagon, Plant Cards, Sasq'ete stone)
3. Spend time learning about the Kwikwetlem Nation, what are their stories
4. Curate a school list of authentic indigenous A/V resources
5. Continue to engage in direct learning of Hengeminem language
6. Continue to celebrate other cultures - sharing stories

Indicators of Success:

1. Student data from the satisfaction surveys on indigenous content
2. Survey staff regarding knowledge/understanding of indigenous perspectives
3. Increased student knowledge of the history of the kwikwetlem people as indicated by informal conversations with students (Staff perception of student knowledge).

School Community Engagement Process:

- * Making new learning and understanding visible to our parent community via the ongoing use of online tools.
- * Ensure our PAC is fully informed about our Indigenous learning school goals.
- * Strengthen connections with Kwikwetlem First Nation through art and story.
- * Honour and recognize Indigenous peoples at school assemblies and integrate into school community gatherings.

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Reflection

We believe we have fully implemented a systematic approach to instruction of phonics and phonological awareness in our Academic Goal and have adopted a scope and sequence in this area. The School Based data correlates well to our teachers perception that our students progress has been better than expected as Classroom Based Assessments completed in the Spring show that the majority of our students are now reading grade level texts with fluency and/or expression. Thus we will continue this work and begin to focus our school based Planned Actions on increasing reading comprehension with a content based focus.

When our staff reflected on our Human and Social Development goal we were proud of the results. Along side our students we have built own indigenous plant garden and developed informative SWAY documents to go along with each plant. We have highlighted the Henqueminem language through our word of the week and language posters. We have held regular assemblies and activities and have started formalizing these into yearly events for our community. Looking at MDI data we see that 94% of student have 2 or more important adults at school which is indicative of the connections we are building. When reviewing anecdotal observations and MDI Data we have concern about interconnectedness between students at the school and thus will renew our focus on defining our identity (Sasq'ets) and building community through this process next year.

When reflecting on our Indigenous Learners and Indigenous Ways of Learning Goal we have achieved all of our planned actions! Although identified indigenous population is small our student's knowledge level of Indigenous Ways of Knowing and the process of reconciliation is quite high due to the initiatives in place. A few highlights include the work on the plant garden, our word of the week and the creation of a Land Acknowledgment by every class. These were presented at our monthly assemblies along with the playing of the BC Song on drums created last year. Looking ahead we are going to continue with current initiative and work on collectively learning more about the Kwikwetlem Nation and it's people.

Signatures

Title	Name	Signature	Date
Principal	Frank Pearce	Frank Pearce Digitally signed by Frank Pearce Date: 2025.06.30 11:20:00 -07'00'	June 30, 2025
Assistant Superintendent	Paul McNaughton Assistant Superintendent School District No. 43 (Coquitlam)		<i>July 2, 2025</i>

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Appendix

Intellectual Development:

Full Goal

Improve reading comprehension through a content-based focus (building background knowledge, vocabulary, and metacognition).

Full Rationale

Classroom Based Assessments completed in the Spring show that the majority of our students are now reading grade level texts with fluency and/or expression. These same assessments continue to demonstrate that continued improvements can be made in reading for meaning and in students' metacognition about what they are doing to make sense of text. Given our culturally and linguistically diverse student population, vocabulary development and the building of background knowledge is key to building understanding of text.

Planned Actions

- Professional Development for teachers: Delve into research/evidence-based approaches for helping students develop their Reading Comprehension and vocabulary.
- School-Wide Approach and Language: Determine as a school which evidence-based reading comprehension strategies to explicitly teach and use school wide language for these strategies. Some examples could be: Activating Prior Knowledge, Notice Structures, Monitor and Clarify, Ask and Answer Questions, Inferencing, and Summarizing
- Focus on the Purpose for Reading Each Text (What content it is teaching?): Use this as the basis for what vocabulary and comprehension strategies to use for each text read.
- Text-Sets: Begin to create differentiated text sets in content areas including a variety of genres and text levels
- Early Primary: use read alouds/think alouds/discussions as the focus of this comprehension instruction.
- Late primary and intermediate grades: use a combination of read alouds/think alouds/discussions and student read texts/written responses for this instruction.
- Multi-Lingual Learners: Make use of first language text and discussions to support understanding whenever possible.

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