

## DIRECTIONS 2025: ACTION PLAN FOR LEARNING

### Westwood Elementary School

2026-2027



## Intellectual Development

**Goal:** Ensuring every student learns and applies skills across contexts by strengthening reading fluency and comprehension through a school-wide literacy framework, focusing on middle learners, UDL practices, and relational, responsive teaching.

**Rationale:** Evidence shows strong early literacy growth through structured practices, screening, and interventions. Next steps: address the middle learner gap in Tier 1, strengthen K–5 coherence, expand UDL, and reduce barriers to collaboration. Focus: refine and align practices to ensure all learners—especially middle learners—grow and transfer skills across contexts.

### Planned Actions:

- **Strengthen Tier 1 Instruction** - Use flexible small-group instruction, Intentionally support middle learners
- **Build School-Wide Coherence**- Establish literacy non-negotiables, Align practices across K–5
- **Embed Inclusive Practices (UDL)** - Provide targeted PD, Include scaffolds and multiple entry points
- **Strengthen Collaboration** - Increase peer observation and co-planning, Literacy committee for consistency
- **Embed Relational Practices** - Prioritize voice, belonging, and risk-taking, Use conferencing, feedback, and reflection to build engagement

### Indicators of Success:

- Increased percentage of students meeting or exceeding expectations (especially Grades 3–5)
- Measurable growth of “middle learners”
- Consistent literacy practices across classrooms
- Increased use of small-group, responsive instruction
- Evidence of UDL in classroom practice
- Increased student engagement, independence, and confidence

### School Community Engagement Process:

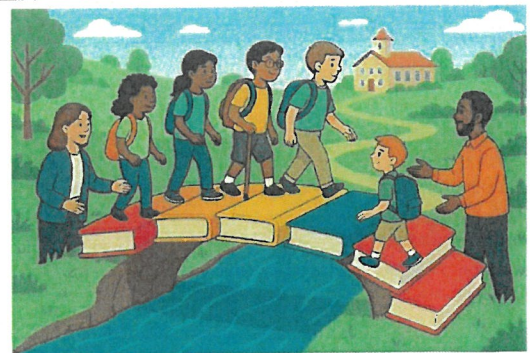
**-Staff Engagement:** Ongoing collaboration (staff meetings, PLCs, literacy committee) with feedback used to refine practice

**-Student Voice:** Feedback on reading engagement, confidence, and strategies via discussions and surveys

**-Family Engagement:** Sharing strategies and progress through newsletters, workshops, and communication

**-District Support:** Collaboration on assessment, structured literacy, and inclusive practices

**-Indigenous Perspectives:** Integrating culturally responsive practices and texts with support from Indigenous education staff



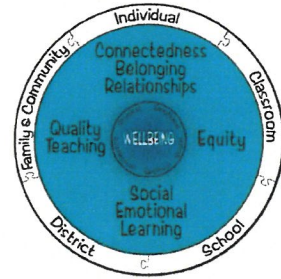
## DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

**Westwood**

School: **Elementary**

*Increasing Success  
in Life for all*

# DIRECTIONS 2025: ACTION PLAN FOR LEARNING



## Human and Social Development

### Area of focus:

Ensuring every student can apply self-regulation and social skills across contexts by strengthening consistent, school-wide practices that emphasize transfer, targeted supports, and restorative, relationship-based approaches.

### Planned Actions:

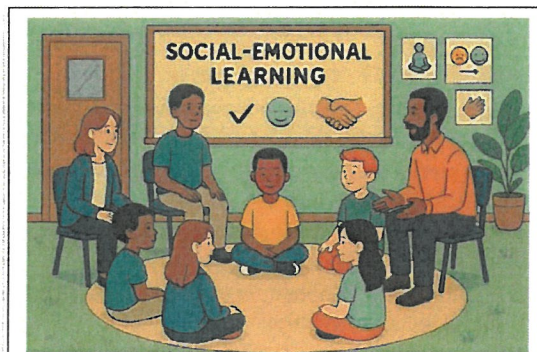
- **Support Transfer Across Environments** - Explicitly teach, model, and practice self-regulation in all settings, Use pre-correction and rehearsal before transitions
- **Build a Consistent School-Wide Approach** - Establish clear, shared expectations across all spaces, Align language and responses across all staff
- **Strengthen Targeted Supports (Tier 2/3)** - Use data to identify students requiring support, Implement individualized plans, check-in/check-out, and mentorship
- **Improve Structure in Unstructured Times**, Address playground "hot spots", Provide structured play options and targeted supervision-
- **Deepen Restorative and Preventative Practices**- Embed circles, reflection, and relational problem-solving, Shift from reactive to proactive approaches
- **Strengthen Systems and Family Connection** - Improve access to regulation spaces and supports, Share SEL language and strategies with families

### Indicators of Success:

- Reduction in behaviour incidents, especially during unstructured times
- Increased consistency in adult responses across settings
- Improved student ability to independently apply regulation strategies
- Decrease in repeated incidents
- Increased student sense of belonging and safety
- Evidence of **restorative practices used consistently across environments**

### School Community Engagement Process:

- **Staff Engagement:** Ongoing collaboration and feedback to refine and align practices
- **Student Voice:** Feedback on safety, belonging, and playground experiences (surveys, discussions)
- **Family Engagement:** Sharing SEL expectations and strategies through communication and events
- **Support Staff:** Inclusion in training and implementation of common practices
- **Community/District Support:** Collaboration to strengthen SEL, restorative, and inclusive approaches
- ☑ **Indigenous Perspectives:** Integrating relational, community-based approaches focused on belonging and respect



## DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

School: **Westwood  
Elementary**

*Increasing Success in  
Life for All*



# DIRECTIONS 2025: ACTION PLAN FOR LEARNING



## Indigenous Learners and Indigenous Ways of Learning

### Area of focus:

Ensuring every student experiences learning that is relational, connected, and transferable by deepening the integration of First Peoples Principles of Learning and Indigenous ways of knowing, being, and doing, with a focus on school values, restorative practices, and movement toward embedded pedagogy.

### Planned Actions

**Embed Indigenous Pedagogy Across Curriculum** - Integrate Indigenous perspectives across all areas, Support school-wide curriculum alignment  
**Strengthen Restorative, Relational Practices** - Embed circles, storytelling, and reflection as core practices, Align behaviour approaches with respect, responsibility, and relationship  
**Develop and Live School Values** - Use the Seven Sacred Teachings to guide Westwood Values, Connect to behaviour, identity, and community  
**Expand Land-Based and Place-Based Learning** - Increase experiential, outdoor, and land-connected learning, connections to local place  
**Build Staff Capacity Through Ongoing Learning** - Provide professional learning on: Indigenous pedagogy, Restorative practices, Develop Shared Language and Understanding- Align language across Indigenous learning, SEL, and school expectations, Support staff in making connections visible in practice

### Indicators of Success:

- Indigenous perspectives embedded across classrooms, School culture reflects respect, connection, and relational accountability
- Increased use of circles and relational practices
- Students demonstrate understanding of values and community responsibility
- Increased student connection to land, learning, and community
- Staff confidence in integrating Indigenous perspectives, Evidence of movement from practice → pedagogy/permanence

### School Community Engagement

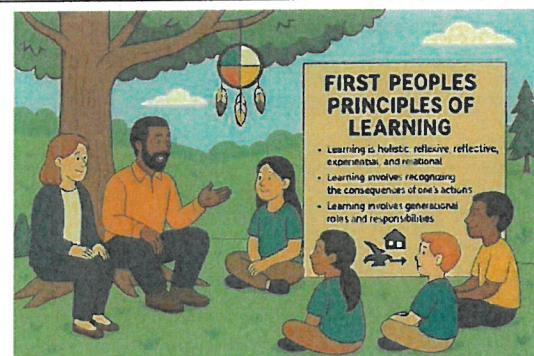
**Staff Engagement:** engaged in collaborative reflection during Indigenous Focus Day and ongoing professional learning,

**Indigenous Committee Leadership:** Ongoing leadership to support professional learning, guide restorative practices,

**Student Engagement:** Student participation in sharing circles, storytelling, land-based learning, and development of school values rooted in the Seven Sacred Teachings

**Family Engagement:** Communication of school values and relational approaches through newsletters, workshops, and school events  
 Support for families in understanding restorative and relational approaches to behaviour and community

**District and Indigenous Education Support:** Continued collaboration with district Indigenous Education team to deepen both pedagogical and relational practices



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

School: **Westwood Elementary**

*Increasing Success in Life for All*

## DIRECTIONS 2025: ACTION PLAN FOR LEARNING

### Westwood Elementary



## Reflection

École Westwood Elementary's Action Plan reflects a clear and unified direction grounded in a shared throughline across all three goals:

- Application across contexts (learning, behaviour, identity)
- Strong Tier 1 instruction with targeted supports
- Consistency and coherence school-wide
- Restorative, relational practice as the foundation

At Westwood, students are supported to **learn, regulate, and connect through coherent, inclusive, and relational practices**, enabling them to apply their skills across all contexts.

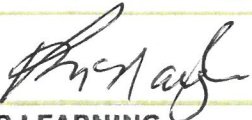
In **intellectual development**, the school builds on strong early literacy gains by refining Tier 1 instruction, strengthening K–5 coherence, and embedding inclusive (UDL) practices. A key focus is addressing the needs of “middle learners” through responsive, small-group instruction and intentional planning. This reflects a shift toward **precision, alignment, and transfer of learning**.

In **human and social development**, the plan emphasizes consistent, school-wide approaches that support students in applying self-regulation and social skills across environments. By aligning adult responses, strengthening targeted supports, and embedding restorative practices, the school is moving toward **proactive, skill-building systems** that foster belonging, independence, and safety.

In **Indigenous learning**, Westwood demonstrates a deepening commitment to embedding the First Peoples Principles of Learning and Indigenous ways of knowing, being, and doing. Through land-based learning, relational practices, and values rooted in the Seven Sacred Teachings, the school is advancing toward **authentic, embedded pedagogy** that connects learning to identity, community, and responsibility.

Overall, the plan reflects a thoughtful evolution from individual initiatives to a **coherent, connected system**, with a strong focus on **transfer, inclusion, and meaningful, relational student experiences**.

## Signatures

| Title                    | Name            | Signature                                                                            | Date          |
|--------------------------|-----------------|--------------------------------------------------------------------------------------|---------------|
| Principal                | Misti Askew     |  | June 24, 2026 |
| Assistant Superintendent | Paul McNaughton |  | July 6, 2026  |

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

School: **Westwood  
Elementary**

*Increasing Success in  
Life for All*