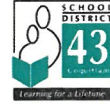


## DIRECTIONS 2025: ACTION PLAN FOR LEARNING

### Blakeburn Elementary 2025-2026



## Intellectual Development

Goal: Reading - using SD43 Classroom Based Assessment

#### Rationale:

Using SD43 Classroom Based Assessments as formative tools to ensure that instruction is both data-driven and equitable, ultimately leading to improved reading outcomes for all students.

#### Planned Actions:

Rather than simply administering classroom-based reading assessments two to three times a year, we aim to center them as an integral part of our ongoing instructional practice. By regularly analyzing the data they provide, we can create flexible intervention groups, personalize instruction, and adjust our teaching strategies to more effectively support the diverse needs of our learners.

#### Indicators of Success:

-Teachers will use the data from these common assessments to guide their instruction-Common data will result in consistency across classrooms and grade levels, creating a shared understanding of reading development and expectations.-This consistency will foster stronger collaboration among teachers-Students are assessed using the same criteria and expectations and teachers will have shared language and understanding about reading development and achievement.-We aim to see overall improvement in classroom based assessments, learning snapshots and in FSA results in reading.

#### School Community Engagement Process:

-Reporting out and providing data to parents through PAC meetings and newsletters.-Providing discussion opportunities for parents at PAC meetings.-Classroom teachers to provide updates to parents.-Collaboration and reflection opportunities at staff meetings, grade group meetings and professional development days.

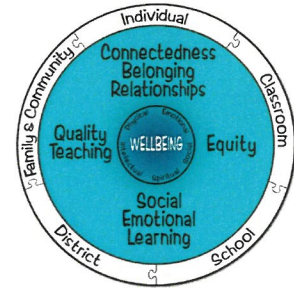


## DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Blakeburn Elementary**

**Increasing Success in  
Life for All**

## DIRECTIONS 2025: ACTION PLAN FOR LEARNING



### Human and Social Development

#### Area of focus:

Students identify and develop an appreciation for different perspectives on issues. They show empathy, disagree respectfully, and create space for others to use their voices. They generate, use, and evaluate strategies to resolve problems.

#### Planned Actions:

-Morning Bounce Assemblies as a platform for setting our intentional goals and offering explicit whole school teaching opportunities.-Acts of Caring focus week-Highlight our school motto of "take care of our selves, take care of others, and take care of this place" by focussing on one every term. We will use a picture book for each one that the whole school will read and participate in lessons related to the book to explicitly teach our school motto.-Kelty Foundation Kind Mind four week program.

#### Indicators of Success:

-Instances of conflict among students are resolved with minimal adult intervention.-Reduction in incidents related to exclusion, disrespect, or conflict.-Students demonstrate respectful language and tone during discussions, even when disagreeing.-Students can identify the impact of their actions on others and adjust behavior accordingly.-Reflection journals and discussions show evidence of students considering multiple viewpoints and demonstrating empathy.-Students report feeling safe, heard, and valued.

#### School Community Engagement Process:

-Monday and Friday school Bounce assemblies will gather the whole school and parents are invited.-Have discussions and opportunities to collaborate at PAC meetings, staff meetings and pro d days.-Share learning and celebrations through school newsletters and school assemblies where families are invited.-Kind Mind School Program weekly family response sheets and the celebration dance at the end of the program.



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

School: **Blakeburn Elementary**

**Increasing Success in  
Life for All**

## DIRECTIONS 2025: ACTION PLAN FOR LEARNING



### Indigenous Learners and Indigenous Ways of Learning

#### Area of focus:

To deepen understanding and respect for Indigenous histories, cultures, and ways of knowing by embedding Indigenous perspectives meaningfully across the curriculum, school culture, and community engagement.

#### Planned Actions:

-Be explicit and intentional with our teaching.-Embrace the discomfort with topics related to reconciliation, colonialism and settler privilege.-Commit to highlighting Indigenous history, culture, and mentors.-Teachers will seek out and use authentic Indigenous resources.-Create visible signs of reconciliation in the school (e.g., land acknowledgements, art, signage in Indigenous languages).

#### Indicators of Success:

-Increased student and staff understanding of Indigenous history and contemporary issues (as shown through reflections, assessments, and surveys).-Evidence of authentic Indigenous content in lessons.-School-wide participation in events such as Orange Shirt Day and National Indigenous Peoples' Day.-Increase sense of belonging of Indigenous families who attend our school.

#### School Community Engagement Process:

-School wide events and learning opportunities for National Truth and Reconciliation Day, Orange Shirt Day, National Indigenous History Month, National Indigenous Peoples' Day.-Collaborate at PAC meetings, staff meetings and pro d days.-Share learning and celebrations through school newsletters and school assemblies where families are invited.



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

School: **Blakeburn Elementary**

**Increasing Success in  
Life for All**

# DIRECTIONS 2025: ACTION PLAN FOR LEARNING



## Blakeburn Elementary

# Reflection

### **Intellectual Development**

This year, we implemented SD43 Classroom-Based Assessments (CBAs) in reading for Grades 2–5, along with the Grade 1 Phonics Screener and Kindergarten Phonological Awareness Screener. These common assessments provided valuable data to identify students requiring additional support, guide interventions, inform instruction, and support reporting. A key strength of this work was the ongoing collaboration between classroom and Learning Support Teachers (LSTs). Staff regularly analyzed assessment data, discussed effective reading practices, and developed shared expectations and common language for reporting through Learning Updates. This collaborative approach improved instructional consistency across classrooms and strengthened our use of assessment data to inform teaching and target student needs. Our sustained focus on reading achievement has strengthened assessment practices and increased confidence in data-informed instruction. Next year, we will build on this success by applying these collaborative practices to writing through the development of common writing assessments, shared expectations, and instructional strategies.

### **Human and Social Development**

This year, we focused on developing empathy, appreciating diverse perspectives, resolving conflicts respectfully, and fostering inclusive communities. School-wide initiatives supported this work, including enhanced weekly Bounce Assemblies that reinforced social-emotional learning, kindness, and respectful relationships, as well as participation in the Kelly Foundation's Kind Minds Program, which provided strategies to support mental well-being and positive relationships. A new cross-grade community groups initiative brought students together throughout the year to build connections across grade levels, strengthen belonging, and create leadership opportunities for older students. Collectively, these initiatives promoted empathy, inclusion, respectful communication, and positive problem-solving while strengthening our overall school culture.

### **Indigenous Learners and Indigenous Ways of Learning**

This year, students deepened their understanding of Indigenous histories, cultures, and ways of knowing through authentic learning experiences, including Storytime with Graunty, drumming and weaving workshops, and place-based learning at the Blakeburn Lagoons. These opportunities allowed students to learn directly from Indigenous educators and knowledge keepers while strengthening connections to land, community, and stewardship. Staff engaged in professional learning on Indigenous perspectives and land acknowledgments, leading to the creation of personal land acknowledgments displayed outside every classroom. Teachers also incorporated authentic resources and learning experiences related to residential schools, Orange Shirt Day, Indigenous contributions during Remembrance Day, and reconciliation. School-wide initiatives such as Bounce Assemblies and cross-grade community groups further reflected Indigenous values of belonging, relationships, and collective responsibility, fostering respect, empathy, and stronger connections among students.

# Signatures

| Title                    | Name              | Signature                                                                            | Date           |
|--------------------------|-------------------|--------------------------------------------------------------------------------------|----------------|
| Principal                | Iram Khan         |  | June, 30, 2026 |
| Assistant Superintendent | Anthony Giallardo |  | July 3, 2026   |

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

School: **Blakeburn Elementary**

**Increasing Success in  
Life for All**