

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Coast Salish Elementary

2026-2027



Intellectual Development

Goal: Reading Comprehension - Vocabulary Focus - Tier 2 words / Morphology

Rationale:

Based on our reflection from last year we decided to continue with our reading comprehension goal focusing in on a vocabulary focus. With our high EAL population and reading comprehension base already set this is the logical next step.

Planned Actions:

- Continue Professional Development for Teachers
- Continue work development of content area text sets
- Primary focus : Oral vocabulary and early work-part awareness
- Intermediate Focus : Application of specific vocabulary strategies and morphology in reading and writing

Indicators of Success:

- Use of school created reading comprehension assessment or district / provincial mandated reading comprehension assessment data.
- Demonstrate an increase in use of Tier 2 high-utility academic vocabulary and morphological structures (prefixes, suffixes and root words).
- Increase level of self-reported knowledge of teaching vocabulary within a structured literacy program by teachers.

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.

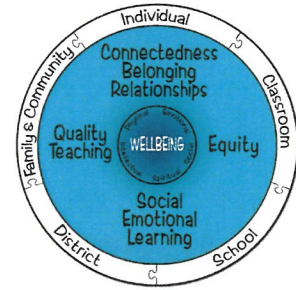


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Coast Salish Elementary**

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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:

Now that the "Attributes of a Sasq'ets" are entrenched in our culture we will:

1. Align classroom teachings around the meaning of the attributes with goal of having common understanding
2. Review attributes with school to determine if the current four attributes represent all of our values, or if they need an addition or tweak.
3. Continue development of the Coast Salish Sway and include a 'book list' that is aligned with the Attributes of a Sasq'ets
4. Directly teach to the attributes through our first week program

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 2026 we will see that our learners have a strong connection to our school and have a sense of belonging.

We will showcase exemplars of Sasq'ets behaviour during the Friday announcements. Students and staff can nominate students 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

SCAN QR CODE TO THE RIGHT FOR MORE INFO



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Building community relationships and mutual respect we will use the First Peoples Principle of Learning: "Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors"

Planned Actions:

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

1. Maintain our Indigenous plant garden by having a Garden Club
2. Regular outdoor learning (Wagon, Plant Cards, Sasq'ete stone)
3. Spend time learning about the Kwikwetlem Nation, what are their stories
4. Use the Coast Salish Indigenous Sway regularly
5. Use the Hengeminem language for land acknowledgments, word of the week, label rooms, and items in the school.

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.
- * Staff builds connections with Kwikwetlem First Nation through art and story.
- * Honour and recognize Indigenous peoples at school assemblies and integrate into school community gatherings.
- * Truth and Reconciliation being a day of action for students and community.

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

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Reflection

Intellectual Development

Professional development was our primary focus as we built a foundation for aligning reading comprehension instruction with current research. Staff explored the shift from strategy-focused instruction to an approach emphasizing content knowledge, purposeful reading, background knowledge, vocabulary, and foundational literacy skills. Teacher surveys show increased understanding of these evidence-based practices. While most teachers reported greater knowledge, 52% feel confident implementing the approach, and 48% would benefit from additional practical examples. Staff examined evidence-based comprehension strategies but have not yet identified a consistent school-wide approach. We also began developing differentiated text sets to build background knowledge and improve access to grade-level content, particularly for multilingual learners and students needing additional literacy support. Although we continued using the district's EPRA and DART assessments rather than a school-created measure, results confirmed that reading comprehension remains an area for growth, particularly in students' ability to retell, explain, and apply their understanding. Reading comprehension will remain a school priority in 2026-2027 as we deepen our practice by focusing on a specific aspect of comprehension instruction.

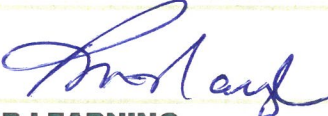
Indigenous Learners and Indigenous Ways of Learning

- Henqueminem Language being used in school daily announcements and other activities
- Each class has a class acknowledgment that were then shared through assemblies

Human and Social Development Goal:

- Created "Attributes of a Sasq'ets" at Coast Salish : Sasq'ets are Observant, Resilient, Compassionate and Protectors.
- 'Sasq'ets' feet being awarded to students each month to recognize demonstration of the attributes.
- MDI / Learning Survey showed strong connection to school and place, along with above average sense of belonging at the school - "WE ARE ALL SASQ'ETS!"

Signatures

Title	Name	Signature	Date
Principal	Frank Pearse		June 30 2026
Assistant Superintendent	Paul Menzies		June 30, 2026

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