

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Porter Street Elementary

2026-2027



Intellectual Development

Goal: Fundamental Literacy Skills: phonemic awareness, phonics, & reading comprehension

Rationale:

Data from our CBAs, phonological awareness assessments, and the Phonics Screener, along with insights from other evaluations, indicate that some of our students would benefit from additional support in foundational reading skills.

Planned Actions:

- Continue to implement Structured Programs: UFLI Son-au-graphe and Alpha Graphe
- Develop School-Wide Consistency: create shared expectations with school-wide assessment timelines and tools.
- Resource-Sharing and Collaboration

Indicators of Success:

- Teacher observations and anecdotal evidence related to student success indicators
- Classroom- and grade-level data collected at the school level
- Growth from beginning to end of the year on phonemic awareness and phonics screeners
- Progress shown on Fall-to-Spring CBAs.

School Community Engagement Process:

- Communicate our goal and ongoing progress to parents via email updates and presentations at PAC meetings
- Incorporate reading strategy tips and information into regular parent email communications ('A Few Things...')

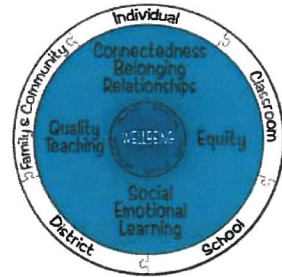


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Porter Street Elementary**

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Life for All*

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Human and Social Development

Area of focus:

Our goal is to foster a learning environment where students develop positive relationships, work collaboratively with peers, and apply self-regulation and conflict resolution skills to solve problems peacefully.

Planned Actions:

- Explicit teaching of age-appropriate self-regulation and conflict resolution strategies that will equip students with practical tools for real-life situations.
- Daily morning announcements include Morning Messages that reinforce our shared goals and key strategies.
- School assemblies serve as collective moments to revisit, celebrate, and strengthen our focus on these strategies.
- Our school counselor collaborates closely with classroom teachers through co-teaching.
- Develop a tool that allows for student self-assessment

Indicators of Success:

- Teachers will use rubrics in December and May to assess students' application of self-regulation and conflict resolution strategies.

School Community Engagement Process:

- Regular conversations at staff meetings
- Regular information provided to parents via emails and/or school website.
- Regular discussions at Porter Street PAC meeting.
- Counseling Corner included in school newsletter (A few things)
- Classroom teachers to provide updates to parents.



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Deepening community awareness of local Indigenous cultures and the First Peoples Principles of Learning to promote reconciliation and strengthen our connection to the land and our role as environmental stewards.

Planned Actions:

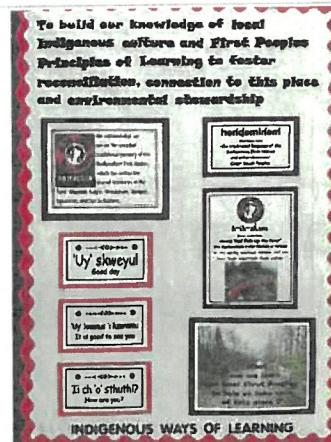
- Allocate staff meeting time for collaborative lesson planning and resource sharing
- Use Teams as a place to store and share resources
- Reinforce the importance of Indigenous Land Acknowledgments and their meaning.

Indicators of Success:

- Students and staff will be able to articulate the significance of acknowledging Indigenous land and make connections to the land around us and their stories.
- Greater understanding and integration of the First Peoples Principles of Learning.
- Improved student responses to Indigenous-focused questions in the Student Learning Survey.

School Community Engagement Process:

- Staff collaboration during designated meetings
- Participation in relevant professional development opportunities
- Regular updates for parents at PAC meetings
- Ongoing collaboration with Indigenous educators, including SD43 Indigenous staff and Kwikwetlem First Nation representatives



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

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Reflection

Intellectual Goal: This was the first year we focused on a Literacy goal. The use of structured programs such as UFLI and Alpha Graphe, combined with coordinated school-wide assessment and collaboration, reflects a coordinated and evidence-based approach to improving phonemic awareness, phonics, and reading comprehension. Moving forward, the plan emphasizes early intervention, improved consistency in assessment practices, and enhanced collaboration with staff and families to monitor student progress and build strong literacy foundations for all learners.

Human and Social Development Goal: Data gathered demonstrates growth in these areas over the course of the year. Looking forward we would like to explore ways of deepening engagement with families and maintaining ongoing communication to reinforce skills beyond the classroom. We would also like to provide students the opportunity for self-assessment around this goal and incorporate their voice in our results.

Indigenous Learners and Indigenous Ways of Learning Goal: Staff continue to be committed to embedding regular, intentional land-based learning routines across classrooms where Indigenous perspectives are woven throughout the curriculum and not isolated to occasional events.

Signatures

Title	Name	Signature	Date
Principal	Rachel French		June 29/26
Assistant Superintendent	STEPHEN WHIFFIN		AUG 6, 2026

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