

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Smiling Creek Elementary

2026-2027



Intellectual Development

Goal: Students will improve foundational literacy skills, particularly in writing.

Rationale:

Achievement data from proficiency reporting shows notable deficits in student achievement in literacy, especially in writing. Teachers observe student limitations in writing stamina, and challenges with mechanics inhibits idea development.

Planned Actions:

Continue the school-wide literacy focus by deepening our emphasis on writing.

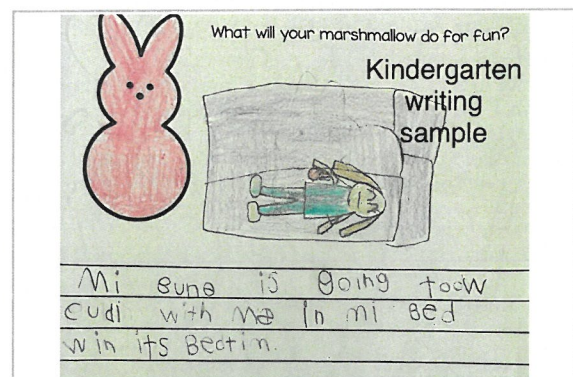
- Choose a grade-wide writing focus (e.g., sentence structure, elaboration)
- Align writing expectations from Kindergarten to Grade 5
- Use common writing samples to monitor student progress
- Maintain daily time for writing instruction and practice
- Continue Year 2 school-wide implementation of Secret Stories and UFLI
- Develop consistent strategies and expectations to build writing stamina

Indicators of Success:

- Staff engagement in the process of developing and implementing consistent assessment tools
- Student growth as measured by grade-wide writing assessments
- Observable increase in writing stamina
- Observable improvement in writing mechanics
- Increased confidence and fluency in student writing tasks

School Community Engagement Process:

- Dedicated Pro D in September and in staff meetings
- Focused collaboration time among grade-level teams
- Standing item at team leader and staff meetings
- Support for purchasing new resources
- District personnel will work with staff
- Parents to be informed of goals and how to support students

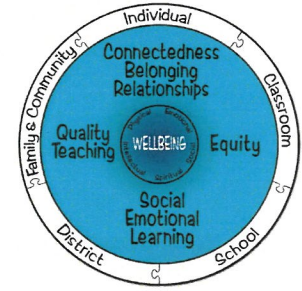


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Smiling Creek Elementary**

**Increasing Success in
Life for All**

DIRECTIONS 2025: ACTION PLAN FOR LEARNING



Human and Social Development

Area of focus:

We will continue to develop students' social problem-solving skills while supporting them through consistent structures.

Planned Actions:

- " Communicate explicit focus on managing issues- "Keep Small Problems Small"
- " Review the "We are Stellar" program
- " Introduce a new team leader position focused on developing school culture
- " Develop simple methods to track and monitor behavioural changes, including type, location and time
- " Review and extend the WITS program with students
- " Provide opportunities for students to practice using language, tools, and strategies for social problem-solving
- " Implement the school-wide "Kind Minds" program
- " Use consistent problem-solving think sheets to help students consider alternate actions and to support parent-student conversations

Indicators of Success:

- " Student and staff adoption of problem-solving strategies and shared language.
- " Improvement in students' ability to manage small problems independently.
- " Increased student awareness of what to address independently and what to seek help with; students report feeling more empowered in addressing small problems.
- " Staff report fewer escalated conflicts following recess and lunch outdoor play.
- " Increased self-regulation when returning from unstructured time.
- " Reduced conflicts at lineup time.
- " Reduced or better-managed incidents of student behavioural challenges.

School Community Engagement Process:

- Clear school-wide communication of problem-solving emphasis and WITS program across teachers, EAs, Noon-Hours and families.
- Newly formed Team Leader position focused on developing school culture and supporting staff leadership to build common practices.
- Regular updates to PAC on progress and ways parents can support.
- Communication with families about the mental health aspects of the "Kind Minds" program, including family-based activities for home



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

School: **Smiling Creek Elementary**

*Increasing Success in
Life for All*

DIRECTIONS 2025: ACTION PLAN FOR LEARNING



Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Students will develop greater understanding and awareness of Indigenous ways of thinking and learning through experiential learning.

Planned Actions:

In our newly developed community, the local sense of history and community is still in its early stages. It will benefit students to have experiential learning of Indigenous culture. This can include:

- ' A presenter leading nature walks to help students understand Indigenous uses of local plants and the environment.
- ' Continuing to have students write their own Indigenous land acknowledgements and share them where appropriate.
- ' A monthly school-wide focus on the First Peoples Principles of Learning, with explicit teaching and practice of each principle.

Indicators of Success:

- Students reporting greater understanding of indigenous culture and ways of learning on MDI and SLS surveys
- Increased staff comfort and awareness with teaching and learning about indigenous ways of learning, and local indigenous culture
- Increased staff use of available resources, including literacy based indigenous materials

School Community Engagement Process:

- Continue to engage a presenter or Elder to educate students and staff about local Indigenous history and use of the land.
- Hold staff meetings and team leader planning and sharing sessions.
- Share goals with parents and communicate learning experiences.
- Share monthly First Peoples Principles of Learning with staff and students.
- Reach out to district staff to support field experiences.
- Share student land acknowledgments with families.



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

School: **Smiling Creek Elementary**

***Increasing Success in
Life for All***

DIRECTIONS 2025: ACTION PLAN FOR LEARNING



Smiling Creek Elementary

Reflection

Our literacy goal starts with strengthening basic literacy skills. We have seen strong results from explicit phonics instruction (e.g. UFLI, Heggerty, Secret Stories); specifically within decoding, spelling and sound-symbol knowledge, which are all key foundations for writing. The supported use of these resources, literacy focused Pro-D and explicit Team Leaders' focus has increased teacher alignment, understanding and use of shared literacy language. Collaboration and modeling within grade teams have enhanced the use of effective classroom practices such as shared writing, graphic organizers, small group instruction and conferencing.

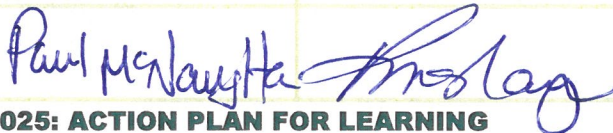
Students still experience challenges with writing stamina, confidence, mechanics, and a reluctance to write. Our next focus will be grade-wide, building stamina through explicit, incremental writing practice and direct instruction. We will use periodic common assessments to gauge progress, along with focused professional development and staff collaboration.

With explicit language for social problem solving, our students have become more articulate when considering options during social conflict. WITS and restorative practices are widely understood. Teachers report noticeable improvement in students' ability to talk through problems with adult support in their classrooms. Classroom routines, check-ins, and guided conversations help students develop and practice problem-solving skills.

Our next challenge is helping students use common language and problem-solving skills across all school contexts, including less structured times when they often rely on adult intervention. We will focus on helping students manage social challenges with greater confidence and independence.

This year we focused on experiential and embedded Indigenous learning opportunities. Several intermediate classes wrote their own Land Acknowledgments, weaving together personal experiences and Indigenous learning. Our staff led Pro-D on this process, empowering colleagues to do the same with their students. Students then shared their personal Land Acknowledgments on the daily announcements. The principles of learning through connectedness and a sense of place felt authentic and meaningful to us.

Signatures

Title	Name	Signature	Date
Principal	Rob Killawee		June 30, 2026
Assistant Superintendent	Paul McNayte		June 30, 2026

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

School: **Smiling Creek Elementary**

**Increasing Success in
Life for All**