

**School** Penfield Elementary

**“A goal without a plan is merely a wish.”**

Antoine de Saint-Exupery

### School Story

Penfield is an active, vibrant learning community of 269 students and twelve divisions. At Penfield we value our safe, caring, and positive environment of mutual respect and support. Penfield is dedicated to offering a quality, balanced program. Students will have the opportunity to develop an appreciation of life-long learning while practicing the skills necessary for success in a changing world. This includes the development of communication skills, problem solving, tolerance, and flexibility. Each student is encouraged to discover their own learning style while reaching their maximum academic growth in learning environments that support creativity, collaboration, and increased independence.

### Goal #1

*What specifically are you trying to improve? Who benefits from choosing this goal? Have all learners in your school been considered in developing this goal? What connections to the strategic plan do you see? Are there interconnections?*

**TO IMPROVE ABILITIES AROUND COMMUNICATION, specifically WRITTEN OUTPUT.**

This connects to our **Strategic Plan** Overarching focus of Student Achievement. It also connects to all three district strategic plan goals:

- **Student-Centered Learning Environments** – Individualized Programming and highly motivating engaging activities
- **Honour Indigenous World Views and Perspectives** - Oral story telling / presenting
- **Evolving for Tomorrow** – Grade – level proficiency in literacy

### OVERALL GOAL REFLECTION:

#### May 2026

- We had a strong start and great reflections
- Collaborative project
- We look forward to comparing the upcoming spring data. Writing topic “If I were a Super Hero...”
- While we managed to cover many of the action items, we need to continue this focus with the additional action items next year.

## Rationale

*Why have you chosen this goal? What quantitative or qualitative data leads you to this goal? How do you know this goal should be a priority? How does equity for all learners inform your goal? How is this goal different or build on what you have been doing?*

Literacy has been a school focus for the past two years. Much of the focus has been on reading and comprehension. We are now ready to shift the focus towards written output as this has been identified by teachers as an area of need.

We will be gathering fall data through a school wide write and also the grade 4 FSA as a starting point against which we can measure growth.

## What would success look like?

*What data, both qualitative and quantitative, will tell the story of success? Use concrete and specific language as opposed to general and abstract. i.e., students' attendance has increased by 10% (concrete/specific) vs student engagement (general/abstract).*

### Success would look like the following:

- Improvement in **school-wide writing data**
- Increased use of **assistive technology** or other adaptations would drop the number of Emerging students to 10% or less
- Students would be able to **identify** their writing against a **continuum of samples** so that they can see where they are and what they need to do to move further along the continuum. – NEXT YEAR
- Students will be able to **express their ideas clearly**, with appropriate vocabulary and structure for their grade.
- Students will be willing to **take risks** in writing and view themselves as capable writers.
- By being engaged in many rich, motivating writing experiences, we are also hopeful that students will **write more, both in quantity and with confidence**.
- There would **be increased joy and ownership** is evident, with students talking about their writing and taking pride in it.

## Action and Monitoring plan

*With the end in mind identify specific steps such as assessments, class reviews, processes, interventions, accessing coordinators, gathering resources and timelines that are needed to achieve your goal. What professional learning is required by school staff; inclusive of all staff? How will you know you are on the right track to achieving your goal? How will you measure your pace? What specific processes will you use to monitor your plan?*

### ACTION PLAN:

#### School Wide:

- Gather fall **baseline data** via School Wide Write
- **Class reviews** with a **focus on writing**
- Co-marking using **SD72 rubrics** so clear understanding of exemplars for each stage
- Identify what **"Powerful Writers"** would look like at Penfield (staff brainstorm)
- Choose a **focus area** (ie/ "Motivated Writers") and identify what educators can do to make this happen – NEXT YEAR
- Share **best practice** ideas
- Explore **supportive resources** such as "Story Champs"

- Provide **release time** for teachers to **observe** others teaching writing
- School Wide Writing **activities / sharing**– NEXT YEAR
- **Professional Learning Support** – via Literacy Coordinator (Audra Schroeder)
- Examine **writing continuum**
- Have students **identify** where they are on the writing continuum
- School-wide writing **celebrations** or showcases (ie author’s chair, **publishing days, bulletin boards, Author Spotlights in assemblies....** ) – NEXT YEAR
- Develop a positive writing culture – staff and students talking about writing as something exciting, creative, and powerful

In Classrooms:

- Writing would happen every day, across all subjects, not only language arts.
- Teachers using consistent structures and language (ie / SD72 writing rubrics, graphic organizers, motivators, supports.... )
- Classrooms displaying writing to celebrate growth and effort
- Students receiving specific feedback that helps them to improve content, organization, and conventions
- Teachers using formative assessment (writing samples, conferences, portfolios....) to guide instruction.
- Teachers providing opportunity for differentiation so all students can access writing tasks at their level
- Teachers providing assistive technology where / when applicable

**Actions and Reflection**

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FALL 2025: SCHOOL WIDE WRITE DATA

	Emerging	Developing	Proficient	Extending	Students
<b>One</b>	21%	32%	43%	4%	97%
<b>Two</b>	13%	17%	69%	2%	98%
<b>Three</b>	15%	42%	22%	2%	96%
<b>Four</b>	27%	41%	32%	0	86%
<b>Five</b>	25%	30%	45%		95%
<b>Total</b>					

- Staff discussion about fall data and questions generated.

**Observable Impact Check In – February 2026**

<b>What are one or two things you have been doing as a teacher that has had an observable impact on student writing?</b>	<b>What have you seen students doing as a result?</b>
Cross curricular writing topics students are interested in.	Motivated to write and share ideas.
Writing about nature and experiences.	
Connecting to student interests/ experiences	More willing to write, make connections, helping each other with new words

Moving between reading and writing (in response)	
Collaborative writing	
Connecting writing to nature and personal experiences	They LOVE writing <ul style="list-style-type: none"> <li>so more writing and increased writing</li> </ul>
Creating an atmosphere of “love for writing”	
Linking our phonics skills to names and important people / places / things in our lives	
Student choice in topics	Greater engagement
Sentence starters, scribing, highlight writing what student said then they copy	More output
“Guided writing” lessons, projects <ul style="list-style-type: none"> <li>students are more engaged, supported</li> <li>Lessons are focussed on areas students need the most work</li> </ul> Writing routines <ul style="list-style-type: none"> <li>Edit – 10 min edit of areas we have covered / conventions</li> <li>Word study – improvement in spelling</li> </ul>	Student writing has fewer errors and is more structured
Making them attempt challenging words on a separate page	Get excited for writing time
Daily writing	Are attempting to use spelling knowledge
Using a structured program that allows a lot of choice in writing that emphasizes planning, drafting, and revising	Willing to work with the same piece of writing
Templates / models <ul style="list-style-type: none"> <li>“Somebody wanted.... But so then...”</li> </ul> Mystery writing and extensions <ul style="list-style-type: none"> <li>Mystery Science Companion</li> </ul>	Including more details, more excitement
Word Wall	All have ideas to write about
Spelling Dictionary	Many common words are spelled correctly
Anchor Texts	
Sharing their stories in a circle time	
Writing is not choice	
Adapted version of 6 minute solution for a few students	Engaging more in literacy activities
Choice: Having students pick what they write about so they are motivated and excited.	See notes on “Author’s Share”
Author’s share	

<ul style="list-style-type: none"> <li>• Sharing own writing with each other, asking for ideas or details</li> <li>• Have students engage in writing as leaders and helpers as well</li> </ul>	
<p>Detective write the room and putting environmental print cards up</p> <p>Label practice with our pictures</p> <ul style="list-style-type: none"> <li>• Sounds, words we know</li> </ul>	<p>Kids are writing in their free time at centers</p> <p>I have put lots of scrap paper in the art bin and let them staple booklets</p>
<p>Daily writing (brain pocket writing)</p> <p>Daily UFLI Lessons to build knowledge of spelling patterns</p> <p>Student choice in topics / providing topics for those who cannot think of anything</p>	<p>Can write independently for at least 15 minutes</p> <p>Independently write without asking me how to spell words</p>
<p>Have just started UFLI. Children loving sounding out words with magnets. Just finished week 3.</p> <p>Creating a checklist (like a rubric) and now checking in with students when they hand in their journals (instead of doing by myself)</p>	<p>Children are taking more risks in their writing!</p> <p>The checklist makes it easy for me to quickly scan each child to give them one idea before they write</p> <ul style="list-style-type: none"> <li>• Ie/ “You can work on putting spaces between your words today”</li> </ul>

### **Honouring World Views and Perspectives: Oral Story Telling**

- Collaborative writing projects with all classes
  - Different grade group themes
- Knowledge Keepers / elders coming to share their culture and story connections
- Book creation
- All students contributing

### **Evolving for Tomorrow – Grade – level proficiency in literacy**

**Goal #1 REFLECTION (May 2025):**

- All students experienced oral story telling from Elder
- All students used (K-5) created personal writing based on Elder teachings
- Incorporated technology use (iPads) for book creation
- School wide sharing opportunity coming
- See "Goal 2" for more detailed information

**STAFF REFLECTION MAY 2026:**

WHAT HAS GONE WELL	NEXT STEPS
<ul style="list-style-type: none"> <li>• School wide write and staff working together to assess</li> <li>• Joy in Writing (Audra's ProD)</li> <li>• Art and writing – inspiration</li> <li>• Use of Rubrics</li> <li>• Buddy Writing</li> <li>• Tracking</li> <li>• Daily writing to increase stamina</li> </ul>	<ul style="list-style-type: none"> <li>• Improve story studio cart and integrate drama and play into writing process</li> <li>• Small groups authenticity</li> </ul>

**School Wide Write Data – Penfield**

FALL 2025 -> SPRING 2026: SCHOOL WIDE WRITE DATA

	Emerging	Developing	Proficient	Extending
<u>Kinders</u>	Spring 9%	Spring 27%	Spring 57.5%	Spring 6%
One	21% -> 11%	32% -> 19%	43% -> 59%	4% -> 11%
Two	13% -> 8%	17% -> 39%	69% -> 50%	2% -> 3%
Three	15% -> 24%	42% -> 52%	22% -> 18%	2% -> 8%
Four	27% -> 14%	41% -> 43%	32% -> 41%	0 -> 2%
Five	25% -> 17%	30% -> 29%	45% -> 44%	0 -> 10%



## Goal #2:

*What specifically are you trying to improve? Who benefits from choosing this goal? Have all learners in your school been considered in developing this goal? What connections to the strategic plan do you see? Are there interconnections?*

**TO STRENGTHEN OUR UNDERSTANDING OF ABORIGINAL WAYS OF KNOWING AND BEING WHILE BUILDING OUR SENSE OF IDENTITY ALONGSIDE INDIGENOUS KNOWLEDGE KEEPERS.**

**PROJECT: “Our Stories, Our Strength: A Journey of Healing and Reconciliation”**

**Invite students on a journey of cultural inquiry and personal expression rooted in indigenous storytelling traditions.**

**This connects to the following Strategic Plan goals:**

- **Honouring Indigenous World Views and Perspectives:** Develop our sense of belonging through traditional teachings and providing awareness and cultural teachings
- **Student Centered Learning Environments:** Prioritizing wellness and supporting socio-emotional well-being by examining and supporting personal identity
- **Evolving for Tomorrow – Grade – level proficiency in literacy**

## Rationale

*Why have you chosen this goal? What quantitative or qualitative data leads you to this goal? How do you know this goal should be a priority? How does equity for all learners inform your goal? How is this goal different or build on what you have been doing?*

Penfield has developed an excellent working relationship with an elder who has supported a ongoing learning through drumming, art, and cultural experiences. As a next step, we would like to broaden this knowledge to include increased language.

## Reflection

May 2026 – Our most consistent elder did not have the language skills we had hoped. As he is not local, we also wanted to broaden to include local language / cultural teachings. We found it challenging to find elders willing to get involved. Additionally, it was challenging to find elders with knowledge of language. This is evidence of the reality that these languages are in jeopardy. As a result, the focus shifted to being personal connections to oral story telling.

## What would success look like?

*What data, both qualitative and quantitative, will tell the story of success? Use concrete and specific language as opposed to general and abstract. i.e., students' attendance has increased by 10% (concrete/specific) vs student engagement (general/abstract).*

Success would look like:

- Students will learn about family and cultural histories through oral storytelling
- Reflect on their own family stories and identities
- Co-create a series of bilingual picture books (English and local indigenous language)

### Action and Monitoring plan

*With the end in mind identify specific steps such as assessments, class reviews, processes, interventions, accessing coordinators, gathering resources and timelines that are needed to achieve your goal. What professional learning is required by school staff; inclusive of all staff? How will you know you are on the right track to achieving your goal? How will you measure your pace? What specific processes will you use to monitor your plan?*

#### ACTION PLAN:

- **Story sessions led by Indigenous Knowledge Keepers** to share traditional teachings and personal / family histories
- **Classroom discussions** and identity exploration using Indigenous picture books as mentor texts
- **Student created** writing and illustrations of **bilingual books** (English / Indigenous language) connected to the teachings
- **Collaborative art installations** created by students and Elder inspired by shared stories
- **“Story Celebration Week”** with student-led readings, displays, and community engagement
- Develop a **library archiving and sharing of student books** (print and digital editions)

#### Actions and Reflection

- **May 2026** - Due to challenge finding elders with strong enough language background we were not able to create true “bilingual” books. Students had introduction to some language, and this is reflected in the labelling of some illustrations.
- **May 2026** - All students involved in writing, many were based on story connections shared by elders. not all classes were able to have the elder sharing opportunities. These writings will be published as hard cover books and added to our library. 5 themes: Bears, Plants, Mushrooms, Trees, and Elders
- **May 2026** – Delays in art creation due to unforeseen circumstances for the Elder involved. The work will continue and be ready for a fall presentation.
- **May 2026** – Delays in connecting with elders impacted book creation. We are striving to have the grade 5 books created for June and will continue in the fall. Anticipated completion is November 2026.

**STAFF REFLECTION in May 2026:**

<b>WHAT HAS GONE WELL</b>	<b>NEXT STEPS</b>
<ul style="list-style-type: none"><li>• Collaborative story telling with Indigenous Elders</li><li>• Drumming open to all students</li><li>• Students connecting to Indigenous Knowledge and sharing their own stories</li><li>• Language teacher from GP attending walks</li><li>• 90 students regularly attending drum group</li></ul>	<ul style="list-style-type: none"><li>• Form more connections with Knowledge <u>Keepers</u> in different nations</li><li>• More variety of Elders (many things cancelled )</li><li>• Update the District Indigenous Knowledge Keepers list</li></ul>

**Communicating the plan to your school community**

*How will you be communicating your plan with all school stakeholders? (Staff meetings, parents, PAC, students, community). What will consultation look like with the school stakeholders?*

We will share photos and reflections of our progress with the PAC, families, and district.

**Reflection**

**May 2026** – At the April PAC meeting the partially completed art pieces were shared with PAC as well as the themes and book concept.

**Goal #3:**

*What specifically are you trying to improve? Who benefits from choosing this goal? Have all learners in your school been considered in developing this goal? What connections to the strategic plan do you see? Are there interconnections?*

**TO INCREASE INCLUSION AND THE RECOGNITION OF DIVERSE NEEDS THROUGH THE CREATION OF A SENSORY ROOM THAT SUPPORTS SELF-REGULATION.**

**Reflection**

**May 2026** – This was a major focus for the first half of the school year. The space is now heavily used by many EAs and students. Huge success!

## Rationale

*Why have you chosen this goal? What quantitative or qualitative data leads you to this goal? How do you know this goal should be a priority? How does equity for all learners inform your goal? How is this goal different or build on what you have been doing?*

When students are dysregulated they are unable to learn.

This connects to the following **Strategic Plan** goals:

- **Student Centered Learning Environment** - Students with diverse needs also need diversity in spaces where they can go to meet their needs.
- **Evolving for Tomorrow** – Supporting the creation of student centered learning environments where students can become better regulated helps them to meet their own personal learning goals.

## What would success look like?

*What data, both qualitative and quantitative, will tell the story of success? Use concrete and specific language as opposed to general and abstract. i.e., students' attendance has increased by 10% (concrete/specific) vs student engagement (general/abstract).*

Success would look like:

- Students accessing this space to help with sensory and self-regulation needs.
- EAs helping students to learn to use this space as a tool.
- Students showing independence in this space.

## Action and Monitoring plan

*With the end in mind identify specific steps such as assessments, class reviews, processes, interventions, accessing coordinators, gathering resources and timelines that are needed to achieve your goal. What professional learning is required by school staff; inclusive of all staff? How will you know you are on the right track to achieving your goal? How will you measure your pace? What specific processes will you use to monitor your plan?*

### ACTION PLAN:

- **Plan** the space and **identify needs**
- Apply for Strategic Priorities Grant **funding**
- **Purchase** required needs
- **Teach** effective use and routines
- **Monitor** and **evaluate**

### Actions and Reflection

#### May 2026:

- We accessed additional funding from the district to assist with purchasing items necessary to set up the Sensory Room and also improve the Swing Room.
- **SWING ROOM**
  - More user friendly (removal of unused items, new floor mats)
- **SENSORY ROOM**
  - Complete creation (large jump mat, small floor mats, carpet, seating, sensory lighting, light tube, inflatable pressure squish pea pod, fidgets, additional resources, organized resources)
  - Work spaces and activities for students with needs

- Release time for LST to organize resources and prepare materials to support students
  - Creation of sensory bins
- Room now being highly used by many students who need regulation support.

**STAFF REFLECTION – May 2026:**

WHAT HAS GONE WELL	NEXT STEPS
<ul style="list-style-type: none"> <li>• Has helped our learners stay at school</li> <li>• Quiet space (most of the time!)</li> <li>• Sensory needs met</li> <li>• Increased engagement</li> <li>• Building up time spend in school and in the classroom</li> <li>• Purchases have been successful</li> <li>• Has led to more inclusion in the classrooms</li> <li>• Inclusion has grown OUTSIDE school and into the community (ie/ parents are happy when peers come say hi outside school)</li> </ul>	<ul style="list-style-type: none"> <li>• More students using the space</li> <li>• Create a calming space / vs <u>work space</u></li> <li>• Not just a few kids having access</li> <li>• Extension to outdoor space</li> <li>• One more space needed</li> </ul>

**Communicating the plan to your school community**

*How will you be communicating your plan with all school stakeholders? (Staff meetings, parents, PAC, students, community). What will consultation look like with the school stakeholders?*

We will share photos and reflections of our progress with the PAC, families, and district.

**Reflection**

May 2026 –

- At various times there have been updates to PAC.
- Many parents of the students using the sensory room have been invited in to see their children in the space.

**Principal Signature:** \_\_\_\_\_

