

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Castle Park Elementary

2023-2024



Intellectual Development

Goal: Reading—increase student capacity in phonemic awareness, decoding and fluency

Rationale:

We are still seeing children enter school with a lack of reading readiness skills. Reading fluency and decoding skill levels of all students have increased but have room for improvement.

Planned Actions:

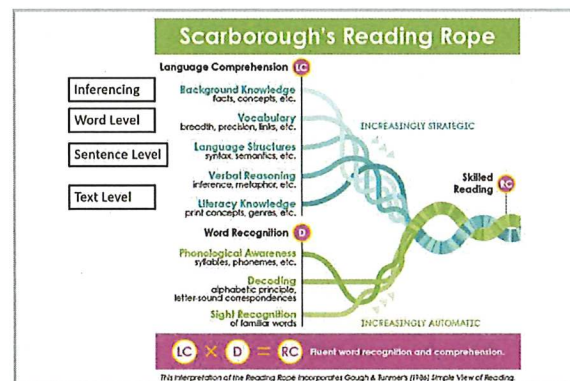
Continue at each level while staff continue to learn more about the Science of Reading. K-3- build on phonological awareness through implementation of sequenced step by step instruction and increasing fluency practice with decodeable readers. 4-5 review the phonics rules and comprehension strategies while working on decoding unknown words with knowledge of syllable types. Continue to collaborate in grade groups.

Indicators of Success:

- * Independent and small group professional development was undertaken to build knowledge.
- * Increased teacher capacity for Science of Reading as was shown on May 19th quiz of teacher knowledge
- * Street level data says students improved decoding skills and show greater fluency in age-appropriate material
- * According to Grade 4 learning survey 70% of students agree/strongly agree they are getting better at reading
- * Worked collaboratively to find valid assessment to gather data to improve

School Community Engagement Process:

- * Shared information with staff regarding reading instruction
- * updated PAC on steps we were taking
- * Parent/Family volunteers for Family Reading sessions. Looking forward to restarting literacy coaches and literacy center volunteers as we try to build parent capacity of pre-reading skills
- * As teachers gained confidence they shared more about the steps in reading to parents

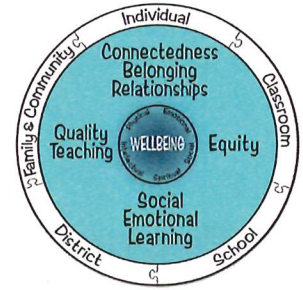


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Castle Park Elementary**

**Increasing Success In
Life for All**

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Human and Social Development

Area of focus:

Feeling a Sense of Belonging - worked on a variety of activities to bring the school together and help children feel like they belong - though increased connectedness to peers and adults in the school

Planned Actions:

- *re-introduced clubs and activities that bring our school together. Every child's name is on the wall outside their classroom and on the wall on a diamond representing the scales of our dragon Cassie.
- * Engagement of students at different age levels in activities - curricular and extra-curricular.

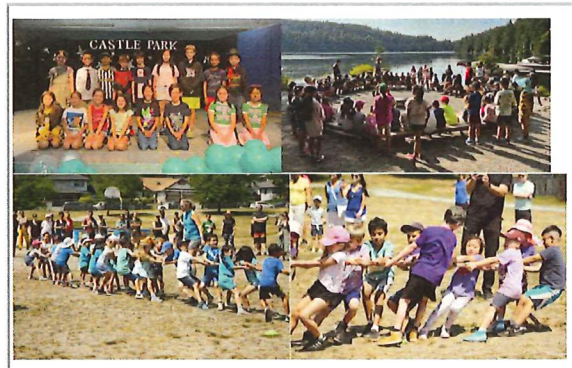
All teachers participated in EASE training in Sept. 2022 to support students. Looking ahead to monthly focus on EASE components - to help students apply the strategies they quote but don't act on yet.

Indicators of Success:

- * 2022-23 MDI and Learning survey data indicate increased sense of belonging.
- * Street level data about students connecting outside with peers and buddies after in class activities indicated a greater sense of community
- * student/staff member participation in Castle Park spirit days
- * Buddy class activities, class projects and participation in several extra-curricular opportunities that bring students together in more social environments
- * Shared student successes in monthly school wide assemblies
- * 66% of Grade 4 students feel connected to 2+ adults at school via Learning

School Community Engagement Process:

- * Emails to school community about school events and celebrations of successes
- * Invitations to school and PAC events including assemblies, presentations, and social events
- * PAC Meetings
- * Classroom lessons and lessons from our school counselor.
- * Encouragement of staff to get to know students outside their usual realm of experience - all are willing to engage and build connections.



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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DIRECTIONS 2025: ACTION PLAN FOR LEARNING



Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Developing a school response to the TRC's Call to Action #63i, ii, & iii while beginning to build teacher capacity with reference to Principle #6 - Learning is embedded in memory, history and story.

Planned Actions:

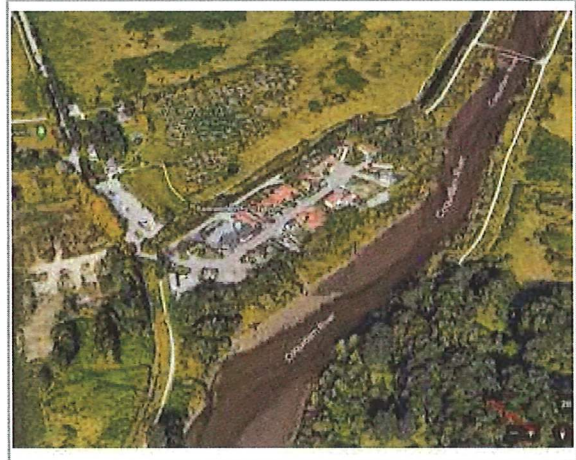
- * Develop staff understanding and knowledge of Indigenous Resources (literature), need more than just a book - need to Lesson plans and resources to take us deeper than the craft activities
- * Continue to bring in outside guests to share learnings (SD43 personnel, Kung Jadee and other performers)
- * Access cultural resources to support the learnings
- * Seek further kits/resources with lesson ideas to support each grade level
- * Learning phrases in local Indigenous languages (Kwikwetlem website)

Indicators of Success:

- * Learning Survey data on Indigenous content being taught in classrooms
- * Increased participation by teachers in Indigenous Pro-D to enhance learning
- * Students being able to identify when they are learning about First Nations curriculum and perspectives
- * Implementation of Indigenous speaker Niigaan Sinclair's ideas
- * Student engagement with ideas of Orange Shirt Day/Indigenous Peoples Day

School Community Engagement Process:

- * Share knowledge gained by staff with parents via email and visual messaging
- * ensure PAC is on board with Indigenous work by sharing steps and
- * Continue to be active participants on Indigenous Day, Truth and Reconciliation Day and in sharing contributions of veterans from various nations
- * learn from Kwikwetlem First Nation & utilize Su'Walkh nature walks
- * learn about and share teachings of Elders as appropriate

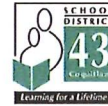


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOALS #1 & 2

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Reflection

Teaching staff utilized staff meetings, Professional Days and their own time to learn about / implement the use of SoR resources. Our APL Team Leader Paige Olson led the teaching staff through several lessons and learning opportunities. These helped greatly as we continued our implementation of ideas and strategies based on our learnings about the Science of Reading. Staff capacity increased as we continued to build resources with various options (magnets, kits, games). Our pre and post assessment of staff knowledge showed growth for everyone! We now have a need for appropriate resources (decodables for phonemes) to support progress in older grades.

As part of our work in Human and Social Development we are looking at how we talk about things with students - utilizing words like connectedness and belonging in a greater context. While our in-class street level data says students are connected and have trust in adults, the Learning Survey data was much less than we expected. Based on staff interactions with parents as well, the perception is that we are doing well. This language consistency and monthly EASE lessons is another step towards realizing greater success. At this point most students can tell strategies but do not incorporate them in times of stress or conflict. We will continue expanding our school spirit days, work with our PAC on more community events, and provide outside of school programming opportunities for students (Art, theater, coding, sports).

While we have certainly had a greater focus on Indigenous Ways of Learning, we continue to seek out resources and supports for sharing experiences with students. Our participation in the SD43 Geo-heritage project resulted in the planting of a native Pacific Birch on the school property. Principal Andrew Corbould initiated an Equity Survey of staff perceptions about language and culture in the school. Results are being analyzed for further action. We recognized the many languages in our community (there are 21 spoken by Castle Park families) and purchased books that are dual language to increase the ability of parents to participate in family reading. We are looking to build

Signatures

Title	Name	Signature	Date
Principal	Andrew Corbould	<i>Andrew Corbould</i>	June 30, 2023
Assistant Superintendent	Rob Zambrano	<i>[Signature]</i>	<i>June 30/23</i>

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