

## DIRECTIONS 2025: ACTION PLAN FOR LEARNING

### Hampton Park Elementary

2023-2024



## Intellectual Development

**Goal:** Students will develop their reading skills.

### Rationale:

Students at the primary level will increase their word recognitions skills with a focus on thinking & understanding. Students at the intermediate level will focus on creating meaning with a focus on thinking and understanding.

### Planned Actions:

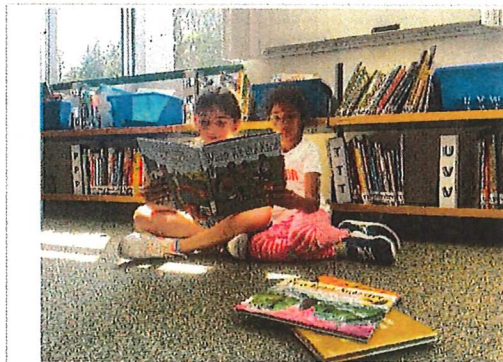
School wide reading assessment in the Fall and Spring  
Grade group collaboration to assess and develop thinking and understanding, and determine common resources  
Explicit teaching for word recognition and comprehension, and  
Early intervention on reading comprehension, with a focus on targeted reading groups

### Indicators of Success:

Students meeting expectations in reading comprehension will improve over 2 and 3 year intervals  
Increased enjoyment of reading  
Literacy report card data  
Evaluation of interventions and achievement using the Spectrum of Thriving Reading Behaviors - Comprehension (Harvey and Ward)

### School Community Engagement Process:

Share school initiatives, strategies and examples with community on Newsletter and social media. Inform PAC of APL goals, and when PAC classroom funds are used for reading engagement.  
Community connections developed with Family Reading and events

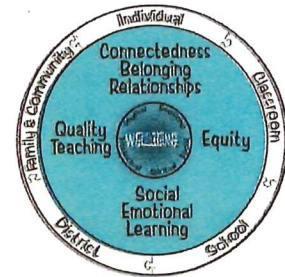


## DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Hampton Park Elementary**

*Increasing Success In  
Life for All*

# DIRECTIONS 2025: ACTION PLAN FOR LEARNING



## Human and Social Development

### Area of focus:

Students will develop their skills and awareness of self-regulation habits: including physical literacy and identifying feelings. Students with a strong understanding of themselves will connect with others in healthy ways.

### Planned Actions:

Embedded instruction and SEL classes will establish routines that support self-regulation using teaching strategies from Zones of Regulation, Mind Up, and RULER - this includes class charters and the Mood Meter. Use self-regulation lab and classroom-based strategies (self-reg spaces/classroom design, body breaks, mindfulness program and EASE). Implement trauma-informed, restorative approach to conflicts within our school community. Support classroom teachers with Tier 1 intervention strategies through professional development.

### Indicators of Success:

Student awareness and use of self-regulation habits will increase, and visible self-regulation structures seen in classrooms. Increased nurturing, noticing and naming the routines and habits that intentionally support Evidence: MDI, Student Learning Surveys and student application of common language and supports. Anecdotal evidence and street data collected regularly at monthly staff meetings.

### School Community Engagement Process:

Share school initiatives, strategies and examples with community on Newsletter and social media. Inform PAC of APL goals, and when PAC classroom funds are used for self-regulation tools. Parent Newsletter resources and counsellor's



## 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:

Students will develop their understanding of an Indigenous sense of place, developing their cultural knowledge, and stewardship of the land.

### Planned Actions:

Sense of Place - Exploring and learning about the land around our school, using our Outdoor wagon resources, learn about indigenous plants and uses.  
Cultural Knowledge - Continued practice with Circle Talks to teach equity and connectedness, Ongoing curricular and hands on learning with requests to Indigenous Education leaders in SD43 and Restorative Practices and Circle Talks used to solve problems and repair harm  
Stewardship - Focused curricular instruction on caring for the land, impact of urbanization specific to our area

### Indicators of Success:

Ongoing curricular connections to Indigenous culture and perspectives through story and language  
Increased student knowledge of the land around our school, students can identify ways to care for the land  
Increased use of Circle Talks in classroom practice  
~~Projects and resources developed to support curricular initiatives around~~

### School Community Engagement Process:

Orange Shirt Day participation in recognition of Canada's History School Wide Activities, National Indigenous Peoples Day, Orange Shirt Day, Land Acknowledgement  
Share school initiatives, strategies and examples with community on Newsletter and social media. Inform PAC of APL goals, and when PAC classroom funds are used for self-regulation tools.



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

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## Hampton Park Elementary

### Reflection

Our journey this year was one of connection, understanding and building relationships. Over the course of the year our staff worked collaboratively to identify areas of strength and success in each of our three goals.

Our Human and Social Development Goal has been adjusted to include physical literacy. Students have had success with identifying emotions, and we will extend that learning with physical literacy and self regulation.

Our Intellectual Goal continues to focus on reading with a more specific intention for primary and intermediate learners. Throughout the the year, staff reflected, assessed and discussed the progress shown in our data. We will focus on students developing their skills for understanding and thinking about what they are reading. We took a deeper dive into reading instruction during our June Pro D Day. We worked through the reading instruction stations developed by the Literacy Coordinators (Admin Learning Team for Reading).

Our Indigenous Learners and Indigenous Ways of Learning Goal gained clarity this year with our staff's professional learning. We have identified three main areas that we began to focus on this year - sense of place, cultural knowledge and stewardship. Some of the highlights of our learning include the Salish Weave Gallery, guided Nature Walks and storytellers for circle talks.

Our Indigenous reading resources will connect our three goals together. Students will make connections, learn about stewardship of the land and further develop their reading skills.

### Signatures

Title	Name	Signature	Date
Principal	Colleen Castonguay		June 28, 2023
Assistant Superintendent	Nadine Tambellini		June 29/23

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