

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

PARKLAND ELEMENTARY

2023-2024



Intellectual Development

Goal: To foster life-long learning behaviours through the promotion of literacy and

Rationale:

After completing the DART both at the beginning of the school year and end of the school year, and through student observations, we have determined that we would like to be strategic in improving students' overall reading, fluency and decoding.

Planned Actions:

Map a year-long plan for improving literacy by teaching specific literacy skills for the students to use in their daily learning.
Use targeted approaches to help develop fluency and decoding.
Engage in opportunities for staff to collaborate to develop plans at each level.
Engage in district professional development opportunities to increase knowledge of how to teach reading & decoding to all our students.

Indicators of Success:

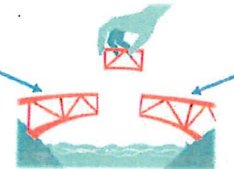
Several indicators will include:
Data from surveys conducted in the Fall and Spring
Classroom assessments using teacher judgement
Provincial data extracted from the FSA

School Community Engagement Process:

Staff will be engaged through Pro-D & staff meetings as well as planned opportunities for collaboration. Strategies will be woven through our day-to-day activities, as well as common school-wide activities and assemblies. Newsletters, PAC meetings, invitations to parents to attend activities will help engage the parent community. Celebrating our school community at different points will also be considered.

Fluency: The Bridge Between Decoding and Comprehension

At one end, fluency connects to **accuracy and automaticity** (rapid word recognition) in **decoding**.



At the other end, it connects to **comprehension** through **prosody** or expressive **interpretation**.

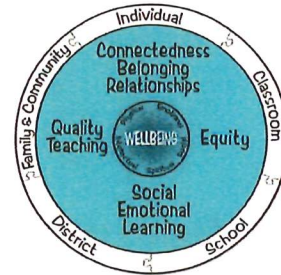


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **PARKLAND ELEMENTARY**

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Human and Social Development

Area of focus:

Using the SD43 Wellbeing Framework as a guide, we will support students in two areas of focus: Connectedness, belonging and relationships - intentional building of trust between all members of the school community

Planned Actions:

Using the SD43 Wellbeing Framework as a guide, we will support students in the four areas of focus:

Connectedness, belonging and relationships - intentional building of trust between all members of the school community through school-wide activities

Quality teaching - focus on design instruction & assessment that builds learner confidence, autonomy & competence through common activities

Equity - including & respecting the diverse racial, social & cultural identities woven through all aspects of the learning experiences

Indicators of Success:

Several indicators will need to include:

Quantitative data from short class surveys as well as provincial data from the MDI and Student Learning Survey

Qualitative data from teacher observations, office referrals and positive recognition ("I caught you being kind") and guided reflections with students about their learning journey

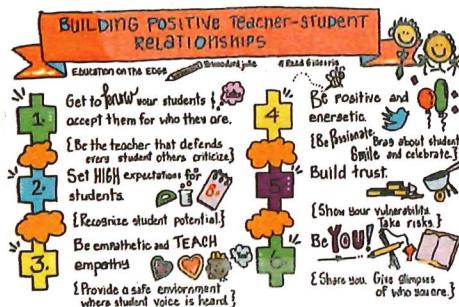
School Community Engagement Process:

Staff will be engaged through Pro-D & staff meetings as well as planned opportunities for collaboration

Themes and language will need to be woven through our day-to-day activities, as well as common school-wide activities and assemblies

Newsletters, PAC meetings, invitations to parents to attend activities will help engage the parent community

Celebrating our school community at different points will also be considered



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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

First People Principle of Learning #6 - Learning is embedded in memory, history and story

Core Competency: Communication - Connect and Engage With Others

Planned Actions:

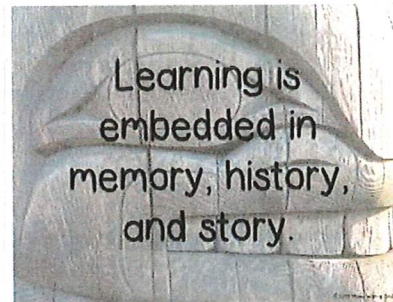
- Map our school's projected Indigenous learning journey through the school year with a focus on Indigenous content and school-wide ways to support common theme - with a particular focus on the local land and history (as shared at the district Indigenous focus day on April 22, 2022).
- Use age-appropriate curriculum to learn about residential schools (using story and memory).
- Use age-appropriate curriculum to learn about the histories of Indigenous

Indicators of Success:

- Pre and post survey of staff on Indigenous perspectives - knowledge, skills, ways to support
- Student data from Student Learning Surveys re: Indigenous learning
- Increased participation of Educators of Indigenous Pro-D to enhance learning
- Review provincial and school district data for strengths and stretches

School Community Engagement Process:

Year-long mapping of common Indigenous teaching in the school community
Orange Shirt Day participation in recognition of Canada's History
Land acknowledgement at our school gatherings
Recognition of Indigenous Veterans on Remembrance Day
Inviting families to teaching and cultural performances throughout the year
Inform PAC of APL goals & reach out for funds to help support our goals



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

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Reflection

As we reflect on the past school year, it fills us with great pride and satisfaction to see the progress we have made in all areas of our school community. Our collective efforts and commitment to excellence have yielded positive results, and we are excited to carry our school plans forward into the next academic year.

One significant accomplishment this year was the continuation of school-wide reading evaluations. These assessments have provided us with valuable insights into the reading abilities of our students, allowing us to identify areas where we can focus on improving fluency across the entire school community. We have witnessed the positive impact of these evaluations, and we will continue them in the coming year to inform our instructional practices effectively. Additionally, we are actively planning school-wide activities to further promote reading and foster a love for literature among our students. Furthermore, we are dedicated to implementing a focused student services approach for those readers who require additional support on their reading journey.

Another significant goal we pursued was our commitment to Social Emotional Learning (SEL). Over the past years, we have emphasized mindfulness, which has been crucial, particularly during the challenges posed by the pandemic. However, we recognize the need to shift our focus slightly to three specific areas: the connectedness between staff and students, fostering resiliency when working through personal challenges or problems, and promoting empathy and kindness in our interactions with others. These areas have become more apparent as we navigate the aftermath of the pandemic, and we believe addressing them will contribute to a stronger and more supportive school community.

In terms of Indigenous Education, we have made considerable strides this year. Through professional development opportunities and culturally enriching performances, we have built a solid foundation for exploring themes related to Indigenous history and the profound impact of residential schools. We are committed to delving deeper into these topics, ensuring that our students gain a comprehensive understanding of Indigenous cultures, histories, and experiences. By doing so, we aim to foster a culture of respect, inclusion, and reconciliation within our school community.

Looking ahead to the next school year, we are eager to continue building upon the progress we have made. We are determined to create a fully connected school community from the very beginning, fostering an environment where every student feels valued, supported, and engaged in their educational journey. With our focus on improving reading skills, enhancing social-emotional well-being, and deepening our understanding of Indigenous cultures, we are confident that the upcoming year will be marked by even greater success and growth for our school community.

Signatures

Title	Name	Signature	Date
Principal	Chris Hunter		6/19/2023
Assistant Superintendent	Gerald Shong		June 21, 2023

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