

# DIRECTIONS 2025: ACTION PLAN FOR LEARNING

## SEAVIEW COMMUNITY SCHOOL

2023-2024



### Intellectual Development

Goal: IMPROVEMENT OF STUDENTS READING SKILLS

#### Rationale:

Class Reviews, CBAs, and FSA results (29%) show that many of our students have low reading skills. When reviewing our spring Class Reviews, staff identified Reading (and writing) as the greatest academic area of need.

#### Planned Actions:

- Teachers continue to increase their knowledge of how best to use CBAs to inform their reading instruction (pro-d, staff meetings, collaboration)
- Using current research to inform and develop coordinated teaching practices that focus on improving student reading skills
- Use indigenous stories and Oral Storytelling customs to connect our reading goal with indigenous goal

#### Indicators of Success:

- Improvement in our Class Reviews, CBAs, and FSA
- Students can articulate the reading strategies they are using and self-assess their next steps
- Students can articulate how they have persevered and progressed (Growth Mindset) in their reading journey
- Teachers are increasing their knowledge of research-based instruction
- Teachers develop classroom instruction and goals based on various assessments

#### School Community Engagement Process:

- School-wide themed reading activities
- Literacy week/month activities
- Newsletter
- Student-Led Conferences
- Teacher Book Clubs on research-based reading instruction
- Sharing about research-based reading instruction at staff meeting/Pro-D days

#### Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Increasingly Strategic

**Skilled Reading**  
Fluent execution and coordination of word recognition and text comprehension.

#### Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Increasingly Automatic

Adapted from Scarborough's Reading Rope model (Scarborough, 2001)

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

School: **SEAVIEW COMMUNITY SCHOOL**

*Increasing Success In  
Life for All*

# DIRECTIONS 2025: ACTION PLAN FOR LEARNING



## Human and Social Development

### Area of focus:

HELPING STUDENTS UNDERSTAND AND USE GROWTH MINDSET.

### Planned Actions:

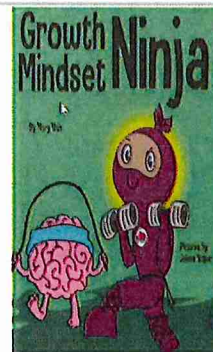
- Educate staff & parents on what G.M. is and barriers to it
- Develop common language and practices. Explicitly teach Growth Mindset to students
  - Develop ways for students to document/demonstrate their growth
  - Build community & connections (student to student, student to teacher, school to home, etc.)

### Indicators of Success:

- Positive increase in students' self-perception survey in perseverance, risk-taking, self-identity (baseline survey on Oct. 2021)
- Teacher reports on students' risk taking in learning
- Links to our Reading Intellectual Goal. Students can articulate a Growth Mindset in their reading journey

### School Community Engagement Process:

1. Pro-D Days, and sub-committee meetings
2. Student development via direct classroom instruction and school-wide projects/events (i.e. Student-Led Conferences, Class bulletin boards, morning announcements)
3. Newsletter
4. Website
5. Assemblies (student & parent connections)
6. PAC Meetings



## DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

School: **SEAVIEW COMMUNITY SCHOOL**

*Increasing Success In  
Life for All*

# DIRECTIONS 2025: ACTION PLAN FOR LEARNING



## Indigenous Learners and Indigenous Ways of Learning

### Area of focus:

IMBEDDING FIRST PEOPLE'S PRINCIPLES OF LEARNING AND INDIGENOUS ED. INTO MORE LESSON/UNIT PLANS.

### Planned Actions:

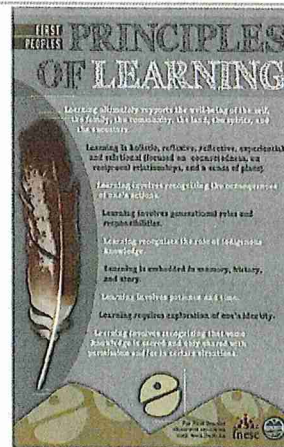
- Connect with our Indigenous Ed. Zone Teacher to support teachers' planning and to share resources.
- plan and invite more indigenous guests/elders/experts
- Adults will explicitly teach the nine principles to increase awareness and connection to daily life
- Use story & books (indigenous and non-indigenous) to target these principles and growth mindset

### Indicators of Success:

- Students using language that reflects their understanding of the Ind. Principles and Growth Mindset
- Teachers reports of more ability/confidence to use indigenous resources
- Greater number of indigenous presentations/guests

### School Community Engagement Process:

1. Staff development via staff meetings, Pro-D Days, and sub-committee meetings
2. Student development via direct classroom instruction and school-wide projects/events (i.e. Student-Led's, Class bulletin boards, morning announcements)
3. Newsletter
4. Website
5. Assemblies
6. Class presentations



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

School: **SEAVIEW COMMUNITY SCHOOL**

*Increasing Success In Life for All*

# DIRECTIONS 2025: ACTION PLAN FOR LEARNING



## SEAVIEW COMMUNITY SCHOOL

### Reflection

Reading/Literacy - We are still working as a staff to find the best time of the year and the most efficient way to complete the Classroom-Based Assessments (CBAs) -- fall & spring -- to inform both teacher instruction and our fall/spring Class Reviews. However, our class reviews was an excellent way of taking a school-wide perspective to discover common themes about our students. The natural connection between reading and writing was obvious during our review. Teachers are committed to using that connection (i.e. how does the writer engage the reader?) to improve students' reading skills/strategies.

Growth Mindset - also, in our staff analysis of the Class Reviews, the need to better support students with co-regulation and self-regulation initiatives appeared as a theme/need. While having students actively use Growth Mindset is still the social-emotional school goal, we felt that lack of regulation one of the major barriers to students being able to focus on growth mindset, especially while engaged in academic studies.

Imbedding Indigenous Content Into Curriculum - During our Indigenous Pro-D Day this year, staff had a discussion about how we were doing in relation to our 2022-23 indigenous goal. The common sentiment was that staff feel hesitant about what indigenous cultural resources they should or shouldn't be able to share with students. Also, though many of the teachers are eager to imbed and share indigenous content in their lessons, it is proving very difficult to find appropriate resources. This led to our action item of connecting with our Indigenous Ed. Zone Teacher more regularly to develop the relationship and foster dialogue about opportunities to connect to resources.

### Signatures

Title	Name	Signature	Date
Principal	LARRY RYAN		JULY 4, 2023
Assistant Superintendent	CAREY CHUTE		July 4/23

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

School: **SEAVIEW COMMUNITY SCHOOL**

*Increasing Success in Life for All*