

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Castle Park Elementary

2025-2026



Intellectual Development

Goal: Reading - Increase phonemic awareness, decoding and fluency skills.

Rationale:

After staff feedback, considering both growth as well as areas still to be improved in, we have decided to maintain focus on reading. At the same time, we hope to gather more information about where students are in writing & communication.

Planned Actions:

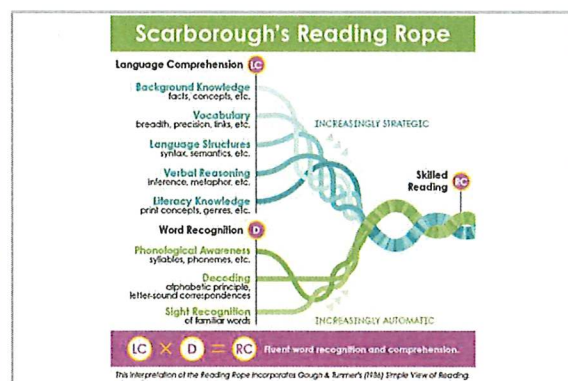
K-1: develop phonological awareness through implementation of UFLI/Heggerty sequenced step-by-step instruction of Science of Reading.
2-5: continue instruction per phonological awareness, decoding & practice fluency with decodable readers & comprehension strategies.
Assess by grade level to focus instruction, & implement small group instruction as necessary.
Gather data around writing/communication. Begin exploring how goal might connect to newly published Learning Pathways.

Indicators of Success:

- increased student knowledge of phonemic and phonological awareness
- greater fluency in age appropriate material
- increase student use of strategies to connect, visualize and infer fiction and non-fiction texts
- increased teacher use of BC Learning Pathways
- Street Data and feedback conversations from and with teachers around student progression
- information from class room based assessments
- grade based data sets (FSA, Learning Update data, etc)

School Community Engagement Process:

- staff focus on reading instruction through UFLI and Heggerty materials
- regular sharing of pro-d, instruction, and literacy information with staff
- parent/family volunteers for family reading sessions & Talking Tables
- sharing of reading resources with families

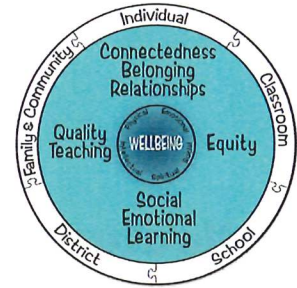


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Castle Park Elementary**

**Increasing Success In
Life for All**

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Human and Social Development

Area of focus:

Continue to foster a sense of belonging for all students. Particularly with teaching and providing opportunities for students to help each other and help the school community.

Planned Actions:

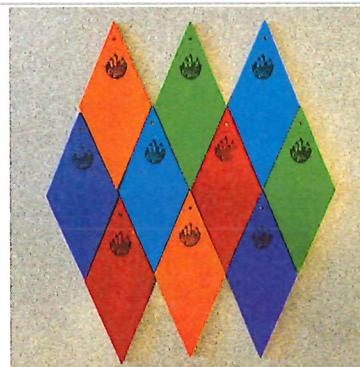
- continue to make students familiar with as many staff members as possible - introductions, photos.
- use of buddy classes to connect students with other students and staff - utilize buddy class opportunities to contribute to greater school community.
- staff education around mental/emotional health and trauma informed practices.
- increase student involvement opportunities in: taking care of school grounds, taking care of equipment, contributing ideas for school activities, volunteering around school.
- classroom instruction on mental and emotional health

Indicators of Success:

- Learning Survey and MDI data around "thinking of others".
- increased student-led sharing at monthly recognition assemblies.
- collecting stories from students on the opportunities they have taken advantage of or contributed to.
- Street Data from staff on witnessing student collaborations and connections across classes and grade levels.

School Community Engagement Process:

- as a staff, sharing successes of student involvement in connections and collaborations.
- student leadership involvement in multiple aspects of school.
- invitations to families for monthly recognition assemblies and other school activities as appropriate.
- sharing of mental and emotional health resources with families.
- sharing with families around the staff education pieces happening around mental and emotional health.

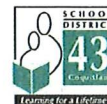


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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DIRECTIONS 2025: ACTION PLAN FOR LEARNING



Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Increase student involvement with authentic and hands-on Indigenous Education experiences. Also, increase staff involvement with authentic resources for staff learning and professional development.

Planned Actions:

- Continue to book and host kits/resources/guests with lesson ideas and authentic resources to support each grade level.
- Increase awareness and appropriate use of local Indigenous languages.
- Provide opportunities for connecting and learning with older students.
- Explore resources collectively as a staff for personal/professional learning.

Indicators of Success:

- students making connections between authentic resources/experiences and curricular big ideas/competencies.
- increased student engagement and voice to represent Indigenous Education learning in school events.
- increased regular use of activities (such as games) learned in Indigenous Education lessons.
- increased vocabulary knowledge of local Indigenous language.

School Community Engagement Process:

- connect with middle and secondary schools to explore ways of connecting students across levels
- continue to be active participants in Truth and Reconciliation Day
- invite families to share knowledge through pictures, write-ups and PAC meetings, share with families the details of experiences students are having at school



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

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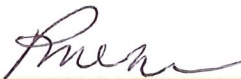
Reflection

The Action Plan for Learning (APL) at Castle Park helps guide planning, instruction and professional development for staff. A teacher department head position was devoted to supporting the APL in 2024-2025. Staff view this as a helpful and worthwhile support, and there will be an APL department head for 2025-2026. This involves preparing and leading regularly scheduled activities for teachers throughout the school year, including staff meetings and professional development.

Staff members report that the use of small group and targeted instruction for reading has generally increased student engagement and confidence. The use of UFLI guidance and developing phonemic awareness at age appropriate levels continues to result in student literacy growth. In reviewing data, particularly Learning Update data in the spring of 2025, staff felt it was an area we could continue with for the 2025-2026 APL. At the same time, staff have previously noted that writing might be a next area for literacy focus. It was decided to be more deliberate in the 2025-2026 year about looking at data around writing, to better inform a decision of what might be next for an intellectual development goal.

During the April 2025 Indigenous Education focused professional development day, staff developed the next APL focus area for "Indigenous Learners and Indigenous Ways of Learning". Increasing authentic hands on experiences, as well as looking for ways to center student voice were two key interests surfaced by staff. These also have connections to the "Human and Social Development" focus of our APL. We are curious and interested to both continue the ways we connect students across grade and school levels, and look for new ways to do so. We will also support students in ways to give back to the school community to help strengthen sense of belonging, and grow a sense of thinking about others.

Signatures

Title	Name	Signature	Date
Principal	Ian Robertson		July 3, 2025
Assistant Superintendent	Paul McNaughton		July 3, 2025

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