

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Harbour View Elementary

2025-2026



Intellectual Development

Goal: Improve Literacy achievement through reader and teacher development

Rationale:

Our data from early learners, English Language Learners and learning updates indicates an increase in our emergent and developing students in Literacy.

Planned Actions:

Early intervention and identification; grade level collaboration between teachers for consistency and accuracy; develop common language for writing process; pinpoint students at risk for reading difficulties using RTI-approach and Easy CBM (Dibels) (Curriculum-based Measurements; brief, timed assessments are repeated throughout the year to track how students are progressing and continue to use Heggerty and UFLI resources.

Indicators of Success:

Proficient or Extending Benchmark Goals; progress monitoring shows upward trends in performance across multiple assessment periods; scores in timed fluency tasks correlate with better comprehension and overall reading ability; achieving grade-level expectations in foundational skills like phonemic awareness, decoding, and oral reading fluency & improved FSA and achievement results across all student groups in Literacy via teacher observations, classroom-based assessments and report card data.

School Community Engagement Process:

Student Learning Survey results from students, staff and families; parent newsletters, Parent info sessions, PAC meetings & parent classroom volunteers; Staff meetings, staff collaboration time, Professional Development; School assemblies, classroom teaching, Learning Services support and Super School-based Team meetings.

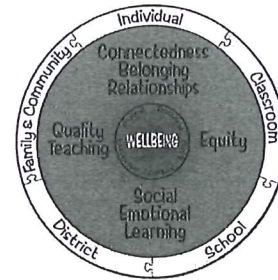


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Harbour View Elementary**

*Increasing Success in
Life for All*

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Human and Social Development

Area of focus:

Cultivate social-emotional well-being by supporting students to become confident, independent learners and citizens through practicing awareness, responsibility, empathy and resilience.

Planned Actions:

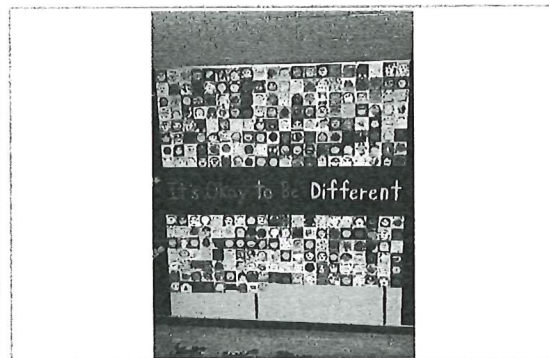
Teaching and fostering a culture of Growth Mindset using Core Competencies and a common framework around: facing challenges and taking risks, acknowledging strengths, self-advocating, recognizing mistakes as learning opportunities and embracing life-long learning. This will be achieved through a school-wide focus including assemblies, classroom routines and directed lessons, fostering a classroom culture that embeds student meta-cognition, morning announcements, bulletin boards, parent newsletters and parent sessions; using Everyday Speech lessons

Indicators of Success:

Students demonstrating persistence in academic and social challenges; use of phrases like "I can try again" or "I learned from this" in student conversations; students recovering from setbacks with support and self-regulation strategies; fewer missed assignments or behavioral incidents; increased student-led problem-solving; students using restorative practices or peer mediation to resolve conflicts; participation in activities like role-playing, literature discussions, or service learning that build empathy.

School Community Engagement Process:

Student Learning Survey results from students, staff and families; parent newsletters, Parent info sessions, PAC meetings & parent classroom volunteers; Staff meetings, staff collaboration time, Professional Development; School assemblies, classroom teaching, counsellor and classroom teachers co-teaching SEL and friendship lessons & MDI results; Learning Services support and Super School-based Team meetings.



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

First Peoples' Principles of Learning focusing on "Learning requires exploration of one's identity", learning from mistakes and having gratitude for our gifts.

Planned Actions:

Embed lessons and activities that teach students how the brain grows through effort and mistakes; create visible norms like "Mistakes are proof we're trying" and celebrate learning from errors; teach students how to give and receive constructive feedback in a safe, respectful way; use activities like the Talent Showcase that help students identify and share their own and others' strengths; continuing to have intentional focus on Indigenous learners for academic support, connectedness to students & staff and attendance.

Indicators of Success:

Using language that normalizes mistakes as part of learning; fewer behavioral incidents related to frustration or failure; Increased perseverance in challenging tasks; students giving and receiving constructive feedback respectfully and effectively; students engaging in activities that analyze and learn from errors in a constructive way; increased comfort in sharing ideas publicly.

School Community Engagement Process:

Student Learning Survey results from students, staff and families; parent newsletters, Parent info sessions, PAC meetings & parent classroom volunteers; Staff meetings, staff collaboration time, Professional Development; School assemblies, classroom teaching, counsellor and classroom teachers co-teaching SEL and friendship lessons & MDI results; Learning Services support and Super School-based Team meetings.



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

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Reflection

As a pilot school for Numeracy Collection Tasks, we've seen strong progress—particularly among emergent and developing learners, who showed growth along the multiplicative thinking continuum after our Fall 2024 task. While we continue to reduce teacher dependence and improve communication of student progress across grades, we also recognize the value of complementary assessments and appreciate the support from families and students, especially through Matific. Our team believes more frequent use of manipulatives will further support student success. Given our progress, we'll continue administering collection tasks twice a year, while shifting our primary focus to Literacy for the upcoming year.

Students are increasingly comfortable with growth mindset language and concepts, though applying them independently remains a work in progress. Social interactions and competitiveness during unstructured time are ongoing areas of focus. With support from our school counsellor, students are learning to manage emotions, take responsibility, and build resilience—embracing discomfort and growing independence.

Our staff remains committed to embedding Indigenous perspectives in learning. The bulletin board near our entrance—"Learning takes patience and time"—has served as a meaningful reminder of perseverance. We're now evolving this goal to emphasize identity exploration. I'm incredibly proud of the trust our team has built with Indigenous families and their openness to support.

Signatures

| Title | Name | Signature | Date |
|--------------------------|-----------------|-----------|---------------|
| Principal | Daren Fridge | | June 30, 2025 |
| Assistant Superintendent | Dr. Carey Chute | | June 30, 2025 |

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