

# DIRECTIONS 2025: ACTION PLAN FOR LEARNING

## James Park

2023-2024



### Intellectual Development

Goal: Reading

#### Rationale:

Looking at school data (achievement), provincial data (FSA) and anecdotal teacher data we would like to increase the success of our students to understand the mechanics of reading as well as the pleasure they have towards reading.

#### Planned Actions:

A school wide approach to the following: scope and sequence across grade levels, common assessment measures, increased access to appropriate level/ interest reading material, increased sharing/collaboration (child specific, classroom specific, school specific) focused on explicit teaching practices and prod, increased opportunities for early intervention, increased shared/common reading resources (ie CELA, Current for Kids, decodable, high interest, variety of media,

#### Indicators of Success:

Results from school based (achievement/anecdotal at intervals throughout the year and from year to year) and provincial (FSA) data  
Student, Teacher, Parent/Caregiver collaboration focusing on reading perspective and enjoyment- self assessment  
Assessment for early intervention, followed by intervention, followed by measure of increased success

#### School Community Engagement Process:

Information to/ initiatives shared/  
education given to parents and caregivers through PAC Meetings and home through email and other communications  
School wide reads  
Common reading spaces in the school (lower learning commons)  
Author visits  
CAMP Read

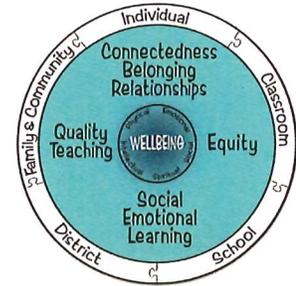


### DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

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## Human and Social Development

### Area of focus:

SEL- Self Management- Staff finds that emotional dysregulation is a significant barrier to learning, affecting not just dysregulated students, but all students whose sense of calm and safety are disrupted by the behaviour(s).

### Planned Actions:

Zones of Regulation (continue)- Mood Meter/ RULER (introduce/learn)- investigate additional resources (ie- "We Thinkers", Circle of Control)  
 Continued use of sensory room/toolkit/pathways and individual tools in classroom  
 Consistent/daily engagement in school wide beliefs: Safety, Kindness, Respect, Trust and Learning  
 Mindfulness- Whole school  
 Alternate spaces for learning (inside and out)  
 Ongoing commitment to teacher pd, considering care of students and of self  
 Sharing Circles/ Community Circles

### Indicators of Success:

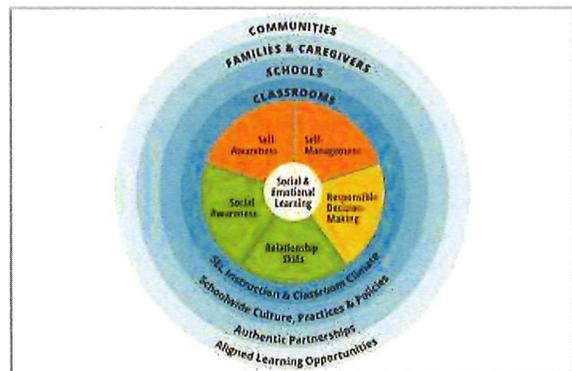
Anecdotal: scans of the class, ability to reflect on actions + or -, use of vocabulary in classrooms and hallways- sharing emotions in circles  
 MDI results moving towards increased sense of safety, well being, SEL and connectedness  
 Moving from co-regulation to self regulation- increased success/decreased need for adult support  
 Increase in academics, more in class learning

### School Community Engagement Process:

Mental Wellness Focus and SEL focus- announcements/opportunities for learning (in school and in community)

School/ community spaces to highlight sensory needs and strategies- ie. outdoor sensory pathway, additional inside pathways, zen dens in common spaces

Common activities/ lessons- school wide



## 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- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Core Competency- Personal and Social

### Planned Actions:

Starting with the land. The lands links to the self, the family, the community, the spirits and the ancestors. This principle naturally connects to many other principles including: Learning recognises the role of indigenous knowledge and Learning is embedded in memory, history, and story. (also connects to core competency)

-incorporating indigenous knowledge, story and history of our lands into land acknowledgments- exploring and learning about the land we live work and play on- finding practical ways to experience the land (community garden?)

### Indicators of Success:

Authentic connection to the land around us that can be gained through community (school, indigenous individuals and district indigenous dept), story and history. This would be demonstrated through an increase of lessons/activities, active engagement with the land and sharing of learning.

Custom and authentic land acknowledgments (school/class/PAC) based on collecting knowledge from authentic sources

### School Community Engagement Process:

Connecting with families in regular written correspondence sent from the school.

PAC Meetings/ Presentations.

Staff Pro D and Pro D day focus- both having targeted indigenous foci.

Providing opportunities to welcome all families to events at the school with additional consideration to indigenous families or an indigenous focus to some of the opportunities.

Continued involvement with Indigenous Education Department (class referrals and school wide focused activities/presentations)



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

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## James Park

### Reflection

Although our human and social development goal has remained consistent, our other two goals were new 2022/23 school year. This year, as a staff and wider school community, we made a committed effort to begin the process to support, foster and develop all of the goals in their individual areas; intellectual development, human and social development and indigenous learners and indigenous ways of knowing.

Some key structures that have really helped to support the foundation for our goals this year: focused department (primary and intermediate) meetings around curricular goals; continuation of "Shifting the Balance" work including regular literacy "make and take" sessions open to all staff to solidify the teaching and learning in the resource; "Braiding Sweetgrass" book club focusing on indigenous teachings and ways of knowing; staff surveys/collaboration inquiring about support and need for resources; acquisition of focused resources in all goal areas. All of the structures were further supported by a school wide focus for selected pro d days. We have collected data from this year to use as a baseline for future years.

Our ongoing and continued work with the district's IST department has supported and will continue to support us with our work on self management, specifically self regulation. Through our department heads and grade specific collaboration meetings, at both primary and intermediate, we have identified areas for growth and support to further develop and improve reading for all students. The district's Indigenous Education Department continued to work directly with staff and students at James Park this year. Additionally, we have increased our professional development, connections and guidance from staff, students, families and community members with indigenous ancestry.

### Signatures

Title	Name	Signature	Date
Principal	Rob Wright		July 19, 2023
Assistant Superintendent	Gerald Shong		July 24, 2023

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