

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

James Park

2025-2026



Intellectual Development

Goal: Reading

Rationale:

On track with reading instruction, supported by a strong foundation that includes a clear scope and sequence, regular collab through team meetings, and ongoing data collection. Reading abilities remain wide ranging, needing us to continue.

Planned Actions:

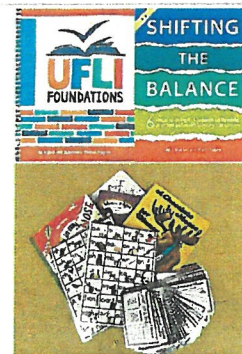
Deepen our implementation of the Science of Reading and UFLI.
Consistent assessment practices that are developmentally appropriate and informative for instruction.
Greater collaboration across classrooms to ensure targeted student support through Student Services, particularly in aligning resources and strategies across grade groups.
Continued support for reading groups, tiered interventions/resources.

Indicators of Success:

Results from school based (achievement/anecdotal) and provincial (FSA) data- baseline data (CBA) - Student, Teacher, Parent/Caregiver collaboration focusing on reading perspective and enjoyment
Involvement in Reading Link Challenge and other district/community literacy opportunities when available
Increase of school wide reading events.
Continued development of teacher collaboration focused on literacy.
Assessment for early intervention, followed by intervention, followed by measure of increased success.
Overall literacy growth- school wide.

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, author visits, school wide reading events (Reading Link Challenge), grade grouping based activities (school and home).

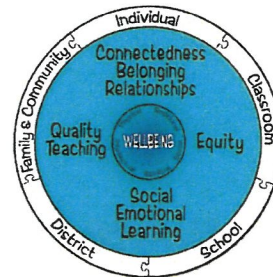


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **James Park**

**Increasing Success in
Life for All**

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Human and Social Development

Area of focus:

SEL- Self Management, Self Awareness, Social Awareness, Relationship Skills and Responsible Decision Making. Targeted intervention in all areas- strengthening our approach by aligning practices with clearly defined goals and strategies.

Planned Actions:

Continue: sensory room/toolkit/pathways and tools in classrooms, Zones, Little Spot, EASE, Mind UP, Kids in the Know, Safe Bodies/Strong Kids, Sharing/ Community Circles, Class Charters, Core Competency lessons, morning routines/greetings/soft starts, growth mindset Breakfast Program & school wide nutrition.
Continued emphasis on teaching emotional regulation and co-regulation strategies as essential.
Teacher professional development, considering SEL for self and students- Additional prod increasing our collective knowledge and capacity for ASD and trauma informed practices.

Indicators of Success:

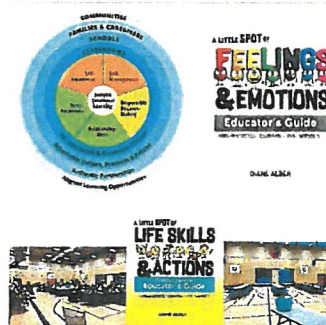
Anecdotal: scans of the class, ability to reflect on actions + or -, use of vocabulary in classrooms and hallways- sharing emotions in circles.
Data from Welcoming Conversations (beginning of year- parent input) and Class Reviews (3 times a year with school team) aid in supporting students emotionally and academically.
MDI results with 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.
Evidence of modeling by older students.

School Community Engagement Process:

Announcements/opportunities for learning (in school and in community), actively involving PAC.

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

Common activities/lessons/resources- 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 (increase understanding of all principles)
Core Competency- Personal and Social- Personal Awareness and Responsibility,
Positive Personal and Cultural Identity and Social Awareness and Responsibility.

Planned Actions:

Whole school activity(ies) through Indigenous Ed (e.g., drumming, memory bags) art project (e.g., rock labyrinth).
Integrate Indigenous voice in meaningful ways into school wide events (ie. Grade 5 Leaving Ceremony).
Create committee and reflective opportunities for long and short term planning of learning and events specifically addressing Indigenous Voice, Learning and FPPL.
Increase referrals/service requests to Indigenous Ed Dept.- Apply to host have a resource teacher from Indigenous Ed Dept.

Indicators of Success:

Increase of lessons/activities/resources and active engagement with indigenous community.
Expanding opportunities to meaningfully integrate Indigenous content across the curriculum.
Active committee focused on event planning, resource development and community engagement.
Further increase of integrated practices such as targeted funds for indigenous content and indigenous voice at all gatherings.

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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Reflection

Our continued focus on reading has led to a steady upward trend in overall literacy growth over the past 3 years. While this progress is encouraging, we recognize the ongoing wide range of reading abilities within most grade levels. Our goal is to narrow this gap through differentiated instruction, targeted support, and tiered interventions that meet the diverse needs. It is essential to build on our current momentum by deepening the implementation of evidence-based programs such as the Science of Reading and UFLI. Equally important is maintaining consistent, developmentally appropriate assessment practices that inform instruction and support student growth.

SEL is deeply woven into the fabric of our school community. Data from the MDI highlights key strengths: our students report strong relationships, meaningful connections, and a growing sense of belonging with both adults and the broader school environment. Over the past 2 years, these assets have continued to strengthen. The MDI also reflects positive trends in students' self-awareness, emotional regulation, and overall happiness. To build on this momentum, we aim to revisit our planned SEL actions—ensuring they are implemented with fidelity or thoughtfully refined where needed. Through time, consistency, and a commitment to responsive, relationship-based teaching, we can continue to embed SEL more deeply into daily school life and culture.

The presence and influence of Indigenous students, perspectives, and ways of knowing are becoming increasingly central in both classroom learning and school initiatives. Our PAC remains committed to supporting this growth by investing in authentic Indigenous content, culturally grounded resources, and ongoing prod for educators. Through increased utilization of district supported/created resources and targeted professional learning, staff will feel more confident approaching this work with authenticity and vulnerability. Expanding the integration of Indigenous content across all areas of the curriculum, while nurturing strong relationships with local Indigenous communities will be essential. Establishing a committee focused on planning, resources, and community engagement will ensure this work is sustained and meaningful.

Signatures

Title	Name	Signature	Date
Principal	Rob Wright		July 17/25
Assistant Superintendent	Anthony Ciolfitto		Aug. 18/25

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