

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

SEAVIEW COMMUNITY SCHOOL

2025-2026



Intellectual Development

Goal: IMPROVEMENT OF STUDENTS' READING SKILLS (PHONICS & COMPREHENSION)

Rationale:

FSA results in Literacy show that we have 54% of students "On-track" and "Extending" in 2024-25 (43% & 11%) vs. 46% of students who are "Emerging." Teachers have also identified some specific reading goals for students (see Reflection)

Planned Actions:

- Teachers continue to increase their knowledge of how best to use CBAs to inform their reading instruction.
- Using current research to inform and develop coordinated teaching practices that focus on improving student reading skills.
- Using the Lexia reading program with a target on early grades.
- Connection with District Literacy Hub.
- Primary focus on Phonics development and intermediate focus on students' identifying details from what they have read.

Indicators of Success:

- Improvement in our Class Reviews, CBAs, and FSA results
- Students can write and articulate what they have read, providing good evidence from the reading text
- Students can compare and contrast what they have read with a past experience or idea
- Teachers are increasing their knowledge of research-based instruction (UFLI program, Heggerty, etc.)
- 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
- Teacher mentors

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

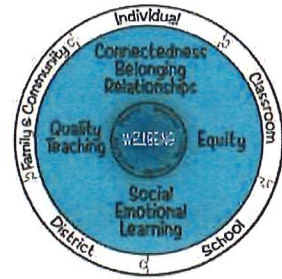
Stratton, B. 2003. Connecting with Language and Literacy for Learning. McMillan/McGraw-Hill, and Pearson. Pp. 90-100. In: K. Nelson, E. S. & C. Dickinson (Eds.) Handbook of Early Literacy Development.

DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **SEAVIEW COMMUNITY SCHOOL**

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Human and Social Development

Area of focus:

DEVELOPING STUDENT LEADERSHIP THROUGH THE "TEACHING OF THE 7 HABITS OF HAPPY KIDS"

Planned Actions:

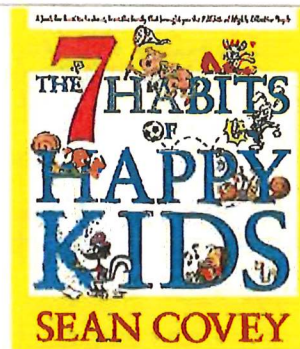
- Develop common language and practices that encourage 7 Habit-type behaviours and thinking
- Develop ways for students to document, demonstrate, and be recognized for their 7 Habit-type behaviour (ex. weekly reflections, goal-setting, monthly assemblies)
- Continue to build community & connections (student to student, student to teacher, school to home, etc.)
- Varied opportunities for students to practice leadership opportunities

Indicators of Success:

- Students' increased ability to take responsibility for their positive & negative behaviour using the 7 Habits language
- Parent reports that students are also using the 7 Habit language/behaviours at home
- Students using 7 Habit language/thinking to persevere in their school work (connection with Literacy Goal)
- Staff begin to incorporate the 7 Habits language/thinking into other school-related activities

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

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

INCREASED OPPORTUNITIES FOR STUDENTS TO ENGAGE IN AUTHENTIC INDIGENOUS CULTURAL LEARNING ACTIVITIES

Planned Actions:

- Purchase more indigenous resources (beyond books)
- Using the Seaview Drums in more school activities/performance
- Teachers connect regularly with our indigenous youth worker and teacher
- bring in more indigenous performers

Indicators of Success:

- Greater number of indigenous presentations/guests
- Increased classroom visits and teachers meetings by indigenous teacher
- increase in use of the Seaview Indigenous Drums at assemblies and in the classroom

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 Conferences, Class bulletin boards, morning announcements)
3. Assemblies
4. Class presentations/activities



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

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Reflection

In the spring of 2025, teachers took some time to reflect on our three goals.

The specific areas that students need to grow in are for intermediate students to include more details and facts when explaining what they have read (orally or written). A secondary focus is for them to improve their printing, page organization, and writing stamina. The Area of growth for primary students is the letter/sound connection (phonics) and secondary is printing and proper pencil grip.

This school year, we did well at introducing the 7 Habits to students and families. The focus for this next school year will be how to maintain using the language in our everyday work.

Teachers discussed that they need to take responsibility for inviting our district's Indigenous Ed. Dept. support workers into our schools/classrooms more regularly. We also discussed how meaningful it was to have indigenous performers/presentation at our assemblies. Thus, our goal is to invite performers many times throughout the school year.

Signatures

Title	Name	Signature	Date
Principal	Larry Ryan		July 2/25
Assistant Superintendent	Carey Chute		July 2/25

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