

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Castle Park Elementary

2026-2027



Intellectual Development

Goal: Reading - increase phonemic awareness, decoding & fluency skills

Rationale:

Reflecting on data (see reflection sect.), having many new staff, and knowing the importance of literacy & reading skills as foundational to other learning across the curriculum, we see the importance of continuing to focus on these skills.

Planned Actions:

- use of quick phonics screener to track data specifically
- 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 and practice fluency with decodable readers and comprehension strategies
- assess by grade level to focus instruction and implement small group instruction as necessary

Indicators of Success:

- progression through quick phonics screener
- grade based data sets (FSA, Learning Update data, etc) - maintain percentage of students at proficient or higher levels
- increased teacher use of BC Learning Pathways
- data from primary level reading screener - early literacy screening tools

School Community Engagement Process:

- regular sharing with families of Pro-D, instruction focus and literacy information.
- staff focus on reading instruction through Science of Reading materials
- sharing of reading resources with families (home reading at primary)
- parent/family volunteers for family reading sessions and Talking Tables

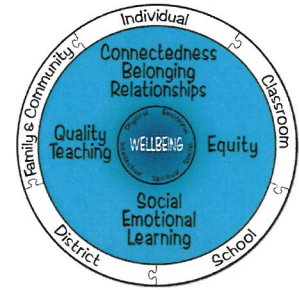


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Castle Park Elementary**

**Increasing Success in
Life for All**

DIRECTIONS 2025: ACTION PLAN FOR LEARNING



Human and Social Development

Area of focus:

Supporting students in empathy and perspective taking while maintaining positive connections with adults.

Planned Actions:

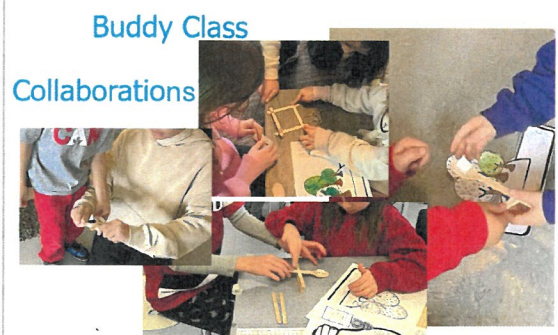
- continue to make students familiar with as many staff member as possible - introduce, photos, encourage student involvement in extra-curriculars.
- use of buddy classes to connect students with other students and staff, and teach taking care of others and place.
- have student leadership and student responsibility opportunities, including taking care of school grounds, taking care of equipment, contributing to assemblies and events
- Kind Minds program teaching and learning about treating others kindly and with empathy.
- use of Restorative Practices language and class charters
- connecting students across grades and school levels

Indicators of Success:

- maintain the recently increased student-led sharing at monthly recognition assemblies
- increase recognition of students for giving back to school and kindness towards others
- School Climate data from MDI
- Social Awareness & Responsibility data from Learning Survey
- Street Data from staff on witnessing student empathy and supporting others and our school.

School Community Engagement Process:

- involving families in the Kind Minds program teaching and learning.
- invitations to families for monthly recognition assemblies and other school activities as appropriate.
- sharing successes of student involvement.
- sharing of mental and emotional health resources with families.



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Maintain & grow student involvement in authentic & hands-on experiences. Includes engagement with kʷikʷətləm for collaboration and learning experiences to prepare for student involvement & carry out flag raising ceremony.

Planned Actions:

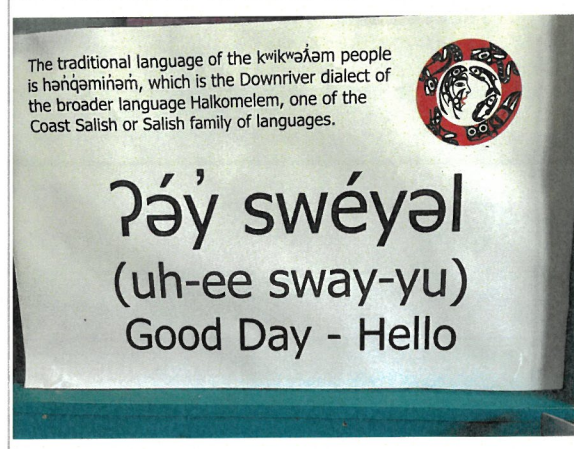
- post, announce and teach local kʷikʷətləm language around school
- involve students in creating local, meaningful land acknowledgments
- pursue connecting students across grade and school levels
- meet with kʷikʷətləm to plan learning about flag, songs and ceremony
- teach and learn with students about flag, songs and ceremony
- hold flag raising ceremony
- continue to book and host kits/resources/guests with lesson ideas and authentic resources to support each grade level

Indicators of Success:

- students making connections between authentic resources/experiences and curricular big ideas/competencies.
- students learning around Indigenous education represented in voice, actions and participation during school events.
- increased student vocabulary knowledge of local language
- ceremony in spring that is student centered and demonstrates collaboration with kʷikʷətləm

School Community Engagement Process:

- meeting with and planning with kʷikʷətləm
- through pictures, write-ups and PAC meetings, share with families the details of experiences students are having at school
- invite families to share knowledge
- continue to be active participants in Truth and Reconciliation Day

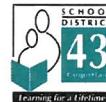


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOALS #1 & 2

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Castle Park Elementary

Reflection

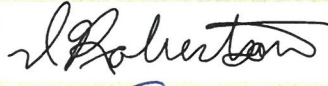
The staff regularly engaged in professional development, learning and collaboration around the 2025-2026 APL during staff meetings, and professional development days. We also began collecting some street data from staff surveys. There was a department head position with the APL leadership as the portfolio, and this will be retained in to 2026-2027.

Learning Update - Report Card data shows strong maintenance of percentage of primary students at proficient or above in reading (75%, up from 74% in year previous). At the intermediate level, a noticeable increase in students achieving proficient or above in English Language Arts, going from 51% to 59%. 66% of students writing FSA are On-Track or higher. Staff share they continue to notice student confidence and engagement with reading increases over the year and feel that targeted instruction related to phonemic awareness, fluency and decoding, contributes to this. This instruction takes the form of whole class, small group, and one-to-one. As we transition to 2026-2027 we will have a number of educator staff new to our school, and some staff in new roles. As a result, a maintenance of a goal focused on literacy was deemed appropriate. This also correlates with the use of the new primary screener, and staff interest in tracking phonemic awareness more specifically.

With regards to the Human and Social Development focus, staff noticed data from both the MDI and Learning Survey, along with observations, that empathy, care, and building student-student connections - in addition to the strengths we have of student-adult connections - will be important. This also aligns well with the Directions 2030 objectives related to Resilient, Courageous and Caring students. Maintaining and growing cross grade and cross school level connections will be important.

The Indigenous Learners & Indigenous Ways of Learning focus celebrates the hands-on experiences that have increased in our school the past two years, while noting there are areas to keep growing in with this regard. Increasing learning of local language, as well as collaborating with the k'w'ətləm to have student centered activities throughout the year that lead to a Flag Ceremony, will be new aspects to look forward to in 2026-2027.

Signatures

Title	Name	Signature	Date
Principal	Ian Robertson		June 30, 2026
Assistant Superintendent	Paul McNaughton		June 30, 2026

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