

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

James Park

2026-2027



Intellectual Development

Goal: Writing

Rationale:

Through the analysis of student writing samples, classroom observations, and ongoing assessment practices, we have identified written communication as a key area of focus. The connection to reading comprehension is of particular inquiry.

Planned Actions:

- Develop a consistent K-5 approach to writing instruction and assessment
- Explicitly teach all stages of the writing process: planning, drafting, revising, editing, and publishing
- Use mentor texts, exemplars, and shared writing experiences to model effective writing practices
- Create common expectations for writing development across grade levels
- Engage in collaborative assessment and moderation of student writing samples
- Provide targeted support and intervention

Indicators of Success:

- Writing samples and school-based assessments demonstrate measurable growth over time
- Students demonstrate increased confidence, stamina, and independence as writers
- Increased consistency in writing expectations and assessment practices across the school
- Teachers participate in ongoing collaboration focused on writing instruction and student achievement
- Early identification of student writing needs is followed by targeted intervention and demonstrated growth

School Community Engagement Process:

Information, initiatives, and strategies to support writing development will be shared through PAC meetings and classroom communications.

Students will have opportunities to celebrate and share their writing through:

- Classroom and hallway displays
- School-wide writing celebrations
- Student publishing projects and digital portfolios
- Cross-grade writing activities
- Family writing activities that encourage writing at home.

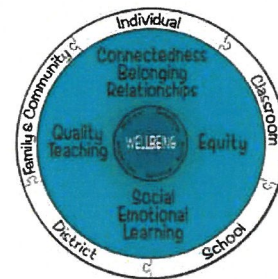


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **James Park**

*Increasing Success in
Life for All*

DIRECTIONS 2025: ACTION PLAN FOR LEARNING



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.

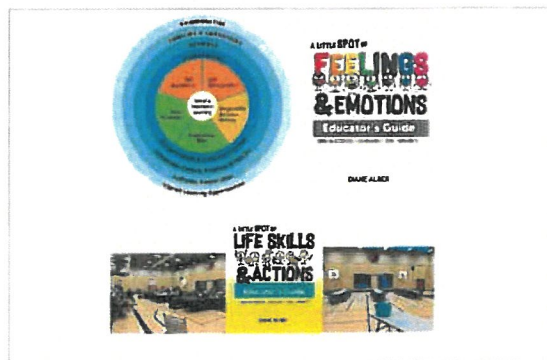
Evidence of modeling by older students.

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 spaces, additional inside spaces.

Common activities/lessons/resources- school wide.



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

School: **James Park**

*Increasing Success in
Life for All*

SCHOOL DISTRICT 43
Learning for Everyone

[illegible]

Increasing Success in Life for All

DIRECTIONS 2025: ACTION PLAN FOR LEARNING



James Park

Reflection

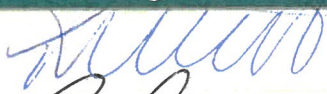
Reading has been the focus of our intellectual goal for the past 4 years, resulting in consistent growth in student achievement. Student Learning Survey (SLS) data shows that 75% of Gr 4 students feel they are improving as readers. Reading achievement, as measured with the CBAs, has increased over the last 3 years. After review, teachers feel that decoding skills are stronger than comprehension skills.

Through ongoing analysis of student data, we have identified writing as our next area of focus. As literacy demands become more complex, particularly in the intermediate grades, achievement gaps begin to widen. SLS data shows that only 60% of Gr 4 students feel they are improving in writing. Because reading comprehension and writing are closely connected, strengthening students' writing skills will support deeper thinking, improved comprehension, and continued growth in overall literacy achievement.

As a community school, we pride ourselves on the gathering of all students and all families. It is this part of SEL we see as our biggest asset. We develop this asset through our school's core values. Our MDI results consistently exceed the district average. Among Gr 4 students, 89% report positive relationships with adults, 93% report positive peer relationships, and 97% identify at least one important adult at school. These results reflect the positive impact of our relationship-centered, trauma-informed approach to student well-being and success.

James Park's Indigenous goal is helping move school culture from Practice toward Pedagogy, with emerging elements of Permanence. Initiatives such as integrating Indigenous perspectives into the Gr 5 Leaving Ceremony, engaging in professional learning, organizing Indigenous resources, inviting Indigenous community members to share their knowledge, and exploring land-based learning reflect growing engagement with Indigenous ways of knowing. Aligned with the First Peoples Principles of Learning, these efforts strengthen relationships, community connections, and shared responsibility. Increased collaboration with the Indigenous Education Dept and greater inclusion of Indigenous voice in school-wide activities are helping create a more integrated and sustainable approach across the school.

Signatures

Title	Name	Signature	Date
Principal	Rob Wright		July 2026
Assistant Superintendent	Anthony Ciolfitto		July 31, 2026

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