

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

HARBOUR VIEW

2026-2027



Intellectual Development

Goal: Improve Literacy through reader and teacher development.

Rationale:

Our data from early learners, English Language Learners and learning updates indicates an increase in our emergent and developing students in Literacy. We also have identified areas of improvement using early learning screening, and district screening tools.

Planned Actions:

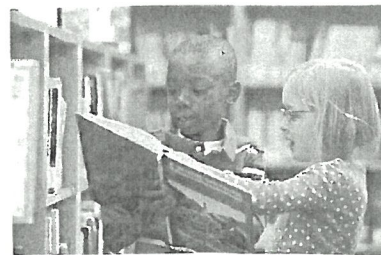
Early intervention and identification using district approved class based reading assessments and screening tools, including the kindergarten screening tools; grade level collaboration between teachers for consistency and accuracy; developing common language for writing process; identifying students at risk for reading difficulties using RTI-approach and Easy CBM (Dibels) (Curriculum-based Measurement). Brief, timed assessments are repeated throughout the year to track how students are progressing. We will continue to use Heggerty and UFLI resources.

Indicators of Success:

Proficient or Extending Benchmark Goals; progress monitoring shows upward trends in performance across multiple assessment periods; scores in timed fluency tasks correlate with better comprehension and overall reading ability; achieving grade-level expectations in foundational skills like phonemic awareness, decoding, and oral reading fluency & improved FSA and achievement results across all student groups in Literacy via teacher observations, classroom-based assessments and report card data.

School Community Engagement Process:

Student Learning Survey results from students, staff and families, parent newsletters, Parent info sessions, PAC meetings, Staff meetings, collaboration time, Professional Development Days, School assemblies, classroom teaching, Learning Services support and School Based Team meetings.

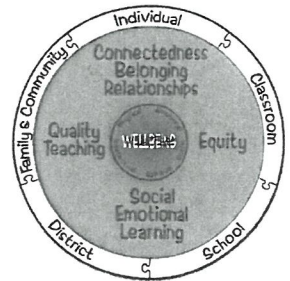


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **HARBOUR VIEW**

*Increasing Success in
Life for All*

DIRECTIONS 2025: ACTION PLAN FOR LEARNING



Human and Social Development

Area of focus:

Cultivate social-emotional well-being by supporting students to become confident, independent learners and citizens through practicing awareness, responsibility, empathy and resilience.

Planned Actions:

Teaching and fostering a culture of Growth Mindset using Core Competencies and common framework around: facing challenges and taking risks, acknowledging strengths, self-advocating, recognizing mistakes as learning opportunities and embracing life-long learning. This will be achieved through a school-wide focus including assemblies, classroom routines and directed lessons, fostering a classroom culture that embeds student meta-cognition, morning announcements, bulletin boards, parent newsletters and parent sessions. We will continue to use the Everyday Speech program.

Indicators of Success:

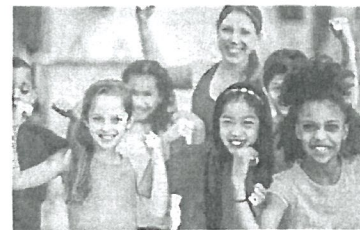
Students demonstrating persistence in academic and social challenges; use of phrases like "I can try again" or "I learned from this" in student conversations; students recovering from setbacks with support and self-regulation strategies; fewer missed assignments or behavioral incidents; increased student-led problem-solving; students using restorative practices or peer mediation to resolve conflicts; participation in activities like role-playing, literature discussions, or service learning that build empathy.

School Community Engagement Process:

Student Learning Survey results from students, staff and families, parent newsletters, Parent info sessions,

PAC meetings, Staff meetings, collaboration time,

Professional Development Days, School assemblies, classroom teaching, Learning Services support and School Based Team meetings.



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 focusing on "Learning requires exploration of one's identity", learning from mistakes and having gratitude for our gifts.

Planned Actions:

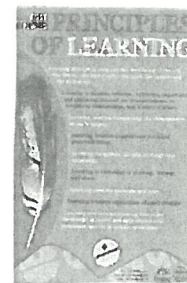
Embed lessons and activities that teach students how the brain grows through effort and mistakes; create visible norms like "Mistakes are proof we're trying" and celebrate learning from errors; teach students how to give and receive feedback in a safe, respectful way; use activities like the Talent Showcase that help students identify and share their own and others' strengths; continuing to have intentional focus on Indigenous learners for academic support, connectedness to students & staff and attendance. Focus on development of a growth mindset.

Indicators of Success:

Using language that normalizes mistakes as part of learning; fewer behavioral incidents related to frustration or failure; increased perseverance in challenging tasks; students respectfully and effectively; students engaging in activities that analyze and learn from errors in a constructive way; increased comfort in sharing ideas publicly.

School Community Engagement Process:

Student Learning Survey results from students, staff and families, parent newsletters, Parent info sessions, PAC meetings, Staff meetings, collaboration time, Professional Development Days, School assemblies, classroom teaching, Learning Services support and School Based Team meetings.



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

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HARBOUR VIEW

Reflection

Our school is entering the second year of the revised Action Plan for Learning goals. We have directed significant effort into creating a cohesive plan that involves all our teachers working together for these common goals. Part of this process has been involving our district's Curriculum Coordinator who specializes in Literacy and Core Competencies. She has met with our Professional Development Committee on several occasions.

As a result I believe our staff has a very strong understanding of our shared goals, and has a template to work towards achieving these goals. This has been particularly noted in our use of reading assessments and screening tools all the way through K-5.

Anecdotal information has shown progress in our APL goals. Students appear to see mistakes in the classroom as opportunities to grow. We will continue to reinforce this growth mindset in our students throughout the next school year.

We have committed to the idea that learning takes patience and time, and have used this idea as a focal point for activities in the classroom, hallways and outside on the playground. This concept has been tied into our belief of developing a growth mindset in our students.

Signatures

Title	Name	Signature	Date
Principal	Dave Phelan		June 30, 2026
Assistant Superintendent	Stephen Whiffin Assistant Superintendent/CIO		AUG 6, 2026

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