

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Hillcrest

2023-2024



Intellectual Development

Goal: Improve student skills in Math while building resiliency.

Rationale:

Teacher feedback indicates that many students have an emergent set of skills when engaging with Math tasks. This feedback indicates that there is a widening range of numeracy abilities in the classroom. Our goal is to narrow this range.

Planned Actions:

A common thread in our school is "Our stories matter". Students will be the story tellers of their math journeys using respect, responsibility, reverence, and reciprocity as their lens. The district Numeracy Team will lead various prod throughout the year related to numeracy, resiliency, and story. The numeracy team will also lead a collection task that assesses how students engage with numbers. Opportunities for staff to collaborate around numeracy.

Indicators of Success:

- The Collection task developed by the Numeracy support team to have an understanding of where are students are in terms of critical learning phases.
- FSA results in numeracy from year to year.
- RTI data collected from teachers in October and April to determine what types of interventions are being used to address numeracy.
- Student self-assessment at the beginning and end of year.
- Teacher feedback will also indicate growth.

School Community Engagement Process:

Weekly newsletters and monthly PAC meetings to engage with parents. Opportunities for parents to conference with teachers and students with a focus on collaboration and numeracy. Regular engagement from staff in Pro D around collaboration and numeracy. Regular connection from staff with families to offer support.

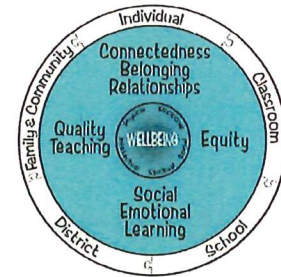


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Hillcrest**

*Increasing Success In
Life for All*

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Human and Social Development

Area of focus:

A sense of place and a sense of belonging within our community built through story. Developing the collaboration and RP skills at Hillcrest. Training all staff in RP from the International Institute of Restorative Practices.

Planned Actions:

At the beginning of our three year plan staff, students and PAC, created our common thread and language using "Our Stories Matter." This continues to be the foundation for our three APL goals. In year two we will connect it to the core competency of Collaboration. Our May staff meeting this year focused entirely on Collaboration and generating ideas to do school wide. These include class charters, Collaborative art projects, Buddy classes, school wide fairs using, RP and intentionally teaching social skills. We are also using SOAR tickets as a positive reinforcement. Our PADS dog Lennon is also an important part of our staff.

Indicators of Success:

- Students are better able to identify a trusted adult in the building.
- RTI surveys in October and April to see what tiered supports are being used in Numeracy, Literacy, SEL, Behaviour.
- Indicators from the MDI.
- Number of SOAR tickets collected

School Community Engagement Process:

Weekly newsletters and monthly PAC meetings to engage with parents. Opportunities for parents to conference with teachers and students with a focus on collaborating. Regular engagement from staff in Pro D around collaboration. Regular connection from staff with families to offer support. Shared Restorative Practice Language between staff, students and parents.



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Connect indigenous ways of learning to our core belief "Our Stories Matter". Improve our understanding of ourselves, our connections to each other and place. Collaborating on innovative ways to share our stories.

Planned Actions:

Continue to use circle work and Restorative Practices that scaffolds knowledge among staff and increase understanding and connection between members of our community. Continue to use Mundy Park as a focus for opportunities to connect to sense of place and intentionally connect to indigenous lands. Currently we have 28 drums created with Elder Dawn Brown. We will continue to share her teachings and learn public songs to drum with our students. Continue to Collaborate on ways to demonstrate and model Respect, Responsibility, Reverence and Reciprocity.

Indicators of Success:

- Indicators from the MDI.
- Consistent and intentional use of the cedar circle and circles in classrooms
- Anecdotal and street data indicates that our staff have a greater understanding of Indigenous Ways of Learning

School Community Engagement Process:

We use PAC meetings and weekly newsletters to invite the involvement of our community. Core belief of Our Stories Matter has been a consultative process where all community members were consulted. Indigenous youth worker has made connections to individual students to increase connections to Hillcrest, the land. Ongoing consultation with staff.



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

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Reflection

In the past two years we have dedicated our focus as a school to the belief that "Our Stories Matter" and we are intentionally anchoring all of our goals to this belief. This belief allows for multiple entry points to engage all of the learners in our community. To do this we offer a number of clubs including the Super club, Chess club, Minecraft club, SOGI club, D and D club, Scratch coding club, Music composition club, Sewing club, Board game club, Stop motion club. We also have our PADS facility dog Lennon who is a fantastic entry point to engage with students and help alleviate some of their anxieties. As our community members find ways to share our stories, everyone within our community will feel valued, seen, and that they belong. Collaboration is at the forefront of all that we do. We will use collaboration as a focus for both our staff, our students and our parent population. Our intention is to weave Respect, Responsibility, Reverence, and Reciprocity throughout all that we do at Hillcrest. In doing so we create a cross curricular platform that uses common language and allows collaboration to occur.

Signatures

Title	Name	Signature	Date
Principal	Laurie Ebenal		June 30/23
Assistant Superintendent	Gerald Shong		June 30, 2023

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