

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Leigh Elementary

2022-2023



Intellectual Development

Goal: Literacy: Writing - adding details and facts

Rationale:

Reviewing teacher observations, classroom based assessments (such as the EPRA and DART assessments) and our FSA results, it was evident that our learners would benefit from focusing on adding details and facts in their writing.

Planned Actions:

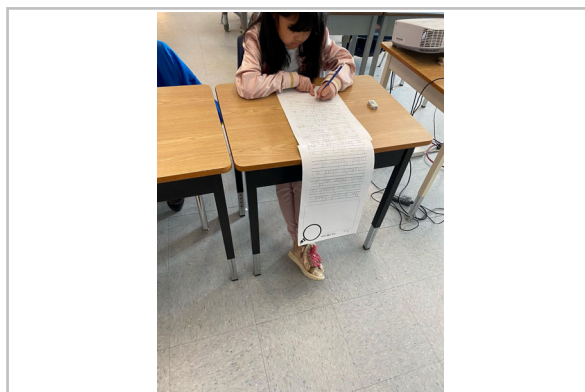
We are improving our reading library with levelled books, creating opportunities for class writes and school-wide writes. We will continue focus on collecting facts and details through Leigh Lands Walks, Indigenous knowledge, Learning Commons research, and STEAM activities. These authentic collections of details and facts connected to our collective learning is providing purposeful writing opportunities for our students to engage in and share.

Indicators of Success:

Greater number of students at the "On Track" or higher in FSA Literacy;
Proficient or higher in the CBAs.
Greater love of writing and sharing their work at all levels.

School Community Engagement Process:

The regular conversations at staff and PAC meetings and our work through school-wide writes and classroom based assessments our work on literacy (K-5) been shared with the community at Leigh. As part of our Be Here, Be You, Be Brave and Belong conversations within the classroom and the community, we continue to engage our families and staff as we work through this goal.



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School:

Leigh Elementary

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Human and Social Development

Area of focus:

Social Emotional Learning and Connectedness to ourselves, our place and to others

Planned Actions:

Using the current work around what it means to Be Leigh, we will continue to use the language in all our communication with staff, students and families to connect our community to the land and the community of Leigh Elementary. Be here: on this land and our responsibility to this place; Be You: both academic and socially with yourself and others; Belong: our strength is our collective support of each other; Be Brave: by taking risks and following a growth mindset.

Indicators of Success:

Using this shared common language, we will hope to see a continued growth of community and the culture of Leigh in a positive direction. As a touchstone for our work in supporting social-emotional well being and creating an inclusive environment focused on learning.

Our success is the positive interactions of our students, staff and families on the playground, in the classrooms and in our community.

School Community Engagement Process:

The Be Leigh project involved all staff, students and parent community in using the common language for positive growth and learning within our school community. The themes of Be Leigh flow into our classrooms, onto the playground and in all our communication with the community through newsletters, assemblies, performances and outside learning experiences (including field trips).



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

School:

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Increasing Success in Life for All

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Indigenous Ways of Knowing and Being: connecting to our land and those who came before us and those who will be here after we leave. Understanding the interconnectedness of all our lands, and the gifts we all share through an Indigenous lens

Planned Actions:

1. Connecting to the land through our Be Here/Belong activities;
2. Creating a learning space in our courtyard for drumming, weaving and learning about Indigenous cultures (with Indigenous Ed and a guest carver for support);
3. Continue with staff book clubs, guest speakers, and arts and culture assemblies with an Indigenous focus;
4. Translating our "Be Here" sayings within a new graphic in Kwikwetlem language and use that language within the lived experience at school.

Indicators of Success:

1. Greater understanding of our Indigenous history, land and culture;
2. Connection to the land and its history here at Leigh with an Indigenous lens;
3. Greater connections by our Indigenous learners (both adult and students) to our school and the lands we learn on.

School Community Engagement Process:

This work is informed through the discussions with staff, students and parents through our daily work in supporting Indigenous Ways of Knowing. Our PAC and staff meetings have recurring items on our Indigenous goal. We also reached out to the community for support, knowledge and learning.



"Welcome" carved with the guidance of E'vem Se'vi:Yex and Carman Mckay

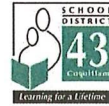
DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOALS #1 & 2

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Leigh Elementary

Reflection

Leigh Elementary staff met regularly (through staff meetings, department head meetings, etc) to discuss the progress and future opportunities with our Action Plan for Learning. We also met monthly with the Leigh PAC to discuss our direction.

The three goals are intertwined to connect us to our lands. That connection builds on the First People's Principles of Learning, particularly "learning is embedded in memory, history and story". Connecting to our lands has: inspired our fact collecting to our writing (literacy); imbedded within our social emotional and connectedness to our community; and delved deeper into our understanding of our Indigenous history and our Indigenous present.

We had two school-wide writes (one in December and one in May) to see where our students were, as well as the completion of the classroom based assessments. This information informed our direction with respect to the literacy goal of adding details and facts to our writing.

We created multiple opportunities for all our learners to explore and learn from our lands. We have also started the redesign of our self-regulation classroom to create a safe and welcoming space.

Our work on Indigenous Ways of Knowing continues with the support of the community as we create opportunities every day to explore and learn about, from and with the Principles of Learning.

We are all excited about the opportunities next year will bring.

Signatures

Title	Name	Signature	Date
Principal	Bryn Williams		June 30, 2022
Assistant Superintendent	Gerald Shong		July 5, 2022

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