

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Ecole Moody Middle School of the Arts

2022-2023



Intellectual Development

Goal: School-Wide Numeracy Goal:

Students will enhance and apply communication and analytical skills with respect to Numeracy across disciplines.

Rationale: School has been working on Numeracy goal for past few years. We struggled to find access points for staff and students using current numeracy assessments, both local and provincial. Staff is moving forward with a more universal design for learning and creating more classroom supports for success in all academic areas specifically with numeracy related tasks.

Planned Actions: *Teachers will design learning experiences to support student development and demonstration of* Using mathematical language and vocabulary (including graphs and symbols) to contribute to discussion through multiple access points.

Applying, explaining, and justifying mathematical ideas and decisions, through the use of manipulatives, literature and arts integration.

Communicating mathematical thinking in many ways, using math journals and collaborative community lessons/projects

Indicators of Success:

- Students will more easily engage in mathematical thinking and numeracy activities.
- Teachers will identify and accommodate a wide range of thinking and developmental learning.
- Students will demonstrate an enhanced self image of themselves as “numerate” thinkers
- Students will display their mathematical knowledge through the Arts and STEAM activities
- FSA data will indicate some improvement in mathematical thinking

School Community Engagement Process: to name a few...

- *Numeracy Team Leader and Numeracy Team to facilitate professional development and benchmark assessments at the beginning of the year.
- * Each Pod/Team taking on the planning of different numeracy tasks and projects for the entire school to participate in.
- *Working with District Numeracy and Literacy coordinators, as well as Self Reg cohort from UBC to build some momentum towards collaborative common language.
- *Staff Meetings and Friday Collab Time utilized to engage staff in ongoing learning and improved practice
- * Regular review through community correspondence.

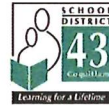
DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

Ecole Moody Middle School of the Arts

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DIRECTIONS 2025: ACTION PLAN FOR LEARNING



Human and Social Development

Area of focus: **Diversity Within our Community.**

To develop each individuals' unique ability to contribute care and compassion in our community.

To support an inclusive environment where diversity is a core value at the centre of all our community connections within the classroom, school and larger community.

Planned Actions: to name just a few...

- Re-envisioning our restorative circle practice to include more focused and timely conversations on acceptance of diversity.
- Planned Artist in Residence activities that will focus on celebrating and valuing individual, family, community and global diversity
- Literature Kits and Pod/Team wide reads that focus on diversity and inclusion across a broad rainbow spectrum.
- Staff wide read of Jody Carrington's "Teachers These Days"
- Outdoor learning opportunities will continue to build a stronger bond amongst staff and students to our Mother

Indicators of Success:

- Shifting language from isolating to accepting.
- Anecdotal conversations and check ins with students using restorative circles will indicate the overall well being of individuals, classrooms and our school community.
- Increased level of understanding and knowledge for our own unique needs as well as others. Know oneself to know others.
- Data such as MDI and Student Learning Survey will indicate some increase in acceptance and belonging.

School Community Engagement Process: to name only a few...

- Commitment to engage staff regularly through Professional Development Days, Staff Meetings, Friday Collab Time, and regular discussions/collaboration across Pods/Teams on literature focusing on identity and belonging.
- Parent Engagement through EMMSOTA PAC Meetings, presentations and our regular Triad Conferences 2-3 times per year
- Arts integration with outside Artist and Port Moody City of the Arts

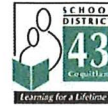
DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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Indigenous Learners and Indigenous Ways of Learning

Area of focus: Understanding Indigenous identity and belonging and supporting with “calls to action”. In alignment with our Human and Social Development goal we will focus on literature, art and history of our Indigenous Peoples to help in our collective celebration of diversity and how it has and will shape our schools, communities and nation going forward.

Planned Actions: to name only a few...

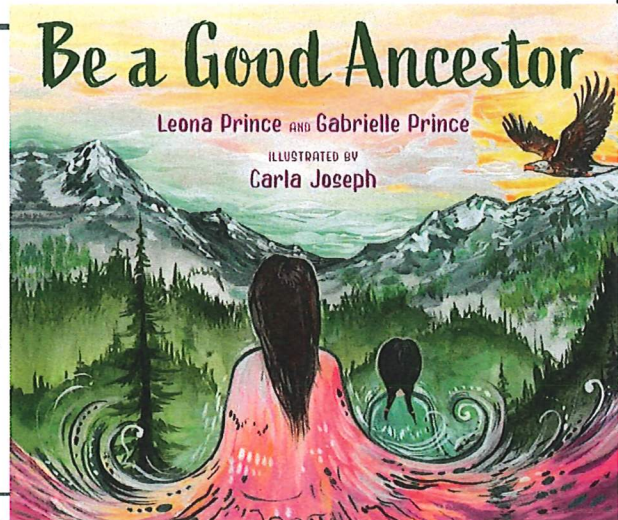
- Focus on literature in the classroom, Pod/Team and larger school community highlighting the art, history and stories of our Indigenous Peoples. One example is Leona Prince’s “Be a Good Ancestor”, a beautifully illustrated picture book about our stewardship with our diverse lands.
- Taking a historical look at the Truth and Reconciliation Commission and its calls to action. Help students through direct teaching to understand, then move to action, small steps.
- Continue to connect with Mother Earth in our outdoor classroom spaces and continue to grow our community garden and mindfulness outdoor spaces with First People Principals in mind.

Indicators of Success:

- Students will be able to articulate their understanding of Truth and Reconciliation, through their individual reflections and small steps to action.
- Restorative circles will be once again a central part of community building, understanding, tolerance and inclusion.
- Indigenous images will be illustrated and integrated into our “School of the Arts” philosophy.
- Staff will become more familiar and comfortable teaching, discussing and integrating First Peoples Principals into their daily work with students.

School Community Engagement Process

- * Community outdoor learning opportunities.
- Regular review at EMMSOTA PAC meetings
- Time devoted at Staff Meetings, Pro D Days, Friday Collab time and Pod/Team planning.
- Consult/connect regularly with Indigenous Education Department to enhance learning opportunities for staff and students.
- Regular acknowledgement and cooperation with our own indigenous students and families to raise the level of engagement at the school level.



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

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Reflection

Numeracy has been an intellectual goal at EMMSOTA for the past few years and we are redirecting our focus this year as a result of a changing school population and more diverse learning needs. It was determined in our data over the past couple of years that many students are reluctant to even engage in some higher level thinking and numeracy tasks. Carried access points for all learners was not being addressed. Recognizing inconsistent approaches to supporting more diverse learning needs in the classroom has resulted in a new focus on universal design for learning and assessment practices that identify areas of need and accommodations that are essential for some and good for all. We hope to work throughout the year to build universal teaching practices in support of all of our diverse learners.

Human and Social Development, continues to be a healthy focus as we return to the flow of a regular middle school year. We continue to see social emotional needs that are coming out of our pandemic years as well as community and global pressures. We need to re-evaluate our assumptions on students' understanding and acceptance of diversity in our school community. Based on some of this past years student interactions, our focus will be targeted towards empathy, understanding and valuing the uniqueness and diversity in all of us.

Indigenous Ways of Learning, As a school community EMMSOTA has always valued our First Peoples Principals of Learning and participated in many activities in classrooms and as a whole school. As we move forward and seek to understand more, we will begin to make a more conscious commitment to action. Better understanding of the Truth and Reconciliation Commission's recommendations and "calls to action" will guide us in our ongoing journey. Our designated Indigenous Education Team Leader portfolio will increase her communication and support within our school community. We are exploring several different options of an integrated school wide Indigenous arts installation. We are looking forward to working more closely with our Indigenous Youth Worker on school wide projects.

Signatures

Title	Name	Signature	Date
Principal	Mark T. Clay		June 30, 2023
Assistant Superintendent	Nadine Turnbull		July 5/23

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