

## DIRECTIONS 2025: ACTION PLAN FOR LEARNING

### Moody Elementary

2022-2023



## Intellectual Development

Goal: to increase reading proficiency in all students

### Rationale:

Literacy skills are foundational to all learning. We want all students to improve their reading (comprehension) skills, but especially those who are "emerging" (focus group)

### Planned Actions:

- continue with the rich literacy experiences in classrooms (Daily 5; Read alouds; guided reading; RazKids); bring back more positive experiences (ie. reading buddies)
- engage in continuous Professional Development (workshops, teacher collab.)
- continue to purchase engaging materials, books, apps; invite in guest authors
- provide targeted support for those struggling to read at grade level

### Indicators of Success:

- our "focus group" (those "emerging" in June, 2022) will show growth and improvement in their reading skills with classroom & intervention supports
- our whole student population will improve in their reading skills (ie. move from "developing" to "proficient")
- more students will indicate in the Student Learning Survey that they are "continuing to get better at reading"
- we will see students more joyful about reading in general

### School Community Engagement Process:

- discuss at PAC and staff meetings
- continue to send reading tips home for families to be doing together
- perhaps a family literacy night or literacy-focused week at school
- invite Port Moody Public librarian in regularly to share books and literacy-rich ideas with families

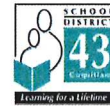


## DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

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## Human and Social Development

### Area of focus:

Self-Awareness & Self-Management: specific focus on identifying and managing one's emotions, thoughts & behaviours effectively in different situations; continue to develop understanding of self and self-regulation strategies

### Planned Actions:

- continue to implement lessons to help students identify emotions, so they can learn strategies to self-regulate
- bring back pre-COVID supports/strategies such as differentiated seating/tables; sensory walls & fidget tools
- review common language (ie. Zones of Regulation; "Read the Room"; "Growth mindset")
- provide tools/materials for all classrooms (ie. sensory tools; calm spaces)
- school-wide: Morning calm; silent reading after lunch; soft starts; counsellor teaching in every classroom (EASE Program)

### Indicators of Success:

- students will feel and look calmer; ready & able to learn; patient with each other (less conflicts)
- students will be able to articulate how they feel and which strategies help them feel calm
- we will do a baseline student survey and a survey at end of first year
- we will use data from the Ministry Student Learning Survey and MDI
- we will gather a student leadership group to help inform our practices

### School Community Engagement Process:

- discussed at staff meetings and Pro-D; teachers shared opinions in a survey
- shared at PAC meeting
- will put updates/information in newsletters and emails to parents

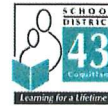


## DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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## DIRECTIONS 2025: ACTION PLAN FOR LEARNING



### Indigenous Learners and Indigenous Ways of Learning

**Area of focus:**

First Peoples' Principles of Learning: "Learning is embedded in memory, history, and story"

**Planned Actions:**

- focus year around the theme of sharing & listening to "story"
- invite in Indigenous storytellers, authors; continue to work with our Indigenous Youth Worker (seeking input, opinions) and connect with Indigenous Resource Teacher and Cultural Facilitators more
- purchase and highlight more books by Indigenous authors
- continue our own (staff's) Pro D through reading, discussions, attending sessions

**Indicators of Success:**

- students will understand the importance of story and storytelling; they will become more familiar with Indigenous authors and books
- students will recognize that they are learning about First Nations perspectives and history
- students will connect their understanding of Orange Shirt Day & historical events

**School Community Engagement Process:**

- invite Indigenous parents to share their perspectives and opinions
  - invite students, staff and families to share story about this community's shared history; learn about the land on which we live
- "We all have stories within us. It is only by sharing our stories, by being strong enough to take a risk--both in the telling and the asking-- that we make it possible to know, recognize and understand each other" Richard Wagamese
- continue to share information, links and connect to local Indigenous events/news through PAC meetings, newsletters



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

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## Moody Elementary

### Reflection

This year was an important one for us as a staff. With a new administrator coming in mid-pandemic and some staff turn-over, it was a time to listen and take inventory of where we were at with our school goals. People shared about what they were proud of, what had been halted because of COVID precautions, and what they would like to bring back. When we looked at the school goals, we realized reading and self-regulation are still areas we want to work on because they are fundamental for students feeling successful with learning and life. We are a Self-Regulation Pilot School and are looking forward to bring back some of the strategies, language and tools that were common pre-COVID. We have been working to better understand the First People's Principles of Learning and the theme of story seems to keep reemerging in conversations. It also weaves in nicely with our Intellectual Goal (reading). We are excited about sharing and hearing story (from staff, students, the community) next year as we reflect on our past and look forward to our new school site.

### Signatures

Title	Name	Signature	Date
Principal	Sheila Rawnsley	<i>SRawnsley</i>	June 28, 2022
Assistant Superintendent	Reno Ciolfi	<i>R Ciolfi</i>	June 30, 2022

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