

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Mountain Meadows Elementary

2023-2024



Intellectual Development

Goal: Increase our students' proficiency and joy with writing.

Rationale:

Many of our students express that they do not enjoy writing and do not see themselves as writers. Many are not writing at grade level, their writing is simple and similar grammatical errors can be seen across the grades.

Planned Actions:

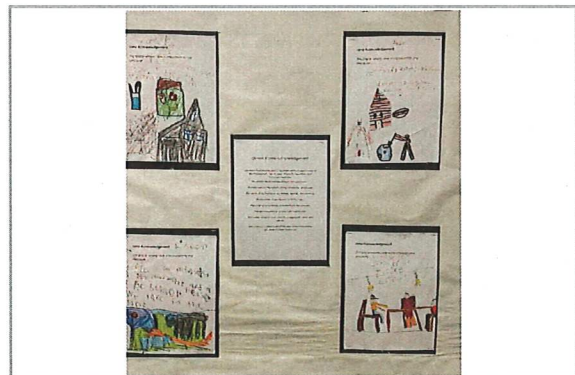
- Provide meaningful & authentic opportunities for students to write for an audience: letters or emails to editors, penpals; creating books for buddies,
- Make writing more inclusive: teaching printing/handwriting; using assistive technology/scribing; oral story telling
- Use concrete programs to support writing: 'Writing Power', writer's workshop
- Professional development & staff collaboration: Department head, school wide

Indicators of Success:

- Students will voice greater enjoyment with writing.
- Students' writing will become more descriptive.
- Students' will be able to write for a variety of audiences and purposes.
- Students' FSA/Report Card will demonstrate increased proficiency

School Community Engagement Process:

- Staff meetings, school pro-d and external opportunities for professional development will be used to build on current teaching practices.
- School wide writing events & celebrations.
- On going informal and formal feedback from students.

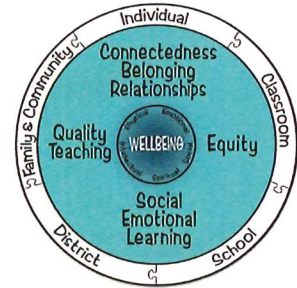


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Mountain Meadows Elementary**

**Increasing Success In
Life for All**

DIRECTIONS 2025: ACTION PLAN FOR LEARNING



Human and Social Development

Area of focus:

To increase students' resilience by creating a safe and supportive environment so that students are able to engage in the learning that comes when they take risks, fail and try again.

Planned Actions:

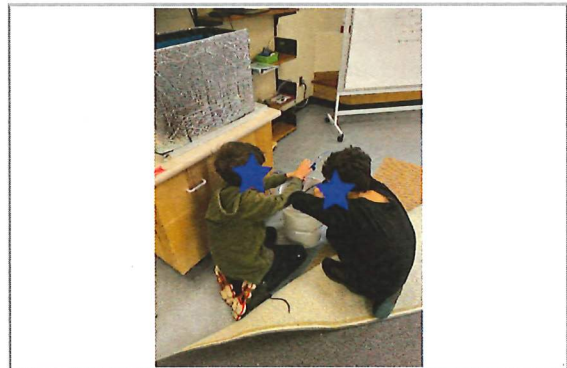
- Professional Development & Collaboration: Department Head; time at staff meetings, school-wide activities, Counselor & teacher collaboration.
- Teach students strategies to use when feeling frustrated or overwhelmed.
- Teach students strategies to use in social situations when there are challenges.
- Teach/model/celebrate learning from mistakes and provide structured opportunities for students to engage in 'safe' risk taking - ie. STEAM activities; place based learning

Indicators of Success:

- Students' will be able to explain how they learned from mistakes when self-assessing
- Students' will be able to choose strategies to deal with their frustration when faced with setbacks and then return to the task
- Students' will be willing to try new things and stretch themselves
- Students' will be able to ask describe the factors that support them when they are struggling

School Community Engagement Process:

- As a school community define what is meant by 'resilience'
- All staff offered formal and informal professional development opportunities
- Look for educational opportunities to support families
- Encourage feedback and dialogue with families
- Formal and informal check ins with students
- Support staff wellbeing

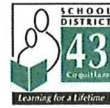


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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*Increasing Success In
Life for All*

DIRECTIONS 2025: ACTION PLAN FOR LEARNING



Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Centre the Indigenous worldview "Learning is connected to land, culture and spirit" by using the 4R's of reciprocity, responsibility, relevance and respect to nourish our community's relationship with the Land, each other and our selves.

Planned Actions:

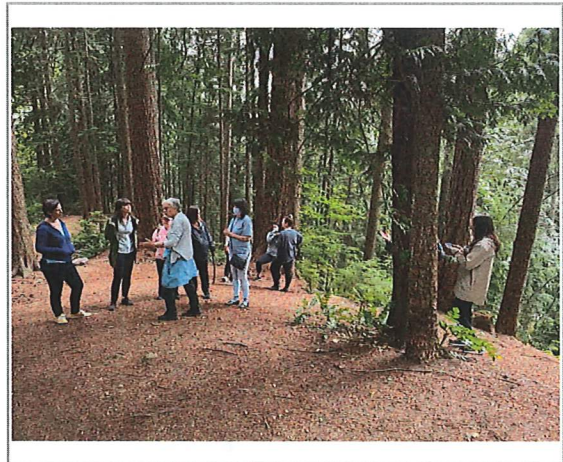
- Professional Development & Collaboration: Department Head; developing our knowledge & comfort with Indigenizing our school and practice.
- Invite and build relationships with knowledge keeper(s).
- Explore how we can learn the Halkomelem names of places, plants & animals of this place.
- Increase students' opportunity to learn on and from the land and to be stewards of the land.

Indicators of Success:

- Staff's comfort level with embedding Indigenous worldviews, principles of learning and content will increase.
- Students' will be able to communicate their relationship with the Land in a variety of ways.

School Community Engagement Process:

- Provide staff with ongoing opportunities for professional development
- Build stronger relationships with our Indigenous Youth Worker, our Indigenous Education Department and look for opportunities to connect with the Kwikwetlem Nation and other local Nations.
- Participate as a school community (including families) in Orange Shirt Day & Indigenous Peoples Day.
- Invite feedback from our Indigenous families in our community.
- Look for opportunities to include families in workshop/education opportunities.

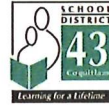


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOALS #1 & 2

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Reflection

2022-2023 was our first year with these APL goals and much of this year was spent digging into them more deeply and determining how they look like put into action. Going into Summer 2022, staff were given the opportunity to choose a book from a selection that supported our Indigenous Learners and Indigenous Ways of Learning and Human and Social Development Goals. The titles of these books were 'Ensouling Schools', 'A Walking Curriculum', 'Braiding Sweetgrass', 'Natural Curiosity' (2nd edition) and 'Engaging Imagination in Ecological Education'.

On our September Pro-D Day, we had two members of the Burke Mountain Naturalists come and present to us and do a walk through our school grounds and surrounding forest. Starting January, we had the privilege to have one of our Indigenous Education Resource Teachers use our school as their base for Term 2 on Tuesdays. This allowed our staff to connect and collaborate with her.

This year we noticed across the school, students were demonstrating increased anxiety and having challenges connecting with one another positively. In response, the counselor developed school-wide programming, delivering it to every class over multiple lessons. Therefore all students had the opportunity to develop awareness of their emotions. Students were directly taught a variety of self-regulation strategies and were given opportunities to practice and reflect on which ones work best for them. A second program centered on developing students' social awareness and self-awareness to strengthen their ability to navigate social situations was also run. Both programs will be built on next year.

Finally, many of our teachers participated in a book club on 'What's Next for the Beginning Writer'. Teachers were able to put into practice the concepts and theories covered in the book. Students were given a variety of different opportunities to communicate their ideas this year across the curriculum.

Signatures

Title	Name	Signature	Date
Principal	Genevieve McMahon	<i>Genevieve McMahon</i>	June 30, 2023
Assistant Superintendent	<i>Nadine Tambellini</i>	<i>[Signature]</i>	<i>July 4/23</i>

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