

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Mountain View

2022-2023



Intellectual Development

Goal: Increase Tier 2 Vocabulary (academic words) of our students

Rationale:

Increasing our students' knowledge of words commonly used during learning and instruction will improve their understanding of the task and help them to communicate their ideas more effectively.

Planned Actions:

Benchmark data on grade-level Tier Two Vocabulary List will be gathered by classroom teachers in January 2022.
Program planning by classroom and student services teachers will target the teaching and reinforcement of vocabulary on the lists.
Data will be taken again in May 2022 to measure school-wide growth.

Indicators of Success:

Classroom Based Assessments measuring class knowledge and use of selected Tier Two Vocabulary (January, June 2022)
FSA Results in Reading Comprehension indicating that students are understanding questions and instructions.
ELL Student Progress as reported by Learning Services Teachers
Student Self-Assess how their Tier Two Vocabulary has improved

School Community Engagement Process:

Our current APL is posted on our school website and referenced in newsletters and conversations at PAC meetings
Teachers communicate directly with their families about ways to partner in the building of Tier 2 vocabulary with their students.
School-Wide Campaign "Word of the Week" to connect our student efforts across the classrooms and expose them to the wider bank of Tier Two Vocabulary.

DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School:

Mountain View

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Human and Social Development

Area of focus:

Adequate sleep is essential to overall health and optimal learning. Only 65% of our students reported consistent, adequate sleep habits on the MDI survey.

Planned Actions:

Relaxation and Self-Regulation strategy teaching
Communication with parents about indications of tiredness at school
Promotion of Daily Exercise to regulate energy and sleep patterns
Review of Research-based findings on link between Sleeping and Learning
Teaching about Sleep Interference factors (caffeine, chocolate, blue screen usage, activity before bedtime, thought patterns)

Indicators of Success:

- increase in percentage of students reporting a good sleep 5 nights per week
- decrease in late student arrivals to school each morning
- decrease in anecdotal reports from students that they were up late/did not get enough sleep
- evidence of increased understanding of the importance of sleep from our students during class projects/discussions
- students can describe personal solutions to optimize sleep habits

School Community Engagement Process:

Family Sleep Survey
Newsletter Items Highlighting Research and School Activities on the topic of "Sleep"
Sharing of Goal details at PAC meetings

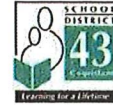
DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

School:

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DIRECTIONS 2025: ACTION PLAN FOR LEARNING



Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Our First People's Principles of Learning identify the importance that relationship hold in the learning process, which support an intention of nurturing connectedness and belonging within our school community.

Planned Actions:

Self-reports by students in the first and third term on their feelings of connectedness and sense of belonging in the school setting
Initiatives to help students and staff learn the names of more of their school community members and teaching the importance of acknowledging people
Designing more interactive opportunities for students during unstructured social time
Intentional connections students and a staff member other than their teacher

Indicators of Success:

Increase in Regular Attendance of our Students
Greater Participation in School-Wide Opportunities and Events
Increased Ease of Engagement in Social Interactions with Peers During Recess
Results of Pre and Post Self-Report on Feelings of Connectedness and Belonging

School Community Engagement Process:

Communicating and Elaborating on First Nations Principles of Learning through newsletters

Recognizing Orange Shirt Day (September) and National Indigenous Month (June)

Cultural Presentations and Sharing of Knowledges and Teachings

Promotion of Literacy Materials and Resources that Support our Collective Learning

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

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Reflection

This year, our staff discussed and selected our three goals for our APL. As a school, we took part in initial activities to lay foundation for our goals and assist us in moving forward. Our APL goals were shared with parents through newsletter items and Parent Advisory Council correspondence.

Our Intellectual Goal was introduced to our students in January. Each class generated a list of twenty Tier Two Vocabulary Words and committed to deeply learning one of these words per week, and sharing their word with the rest of the school on Friday. Sharing was done orally, through morning announcements on the intercom system, and visually, posting the word on the Word Wall in our front hallway. By the end of May, our classes had posted 14 weeks' worth of words to be enjoyed and revisited by the rest of the students in the school. Teachers assessed students in January and again in May on their ability to recognize and use their words in meaningful ways. We intend to continue with this focus in the upcoming school year.

Our Human and Social Development Goal was selected after reviewing our former MDI results and reflecting on anecdotal evidence from students indicating interrupted sleep patterns. Knowing that readiness to learn is impacted by sleep patterns, we decided to embrace a learning goal for our community that would inform and positively impact the sleep patterns of all of our learners. We constructed a bulletin board dedicated to this goal and, in May, issued a family survey to collect basic data and questions that our families have about SLEEP. In the coming year, we plan to delve deeper into this topic.

Our Indigenous Learning Goal was revisited and modified following staff participation in the District Focus Day in April and the site-specific dialogue that occurred that day. As we reflected on the First Peoples Principles of Learning, we felt that an intent to build sense of belonging and connectedness for all students would positively influence attendance, learning and identity.

Signatures

Title	Name	Signature	Date
Principal	Lisa Salloum	<i>Lisa Salloum</i>	May 20, 2022
Assistant Superintendent	<i>Carey Chute</i>	<i>Carey Chute</i>	<i>June 23, 2022</i>

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