

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Smiling Creek

2024-2025



Intellectual Development

Goal: Students will become more fluent and flexible in their thinking with numbers.

Rationale:

Year 2 of our Numeracy Goal: If we provide carefully scaffolded time and support for learners to build their tool boxes and practice fundamental skills it will give them more confidence and capacity to work through harder problems.

Planned Actions:

1. Inviting families in for Family Math mornings (very successful with "Capture the Square"). Will start implementation in the fall working with older/younger buddies, and in the spring with parents (details confirmed at Sept Pro D)
2. Supply of specific strategies and universal supports for teachers to use with students - resource location - located in the front of the Math Games Binder. Will introduce the Rainbow charts as a specific Universal Support

Indicators of Success:

1. Collection tasks - progress on the data charts - track EMG/DEV
2. Teachers will keep track of the strategies (type and #) that they are introducing and continue to allow space for students to practice.
3. Review parent engagement with the home activities

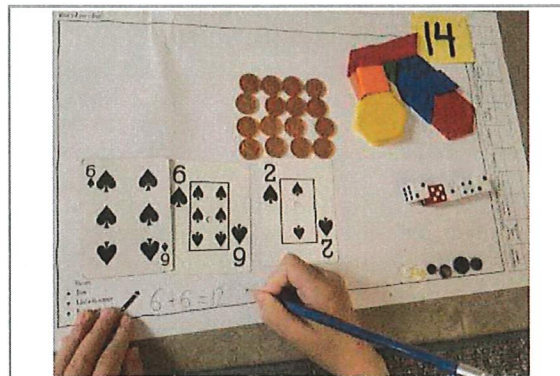
School Community Engagement Process:

Inviting families in for Family Math mornings

Activities:

- Term 1 - Family Games sent home
- Term 2 - Drop Everything and Math
- Term 3 - Parent Math activities

PAC Discussions and Awareness

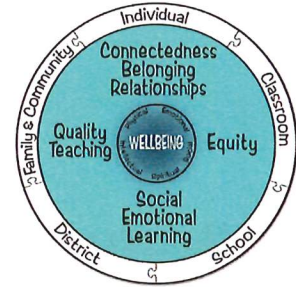


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

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Human and Social Development

Area of focus:

Students will be supported in classroom practices that can positively impact self regulation. We will continue previous practices such as KM Club, focus on healthy eating and school-wide fitness and recreation programming.

Planned Actions:

We observe a notable persistence in student anxiety and disregulated behaviour.

1. Continue current positive practices including KM Club, focus on healthy eating and school-wide fitness and recreation programming.
2. Review and discuss with staff the importance of Universal supports around self regulation in the classroom. Learning and training activities for staff to be provided through Staff Meetings and Pro D.
3. We will review and adjust the use of existing equipment in the classroom.

Indicators of Success:

1. Staff engagement with effective strategies to support student self regulation
2. Staff reporting on adaptation of classroom tools during class reviews.
3. Reduction in anxious behaviours
4. Reduction in excessive hands on behaviours between students
5. Broadening use of Universal Supports for self regulation in the classroom.

School Community Engagement Process:

1. Reporting/discussion at PAC meetings
2. Parent information shared home regarding routines and habits that support student self regulation and reduced anxiety.
3. Staff discussion and training at the September Professional Development Day
4. Staff engagement based on priorities identified during spring school culture discussions



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

We will continue to work with the Seven Sacred Teachings as well as district staff and resource support to build staff, student and community confidence and understanding around Indigenous Ways of Learning

Planned Actions:

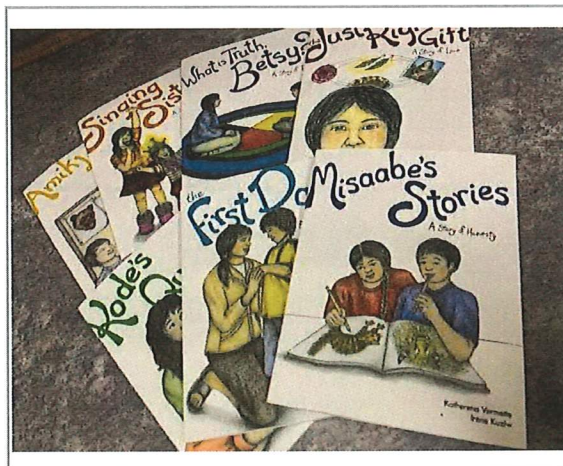
1. Continue to use the Seven Sacred Teachings by David Bouchard as a foundational resource for classroom activities.
2. Continue to support teachers in leading circle conversations. This is a powerful strategy for positive relationship building founded in Indigenous practice.
3. Engage district staff to provide expert guidance and support (for example, one day sessions in storytelling or weaving).
4. Support risk taking to build confidence in engaging with Indigenous learning.

Indicators of Success:

1. Increase in positive responses on Grade 4 Student Learning Survey and Parent Survey around school based indigenous learning experiences.
2. Increase in staff confidence in leading Indigenous learning activities, based on self reporting.
3. Increase in observed student connection with Indigenous learning & practices.

School Community Engagement Process:

1. We will engage district staff to find ways to help build capacity in implementing indigenous ways of knowing and learning.
2. We will regularly share with PAC and parents what we are learning.
3. We will make explicit with students where we are weaving indigenous practices into our learning, so they are able to identify that they are learning about indigenous perspectives.



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

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Reflection

This year we started with new goals in all areas, and embarked on a year of exploration and learning. This year was also marked by a change in administration, with a new principal starting in February. In the next year, we will reinforce the current year's growth and take our next steps together.

In Numeracy teachers introduced students to counting collections, and students demonstrated different ways they can organize numbers. This gives teachers data on the resources students have in their numeracy toolkits. We discovered the "Capture the Square" game was an enjoyable and accessible way for students to work through equations appropriate to their level and engage parents with their learning. This gives us a starting point to engage parents as well.

Our data from previous years on the social and emotional impacts of nutrition and sleep is inconsistent; some measures suggest good sleep and nutrition is broadly in place, while others suggest the opposite. We will continue to share information with parents on positive sleep and nutrition approaches, both collectively and in individual conversations. As a new principal, I have observed that our school is very well structured and students are effectively supported; however, there is a degree of dysregulated students behaviour and sometimes a lack of personal boundaries. We will explore a variety of universal classroom and playground supports to better support student self regulation.

This year we started learning the Seven Sacred Teachings. Many teachers use circles to build community and support student relationships. In surveys, many students report they do not learn about indigenous ways of learning. Teachers report a lack of confidence in teaching indigenous learning. In my observation circles are very effective at helping students to resolve issues and strengthen relationships. We will continue to work with the Seven Sacred Teachings, strengthen the practice of circles in classrooms and build staff capacity in leading and teaching indigenous ways of knowing and learning.

Signatures

Title	Name	Signature	Date
Principal	Rob Killawee		July 3, 2024
Assistant Superintendent			5/3/24

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