

## DIRECTIONS 2025: ACTION PLAN FOR LEARNING

### Eagle Mountain Middle

2024-2025



## Intellectual Development

Goal: to continue to increase students' reading / writing engagement and focus.

### Rationale:

After a year of implementing our strategies in the area of engagement of reading, we will continue with our strategies as standard practice as engagement literacy skills in general continue to be an area of focus.

### Planned Actions:

EMM community members will improve identity of readers & writers through purposeful, engaging and re-energized literary learning opportunities. Staff have build resources to support engagement and collaboratively support our goal. Students will improve personal reading profiles through literacy conference, engagement techniques, inclusive classroom libraries, and targeted intervention for struggling readers.

### Indicators of Success:

School wide reading assessments (2 X year) with class profiles, report card data, FSAs results, and student satisfaction survey which asks if they feel they are improving in literacy skills. Staff will focus on 'street data' conversations and observations of students learning and engagement. Target: Previous student survey data has shown an increase of students choosing to read more in their interest areas and self-identify as a reader. The extension will be looking at how engagement in reading impact higher proficiency in Literacy Skills.

### School Community Engagement Process:

Parents: Engage parents in reading culture by getting to know family beliefs about reading; info sessions about reading to give parents knowledge and skill about ways to support reading engagement; home reading programs Librarian.  
District Indigenous team: story telling through artifacts, authentic resources  
Community: Public Library visits, guest speakers (Authors / writing workshops)  
District Literacy team: supporting staff and students.

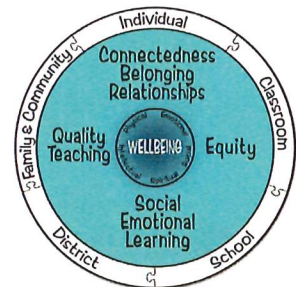
"The more you read  
the more things you know.  
The more that you learn  
the more places you'll go."  
-Dr. Seuss

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

School: **Eagle Mountain Middle**

**Increasing Success in  
Life for All**

## DIRECTIONS 2025: ACTION PLAN FOR LEARNING



### Human and Social Development

#### Area of focus:

Social and Emotional Learning and Self Regulation: students will develop skills and increased capacity in the area of self management and self-awareness especially as it relates to personal well-being.

#### Planned Actions:

Student: BC Core competencies (CC) connect with aspects of SEL. Student self assessment of CC will help target specific aspects for growth and development.  
Classes: Through class review process, targeted areas will be identified. Classes will use: RP (circles/charters).  
School: Common language around expectations, Collaboration with District Principal of Diversity and Anti-Racism, Learning Services Coordinators (self-reg and Mental Health). Regular  
Community: parent info nights through HWSS, school/home, regular updates from school on targeted skills.

#### Indicators of Success:

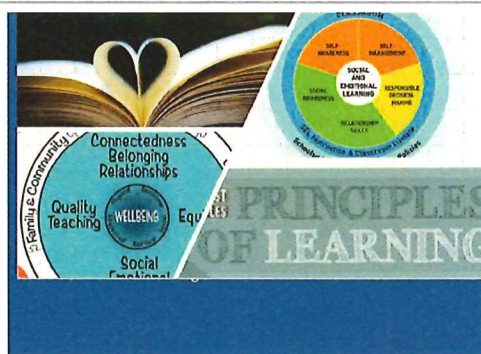
- Students will be able to employ strategies to regulate their emotions and grow in their understanding of how to resolve conflicts in peaceful ways.
- Intentional blocks of time will be used every Wednesday to explicitly teach students self regulation skills guided by our counsellor and student services team.
- regular review will take place at, Staff, Team Leader, and PAC meeting. Team Leaders will review strategies on teams.
- We will survey students, staff and families on their perceptions of how our students are progressing with their social/emotional learning and self

#### School Community Engagement Process:

Students: Team Building blocks, EMM Ambassadors (student voice sharing with school admin and staff)

Staff: Team Leader role (one staff member with SEL / Well-Being goal area), staff meeting topic (each month), Pro-D focus, regular Team meeting focus

Community: Newsletters, PAC meetings, surveys, targeted parent sessions



## 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:

Staff and students will develop a broader understanding of Indigenous Peoples; their history and way of being along with a increasing knowledge of First Peoples Principles of Learning.

#### Planned Actions:

The Medicine Wheel will be the focus of our work with the Intellectual and SEL aspects of our APL. Each term will have a planned and purposeful action. Term 1) Knowledge: unpacking the 'why', gathering of resources, Staff Pro-d Days Term 2) Educating: Connections between classes & Teams, outdoor classrooms, student indigenous workshops days/conferences. Term 3) Application - taking our learning and experiencing indigenous ways of being through hands on activities connecting with our Indigenous Teacher and Youth Worker contacts.

#### Indicators of Success:

Students will understand and apply First Peoples Principles of Learning in their schoolwork, in their peer interactions using a model of community through the medicine wheel. Student portfolio, results from the School Based survey, Student self assessment FPWL competencies. Grade 7 learning survey, student engagement, classroom assessment and report cards.

#### School Community Engagement Process:

##### Staff: n

- Newsletter - shared weekly - new resources/pro-d information.
- Team Leader Lead for indigenous education
- Staff meetings
- Staff collaboration time
- Monthly updates to parent community
- PAC meetings
- Teaming with District Indigenous Teachers, youth worker and community experts.

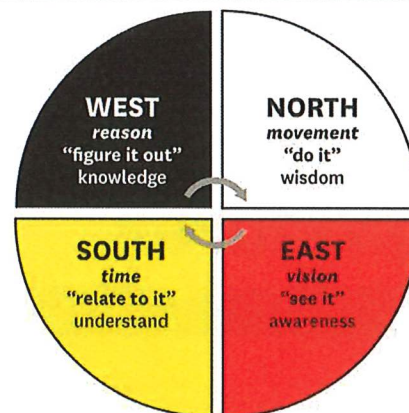


Figure 1: Gifts of the Four Directions

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

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## DIRECTIONS 2025: ACTION PLAN FOR LEARNING



### Eagle Mountain Middle

## Reflection

Over the past year, Eagle Mountain Middle School has made significant strides in fostering a love for reading among our students. Through various initiatives, such as book clubs, reading challenges, library visits, we have seen a marked increase in student engagement with reading.

#### Next Steps: Developing Specific Literacy Skills

Building on this momentum, our next focus will be on honing specific literacy skills. This includes enhancing comprehension, critical thinking, and analytical abilities. We plan to integrate more targeted reading strategies into our curriculum, such as guided reading sessions, peer discussions, and personalized reading plans that will be informed by our planned school-wide reading assessment. By doing so, we aim to equip our students with the tools they need to become proficient and confident readers.

#### New Direction: Self-Regulation and Social-Emotional Learning

In addition to literacy, we are placing a strong emphasis on self-regulation and social-emotional learning (SEL). These skills are crucial for students' overall development and well-being. Through SEL instruction, students learn to manage their emotions, set and achieve positive goals, show empathy for others, establish and maintain positive relationships, and make responsible decisions. The skills acquired through SEL will not only support students' intellectual growth but also their social and emotional development. By understanding and managing their emotions, students can create a positive learning environment for themselves and their peers.

#### Incorporating First People's Principles of Learning

We have also integrated the First People's principles of learning into our school goals. These principles emphasize the importance of learning as a holistic, reflective, experiential, and relational process. They highlight the interconnectedness of all aspects of life and the importance of community and relationships in the learning process.

By incorporating these principles, we have created a more inclusive and respectful learning environment that honors the diverse backgrounds of our students. Activities such as storytelling, community projects, and nature-based

## Signatures

| Title                    | Name          | Signature | Date          |
|--------------------------|---------------|-----------|---------------|
| Principal                | Andrew Graham |           | June 28, 2024 |
| Assistant Superintendent |               |           |               |

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