

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Heritage Mountain Elementary

2023-2024



Intellectual Development

Goal: STEAM - Developing a whole-school inquiry approach to learning.

Rationale:

STEAM is all around us. We will continue to use the inquiry cycle in school-wide STEAM designing thinking challenges (Community Times), multi-class STEAM projects (Group Inquiry), and individual STEAM learning (Classroom).

Planned Actions:

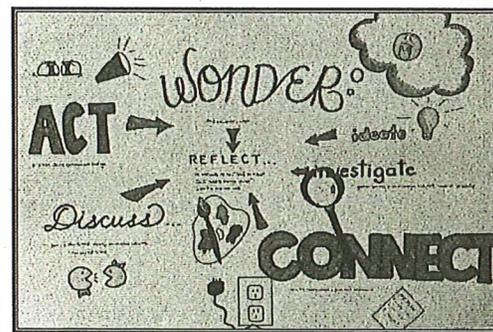
Develop common language/strategies of the inquiry cycle in: classrooms, Library, Music, Fine Arts, and whole-school gatherings. Develop a weekly school-wide Community Time schedule (event, debrief, cooperative planning, and rest cycle). Teachers will have time to co-plan and debrief STEAM activities with colleagues. Students will have time to wonder, ideate, and reflect individually, with peers in class, and with students in other classrooms and grades.

Indicators of Success:

Students will demonstrate and communicate their growing understanding of STEAM through: art displays, digital presentations, drama performances, journals and other writing, and design-thinking building challenges indoors and outdoors. Students and Staff will hear the common language of the inquiry cycle being used and see evidence of our common values (teamwork, resilience, self-reflection, and curiosity) in action through our Community Times, Group Inquiry, and Classroom learning. We hope to see students grow in increased independence, willingness to take risks, and revising their thinking.

School Community Engagement Process:

We will review/share progress at/through: staff meetings, Pro-D, CDMC, and PAC meetings. Evidence of learning will be created and shared at/through: special events, assemblies, Community Times, Group Inquiry blocks, Classroom learning, newsletters, Open House, Student Led Conferences...

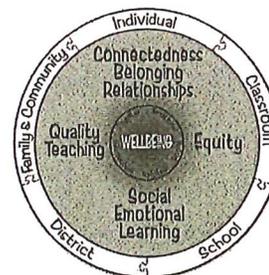


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Heritage Mountain Elementary**

**Increasing Success in
Life for All**

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Human and Social Development

Area of focus:

Support students' self-regulation through soft starts to create a sense of connection, community, and belonging; and increase ability to focus in academic learning.

Planned Actions:

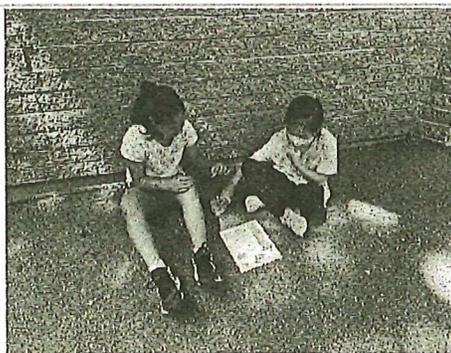
Block off time in daily schedule for "soft starts" at AM & PM attendance. Build self-reg/executive functioning skills and reduce anxiety through: check-in routines, planners, mood meters, shape of the day, and Get Ready-Do-Done planning. Recognizing need for sensory breaks for some and all through: sensory paths, self-regulation room, sensory bins/tubs, and increased time for transitions. Develop consistent school-wide common language and expectations: WITS, expected/not expected, available/not available, and Restorative Practices to resolve SEL concerns that impact peer relationships and learning.

Indicators of Success:

Students will show increased sustained focus and independence in their work. Staff will hear students using common language to express their feelings, needs, and wants such as: Zones language (Green, Yellow, Blue, Red), asking for a break, using Restorative language (What happened, What thoughts/feelings, Who has it impacted, How can we make things right?). Students will be able to identify trusted peers and adults who can help them resolve internal and external conflicts.

School Community Engagement Process:

We will review/share at/through: staff meetings, Pro-D, CDMC, and PAC meetings. Evidence of learning will be created and shared at/through: special events, assemblies, Community Times, Group Inquiry blocks, Classroom learning, newsletters, Open House, Student Led Conferences...



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:

FPPL - Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
Core Competency - Communication: connect and engage with others.

Planned Actions:

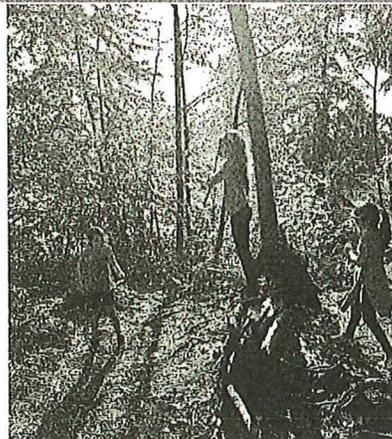
Book guest speakers/performances and Pro-D sessions that highlight Indigenous culture. Plan school-wide activities for: NTRD (Orange Shirt Day), Anti-bullying/Anti-racism awareness (Pink Shirt Day), NIPD, and Community Times. Focus on story-telling (oral and written) using authentic Indigenous stories and resources. Research and create an Indigenous connection to our school Coyote mascot. Increase outdoor learning and connection to our natural surroundings and land. Use FPPL language more frequently in classrooms and school-wide.

Indicators of Success:

Students and Staff will hear, see, and use FPPL language school-wide. Indigenous books and resources will be embedded in all learning indoors and outdoors. Indigenous practices (traditional welcome/land acknowledgment/classroom circles) will be present across all learning spaces and gatherings.

School Community Engagement Process:

We will review/share at/through: staff meetings, Pro-D, CDMC, and PAC meetings. Evidence of learning will be created and shared at/through: special events, assemblies, Community Times, Group Inquiry blocks, Classroom learning, newsletters, Open House, Student Led Conferences, and through Indigenous celebrations (National Truth and Reconciliation Day and National Indigenous Peoples Day).



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

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Heritage Mountain Elementary

Reflection

Heritage Mountain Elementary has a strong focus and tradition in Literacy and SEL for many years. We continue to review our structures, strategies and materials in these areas, and further develop these in our new goal and focus areas.

We use a variety of means to collect data for planning through: class-based assessments, class reviews, FSA data, EDI and MDI data, and student profile pages and report cards. We also use CDMC meetings to plan and review for activities in our APL (STEAM, Indigenous, and Self-regulation).

To support all of this work the Department Head leadership roles have been designed as: STEAM, Indigenous, Self-regulation, and Reporting/Numeracy/Literacy.

We plan to continue to highlight this work at Staff meetings, Pro-D sessions, and PAC meetings. We plan to celebrate our progress through special whole-school gatherings and events, including Community Times.

Signatures

Title	Name	Signature	Date
Principal	Jonathan Sclater		June 27, 2023
Assistant Superintendent	<i>Nadine Tommelum</i>		<i>June 27/23</i>

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