

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Ecole Moody Middle School of the Arts

2021-2022



Intellectual Development

Goal: School-Wide Numeracy Goal:

Students will enhance and apply communication and analytical skills with respect to Numeracy across disciplines.

Rationale: School has been working on Numeracy goal for past few years with a focus on computational thinking. We created a new school wide assessment this year based on ideas for the Grade 10 numeracy exam to align with Provincial Numeracy Assessment directions.

Planned Actions: *Teachers will design learning experiences to support student development and demonstration of* Using mathematical language and vocabulary (including graphs and symbols) to contribute to mathematical discussions.

Applying, explaining, and justifying mathematical ideas and decisions, through the use of manipulatives and literature

Communicating mathematical thinking in many ways, using math journals and collaborative community lessons/projects

Representing mathematical ideas in concrete, pictorial, and symbolic forms, through writing and reading of literature

Indicators of Success:

- Improvement on school wide numeracy assessments designed and implemented by teachers on site in alignment with provincial proficiency standards
- Students will more easily engage in mathematical thinking and numeracy activities.
- Students will demonstrate an enhanced self image of themselves as “numerate” thinkers
- Students will display their mathematical knowledge through the Arts and STEAM activities
- FSA data will indicate some improvement in mathematical thinking

School Community Engagement Process: to name a few...

*Numeracy Team Leader and Numeracy Team to facilitate professional development and school wide assessments 2-3 times per year.

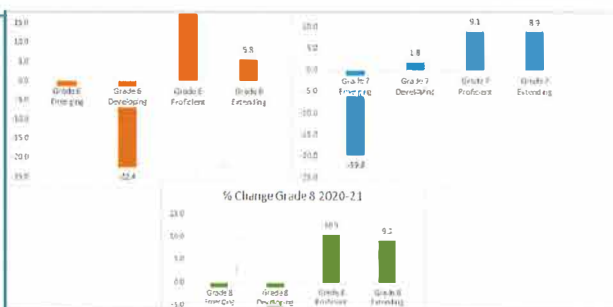
* Each Pod/Team taking on the planning of different numeracy tasks and projects for the entire school to participate in.

*Working with District Numeracy and Literacy coordinators

*Staff Meetings and Friday Collab Time utilized to engage staff in ongoing learning and improved practice

* Regular review at EMMSOTA PAC meetings.

* Common Math time to provide consistent support and opportunities for team teaching and unique student groupings.



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

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DIRECTIONS 2025: ACTION PLAN FOR LEARNING



Human and Social Development

Area of focus: **Identity and Belonging moving to Global Citizenship**

To develop each individuals' ability to identify themselves in the context of our larger learning community.
To support positive mental health through strong personal identity and stronger community connections within the classroom, school and larger community. To understand our individual impact as global citizens and environmental stewards.

Planned Actions: to name just a few...

- Continue with our "Wellness Wednesday" structure, particularly focusing on 4-5 week series of lessons at the beginning of our year.
- Planned Artist in Residence activities that will focus on individual imprint on our community, global citizenship and the impact we have on the sustainability of our environment.
- Literature Kits and Pod/Team wide reads that focus on personal identity across a broad rainbow spectrum.
- Outdoor learning opportunities will continue to build a stronger bond amongst staff and students to our Mother Earth

Indicators of Success:

- Acute anxiety and mental health concerns will be reduced
- Anecdotal conversations and check ins with students using restorative circles will indicate the overall well being of classrooms and our school community.
- Increased level of understanding for each individuals well being in context with others. How our understanding of self contributes to wellness of others.
- Data such as MDI and Student Learning Survey will indicate increase in community involvement and contributions to global community.

SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., "People care about each other in this school."



SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."



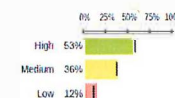
School Community Engagement Process: to name only a few...

- Commitment to engage staff regularly through Professional Development Days, Staff Meetings, Friday Collab Time, and regular discussions/collaboration across Pods/Teams with literature focusing on identity, belonging and global stewardship.
- Parent Engagement through EMMSOTA PAC Meetings, presentations and our regular Triad Conferences 2-3 times per year
- Arts integration with outside Artist and Port Moody City of the Arts

CONNECTEDNESS WITH ADULTS

ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."



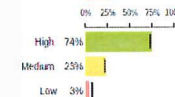
ADULTS IN THE NEIGHBOURHOOD/COMMUNITY

Assesses the quality of relationships children have with the adults they interact with in their neighbourhood or community. e.g., "In my neighbourhood/community there is an adult who really cares about me."



ADULTS AT HOME

Assesses the quality of relationships children have with the adults in their home. e.g., "In my home there is a parent or other adult who listens to me when I have something to say."



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: Understanding Indigenous identity and belonging and supporting with “calls to action”.

In alignment with our Human and Social Development goal we will focus on literature, art and history of our Indigenous Peoples to help in our collective understanding of how their sense of identity and belonging will shape our schools, communities and nation going forward.

Planned Actions: to name only a few...

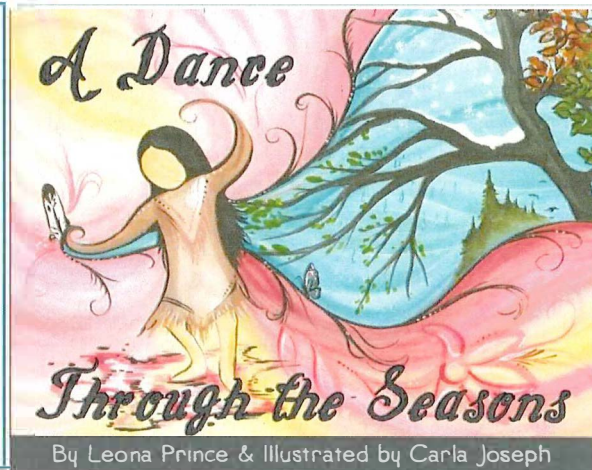
- Focus on literature in the classroom, Pod/Team and larger school community highlighting the art, history and stories of our Indigenous Peoples. One example is Leona Prince's “A Dance Through the Seasons”, a beautifully illustrated picture book about a young woman's search for her own identity in relation to her people and the changing seasons. We introduced this book to staff at a June PD day and will feature it in our first few weeks of the school year school wide.
- Taking a historical look at the Truth and Reconciliation Commission and its calls to action. Help students through direct teaching to understand, then move to action, small steps.
- Staff wide read of some of Richard Wagamese's writings to enhance our understanding of the journey of our Indigenous Peoples. Staff were gifted Wagamese's book “Embers” to use as mindful reflection and to share in classrooms.
- Continue to connect with Mother Earth in our outdoor classroom spaces and begin to build our community garden and mindful outdoor spaces

Indicators of Success:

- Students will be able to articulate their understanding of Truth and Reconciliation, through their individual reflections and small steps to action.
- Restorative circles will be a central part of community building, understanding, tolerance and inclusion.
- Indigenous images will be illustrated and integrated into our “School of the Arts” philosophy and school wide themed art installations
- Staff will become more familiar and comfortable teaching, discussing and integrating First Peoples Principles on a more frequent basis

School Community Engagement Process

- Regular review at EMMSOTA PAC meetings
- Time devoted at Staff Meetings, Pro D Days, Friday
- Collab time and Pod/Team planning.
- Consult/connect regularly with Indigenous Education Department to enhance learning opportunities for staff and students.
- School wide reads and literature that embrace an Indigenous perspective.
- Regular acknowledgement and cooperation with our own Indigenous students and families to raise the level of engagement at the school level.
- Community forums, such as our Presentation of Learning event that highlight our First People's Principles through art and other student work.



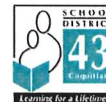
DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOALS #1 & 2

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Ecole Moody Middle School of the Arts

Reflection



Numeracy has been an intellectual goal at EMMSOTA for the past few years and we redirected our focus this year as a result of school wide assessments and work with District supports Michelle Ciolfitto and Jennifer Whiffin. Our Numeracy Team Leader redesigned our school wide assessment away from straight computational thinking to alignment with the directions of the Grade 10 Provincial Numeracy Assessment. It was determined in our initial findings that many students were reluctant to even attempt some of the more challenging questions as their self belief as a “numerate” citizen, was low. Work throughout the year to build both common teaching practice and numeracy engagement for reluctant learners resulted in improvements across all grades. This of course was not indicated in FSA results, due to an extremely trying year and low participation rates.

Human and Social Development, continues to be a strong focus for our school community as we have been working on “Health and Wellbeing” for the past 2-3 years. Our students are able to identify how they are feeling and what they can do to stay well. This does not always translate into action or into a healthy self image in relation to their school and community connections. We looked at some of the results from the MDI and Student Learning Surveys and determined that while students understood their feelings and sense of wellbeing more, some continue to struggle with their place and identity in our classrooms and school community. Our School wide theme for the year ahead is “Identity and Belonging” and this broad look can embrace many opportunities to build a stronger community using students’ cultures, gender identity and acknowledgement of Indigenous Peoples history and principals, to truly understand the very special mosaic that is our school.

As a School of the Arts we plan to continue integrating the arts into all that we do with daily mindful art activities, school wide art installations and engaging with Artist in Residence, Lorna Moffat, to build our “Personal Identity” environmental thumbprint, to begin the year.

Indigenous Ways of Learning, will take on a heightened awareness this year. As a school community EMMSOTA has always valued our First Peoples Principals of Learning and participated in many activities in classrooms and school wide. As we move forward and seek to understand more, we will begin to make a more conscious commitment to action. Better understanding of the Truth and Reconciliation Commission’s recommendations and “calls to action” will guide us in our ongoing journey. We have already begun to dive into the literature that support a greater understanding and are looking forward to accessing more resources through the support of our Indigenous Education Department and our Literacy Coordinators. We will designate a Team Leader portfolio to supporting our growth and direction in this area.

Signatures

Title	Name	Signature	Date
Principal	Mark T. Clay		June 30, 2021
Assistant Superintendent	Reno Ciolfi		

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