

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Mountain Meadows Elementary

2025-2026



Intellectual Development

Goal: Increase our students' proficiency and joy with writing.

Rationale:

When we began this goal, many students expressed that they did not enjoy writing and did not see themselves as writers. Furthermore, many were not writing at grade level, their writing was simple and had basic grammatical errors.

Planned Actions:

- more practice writing words to eliminate fine motor constraints
- lessen anxiety by practicing brainstorms. Utilize voice to text technology
- Schoolwide writes at the beginning and end of year to determine areas for growth, where to focus teaching and progress made
- School-wide events that celebrate students' writing
- Continued use of writing programs to target areas for growth & practice

Indicators of Success:

- improvement will be seen in student writing across the school between fall write and spring write
- Students will demonstrate pride and willingness to showcase and share their writing in a variety of settings
- students do not become complacent with neatness and grammar
- Simple grammatical errors will be reduced and more description and complexity will be seen in writing

School Community Engagement Process:

- Staff meetings, school pro-d and external opportunities for professional development will be used to build on current teaching practices.
- School wide celebrations like Author's wall, writing assemblies, Literacy Week
- Sharing with families in emails, invitation to assemblies and author walls placed in centralized locations.

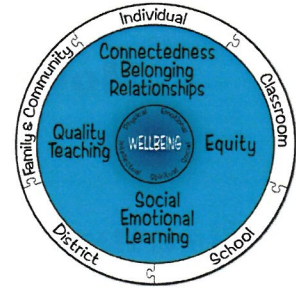


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Mountain Meadows Elementary**

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Life for All*

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Human and Social Development

Area of focus:

Embrace the values of respect, responsibility, and reciprocity, so students can enhance their sense of belonging and understand their vital role within our school community.

Planned Actions:

- create a school-wide charter to support a common language and expectations around what it means to be part of a community that is kind, respectful, and inclusive
- increase opportunities for the school community to connect and learn from one another (where are you from map activity)
- teach mindfulness strategies (ex. SNAP) to use when feeling overwhelmed, frustrated or upset
- teach conflict resolution strategies to use in challenging social situations

Indicators of Success:

- students will report a sense of connection and belonging when at school.
- decrease in adult intervention in managing conflict and helping students to regulate.
- students' will be able to choose strategies to deal with their frustration when faced with setbacks and then return to the task.
- students will be able to use effective strategies to solve 'small problems' on their own and ask for help to solve bigger ones.
- students will seek help when necessary

School Community Engagement Process:

- develop a community definition of what 'respect' looks, sounds and feels like and why it is important to our Mountain Meadows community
- regular formal and informal check-ins with students. Work with parents to maintain consistency
- reach out to families to ask what important cultural celebrations they celebrate and share them with the school community



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Focus on the Indigenous worldview "Learning is connected to land, culture and spirit" by using the 4R's of reciprocity, responsibility, relevance and respect to develop our community's connection to land, each other & ourselves.

Planned Actions:

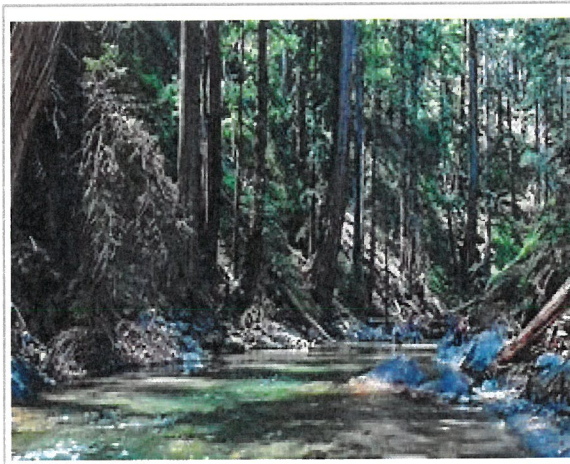
- pro-D & use of curricular resources that have local BC Indigenous knowledge embedded within them
- invite and build relationships with knowledge keeper(s)
- Continue to learn the Halkomelem names of places, plants & animals
- continue to use outdoor ed, to increase students' opportunity to learn on and from the land and to be stewards of the land by formalizing outdoor learning on and from the land

Indicators of Success:

- staff's comfort level with embedding Indigenous worldviews, principles of learning and content will increase.
- students' will be able to communicate their relationship with the Land in a variety of ways
- students will share stories of their ancestry and cultural heritage

School Community Engagement Process:

- provide staff with ongoing opportunities for professional development.
- build stronger relationships with our Indigenous families, Indigenous Youth Worker, our Indigenous Education Department and look for opportunities to connect with the Kwikwetlem Nation and other local Nations.
- share opportunities in the greater community for families to participate in outside of school.
- share with families what we are doing and continue to educate why.

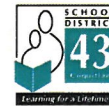


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOALS #1 & 2

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Mountain Meadows Elementary

Reflection

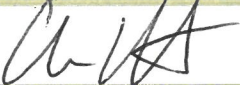

We began the year with a school-wide writing assessment to gauge our students' abilities and identify areas for improvement. Throughout the year, teachers employed various programs and strategies to encourage daily writing. Students explored diverse topics and genres, and their work was proudly displayed on bulletin boards and our author walls at the school's entrance. We celebrated Literacy Week to further promote student reading and writing. Moving forward, we plan to continue these initiatives and introduce a formal celebration of writing, inviting families to join in the festivities.

We offered targeted programming for classes and small groups, focusing on emotional awareness, problem-solving, friendships, and self-regulation strategies. Classroom/Library circles provided safe spaces for students to discuss and practice these skills. School-wide conversations about expectations were held at the start of each term and reinforced throughout the year. These efforts helped students develop better self-regulation and conflict resolution abilities, contributing to a greater respect for our shared space and one another.

Our commitment to the Indigenous worldview was evident in our activities and curriculum. Every class participated in guided land walks, deepening their connection to the land and its history. These experiences were framed by the 4R's—reciprocity, responsibility, relevance, and respect - strengthening our community's bond with the land, each other, and ourselves.

Throughout the year, teachers were equipped with resources that supported identity, inclusion, and diversity. School-wide performances and activities celebrated our community's rich diversity. By embedding these goals into our daily practices, we fostered a learning environment where students could thrive academically, socially, and emotionally. As we reflect on our progress, we are proud of the strides we've made and are excited to continue building on these foundations in the upcoming school year.

Signatures

Title	Name	Signature	Date
Principal	Chris Martin		07/02/2025
Assistant Superintendent	Jeremy Clarke		July 2, 2025

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