

## DIRECTIONS 2025: ACTION PLAN FOR LEARNING

### Mountain Meadows

2024-2025



## 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:

- School-wide writes at the beginning and end of year to determine areas for growth, where to focus teaching and progress made.
- Continue to offer meaningful & authentic opportunities for students to write for an audience. School-wide events that celebrate students' writing.
- Continued use of writing programs to target areas for growth & practice.
- Department head position to support the goal.

### 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.
- 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 writing events & celebrations - Author's wall, celebration of writing assemblies
- Sharing with families in emails, invitation to assemblies and author walls placed in centralized locations.

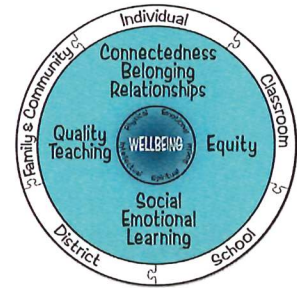


## DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Mountain Meadows**

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### Human and Social Development

#### Area of focus:

Through the teachings of respect, responsibility and reciprocity, students will increase their sense of belonging and recognize that they have an important 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 inclusive.
- Provide opportunities for the school community to come together celebrate and learn with and from one another.
- Teach what respect, responsibility & reciprocity looks, sounds & feels like.
- Explicitly teach strategies to use in when feeling overwhelmed, frustrated or upset.
- Teach strategies to use when faced with challenging social situations.

#### Indicators of Success:

- Students will report a sense of connection and belonging when at school.
- Incidences of derogatory language and interactions will be reduced.
- 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.

#### School Community Engagement Process:

- As a school community (staff, students & families) define a common language about what 'respect' looks, sounds and feels like and what is important to our Mountain Meadows community.
- Formal and informal check-ins with students.
- 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 & our selves.

#### 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.
- 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 through the creation of a new course for grade 1-5 students.

#### 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.

#### School Community Engagement Process:

- Provide staff with ongoing opportunities for professional development.
- Build stronger relationships with our Indigenous Youth Worker, our Indigenous Education Department and look for opportunities to connect with the Kwikwetlem Nation and other local Nations.
- Participate as a school community (including families) in Orange Shirt Day & Indigenous Peoples Day.
- 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

## Reflection

This was our second full year with our 3 goals. We continued to have department heads attached to each of the APL goals and these teachers shared the responsibility of embedding these goals into our school community.

This year we completed our school-wide write right at the beginning of the year. This allowed us a snapshot of where our students were at and provided teachers with areas of focus on an individual and class level. Using a wide range of programs and strategies, teachers had students write on a daily basis. Students had the opportunity to write on a variety of topics and genres. Students' writing was posted on bulletin boards in the hallways as well as on our author walls at the front entrance of the school. To further celebrate and showcase students' writing, students were given the opportunity to share their writing with the school during assemblies. The intention is to continue the authors' wall and assemblies as well as consider a more formal celebration of writing where families will be invited to attend.

We continued to offer programming to classes and small groups that focused on emotions, problem solving, friendships and strategies for self-regulation. Students participated in circles in some of the classrooms and as part of the library program. School-wide conversations around expectations happened at the beginning of each term and were continued in classrooms throughout the year. Teachers were provided with curricular resources that supported identity, inclusion and diversity. School-wide performances and activities also supported and celebrated the diverse nature of our community.

We started the year reading the book 'Be a Good Ancestor'. In several of the classes, students wrote their own land acknowledgments. To support classroom learning, Science and Social Studies resources were purchased that included local Indigenous knowledge and ways of knowing. Every class had the opportunity to go on guided land walks and explore the area around Mountain Meadows.

## Signatures

Title	Name	Signature	Date
Principal	Genevieve McMahon	<i>Genevieve McMahon</i>	June 23, 2024
Assistant Superintendent	Nadine Tambellini	<i>Nadine Tambellini</i>	June 28 2024

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