

# DIRECTIONS 2025: ACTION PLAN FOR LEARNING

## Mountain View

2021-2022



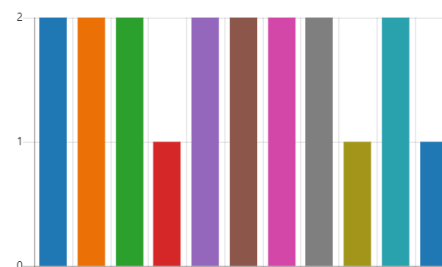
### Intellectual Development

**Goal:** To increase Tier Two Vocabulary (Academic Words) to help all of our students access instruction.

**Rationale:** Increasing Tier Two Vocabulary as this Universal Design Support will target all of our learners. We have 69 of 151 students who are English Language Learners. We want to ensure students acquire teacher instructions, interpret what they read and can present their learning. Data from our Class Based Assessments indicate this lack of academic vocabulary affects our students abilities to communicate what they know and to comprehend the question.

**Planned Actions:** Learning Support Teachers will collaborate with classroom teachers to identify instructional approaches they can incorporate into their daily instruction. Tiered supports will be implemented for students identified in Tier 2 and 3 and for Literacy.

McCracken	2
Talking Tables	2
Daily Five	2
Word of the day-using Tier 2 ...	1
Word Wall	2
Text Talks - a picture book wit...	2
Kanta Workshop-Roula and Li...	2
Spelling worksheets	2
website-spell city	1
writing dictionaries	2

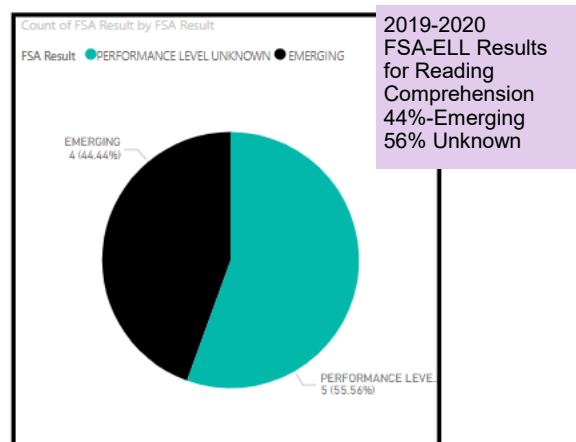


#### Indicators of Success:

Students will show growth using our twice a year Class Based Assessments and a growth in their proficiencies as tracked by three terms of reporting. Specifically, these assessments identified students were not answering what the question was asking. Further, students did not add details or make connections to what they were reading. The Learning Support Teachers will track the growth of our ELL Learners each Term using ELL Reporting. A student self-assessment will be achieved using a yellow, red, green voting system for their identified improvement of acquiring Tier Two Academic Vocabulary. Finally, our FSA results for all of our students in grade four will reflect growth in Reading Comprehension.

#### School Community Engagement Process:

The Identified Intellectual Goal will be recurring agenda item on the Parent Advisory Principal's Report. Targeted instructional approaches and collected anonymous data will be shared. The APL will be an agenda item on the monthly staff meetings. The school will work towards alignment of Educational Lead Positions with the APL Goals. Teachers will share their instructional approaches using Freshgrade or their chosen communication tool and the Principal will share through monthly Newsletters. Parents will be given a survey at the end of 2021-2022 once knowledge of our instructional approaches are shared. Students will be cued with red/green/yellow voting during schoolwide assemblies.



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

Mountain View Elementary

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*Increasing Success in Life for All*

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## Human and Social Development

**Area of focus:** The Assets Index combines MDI measures that highlight four key assets that help to promote children’s positive development and well-being. Our students voice came through indicating 41% feel an adult cares about them in the community and neighbourhood. We want students to build and maintain intergenerational relationships with adults in their community as an extension to the adults they are connected to in the building via planned afterschool activities.

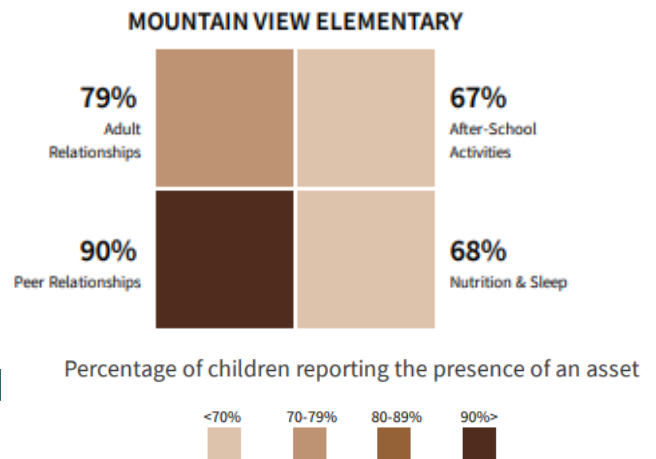
**Planned Actions:** The school will host school wide culturally diverse opportunities for afterschool programming. We will continue to support Master Phan and his Taekwondo offerings through our opening week stations. We will foster our connection with Moresports to ensure all students have equitable access to afterschool opportunities. The Principal will include afterschool opportunities in the newsletter. The Youth Workers will actively seek out opportunities for our students at the Poirier Recreational Center and Share. We will continue to host volunteers who have offered to support learning events in our community such as buddy readers and Art Leaders. Our Youth Workers, Counselors, Learning Services Teachers and Classroom Teachers will track students and their connections to adults in the building and after-school. We will match Tiered supports for students identifying as not having afterschool or other adult connections as we know this is an Asset for well-being and positive development.

**Indicators of Success:**

Our MDI will reflect an improvement in this area in 2021. Currently at 67% in 2020. Our students will respond as feeling connected to adults in their community via a school survey in May 2021. Community members will be visible in our school during the day and afterschool provided they have completed a criminal record check.

**School Community Engagement Process**

- Opportunities in the newsletter and sent out using MyEd.
- Moresport collaboration with Jeff Stromgren
- PAC Sponsors for students in need
- Education in Newsletter detailing benefits of Assets for well-being and positive development.
- Youth Workers will maintain a list of opportunities and provide a handout for the office to share with families.



### DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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## Indigenous Learners and Indigenous Ways of Learning

**Area of focus:** Improve attendance of our Indigenous Learners. 8 of 18 Indigenous Learners have missed more than 10 days of instruction for the 2020-2021 school year. We feel students will show improved performance results in numeracy, literacy and their social and emotional well-being if they feel safe and connected to more than two adults in the building and if their attendance is regular. We further reflect our understanding of Learning involves patience and time.

**Planned Actions:** Our staff will engage in Talking Circles thus making a conscious effort to seek out and make a personal connection/check in. Further, our staff will increase their use of authentic resources that have representation of Indigenous Principles and First Peoples. Our staff will continue to access the District Sharepoint Site: [National Indigenous History Month and National Indigenous Peoples Day \(sharepoint.com\)](#) We have already shifted our Indigenous Section of Resources in the Learning Commons amongst the rest of the books as a reflection of our ongoing need to model growth and action. We will continue to reflect and shift our assessment practices to increase performance i.e. oral means of showing what you know. Our counselor, Indigenous Youth Worker and clerical will track attendance. Using a strength based approach we will continue to offer supports and welcome actions to improve attendance.

**Indicators of Success:** Targeted Tier Review in November and May for Indigenous Learners tracking Literacy, Numeracy and Social and Emotional Development will show growth for all Indigenous Learners. Staff will access student voice through the student's self-assessment of core competencies and through the student's perspective each term. Through increased connection and intention with our actions our hope is to see an improvement in attendance for our Indigenous Learners.

### School Community Engagement Process

- Ongoing discussions with staff re: their need for resources or further learning opportunities.
- Schoolwide analysis and engagement with data pertaining to our Indigenous Learners.
- June-National Indigenous Month
- September 2021 Orange Shirt Day
- Commitment to education and action in our learning community specifically the Commission of Canada's Calls to Action point 63.3
- Sharing of our learning in our Newsletter for parents to engage alongside us.
- Make learning visible (school mural in the gym reflects Indigenous Art Shapes-2021)

9 of 18 Indigenous Students fall in Tier Two for Human & Social & Intellectual Development

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

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## Mountain View

### Reflection

Mountain View’s School Population is still not stable given the re-gentrification in the neighbourhood. We are predicting growth over the next two years. The physical school has room to grow given the number of available classroom spaces. The school population is diverse. We have eighteen students who identify as Indigenous and sixty nine of one hundred and fifty one students receive English Language Learning Supports. Many of the students at Mountain View speak more than two languages. We had fewer than five students end the year on the District Gradual Transitions Program. All students have begun their re-entry to school in June and will be attending full time the last two weeks.

A high number of our students do not participate in activities in their communities over the summer and after-school. We will need to build opportunities afterschool to improve their positive development and well-being and to support our working parents. We have a high number of single parents and students whose guardians are grandparents. The physical education and health instruction with our students should focus on healthy eating habits and exercise. We have included education about exercise and healthy eating habits in the newsletters and most recently our kindergarten teachers have noted an impact on our students entering kindergarten since adding a piece on Tips to Foster Self-Regulation during our Connections to Kindergarten Welcome. Device use should also be a focus, in particular; limited time and access at night which impacts sleep.

We have noted some of our Indigenous Learners do not know they are Indigenous. We need to keep fostering relationship with families in order to build trust. We further need to include Indigenous roll models in various fields and indigenous cultures around the world into our everyday teaching. The staff at Mountain View has made a commitment to the Calls to Action.

We would like to encourage reading at home by providing an education night for guardians. The trend from our Class Based Assessments for Reading are as follows:

Our students need support with answering what the question is asking, especially if there is more than one part to the question. Our students need to add more details to communicate their connections and knowledge. They also need more work on pulling details from the text. A current staff wonder is that we noticed our avid readers are not able to demonstrate their connections to the text. Further support is needed with responding to questions using full sentences, capitals and periods as noted in our FSA Results. In terms of literacy strategies, our students need support with locating information in a text. We noticed further growth is needed with labeling, filling out charts and how to read information on a map. Paying attention to punctuation as they oral read is also an area of potential focus.

### Signatures

Title	Name	Signature	Date
Principal	Jody Moss		6/13/2021
Assistant Superintendent	Carey Chute		6/17/2021

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