

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Anmore Elementary

2026-2027



Intellectual Development

Goal: Embed First Peoples Principles of Learning in Mathematics and assess impact.

Rationale:

We hope to continue building on foundational numeracy skills of fluency, mental math, and decomposing skills while analyzing data on rhetorical impact this initiative has had on school-wide numeracy.

Planned Actions:

Use professional development time to collaborate on integrating FPPL into regular math lessons and sharing resources.

Focus on hands-on learning, nature, collaboration, self-reflection, and storytelling in mathematics.

Collect baseline and formative data (e.g., school-wide numeracy assessments, student reflections) to measure the impact of these strategies on student engagement and math fluency.

Indicators of Success:

Students and staff actively engage with the FPPL.

Students recognize that learning in mathematics is experiential, relational, connected, and place-based, with learning embedded in memory, history, and story.

Data demonstrates steady or improved numeracy achievement and engagement across grade levels.

School Community Engagement Process:

Share student learning across divisions.

Share learning reflections and products with the community via weekly newsletters and student-led conferences.



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

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Human and Social Development

Area of focus:

Social Emotional Learning (SEL)

Planned Actions:

Foster a common language for SEL and embed practices into daily routines, mindfulness, and restorative practices, placing specific focus on pro-social behaviors, active listening, and mutual respect.

New Update: Create more consistent, school-wide consequences and proactive strategies for disruptive behaviors to ensure a safe and supportive learning environment.

Engage students in managing feelings and demonstrating care/respect through Class Charters, Growth Mindset, the Mood Meter, Zones of Regulation, Friendship Groups, and the 5 SEL competencies (Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making, and Relationship Skills).

Indicators of Success:

Students and staff experience a calm, caring environment where common language helps them interact respectfully.

New Update: Data (such as school climate surveys or incident tracking) shows a decrease in disruptive behaviors and an increase in pro-social interactions.

Staff and students demonstrate understanding and application of the 5 core SEL competencies.

School Community Engagement Process:

Host school-based assemblies focused on care through an SEL lens.

Share updates with families via weekly newsletters, SeeSaw, and home communication.

Invite families into the building for student-led sharing.



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Making the First Peoples Principles of Learning more explicit across daily school life.

Planned Actions:

Embed FPPL and Indigenous ways of learning into mathematics.

Maintain a shared staff resource folder and share activities across classes.

Highlight FPPL explicitly in student assignments and cross-curricular displays.

Formally tie FPPL teachings into our monthly SEL recognition assemblies to bridge human-social development with Indigenous ways of knowing.

Indicators of Success:

Staff actively collect, share, and incorporate Indigenous resources into math and cross-curricular activities.

Students identify and apply FPPL in their learning, particularly focusing on relational, place-based, and storytelling aspects.

School Community Engagement Process:

Dedicate professional development time to share and explore Indigenous resources.

Share student learning, stories, and products within the school and with families.



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Reflection

As we reflect on our work this year, there is a great deal of excitement about continuing to strengthen experiential learning opportunities in mathematics. Through hands-on, inquiry-based experiences, students have demonstrated increased engagement and deeper connections to mathematical concepts. Moving forward, we are interested in further refining this work through purposeful data collection and analysis to better understand the impact of these practices and identify opportunities for growth and improvement.

We are also looking forward to building on our school's Social Emotional Learning (SEL) framework. Recognition assemblies have become a valued part of our school culture, providing meaningful opportunities to celebrate student growth, contributions, and character. As we continue this work, we hope to make more explicit connections between our SEL initiatives and the First Peoples Principles of Learning, emphasizing the importance of relationships, belonging, identity, reflection, and learning as a holistic and lifelong process. By strengthening these connections, we aim to deepen students' sense of community and support their development as compassionate, resilient learners.

Signatures

Title	Name	Signature	Date
Principal	Bryan Jackson		July 2 nd , 2026
Assistant Superintendent	Jeremy Clarke		July 2, 2026

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