

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Heritage Mountain Elementary

2024-2025



Intellectual Development

Goal: STEAM - To develop the common language of the inquiry cycle.

Rationale:

STEAM is cross curricular and embedded everywhere. HME reflects a priority, respect, and support for collaboration, creativity, and hands-on, inquiry-based learning.

Planned Actions:

We will continue to use the inquiry cycle in school wide STEAM design thinking challenges (Community Time), multi-class STEAM projects (group inquiry) and individual STEAM learning in classroom. Teachers will collaborate on integrated lessons and units. Critical thinking, design thinking and social responsibility will be woven into Community Time.

Indicators of Success:

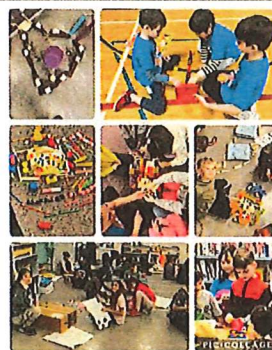
Snapshot of students using inquiry common language (How; what; predict outcome; What would happen if...?; wonder; ideate; reflect; connect; act) in November 2024 and March 2025 to assess.

Student Learning Survey questions such as "Are you learning ways to think of new ideas?" will also be checked. In 23/24, 41% of Grade 4 students responded Most or All of the Time.

Report card marks for will also be checked.

School Community Engagement Process:

Information regarding STEAM activities will be shared at Pro.D. staff meetings and PAC meetings. Evidence of learning will be created and shared at/through special events and assemblies.

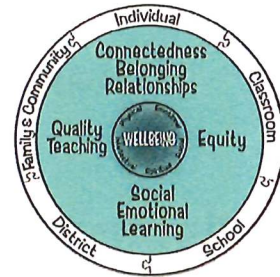


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Heritage Mountain Elementary**

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Human and Social Development

Area of focus:

Support students' self-regulation through soft starts to create a sense of connection, community and belonging; and increase ability to focus in academic learning

Planned Actions:

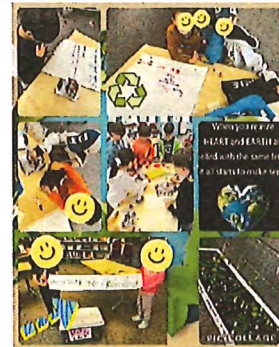
Block off time in daily schedule for "soft starts" at AM & PM attendance. Build self-reg/executive functioning skills and reduce anxiety through: check-in routines, planners, mood meters, shape of the day, and Get Read-Do-Done planning. Recognizing need for sensory breaks for some and all through sensory paths, self-regulation room, sensory bins/tubs, and increased time for transitions. Develop consistent school-wide common language and expectations through WITS, expected/not expected, available/not available and Restorative Practices to resolve SEL concerns that impact peer relationships and learning.

Indicators of Success:

SLS and MDI results show increased sense of connection to adults in the building. 82% of Grade 4 indicate they there are more than 2 important adults at the school. This number is higher than the district average. Staff will monitor common language that students use to express feelings, needs and wants such as Zones of Regulation, asking for a break, using Restorative language.

School Community Engagement Process:

We will review/share progress at staff meetings, professional days, CDMC and PAC meetings. Parents will be informed through newsletters and events that invite parents into the school such as Open House and Student Led Conferences Evidence of learning will be created and shared at special events and gatherings and Community Time.



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Connecting what students and staff do to the First People's Principles of Learning in intentional and explicit ways.

Planned Actions:

Setting time aside at staff meetings to talk about experiences and successes.
Provide FPPL posters and Medicine wheel posters throughout school.
School wide activities and oral storytelling at assemblies.
Use traditional welcome and land acknowledgment at all gatherings.
FPPL will be embedded in opening week activities.
Staff sharing of "jackpot moments" during staff meetings.
Inviting guest speakers to share experiences and wisdom.

Indicators of Success:

Data from 23/24 Student Learning Survey show 89% of Grade 4s indicate they sometimes or most of the times are learning about Indigenous peoples. Teachers will continue observing conversations students have in class. Staff will monitor if they hear students using FPPL language around the school.

School Community Engagement Process:

Use the traditional welcome and land acknowledgment in all public gatherings to model for students and parents.
Indigenous activities will be shared in regular parent communications such as emails and PAC meetings.
HME had a Kwikwetlem Nation flag raising celebration in June 2024 that involved the whole school community.



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

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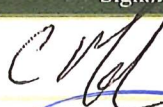
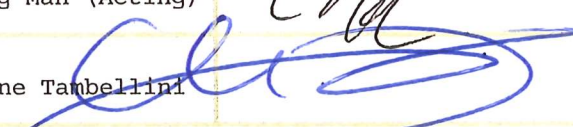
Reflection

Heritage Mountain has completed the second year of the STEAM goal. Staff reviewed the progress at the June 2024 professional day and noted that the students were developing common language of the inquiry cycle. In addition, there is some qualitative evidence that students are increasing their independence and are more willing to take risks. The goal was more relevant coming on the heels of the Covid-19 pandemic where student and staff collaboration was hindered by safety protocols. Since STEAM does not have a specific curricular area that can generate data, the staff felt it was time to make some minor changes to the STEAM focus for 2024-2025 school year. Therefore, Heritage Mountain will adjust the STEAM goal for this year and monitor progress mid-year to check on student performance.

A review of data showed that literacy may be an area to focus on in 2025-2026 school year. Many teachers are expressing a need to investigate a new goal, which may be literacy. The school will continue to monitor literacy as this may be a new Intellectual Development goal in 2025-2026.

Students have made very good progress in Human and Social Development and the Indigenous Ways of Learning focus. The interconnected focus show sq. Data from the Student Learning Survey and Middle Years Development Instrument show an improvement in student connectedness to adults in the school. 82% of Grade 4 students feel they have 2 or more important adults at school. Students at Heritage Mountain generally feel that they belong at school. The school has done much work in celebrating Indigenous culture at the school this spring.

Signatures

Title	Name	Signature	Date
Principal	Craig Mah (Acting)		June 20, 2024
Assistant Superintendent	Nadine Tambellini		June 20, 2024

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