

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Heritage Mountain Elementary

2025-2026



Intellectual Development

Goal: To support and improve student proficiency in writing at HME.

Rationale:

Teachers at HME feel that students at all grades should be more proficient in writing.

Planned Actions:

The creation of a new DH position to lead implementation.

At the Primary-level:

To increase student engagement and independence by:

- 1) using UFLI (Univ. of Florida Literacy); and,
- 2) use of Matt Glover's structure.

At the Intermediate-Level:

To improve writing fluency (to get the ideas on the page)

Indicators of Success:

Staff will collaborate to establish a fall 2025 writing session to determine base-line data. During monthly scheduled Collaboration Times, staff will review and share results (data) using the Language Arts Proficiency Profiles. Review of Learning Update data for each Term to determine need and next steps.

School Community Engagement Process:

A DH position to lead implementation.

Staff Collaboration Time for on-going sharing & discussion of progress, & strategies to support learners.

Review & sharing of progress at Staff Mtgs., Pro-D days, and PAC meetings, as appropriate.

The broader parent community will be informed through the usual parent information channels.

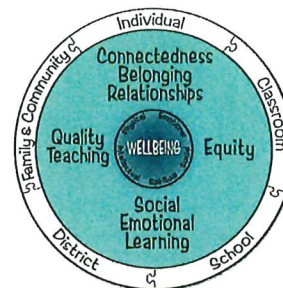


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Heritage Mountain Elementary**

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Human and Social Development

Area of focus:

Supports that encourage students' self-regulation to help create a strong sense of community connection and belonging, thereby supporting academic achievement.

Planned Actions:

Scheduled time daily for "soft starts" at AM & PM attendance. Support for Self-Reg/Executive Functioning skills to reduce anxiety and dis-regulation through: check-in routines; planners; Shape-of-the-Day; teaching and use of the Zones of Regulation; and, Get Read-Do-Done planning. Recognizing and use of sensory breaks, use of the sensory path, and self-regulation room. 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 relationships and learning.

Indicators of Success:

SLS and MDI results show increased sense of connection to adults at HME. 79% of Gr. 4s indicate there are more than 2 important adults at HME. This number is 10% higher than the district average. Using the Zones of Regulation language, staff will monitor common language that students use to express feelings, needs, and wants.

School Community Engagement Process:

Share and review progress at Staff Meetings, Pro-D days, and PAC meetings. Parents will be informed through newsletters and invitations to school-wide events, such as Open House, monthly Community-time assemblies, and Student-Led Conferences where evidence of learning will be shared.



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Intentionally and explicitly using the First People's Principles of Learning (FPPL) in classrooms and throughout the school to increase awareness and understanding of Indigenous Ways of Learning.

Planned Actions:

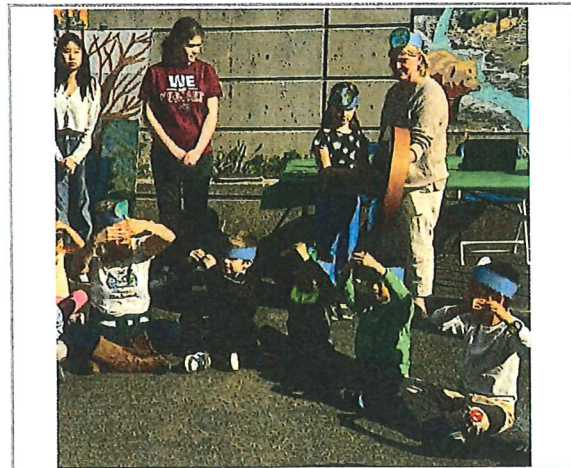
The traditional welcome and territory acknowledgement at all school gatherings, presented by student representatives. Intentionally use FPPL language in classrooms, and link whenever possible to lessons and learning. Frequently remind students that we are all stewards and keepers of the HME land and community. During Opening Week, all students to participate in a session called "The meaning of the territory acknowledgement." Encourage all classes to view "Storytime with Graunty" sessions. All students participate in the Cedar Box exhibit in Fine Arts.

Indicators of Success:

Data from the 23-24 Student Learning Survey (SLS) indicated that 89% of HME Gr. 4s "sometimes or most-of-the-time" are learning about Indigenous peoples. Teachers will continue to monitor student use of FPPL language in classrooms and around the school.

School Community Engagement Process:

HME had a Kwikwetlem Nation flag raising celebration in June 2024 that involved the entire school community. HME will use the traditional welcome and territory acknowledgment at all school gatherings, led by a student representative, to model for students and parents. Indigenous activities will be shared in regular parent communications, such as class newsletters, etc.



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

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Reflection

At the June 2024 professional day, staff indicated the need to investigate literacy as an Intellectual Development area of focus for 2025-2026 school year. Discussions ensued throughout the 2024-2025 school year.

While STEAM activities, and hands-on, inquiry-based learning opportunities for students is still valued, after a review of various data, and the result of much discussion, it has been determined that the Intellectual Development goal for 2025-2026 should be a literacy one - specifically to improve student proficiency in writing.

STEAM activities will continue to be explored by staff at the classroom-level.

HME continues to make good progress in the Human and Social Development (HSD) and the Indigenous Ways of Learning (IWL) focus areas.

HSD:

Student Learning Survey (SLS) results for student connectedness to adults at HME are 79%, which is 10% higher than the district average. Gr. 4 students indicate that there are more than 2 important adults for them at HME.

IWL:

The same SLS survey results indicated that 89% of Gr. 4s at HME recognize that they are "sometimes or most-of-the-time" learning about Indigenous peoples. An excellent result.

HME has done much work in celebrating Indigenous culture and helping students feel connected and that they belong, and that the adults care about them and their progress.

HME staff will continue with successful initiatives in the HSD & IWL areas of focus. They are also excited to implement strategies and methods to improve writing proficiency.

Signatures

Title	Name	Signature	Date
Principal	Brian Leonard		July 2/25
Assistant Superintendent	Jeremy Clarke		July 3/25

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