

# DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Heritage Mountain Elementary

2026-2027



## Intellectual Development

Goal: To support and improve student proficiency in writing.

### Rationale:

Having worked with this goal for the past year, teachers at HME still feel that students at all grades should be more proficient in writing. However, they have refined and defined areas of focus, which are noted in the planned actions.

### Planned Actions:

Continue with a Literacy DH position to lead implementation.

Focus areas will include:

- 1) Conventions - focussed teaching for understanding
- 2) Vocabulary - to expand student expression
- 3) Descriptive Language - to expand usage and understanding

### Indicators of Success:

Continue to gather baseline data collected during a Fall 2026 school-wide writing session. During monthly Collaboration Time, staff will review and share results (data) using the Language Arts Proficiency Profiles, and use the data to determine student needs, then review strategies to meet those needs.

### 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.

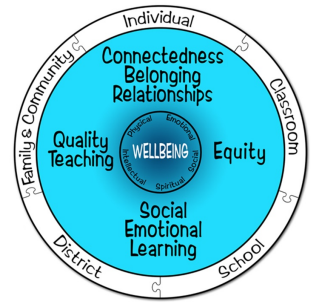


## DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: Heritage Mountain Elementary

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# DIRECTIONS 2025: ACTION PLAN FOR LEARNING



## Human and Social Development

### Area of focus:

Social, emotional, and self-regulation strategies that support students' sense of community connection and belonging, which in turn supports 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 Ready-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 for 2026 show that 83% of Gr. 4s indicate that there are more than 2 important adults that care for them at HME - 46% indicated 4 or more adults at HME!

SLS data also showed that 92% of Gr.4s felt safe and "belonged" some or most of the time at HME, which speaks volumes and is a good representation of feelings of student safety and belonging at HME.

Staff will continue to use Zones of Regulation language and common language. Our Counsellor will continue the "We Thinkers" and "Flipping Your Lid" programs with classes in support of common language and strategies to help students deal with conflict.

### 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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## DIRECTIONS 2025: ACTION PLAN FOR LEARNING



### 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. Students participate in the Cedar Box exhibit in Fine Arts.

#### Indicators of Success:

Data from the April 2026 Student Learning Survey (SLS) indicated that 79% of HME Gr. 4s "sometimes or most-of-the-time" are learning about Indigenous peoples.

Teachers will continue to use and 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. Through staff discussions, a writing goal was formally identified and implemented during the 2025-2026 year.

Staff determined in June of 2026 that they wished to continue with the writing goal. After reviewing student data, staff then determined specific areas of student need to achieve the goal.

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 2026 showed that 83% of Gr. 4s indicate that there are more than 2 important adults that care for them at HME - 46% indicated an incredible 4 or more adults. 92% agreed with the statement "...school is a place where you feel like you belong..." and 92% indicated that they felt safe all or most of the time while at school.

IWL:

The same SLS survey results indicated that 79% of Gr. 4s at HME recognize that they are "sometimes or most-of-the-time" learning about Indigenous peoples.

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 3, 2026 |
| Assistant Superintendent | Jeremy Clarke |           |              |

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