



ÉCOLE MUHEIM MEMORIAL SCHOOL GROWTH PLAN 2021-24

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Context

Muheim Memorial Elementary is a dual track English and French Immersion school serving approximately 300 Kindergarten to grade 7 students. In the 2022/23 school year, Muheim will have 14 divisions; 6 divisions are English and 8 divisions are French Immersion. The school provides service to students from Telkwa, Smithers and Witset. Indigenous students make up approximately 17% of the school community.

Muheim Memorial Elementary is located on unceded Wetsuwet'en territory. The school is within walking distance of the Smithers downtown area which gives students the opportunity to access community spaces. The school has a large field and outdoor space as a part of the property and is also close to a ski hill and other community trails. Students enjoy spending time outdoors while participating in a variety of outdoor learning experiences, recreational experiences as well as preparing and harvesting in our school garden beds. Staff and students take advantage of our location by accessing several community-based experiences that are within walking distance (skating rink, indoor pool, museum, art gallery, public library, radio station). Over the past couple of years, Muheim has been honoured to participate alongside members of the Dze L K'ant Friendship Centre staff with endeavours that support our learning around Truth and Reconciliation.

Muheim Memorial Elementary has a cohesive staff that values relationships and professional learning. There are several school wide activities such as Career Day, Carnaval de Québec, Indigenous cultural events as well as themed dress-up days that help build community. Other community building activities that encourage interactions between our French and English programs as well as primary and intermediate students include: buddy activities, nature walks, intermural activities, team sports, Grade 6/7 Outdoor Ed Program as well as Muheim Garden Club. Staff has been involved in a number of professional learning opportunities, including SD 54 Innovation grants, Rural School Inquiry, Network of Inquiry and Indigenous Education as well as sessions with Faye Brownlie, Jo Chrona, Carole Fullerton and Kevin Lamoureux.

There is an active Parent Advisory Council with an interest in supporting all aspects of the school. We also have a connection with the Canadian Parents for French organization, who support our school by providing school-wide Francophone Culture activities as well as resources.

School Goal:

We have decided to focus on “Wellness” as our school goal. It is important that we provide tools to the members of our school community to ensure they can be physically and mentally well. Muheim staff recognizes that leading by example is the best springboard into learning about, implementing and practising wellness strategies with our school community. This is our second year with our plan and we will be collecting data to create a baseline of current levels of knowledge and well-being. During the first year of our wellness focus, we looked to create an awareness of the importance of healthy lifestyles. As a staff we began to access and share resources that would suggest tools for students to self-assess their emotional well-being as well as strategies to release negative worry or stress and build towards a healthy mental state. A healthy mental state is essential for academic success. We also provide access to a variety of physical activities so that students can connect with an activity that is of interest, with the hope that would be motivated to form habits that lead to life-long physical health. Our P.A.C. is very supportive of school-wide initiatives such as lunch hour Zumba or dance classes lead by a community leader in order for students to keep fit while having fun. When students have a variety of healthy outlets for physical activity, they are more regulated and focussed on academic learning.



École Muheim Memorial School:

For all members of our school community (students and staff) to have the ability to assess their physical and emotional state, have strategies to strengthen their physical and emotional well-being and be conscientious and supportive of the well-being of others.

Objectives:

- Create a baseline of current knowledge and state of wellness
 - Survey students
 - Interview students
 - Analyze current habits and strategies
 - Explore current opportunities for physical activities

- Build knowledge and capacity about wellness
 - Create a culture of belonging and support for all members of the school community
 - Teacher collaboration and engagement in professional learning
 - Use strengths of staff to build capacity
 - Use the Core Competencies as part of the language to examine wellness
 - Explore the role of culturally responsive practices on Indigenous student success
 - Connect to Indigenous ways of knowing in relation to physical and mental well-being
 - Access district staff to support learning
 - Continue to implement self-regulation strategies
 - Learn about and practise mindfulness strategies as a school community

Where to Next:

- After we create our baseline by surveying and interviewing our students, we will analyze data and determine next steps
- We will focus on creating a sense of belonging
- Celebrating and highlighting successes
- Continue to develop our focus on Physical Literacy
- Track data to guide the development of our plan in year 2 and 3
- We will continue our student-centered approach and building personalized programs for students which include:
 - Adaptations and supports
 - Behavior and learning plans
 - Alternative spaces in which to work; flexible seating
 - Alternative schedules and activities
 - Small group and/ or one on one support



Strategies and Structures to Support School Goals and Objectives:

Strategy	Support of School Goals
Release Time	Part of the Growth Plan funds will be targeted at supporting staff members to collaborate on wellness activities and sharing of strategies.
Evidence	The following data methods will be used to track student progress: <ol style="list-style-type: none">1. Student Reflections2. Anecdotal notes3. Photographs of learning and engagement4. IEP progress reports5. Quantitative data from surveys and interviews
Professional Learning	<ul style="list-style-type: none">• Thursday collaboration dedicated to learning sessions led by staff members• Co-planning and co-teaching with each other and district staff

Connection to District Strategic Plan Goals:

District Goal - Support all students to achieve optimal physical and mental wellness

- Physical and mental wellness is paramount to student success. Our focus on wellness will provide knowledge and strategies that can be transferred to success in many aspects of being.

District Goal - Increase knowledge of and value for Indigenous world view and perspectives

- A sense of belonging is fostered through authentic integration of Indigenous content throughout our school and by making Indigenous understandings visible.
- Honour Indigenous ways of knowing, specifically regarding well-being.

District Goal - Promote and support Innovative Instructional Practices and Learning Opportunities for students

- Teachers supported by district innovation grants to implement instructional practices that incorporate wellness as an essential part of learning.
- Our Outdoor Education Program (Divisions 1 & 2) will become ambassadors who will lead activities at their outdoor base camp. All classes are encouraged to participate in outdoor learning on the lands that surround our school. Indigenous ways of being will be integrated in our outdoor experiences.