

## DIRECTIONS 2025: ACTION PLAN FOR LEARNING

### Summit Middle School

2023-2024



## Intellectual Development

**Goal:** I will develop my mathematical mindset to communicate & represent my thinking

### Rationale:

Using our mathematical mindset reflection tool to compare last year and this year's school-wide results.

### Planned Actions:

Entering year four of this goal, our focus continues to be strengths and stretches with skills related to communicating and representing mathematical thinking. We continue to discuss, plan, organize and apply class and school-wide strategies that promote elements of the seven mathematical mindset attributes.

### Indicators of Success:

The percentage of students willing to take risks with their mathematical learning increased compared to last year when examining the Mathematical Mindset Reflection Tool.

Students also reported an increase with the idea of being able to persevere through challenging tasks.

Students demonstrate continued growth in one or more mathematical mindset attributes using our mathematical self reflection mindset tool.

### School Community Engagement Process:

Three-way conferences and goal setting, Coffee & Conversation Meetings, our school newsletter and Parent Advisory Counsel Meetings are used to communicate student specific observations and school-wide progress with our intellectual goal.

Through Professional Development, Collaboration Time, and staff meetings, teachers plan, assess and incorporate a targeted approach to the mathematical mindset.

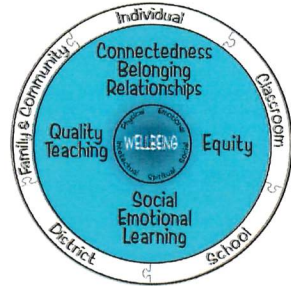


## DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Summit Middle School**

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## Human and Social Development

### Area of focus:

The positive connections I make to my school community contribute to a sense of belonging.

### Planned Actions:

Class Charters are created to outline expected class and school behaviours. Communication and problem solving skills are explicitly taught. SMART Goals are used to establish individual student goals. A class review process and weekly student Team meetings provide opportunity for teachers to highlight specific class-wide and student specific social emotional goals. Student Perspectives during formal reporting periods provide opportunity for reflection and further goal setting.

### Indicators of Success:

Student Perspectives indicate progress with personal goals and overall commitment to maintaining a positive learning environment. Strong extra-curricular participation and membership with our diverse clubs provides opportunities for students to forge new trusting relationships. Students continue to develop their ability try to communicate and articulate how they are feeling. Student responses in both our Student Learning Survey indicate an improvement in connections to our school community.

### School Community Engagement Process:

Provide opportunity for student and community input into our School Code of Conduct. Parents/Guardians can participate in 3-way conferences which highlight and provide opportunity to reflect on social emotional goals. PAC Meetings and Coffee & Conversation meetings are used as opportunities to discuss and respond to key questions from our school community.



## DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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## Indigenous Learners and Indigenous Ways of Learning

### Area of focus:

I will continue to grow and progress in my ability to be an ALLY and form positive relationships to people, places, languages and stories.

### Planned Actions:

Continue to promote First Peoples' Principles of Learning as a foundational approach to the development of classroom charters and individual goal setting. Continue to collaborate with our students, teachers and parents in our school community to furthering our work on what it means to be an ALLY. Accessing student voice with the You-We-Me Club to foster inclusive practices within our school community. Continue to build on our shared understanding of our local stories and lived experiences.

### Indicators of Success:

Students continue to develop an understanding of the First Peoples' Principles of Learning. Development and continued growth of our student club: You-We-Me to support student voice and promote Allyship in our school. Teacher CDMC sessions exploring the concept of Allyship as we further our work with our partner groups.

### School Community Engagement Process:

Three-way conferences and goal setting, Coffee & Conversation Meetings, our school newsletter Parent Advisory Counsel Meetings are existing school structures to communicate student specific observations and school-wide enhancement with our Indigenous Ways of Learning goal. Through Professional Development, Collaboration Time and Staff Meetings, teachers evaluate, plan, implement and reflect on Indigenous Ways of Learning into their daily teaching practice.



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

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## Summit Middle School

### Reflection

In our May APL collaboration meeting with staff, we reviewed our school goals and what is emerging for us. With respect to our Intellectual goal, we had conversation about potentially considering developing ideas around Literacy as our staff have noticed growing concerns with AI..Chat GPT. (Academic Dishonesty) Through our conversation, we recognized that there is no evidence to suggest the need to change our current mathematical mindset goal as students still need support to communicate and represent their mathematical thinking. Our reflection tool in the Fall and Spring has provided important data suggesting that students are more willing to take risks and persevere through challenging tasks. We will continue to integrate mathematical mindset attributes with a cross-curricular lens and access District resources to build on the work completed this year.

In terms of our Social Development goal, we reviewed student participation in various clubs including students' grade level to provide a snapshot of how students are connecting at school. There was consistent feedback from staff to consider examining how students define/interpret the concept of "sense of belonging" in school. The conversation evolved into collecting specific data at several points next school year to determine when students are connecting with different clubs and other school structures. We also discussed the creation of a Clubs Day to promote an increase in student engagement at school. There was conversation on how to focus on building opportunities for our quiet, more introverted students. These ideas will be brought forward to our Sept CDMC meeting.

For our First People's Principles Goal, we have continued the conversation on what it means to be an Ally. We have furthered our discourse as a staff and recognized the need to include student perspectives as we consider a culturally responsive approach to this work. We have started to engage parents in this important conversation by presenting at our Coffee and Conversation meeting. Our You-We-Me student club have generated ideas on how to promote Allyship for next year and plan to communicate these ideas to staff in our Sept Staff Mtg.

### Signatures

| Title                    | Name           | Signature                      | Date       |
|--------------------------|----------------|--------------------------------|------------|
| Principal                | Glenda Speight | <i>[Handwritten Signature]</i> | June 29/23 |
| Assistant Superintendent |                |                                |            |

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