

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Banting Middle School

2024-2025



Intellectual Development

Goal: Fostering a positive attitude towards math through UDL-designed assessments

Rationale:

Teachers at Banting are concerned about the level of math anxiety exhibited by their students, noting also a lack of confidence in understanding and using numbers flexibly. Research provides a link between these phenomena.

Planned Actions:

- School-wide content-based numeracy assessment (Sept. and May)
- Support from District Numeracy Mentor teachers (J. Whiffin, L. Epp) with content-based assessments and the Tier 2 FoNSI
- Student surveys/self-assessments/UDL-designed assessments

Indicators of Success:

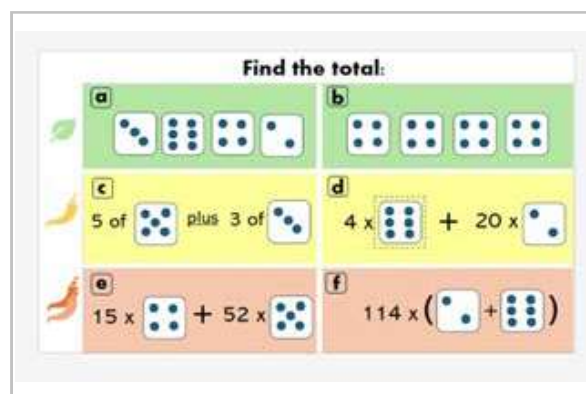
Performance on Tier 1

- Content-based assessment Sept/May
- Improved performance and student self-reflections on five-themed assessments with a mild/medium/spicy choice for students (co-created with district & Numeracy TL over the course of the year)
- More strategic/flexible use of foundational skills when tackling class-based routines (such as Number Talks or math games).

Tier 2 FoNSI (Foundational Numeracy Skills Inventory) for emerging students:

School Community Engagement Process:

- Discussion with PAC regarding the UDL-inspired assessments
- Principal works with Banting Blaze leadership students to get student input and voice
- Planning for our numeracy goal began at the June 2021 Pro-D day. Over the course of three years, it evolved but continues to support students around math anxiety and confidence.

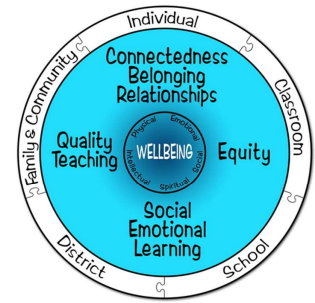


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Banting Middle School**

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Human and Social Development

Area of focus:

Assuming competence, we will have higher expectations for arriving to class on time, problem-solving, organization and learning to manage their stressors, so students can meet clearly stated learning goals.

Planned Actions:

Our plan is to foster and develop resiliency within students. Assuming that they are capable, they will become proficient at being on time, & staying in the classroom to complete their work. We will support students with strategies and explicit teaching of executive functioning language. Sarah Ward principles may be incorporated into daily instruction. They will learn to self-assess their proficiency in areas of executive functioning skills & recognize individual stressors in Shanker's 5 Domains. As a self-reg lab school, we will reframe the behaviour, recognize the stressors, reduce the stress, reflect, and restore energy (Pro-D).

Indicators of Success:

- Students will have homework completed on time as a benchmark.
- We will have students as case studies
- Students will be on time and organized for class
- Students will have strategies for planning, organizing, and problem solving needed for future success.
- Students will learn how to recognize their stressors in the 5 interrelated domains to better understand and enhance self-regulation.
- Students will be able to complete more tasks in class in a timely fashion
- In September, staff will come up with standardized measurements and means of

School Community Engagement Process:

- We will strive to have active PAC involvement in our APL. Specifically, in-depth conversations regarding how to support executive functioning. Discussions around our school goal occur at our APL meetings, staff meetings and every team leader meeting.
- Team leaders are given jobs every month to have conversations around the school goal with their teams.
- Blaze Crew (st. leadership) has input towards the school goal through lunch meetings with principal.



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Utilizing First Peoples Principles of learning; specifically that learning is embedded in memory, history and culture.

Planned Actions:

We will continue to teach about Indigenous culture to move towards reconciliation. We will continue to add to a school-wide Microsoft Teams page to share resources among the staff. We will continue to weave First Peoples Principles into class lessons and explorations throughout the year. We will continue to build student and staff capacity through connection with the Indigenous Education department (Indigenous Mentor Teachers) and KFN. We will continue to bring in outside Indigenous storytellers, performers and elders.

Indicators of Success:

- As part of the Student Satisfaction Survey, include questions related to Indigenous culture to gauge student knowledge and attitude
- School-wide student survey
- Qualitative evidence based on feedback at TL meetings, staff meetings, Pro-D days and Blaze Leadership Crew.

School Community Engagement Process:

- Orange Shirt Day, Red Dress Day, National Indigenous Peoples Day, Indigenous History month participation as recognition of Canada's history.
- Indigenous Youth Worker supporting youth leadership initiatives
- Continue tradition of school-wide Indigenous Celebration Day.



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

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Banting Middle School

Reflection

This is the third year implementing these school goals. Each year the staff reflects on and assesses their relevance and efficacy. Based on our observations and collected data, we adjust the goals to meet the needs of the school and students and evaluate the level of success achieved. This process forms the basis for our staff and professional development. Intellectual Development: Teachers continue to help students reduce their math anxiety and increase their math flexibility. Using FSA results, IXL online data, student feedback and teacher observations and discussions, our numeracy goal remains a focus. In June, our staff met with Jennifer Whiffin and Laura Epp (district mentor numeracy teachers) to refine and enhance our numeracy goal for measurable outcomes. In collaboration, we will be developing new UDL-designed assessments for 2024-2025. Human & Social Development: As one of the district's original self-regulation lab schools, we continue to utilize our Zen Den, provide soft starts, have sensory pathways throughout the school, and use various spaces within our school to support students with self-regulation. This year, we had two new teachers represent Banting at the district self-regulation lab school meetings. These teachers reported back to the school to increase staff engagement and further educate our team. As a result of Stuart Shanker's Self-Regulation Framework for self-regulation (5 interrelated domains of stress), we have looked at pro-d for Sept 2024 with the Mehrit Centre around the neuroscience of self-regulation. Previous school-wide work on class charters, circles and restorative practices will continue with an added focus on some of the principles developed by Sarah Ward. Indigenous Learners and Indigenous Ways of Learning: This year we continued to build student/staff capacity by working collaboratively with Danielle Kraichy and Rob Cowie. Our school held a successful Indigenous Celebration Day in May with outside Indigenous storytellers as our keynote and various learning stations, including food, art, technology, games and drumming. We will continue to recognize and celebrate Indigenous education through Orange Shirt Day, Red Dress Day, and National Indigenous Peoples Day.



Signatures

Title	Name	Signature	Date
Principal	Bill Trask		June 28, 2024
Assistant Superintendent	Carey Chute		

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