

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Banting Middle School 2023-2024



Intellectual Development

Goal: Building understanding and flexibility with numbers

Rationale:

We have noticed students struggle with math anxiety, a lack of confidence and perseverance. A positive attitude towards math can lead to higher achievement. Our goal is for students to find success, confidence, and independence in numeracy.

Planned Actions:

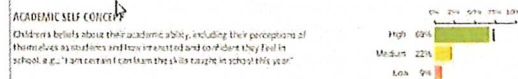
- School-wide numeracy task at the start and end of the year.
- Create/use benchmarks for Grade 6/7 and 7/8 curricular competencies
- Develop common mathematical language throughout the school
- Student self-assessment to reflect on continues strengths and stretches
- Math committee to organize numeracy tasks

Indicators of Success:

- Self-assessment and benchmarks
- Numeracy skills embedded across the curricula; not solely contained or learned in the math classroom
- Results from numeracy tasks (beginning and end of year)
- Students will gain fluency and accuracy with Math facts
- Students will show a sense of self-efficacy with various Math tasks
- Students will take on increasingly difficult tasks

School Community Engagement Process:

- Discussion with PAC at May PAC meeting and survey sent to families in June
- Principal works with Banting Blaze leadership students to get student input and voice
- Planning for our Banting numeracy goal began at the June 2021 Pro-D Day. We have been having discussion as a staff throughout the 2022-2023 school year at staff meetings defining and solidifying our goal.

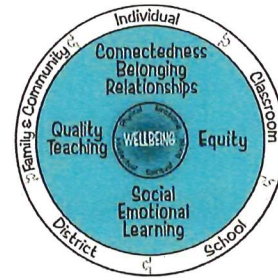


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Banting Middle School**

*Increasing Success In
Life for All*

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Human and Social Development

Area of focus:

Assuming competence, we will have higher expectations for problem-solving and organization so students can meet clearly stated learning goals.

Planned Actions:

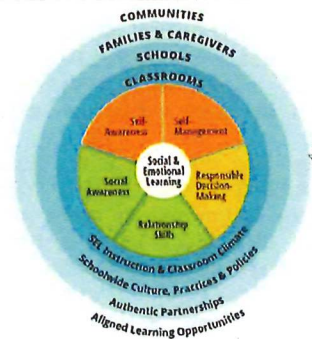
Our plan is to foster and develop resilience within students. Assuming that they are capable, they will become more independent so that they can stay in the classroom to complete their work. We will support students with executive functioning strategies. Sarah Ward principles may be incorporated into daily instruction with "Get ready, Do, Get done." Students will learn to self-assess their proficiency in areas of self regulation, including executive functioning. We will continue to work on common language.

Indicators of Success:

- Students will have homework completed on time as a benchmark
 - We will use qualitative data
 - We will have students as case studies
 - Students will be on time and organized for class
 - Students will have individualized strategies for planning, organizing, and problem solving needed for future success
- Students will be able to complete more tasks in class in a timely fashion

School Community Engagement Process:

We have active PAC involvement in our APL. Specifically, many in-depth conversations regarding how to support executive functioning. Discussions around our school goal occur at every Team Leader meeting. Team Leaders are given jobs every month to have conversations around the school goal with their teams. Blaze Crew (student leadership) has input towards the school goal through lunch meetings with the 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 students about Indigenous culture to move towards reconciliation. We will create a school-wide MS Teams page to share resources. An area of focus will be chosen in September to embed into other classes, such as STEAM and explorations classes. We will incorporate more oral storytelling in our lessons. At the beginning and end of the year we will do a student-assessment, as well administer a survey about student interest to help tailor instruction. We will try to book more school-wide Indigenous presenters.

Indicators of Success:

We will use multiple check points throughout the year including monthly staff meetings and Pro-D to monitor our progress. Results from the survey at the beginning and end of the year will help us understand gains made. Students will be more articulate in showing their learning in an oral manner. Students will be able to reference more Indigenous voices or perspectives.

School Community Engagement Process:

Orange Shirt Day participation as recognition of Canada's history. Survey sent to Banting community in April 2022 to gauge their perspective of the school's needs in regards to indigenous learners and ways of knowing. Banting Blaze Crew works with school principal to engage student community and bring student voice to our Indigenous APL goal. Participation in district and school based pro-d and dedicating time at staff mtgs to learn about the history and culture of Indigenous Peoples. Pro-D specifically related to our goal of embedding the FPPOL #6 into our curriculum.

At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Métis) in Civics?

School Year	% "most/all of the time"				Number of Responses "most/all of the time"			
	Grade 4	Grade 7	Grade 10	Grade 12	Grade 4	Grade 7	Grade 10	Grade 12
2017-2018	20%				18			
2018-2019	22%				21			
2021-2022	25%				15			
1 Year Difference	3				3			
2019 Year Difference	3				3			

At school, are you learning about First Nations, Inuit, Métis?

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

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Banting Middle School

Reflection

This will be the second year implementing our three new goals and we are in different places and on a different journey for each. Human and Social Development - Our school has been a pilot school and continues to be a lab school for self-regulation (Zen Den, self reg. path and self reg. room) and a member of the Restorative Practices middle school group. Office referral data, SBT data and school-wide meetings indicate this is a necessary area of focus, especially with our adolescent age group. We will continue to focus on restorative practices, self-regulation, guided classroom charters and school-wide expectations, and executive functioning focusing on the work of Sarah Ward. Extra focus this year will be on work/homework completion, being organized and being on time (executive function skills necessary for life success).

Indigenous Goal- We have used our community connections and outside experts well and will continue. We have worked with Danielle Kraichy to have students create their own territorial acknowledgment. We need to increase our individual knowledge and comfort level embedding indigenous content and knowledge in our everyday interactions, curriculum and teachable moments with students.

Numeracy - Although less than 50% of students participated in FSA, the results of the FSA, math teacher meetings, staff meetings, IXL online data, student feedback, and team leader meetings all indicate this is an area we need to continue to focus on. Jennifer Whiffin's support from Learning services (.2 teacher for several months) helped guide us in this goal. We are starting broad and will hone our focus more based on our needs we identify as we move forward, starting off the year with a school-wide numeracy task. We have already acquired a replete library of manipulatives and will continue adding to it in order to build confidence and a stronger connection to math.

Signatures

Title	Name	Signature	Date
Principal	Bill Trask	<i>Bill Trask</i>	June 30 2023
Assistant Superintendent	Carey Chute	<i>Carey Chute</i>	Jun 30/23

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