

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Maple Creek Middle School

2024-2025



Intellectual Development

Goal: to increase students' literacy skills and engagement with reading

Rationale:

Analyzing data (satellite and street) collected (FSAs, Learning Survey, Learning Updates) revealed importance of literacy focus. Poor attitudes towards reading and 200 ELL students also support focus on reading skills and engagement

Planned Actions:

MCM will develop literacy skills through focused instruction from data from CBA's. We will seek to improve identity of readers through purposeful, engaging and re-energized literary learning opportunities. Staff will build resources and collaboratively support our goal. Students will improve personal reading profiles through engagement techniques including focus on meaningful independent reading and inclusive classroom / team libraries.

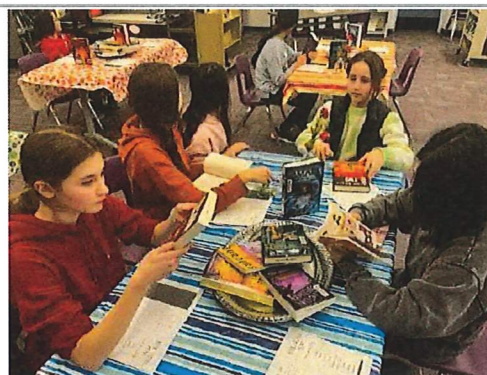
Indicators of Success:

Pre and post (school designed) survey of students reading habits, attitudes, strategies and beliefs. School wide data analysis (DART school wide reading assessments (2 X year), class profiles, teacher street data, FSAs results, and student survey) will show growth in engagement. AIP reports will determine whether focus on ELL students has made improvement.

Staff level indicator of success will be increased strategies and comfort in adapting and modifying lessons and activities to support all levels of readers.

School Community Engagement Process:

- * Discussion and input at PAC meetings
- * Engagement in district and school pro-d with staff
- * Include literacy info at school events
- * work with curricular and assessment Team Leaders to develop ongoing pro-d and discussion of goal progress
- * communication of literacy development in school newsletters: "How can families support literacy development at home?"

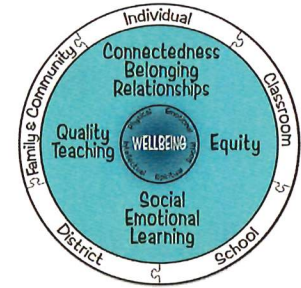


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Maple Creek Middle School**

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Human and Social Development

Area of focus:

Feeling a Sense of Belonging (Personal and Community Identity)

Planned Actions:

- *Student: BC Core competencies connect with aspects of SEL. Student self assessment of CC will help target specific aspects for growth and development
- *Classes: Through class review process, targeted areas will be identified. Classes may use: RP (circles/charters), Mind-up, Open Parachute, Preventure
- *School: team and school assemblies, student voice opportunities, equity scans as well as staff meeting and collaboration time foci. Increased cross team sharing and connections (both staff experience/expertise and student activity)
- *Community: parent info nights, community newsletters, updates from school

Indicators of Success:

Street data points will be used to determine our success and next steps. 2023-24 data around student attendance and lates, showed 167 students absent more than 20 days / year, while 187 students were late more than 20 times. This is due to a number of factors but safety and belonging must be considered. Other data points include: MDI, Learning Survey, Class reviews (2 x per year), 'building block' sessions (each team meets with admin regularly for discussion about school issues), PAC meetings, equity listening sessions, office referrals, SBT topics, Team leader targeted feedback on SEL goal.

School Community Engagement Process:

- *Students: Team Building blocks, Leadership and Spirit opportunities (student voice sharing with school admin and staff. Class charters and RP work to create positive climate with student ownership)
- *Staff: Team Leader roles (leadership, spirit, RP) staff meeting topic (each month), Pro-D focus, regular Team meeting focus
- *Community: Newsletters, PAC meetings, surveys, targeted parent sessions



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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

First People's Principles of Learning (FPPL)

Planned Actions:

- * Continue to choose resources that align with our curricular focus - more indigenous stories and representation
- * linking professional development activities, staff meetings and workshops to indigenous ways of knowing so we are more confident and explicit
- * incorporating FPPL into classroom instructional practices intentionally
- * supporting indigenous students throughout school, providing them opportunities to learn, grow and celebrate with each other and school
- * continue to incorporate Seven Sacred Teachings as a model for school values

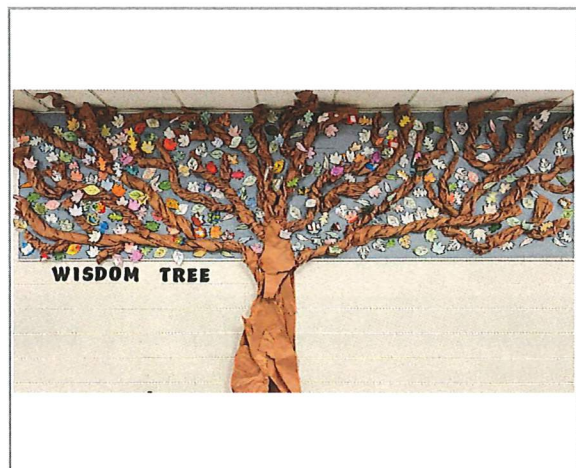
Indicators of Success:

Data analyzed including: MDI, Student Learning Survey, School Based student data conversations with Indigenous students, Student self assessment of CC with inclusion of FPPL competencies.

Meaningful support and involvement of students and staff during Indigenous celebration and recognition days and district pro-d opportunities.

School Community Engagement Process:

- * Staff: WAAG - shared weekly - new resources/information.
- * Staff TL with Indigenous focus
- * Staff meeting / Staff collaboration time
- * updates to parent community including at PAC meetings
- * Teaming with District Aboriginal Teachers, youth worker and community experts.
- * Indigenous history month and Orange Shirt Day assemblies
- * continue to incorporate & Sacred Teachings as model for teaching and discussing school values



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

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Maple Creek Middle School

Reflection

End of 2023-24 School Year:

The second year back to 'normal' post pandemic and the second year with a new admin / office team showed increased growth in the areas of our school goal and foci. Maple Creek is a school full of dedicated staff, that care about students and their success.

Progress towards our APL goal continued to be slow but steady. Impacted by the realities of being a busy middle school with lots to manage, including the addition of 60 new students (most families new to Canada), some of our professional learning was focused on understanding our evolving context.

With our Literacy goal, we are reinvigorated to start the new year building engagement and developing effective reading strategies for all students. We saw the opportunity to tie reading into building community (Goal 2) and our focus on 7 Sacred Teachings (goal 3) by using the text sets created to help support this learning. Although this work was only started this year, the successes of some initiatives have created excitement for the opportunities in 2024-2025.

CBA's at the start of 2022 were helpful but not necessarily as effective and meaningful as we have hoped. We have made some adjustments to help them focus our instruction more directly in September 2024. The high ELL population (200 students which represent 50% of our 'non-french immersion' program demands that we look at ways to support all levels of readers, and assessing them effectively to guide instruction will be a key to success.

Our Indigenous focus was woven into RP practices at the classroom level. We hope to use these key words in building more connection in exploration classes, across teams and throughout school community, including with parents.

Signatures

Title	Name	Signature	Date
Principal	D. Macmillan	<i>Darren Macmillan</i>	June 28, 2024
Assistant Superintendent	Robert Zambrano	<i>[Signature]</i>	June 28 2024

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