

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Maple Creek Middle School

2025-2026



Intellectual Development

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

Rationale:

Analysis of satellite and street data, along with FSAs, Learning Surveys, and Learning Updates, highlighted the importance of a literacy focus. Also, poor student attitudes toward reading and the presence of 200 English Language Learners

Planned Actions:

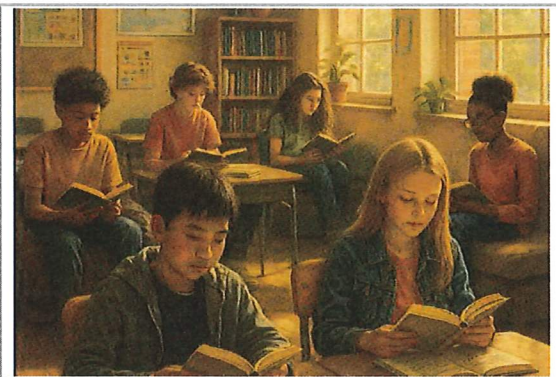
MCM will strengthen literacy skills through targeted instruction informed by data from CBAs and teacher judgement. We aim to enhance students' reading identities by providing purposeful, engaging, and revitalized literacy learning experiences. Staff will collaboratively build resources and support a shared goal. Students will develop their personal reading profiles through strategies that emphasize meaningful independent reading and the use of inclusive texts.

Indicators of Success:

A school-designed pre- and post-survey will assess students' reading habits, attitudes, strategies, and beliefs. School-wide data—including DART reading assessments (administered twice yearly), class profiles, teacher-collected street data, FSA results, and student surveys—will be analyzed to measure growth in reading engagement. AIP reports will help determine whether targeted efforts to support ELL students have led to measurable improvements. At the staff level, success will be indicated by increased confidence and learning new strategies.

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"

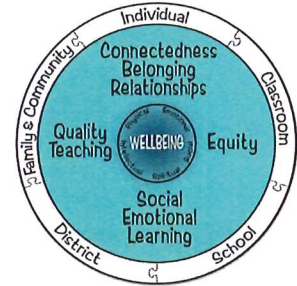


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

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 align closely with key aspects of Social Emotional Learning (SEL). Encouraging students to self-assess their Core Competency development will help identify specific areas for personal growth and development. Classroom: regular class review processes, targeted SEL and Core Competency areas will be identified. Strategies include: Restorative Practices (e.g., circles, charters), Open Parachute and teacher chosen strategies. School Level: support SEL and Core Competency development through Team and School assemblies, opportunities for student voice, equity scans, focus groups.

Indicators of Success:

Street data points will be used to determine our success and next steps. 2024-25 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 that include more indigenous stories. We will link professional development activities, staff meetings and workshops to indigenous ways of knowing so we are more confident and explicit with incorporating FPPL into classroom. Instructional practices will be chosen intentionally supporting indigenous students throughout school, providing them opportunities to learn, grow and celebrate with each other. School-wide, 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

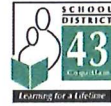


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOALS #1 & 2

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Maple Creek Middle School

Reflection

End of 24-25 School Year.

Maple Creek is a diverse community, with a caring and dedicated staff.

This year we spent time understanding the essence of our 3 APL goals, why they are important individually, and as a whole how do they support our students.

As a staff, we worked to distill each goal into its essence - what were we really hoping to accomplish and see improvement in and why was these goals important. We identified four key words which helped in our understanding and commitment: competence and engagement (our Academic goal), identity (our Indigenous Goal) and belonging (our SEL Goal).

By focusing on the key aspects of each goal, we were able to also uncover a 4th, overarching hope for our students - their motivation. We found our four key words aligned directly with research on student motivation and engagement in a study called the ABC's of Motivation. "A" for autonomy directly connected to identity; "B" for belonging and "C" for competence (which includes our definition of engagement.)

We feel confident that our refocusing on the essence of our goals, and an understanding of how these goals directly connect to our student motivation will lead to more energy, planning and commitment to learning for, and with, our students.

Signatures

Title	Name	Signature	Date
Principal	Darren Macmillan	<i>Darren Macmillan</i>	June 30, 2025
Assistant Superintendent	Paul McNaughton Assistant Superintendent School District No. 43 (Coquitlam)	<i>Paul McNaughton</i>	<i>June 30, 2025</i>

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