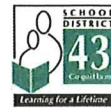


DIRECTIONS 2025: ACTION PLAN FOR LEARNING

MILLER PARK COMMUNITY SCHOOL

2024-2025



Intellectual Development

Goal: Numeracy: improve fluency of math facts and operations

Rationale:

The Why?

Data collected indicates that students need more practice with fluency of math facts.

Connection to STEAM fosters a love for exploration and hands on experiences to

Planned Actions:

1. continue to use the SD43 Numeracy Assessment to determine areas of focus based on student needs.
2. develop a scope/sequence with similar grade groups.
3. provide opportunities for exploration in Numeracy with STEAM materials, specifically measurement activities.
4. continue with DDrop Everything And Math (DREAM) sessions in Buddy Math classes

Indicators of Success:

1. data collected from teachers in RTI format demonstrates students movement across the Tiers towards Tier 1 for all students.
2. Grade 4 FSA results will indicate improvement in numeracy skills.
3. Report Card Data will demonstrate an increased number of students described as Proficient in Numeracy.

School Community Engagement Process:

Staff: staff meetings to plan and discuss DREAM sessions, numeracy assessments, connection to STEAM and strategies for improving fluency of math facts.

Pro D Days: also focus on above; create scope and sequence in similar grade groups for math concepts.

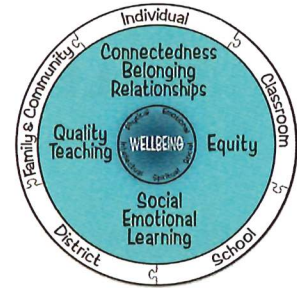


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **MILLER PARK COMMUNITY SCHOOL**

*Increasing Success In
Life for All*

DIRECTIONS 2025: ACTION PLAN FOR LEARNING



Human and Social Development

Area of focus:

Self Regulation: continue to build student's and staff's knowledge of self regulation strategies to improve resiliency of students.
Restorative Practice: continue to use/model Restorative Practice framework to solve problems peacefully.

Planned Actions:

1. direct teaching of Wee Thinkers, Social Thinking (gr.4/5), Zones of Regulation and Little Spot.
2. creation of calm bins for each classroom and teaching students how to use the materials.
3. Continue to use sensory bikes, pathways, calm corners and self regulation room to help students self regulate.
4. focus on Tier 3 students for small group instruction in this area.
5. introduce "Gotcha" tickets to encourage and recognize positive behaviors.

Indicators of Success:

1. student engagement and focus in classroom activities improves as noted by teachers.
2. students continue to build connections with staff and peers to foster a sense of value, safety and belonging.
3. students demonstrate how to correctly choose and use the self regulation tools available to them.
4. data collected from staff indicates growth and movement towards Tier 1.
5. students and staff engage in and are familiar with Restorative Practice framework.

School Community Engagement Process:

Staff: opportunities at staff meetings and pro d days to discuss and learn new strategies/resources for self regulation and restorative practice.

Students: engage with self regulation tools and become familiar with restorative practice language and process.

Parents: PAC meetings

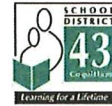


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

School: **MILLER PARK COMMUNITY SCHOOL**

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DIRECTIONS 2025: ACTION PLAN FOR LEARNING



Indigenous Learners and Indigenous Ways of Learning

Area of focus:

First Peoples Principles of Learning

1. Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.
2. Learning requires exploration of one's identity.

Planned Actions:

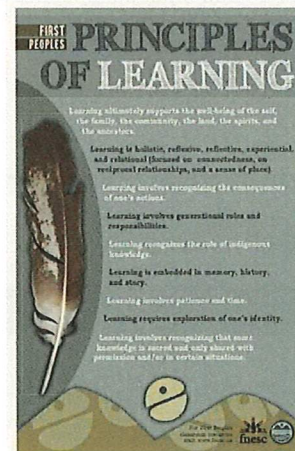
1. students will become familiar with solving problems peacefully through the steps of Restorative practice, specifically focusing on connection with others.
2. learn about and celebrate the cultural identity and traditions of our diverse community.
3. identify a tradition/celebration of Kwayquitlem First Nations.
4. learn a song(s) of Kwayquitlem First Nations.
5. identify the importance of the drum in cultural celebrations of Indigenous Peoples.

Indicators of Success:

1. Staff and students will use the Restorative practice language and framework for solving problems.
2. Students explore and learn about traditions that are unique to their own and other's cultures.
3. students identify themselves as part of a larger school community.

School Community Engagement Process:

1. staff meetings and pro d days to deepen an understanding of the First Peoples Principles of Learning.
2. through connection/dialogue with students and parents, the school celebrates and learns about traditions from all cultures within our school community.
3. through consultation with the school district Indigenous department, we will learn about traditional songs and drumming of Kwayquitlem first nations.

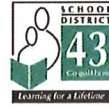


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOALS #1 & 2

School: **MILLER PARK COMMUNITY SCHOOL**

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DIRECTIONS 2025: ACTION PLAN FOR LEARNING



MILLER PARK COMMUNITY SCHOOL

Reflection

In our Numeracy focus this year, we continued to emphasize strategies for solving number problems as well as building their numeracy vocabulary. Our goal was for students to be able to describe how they came to their answer and what strategy(ies) they used. Our data indicates there was improvement in students' abilities to do so, but we recognize the need for ongoing work in numeracy. Our staff has set a goal to enhance student fluency with math facts and operations.

This year we spent much of our time working on self regulation with students and teachers. Support staff team taught in classes using resources such as Wee Thinkers and Zones of Regulation. An emphasis on following the "group plan" and identifying the size of the problem was a focus. Calm bins were introduced to each of the classrooms. We will continue to work on our goal of improving student self regulation skills by introducing additional resources and strategies. Teachers will also support Restorative practice by using this in their classrooms as a framework to solve problems peacefully. Student service team will continue to team teach with teachers to build common vocabulary and provide consistency of language school wide.

This year Restorative Practice was introduced to staff as a means of solving problems between students. The purpose and framework was explored and teachers are excited to begin using Restorative Practice language in their classrooms. We used storytelling to make connections to self and others. Next year we will continue our work on celebrating the cultural traditions of our diverse community. We will include Indigenous celebrations in this and explore songs and the significance of drumming in Indigenous culture.

Signatures

Title	Name	Signature	Date
Principal	Tanya MacDonald	<i>Tanya MacDonald</i>	June 28, 2024
Assistant Superintendent	Carey Chute	<i>Carey Chute</i>	<i>June 28/24</i>

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

School: **MILLER PARK COMMUNITY SCHOOL**

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