

## DIRECTIONS 2025: ACTION PLAN FOR LEARNING

### Minnekhada Middle School

2024-2025



## Intellectual Development

Goal: Grow number of students demonstrating they are fully proficient in reading

### Rationale:

Reading to learn is foundational to educational and life success. FSA data-27% of Gr. 7's emerging in literacy combined with report card data indicating only 55% of all students fully proficient or higher indicates the need for this goal.

### Planned Actions:

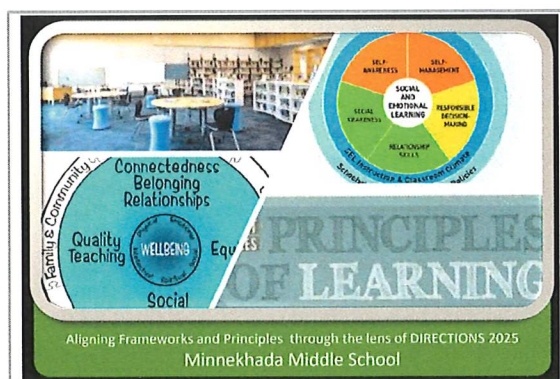
- \*intentionally grow a school-wide culture of reading
- \*classroom and support teachers expand literacy instructional practice; in collaboration with outside literacy partner Faye Brownlie
- \*school-wide CBA's to plan for instruction and identifying students for Tier 2/3 supports
- \*Team Leader Portfolio

### Indicators of Success:

- \*increase in learning time intentionally focused on reading
- \*reduction in students needing tier 2 and 3 interventions Fall to Spring
- \*evidence of low floor high ceiling literacy instruction lit. circles/book talks/reading journals/personal reading profiles and logs
- \*increase in written output (strong readers-strong writers)
- \*increase in student success on external assessments - FSA, ELL learner levels
- \*increase in number of students proficient on learning summaries
- \*student survey Fall to Spring - increase in perception of "being a reader"

### School Community Engagement Process:

- \*PAC Meetings
- \*Professional Days
- \*Student/Family Surveys
- \*Monthly Staff Meetings
- \*Monthly Team Leader Meetings
- \*Wednesday Morning Collaboration Time
- \*Daily Team Collaboration/Prep Time
- \*School website
- \*Fall Open House, Spring New Family night
- \*Grade 6 for Half a Day

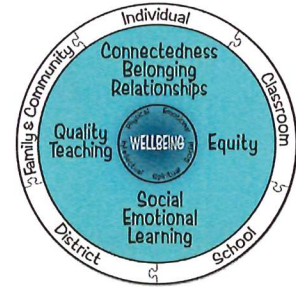


## DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

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# DIRECTIONS 2025: ACTION PLAN FOR LEARNING



## Human and Social Development

### Area of focus:

Core sub-competency areas of 1.)Personal Awareness 2.)Social Responsibility-fostering community (staff/students/caregiver) connectedness to Minnehada Core Values of Inclusion, Kindness, Connection, Collaboration & Personal Achievement

### Planned Actions:

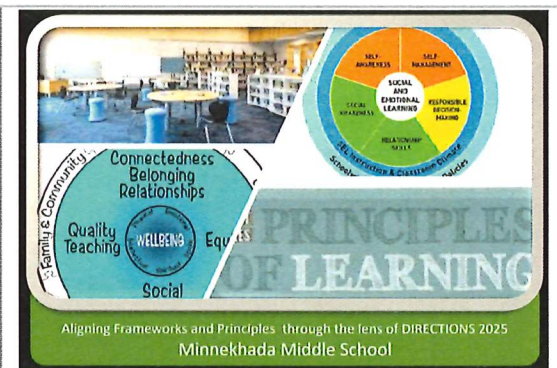
- \* work with community to visually integrate Core Values into Minnehada culture
- \* embed Core Values in ongoing restorative practice work
- \* integrate Core Values with Indigenous Ways of Learning
- \* intentionally notice, name, and nurture Core Values and positive impact on culture
- \* intentional instructional plan in September and throughout the year
- \* staff, student and caregiver survey - possible equity scan combined with data analysis with MDI and Ministry Student/Caregiver Learning Surveys

### Indicators of Success:

- \* community members able to identify presence of Core Values "in action"
- \* increase in students indicating they belong >67% "most of the time" between 2024 and 2025 on MDI and SLS
- \* artifacts in learning spaces representing core values
- \* reference to core values in restorative practice notes
- \* continued increase in students able to identify 2+ adults at MMS whom they trust and feel care for them

### School Community Engagement Process:

- \*PAC Meetings
- \*Student Surveys and committee
- \*Monthly Staff Meetings
- \*Monthly Team Leader Meetings
- \*Wednesday Morning Collaboration Time
- \*Daily Team Collaboration/Prep Time
- \*School website
- \*Fall Open House, Spring New Family night
- \*Grade 6 for Half a Day
- \*Sunday Mustang Minute to Families
- \*Week Ahead for Staff



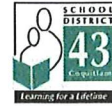
## DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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## DIRECTIONS 2025: ACTION PLAN FOR LEARNING



### Indigenous Learners and Indigenous Ways of Learning

#### Area of focus:

Increase in student ability to notice and name when they are participating in learning about Indigenous history, community, and culture, or learning through Indigenous Ways of Learning and be able to state the "why" of this learning.

#### Planned Actions:

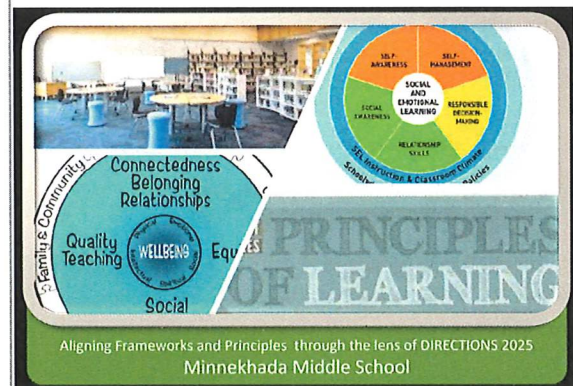
- \* continue intentional circle work and restorative practices
- \* engage Indigenous Youth Worker and Indigenous Ed. Department as advisors
- \* gather perspective from Minnekhada Indigenous learners and families
- \* track individual student data for Indigenous Learners
- \* share FSA and MDI data regarding student and families knowledge about our teaching and learning of Indigenous History and Culture (particularly local)
- \* student survey Sept. and June

#### Indicators of Success:

- \* collected student data from classroom artifacts and learning experiences
- \* decrease in number of families indicating "don't know" about MMS Indigenous teaching and learning on SLS
- \* improvement in students indicating "don't know" or "almost never/never" on SLS related to Indigenous Learning

#### School Community Engagement Process:

- \*staff meetings, collaboration time
- \*engagement with Indigenous Youth Worker
- \*PAC meetings
- \*Team Leader with Indigenous Learning portfolio
- \*school website
- \*weekly communications from principal to families-Mustang Minute
- \*weekly staff memo
- \*whole community assemblies
- \*observance of TRC Day and month leading up
- \*observance of National Indigenous History Month



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

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### Minnekhada Middle School

## Reflection

As Minnekhada continues to grow in population the intentional design of structures and supports for culture, community, and learning have become key.

Classroom based assessments and class review cycles were completed for the third year. The literacy CBA process took too much time. A highly experienced outside critical friend has started working with teachers to streamline this process to more quickly inform instructional design in order to increase classroom success for ALL learners. They will also assist in planning for Tier 2 and 3 supports.

The need for research based Tier 3 high impact, intensive instructional models appropriate to middle level learners in literacy and numeracy required significant investment in research, consultation and support this year. In numeracy the focus needed to be on the development of multiplicative thinking; emphasizing numerical thinking. Year-end review showed growth for students in the Tier 3 literacy and numeracy groups, though not enough "leaping" growth. The gap between Tier 3 interventions and the classroom was very difficult to transcend. While Numeracy is not an APL goal there is still the need for numeracy to be an area of focus for student learning and instructional growth.

This past year learning services teachers were deployed across teams reducing impact and flexibility. For next year, to assist Tier 2&3 supports being closer to the classroom, and to increase differentiation in the classroom, learning services teachers are each assigned to a team. They will be present for all instructional planning. Supports can then be informed by research and scheduled in the least intrusive, highest impact manner.

Our Wheelhouse space for regulation continued to be a support tool for a small number of students. Data tracking continued to present a challenge. As the school has grown, this space is becoming a full time classroom so calming/sensory stations are now integrated into the library/learning commons.

## Signatures

Title	Name	Signature	Date
Principal	Jill Reid		June 30, 2024
Assistant Superintendent	Anthony C. G. H.		July 4, 2024

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