

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Scott Creek Middle School

2025-2026



Intellectual Development

Goal: To continue to improve our students' reading comprehension and writing

Rationale:

We reviewed data from the DART this year and looked at Term 2 Learning Updates, Learning Survey and FSA results, as well as teacher professional judgment, Literacy skills were identified as an area of concern and focus.

Planned Actions:

Student writing samples collected in September and April.
Student reading comprehension assessment (DART) - Term 1
Use of these assessments will provide identity of readers and writers who will receive targeted intervention from classroom teachers and support staff.
Literacy Team Leaders attend district Literacy sessions with Karla Allen- Will provide Literacy strategies during pro-d at monthly staff meetings.

Indicators of Success:

Staff will compare data collected above and focus on student responses from the Learning Survey which asks if they feel they are improving in Literacy skills.

Target: increase in number of students who are proficient in Literacy

School Community Engagement Process:

Parents: Engage parents in Literacy culture with home reading programs and inform about DPAC and community library parent nights.
Students: SORA and RAZZ Kids reading apps, weekly book exchanges.
Teacher librarian support - Canadian author visits, Book of the Year and schoolwide read.
District Literacy team to support staff.

THE MORE THAT YOU
Read,
THE MORE THINGS THAT
You'll Know.

THE MORE THAT YOU
Learn,
THE MORE PLACES
You'll Go!

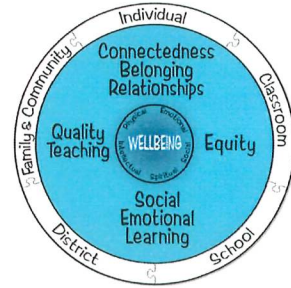
-Dr. Seuss

DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Scott Creek Middle School**

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Human and Social Development

Area of focus:

To continue to improve our students' ability to be responsible for themselves by arriving to school and class on time, bringing necessary supplies to every class and maintaining organization of their learning materials and homework

Planned Actions:

APL team leader will provide monthly updates for lates to staff during professional development in staff meetings. Staff will work together to support students and report on successes. Executive functioning strategies will be highlighted by team leaders leading this goal. Students identified with executive functioning challenges can be reviewed at Learning Services meetings and offered extra support by Learning Services team. Learning Services team and Admin will send out letters to families of students and meet with students directly. Book zone coordinator and team to present to staff.

Indicators of Success:

Monthly reviews of lates will show a steady decrease in number of late students. Review in May with all staff to look at indicators for following year.

School Community Engagement Process:

Work with district learning services teams to support staff with executive functioning strategies. PAC presentations to provide suggestions for home and ability to support healthy habits and morning/evening organization for students to be on time and ready to learn.



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

To deepen our community's understanding of First Peoples Principles of Learning in relation to self, community, and the land.

Planned Actions:

Continue to support our Indigenous students and families alongside our district Indigenous Youth Worker
Continued use of the Seven Sacred Teachings
Continued partnership with Indigenous Education teachers
Focus on Indigenous celebrations during June and National Indigenous Peoples Day and through our Indigenous plants in our front beds which house the three sisters
Focus and support of our Indigenous students through our Team Leader who leads this goal at professional development time during team leader meetings and monthly staff meetings

Indicators of Success:

Based on anecdotal data, Indigenous students will feel an improved sense of connectedness. Based on our staff professional development and data from our student responses in our Learning Survey, students and staff will have a clearer understanding of First Peoples Principles of Learning in relation to self, community and the land.

School Community Engagement Process:

1. Continue to work alongside our Indigenous Education Youthworker and teachers.
2. Continue to focus on the Seven Sacred Teachings.
3. Team Leader of Indigenous Learner portfolio will share at monthly staff and team leader meetings
4. PAC meeting presentations



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

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Reflection

We celebrated another year of STEAM successes with the continued engagement of our students in Explorations classes, wins in the district STEAM challenges, and a presentation at the June SD43 Board meeting with our robot and student coder.

We have increased the amount of hands-on learning through STEAM activities both in the classroom, in specialized classes and through the district.

After reviewing data from various sources, this year our staff changed our school academic goal from STEAM to Literacy for 2025 to 2026. Teachers felt that with district support and a schoolwide focus, we could work together to support student engagement and ability in Reading and Writing.

This year, staff recognized the impact of students arriving late and unprepared for class as one of their main concerns that impact learning. This year our student cohort was able to interact with others and the environment respectfully and thoughtfully by ensuring opportunities to work with other adults and students through monthly club days and intramurals took place. We will continue to connect students with adults and our building through these two strategies next year even though our goal has changed to focus on executive functioning.

We continue to work with our district partners to deepen our understanding of First Peoples Principles of Learning. One new thing we intend to do is ensuring students take part in Indigenous celebrations through hands on activities similar to our Lunar New Year celebration which involves all students going station to station to try activities that support an understanding of Chinese culture. We will continue to support our Indigenous families and students with help from our Indigenous Youth Worker.

Signatures

Title	Name	Signature	Date
Principal	Daren Fridge		July 3, 2025
Assistant Superintendent	Jeremy Clarke		July 3, 2025

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