

## DIRECTIONS 2025: ACTION PLAN FOR LEARNING

### Summit Middle

2024-2025



## Intellectual Development

Goal: Develop language & communication skills to better understand & share stories.

### Rationale:

Inferencing and connecting with "story" promotes students' ability to pull out necessary information to understand what they've read and question, "So what", generate ideas, & communicate their thinking across the curriculum.

### Planned Actions:

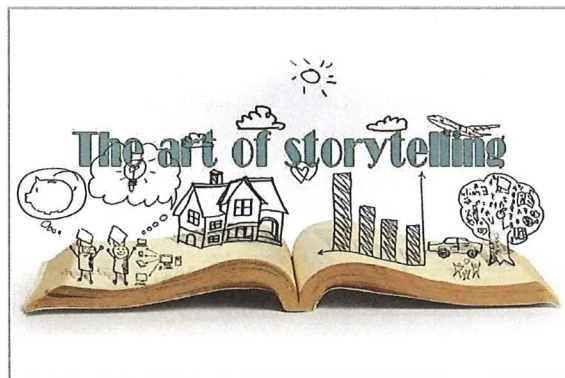
Entering year one of this new goal, we plan to re-introduce school-wide silent reading and model reading ourselves. We will focus on language development including vocabulary and writing conventions with attention to improving inferencing and communication skills to better understand and share stories across the curriculum.

### Indicators of Success:

Increased engagement with reading with less resistance and greater perseverance. Greater ability to make inferences and connection to self, world events, and other texts including scientific/mathematical texts. Improved ability to connect with a variety of texts and communicate/share the story both orally and using written conventions to answer "so what" questions, generate, elaborate and expand on ideas, and communicate their thinking across the curriculum more effectively.

### School Community Engagement Process:

Gather, review, and share data with our partner groups (staff, students, families) from a variety of sources including class reviews/classroom based assessments, FSA/MDI/SLS, Summit School Goals Student Survey, Parent Advisory Council meetings, Staff meetings and Collaboration time to assess our learners' needs, plan, and target instruction.

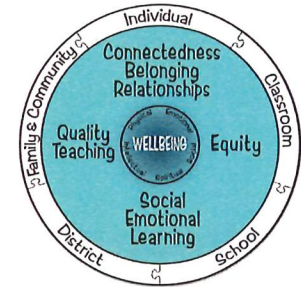


## DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Summit Middle**

*Increasing Success In  
Life for All*

# DIRECTIONS 2025: ACTION PLAN FOR LEARNING



## Human and Social Development

### Area of focus:

Developing & practicing Executive Functioning skills fundamental for academic achievement and beyond. Enhancing these skills can help students overcome barriers leading to better outcomes in their educational journey.

### Planned Actions:

Continue to identify & develop areas for growth and targeted practice of EF Skills through the EF student survey as part of class reviews. Engage with district personnel to build upon EF skills identified through a needs assessment including planning, working memory, impulse control, and flexible thinking to help students overcome common barriers such as poor time management and disorganization, persistence and resilience. In support of this work, we will teach and model strategies such as breaking tasks into smaller steps, using visual aids for planning, and practicing mindfulness.

### Indicators of Success:

An increase in percentage of students with school supplies ready to learn. An increase in students' ability to sustain focused attention to work independently and persevere with learning tasks, apply a variety of strategies to solve problems, complete assignments in timely manner (fewer overdue/incomplete assignments), manage big emotions and improved ability to self-regulate (less co-regulation required by classroom teachers).

### School Community Engagement Process:

Gather, review, and share data with our partner groups (staff, students, families) from a variety of sources including class-wide EF surveys as part of our class reviews/classroom based assessments, FSA/MDI/SLS, Summit School Goals Student Survey, Parent Advisory Council meetings, Staff meetings and Collaboration time to assess our learners' needs, plan, and target instruction.

### TOP TEN EXECUTIVE FUNCTIONS THE SKILLS THAT HELP US SET, PLAN, AND REACH OUR GOALS



## 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:

Continuing to grow our ability to be an ALLY and form positive relationships with people, places, languages, and stories.

#### Planned Actions:

Continue supporting sense of belonging & building positive relationships through encouraging students' participation in clubs, teams, pro-social activities and extra-curriculars. Promote & foster allyship by creating an inclusive environment where students learn to support and stand up for one another through activities that explore identity, empathy, and promote an understanding of different perspectives. Continue to encourage students to practice ally behaviours like upstander actions that build community, responsible citizenship, and ambassadorship.

#### Indicators of Success:

Making positive connections with peers & adults through a variety of activities. Advocate for others demonstrating what it means to be a responsible citizen. Develop cultural sensitivity awareness & understanding how use of language/symbols can negatively impact/harm others. Increased confidence in effectively responding to/reporting incidents of harm. Engaging in restorative practices.

#### School Community Engagement Process:

Gather, review, and share data with our partner groups (staff, students, families) from a variety of sources including class reviews, FSA/MDI/SLS, Summit School Goals Student Survey, Three-way conferences, Parent Advisory Council meetings, Staff meetings and Collaboration time to assess our learners' needs, plan, and target instruction.

#### Summit Middle School Allyship



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

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### Summit Middle

## Reflection

Through our continued work in Numeracy with Jen Whiffin, teachers targeted instruction through "Math Camp" groups based on students' self identified needs. In a school wide survey, 73% of students responded they Agree/Strongly agree to the question, "My confidence in my mathematical ability has grown this year." While trends in our Grade 7 FSA data indicate Numeracy averaging in the 70th percentile and Literacy averaging in the 80th percentile, we attribute the 10% achievement gap to students' inferencing ability - pulling out the important information to better comprehend the question and make connections with appropriate problem solving strategies.

At Summit, we recognize the strong correlation between sense of belonging and success at school. Through our student survey, 85% identified having a connection with at least one trusted adult in the building; 88% of students joined one or more clubs/activities at Summit, including but not limited to Band, volleyball, choir, leadership, chess club, Art Leadership, Drama club, Ski & Snowboard club, Wrestling, Yearbook, Paws for a Cause, Knitting & Crocheting Club, Badminton. We are very proud of the significant growth in peer connections that were identified through the survey & Student Perspectives. However, Allyship has emerged as an area of focus moving forward with 50%(294) of 588 students surveyed reporting they are unsure how to support a student experiencing harm. 23%(135) of students reported experiencing some form of teasing or bullying; only 25%(34) of which identified somebody stood up for them. We see sense of belonging and Allyship interconnected and will continue our work with Wendy Yu and Beth Applewhite on building students' awareness and capacity to effectively respond to harmful situations as they arise.

We have identified organization, time management, persistence, and resilience as school-wide areas for growth. We will continue to engage Shannon Sullivan with our work in identifying, developing, and practicing the Executive Functioning skills to remove barriers to student success.

## Signatures

Title	Name	Signature	Date
Principal	C.Woods/J.Morton		June 22, 2024
Assistant Superintendent	Nadine Tambellini		June 24/24

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