

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Maple Creek Middle

2026-2027



Intellectual Development

Goal: To increase students' literacy skills and engagement with reading.

Rationale:

Despite having had this goal for several years, we are still noticing large numbers of students who struggle with comprehension. One effect of this academic struggle is challenges for students being able to retain and recall information in assigned tasks.

Planned Actions:

Using data collected from a school wide written task and using a district approved assessment tool, we will identify strengths and stretches for our students' reading comprehension skills. Class reviews/triangles in the Fall will also serve to provide a profile of our learners and what instructional strategies might be helpful. Class triangles will be revisited in the Spring to look at trends and progress.

Indicators of Success:

Reporting data will provide a clear snapshot of student progress; collating students who are assessed as emerging and developing will enable us to provide tiered supports. We will also examine the profiles of learners who are assessed as having insufficient evidence at reporting time. This reporting data will be gathered and compared each term.

School Community Engagement Process:

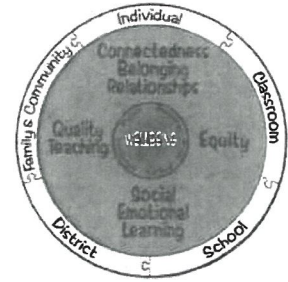
Working with the SD43 Literacy Coordinator, we will seek to provide families with pragmatic means of how to assist their children in their reading. Gathering some data from families will inform our practice and perhaps elucidate the challenges faced by students for whom reading and comprehension are lagging skills.

DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

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Human and Social Development

Area of focus:

Feeling a sense of belonging (personal and community identity)

Planned Actions:

One planned action is to have monthly collaborative sessions in which students will be provided opportunities to interact with each other in team building activities. Coming together as a community on a regular basis can serve to foster a sense of belonging. We will also reexamine MDI data to review areas requiring attention regarding student well-being. Several sets of the book, *The Amazing Generation*, have been ordered with the intent of having students explore their technology use.

Indicators of Success:

Reviewing attendance data monthly and using our new contingency map to guide our interventions will be important for this goal. Class reviews will also serve to identify students who are needing assistance and/or should be referred to School Based Team. Other meaningful data could be comparing MDIs from last year and this year. From February to June, there were 211 office referrals; it may be of value to monitor this data as well.

School Community Engagement Process:

Each week, families receive an update which provides information about the school and links to resources. It might be helpful to provide consistent and regular connections to organizations and content focused on student connectivity and well being. It might be interesting to develop an online book group focused on the *Anxious Generation*; this is the adult version of the *Amazing Generation*.

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Intentional use of First People's Principles of Learning (FPPL).

Planned Actions:

Using the Seven Sacred Teachings as a focus, we will highlight each teaching in meaningful and engaging ways throughout the year. Starting with Humility in September, students will hear announcements on this teaching and create bumper sticker slogans that will be displayed throughout the school. Each staff meeting will also create space for teachers to check in with each other and share what they have been doing in their classrooms in terms of FPPL.

Indicators of Success:

With the stated goal of making our work on FPPL becoming permanent and imbedded into our school culture, we will continually revisit what is happening or not happening with this goal area. Ensuring that Learning Updates highlight and update how FPPL is living in classrooms will be another important data point.

School Community Engagement Process:

A drum circle will meet monthly to sing and play, but also to come together in community. Indigenous students will be encouraged to invite a peer so that this circle becomes expanded in its reach and influence.

There will also be the important events that have been part of the community (Orange Shirt Day, National Indigenous Peoples' Day). We will work alongside District Staff and experts. We may explore an Indigenous Sports Day as a way of engaging in this work in ways that are meaningful and also engaging.

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Reflection

End of 25-26 School Year.

Literacy continues to be an important focus for our school. Through supports such as TLC, small-group instruction, explicit teaching of literacy strategies, and increased student choice in reading, we saw improved engagement and success for many students. Our ELL learners particularly benefited from targeted small-group instruction that supported both literacy development and connection with peers. Moving forward, we can strengthen our work through more consistent assessment practices, data collection, and collaborative analysis to better track growth and inform instruction.

A strong sense of belonging remains one of Maple Creek's greatest strengths. Students had many opportunities to connect through clubs, extracurricular activities, leadership programs, school-wide events, and student voice initiatives. The office continues to be a safe and welcoming space where students feel comfortable seeking support and taking accountability. Restorative practices and targeted SEL opportunities positively impacted many students, though greater consistency in these supports would strengthen our efforts. While student well-being remains an area for growth, students continue to report strong connections with both adults and peers at school.

This year we continued to incorporate Indigenous perspectives and the First Peoples Principles of Learning through classroom resources, school-wide events, and professional learning opportunities. Highlights included learning from a Survivor speaker about the Sixties Scoop, student participation in our Indigenous Peoples Day assembly, and meaningful staff learning during Indigenous-focused professional development. These experiences encouraged reflection on how we can more intentionally embed Indigenous ways of knowing and learning into everyday practice and have helped build greater staff commitment to this work.

Overall, the year was marked by strong student, staff, and community engagement. Our dedicated and caring staff continued to create meaningful opportunities for students to learn, connect, and grow. While there is much to celebrate, we can continue to strengthen our work through greater intentionality, consistency, assessment practices, and student and community voice.

Signatures

Title	Name	Signature	Date
Principal	Sean Della Vedova		Aug. 31/26.
Assistant Superintendent	Paul McNaughton		aug 31/26

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