

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Minnekhada Middle School



2026-2027

Intellectual Development

Goal: Communicate and justify thinking in a variety of ways - numeracy and literacy

Rationale:

FSA-Numeracy-39%emerging(-4%)&Literacy 23%emerging(-9%)-both improve
Learning Summary Numeracy 5% emerging and 4% Literacy
Increase # of Students proficient - >51%
Student Survey-14% Numeracy and 20% Literacy say not sure if getting better

Planned Actions:

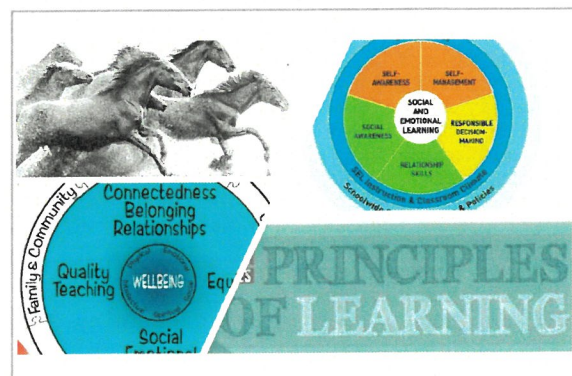
- *Year 5 Lit. Goal & Year 3 Numeracy
- *CBA's September, class reviews/tiering in Fall, Team review in Spring
- *Targeted supports - Tier 2 seamless support model
- *Monthly collaborative Team PD with admin
- *Instructional focus-strategies for communicating learning so visible
- *Team Leader Literacy, Numeracy - along with Literacy Committee and Numeracy committee
- *ongoing work with J Whiffin/L. Epp/D. Gordon Numeracy, F. Brownlie/M. Macmillan Literacy

Indicators of Success:

- *increase in students on-track and extending on Fall FSA
- *teacher professional judgment formative assessments Fall and Spring - showing increase in students achieving "Proficient"
- *reduce number of students achieving "Emerging"
- *decrease in students requiring Tier 2 supports
- *shrink gap between Emerging on FSA and Emerging in classroom demonstrated learning
- *increase students reporting they are "getting better in Math/Reading/Writing" on SLS

School Community Engagement Process:

- *PAC Meetings
- *Student Surveys - school based
- *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
- *Ministry Student and Parent Learning Surveys

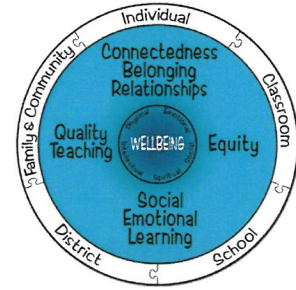


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: Minnekhada Middle School

*Increasing Success in
Life for All*

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Human and Social Development

Area of focus:

Year 3 -Core Competency areas of Personal Awareness & Social Responsibility by fostering community (staff/students/caregiver) connectedness to Mustang Core Values of Inclusion, Kindness, Connection, Collaboration & Personal Achievement

Planned Actions:

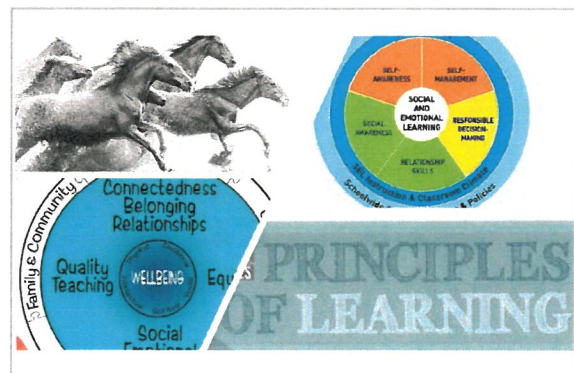
- * Implement "Core Values in Action" Document -integration of Minnekhada Core Values with school and district Codes of Conduct
- * Create and post clear, succinct posters for all learning spaces
- * Direct teach the "Core Values in Action"
- * Continue to embed Core Values in ongoing restorative practice work
- * Intentionally notice, name, and nurture Core Values and positive impact on culture
- * Continue Team Leader portfolio
- * Survey students to establish baseline for feelings of inclusion and belonging to better understand Student Learning Survey data

Indicators of Success:

- * community members able to identify presence of Core Values "in action"
- * continue to increase students indicating they belong >67% "most of the time" between 2025 and 2026 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
- *Weekly Mustang Memo for Staff
- *Ministry Student and Parent Learning Surveys, MDI



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

School: Minnekhada Middle School

**Increasing Success in
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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Using Dr. N. Sinclair's work re: 4 elements of Indigenous Education our goal is to move from Presence to consistent Practice by embedding Indigenous ways of knowing and doing into daily learning experiences.

Planned Actions:

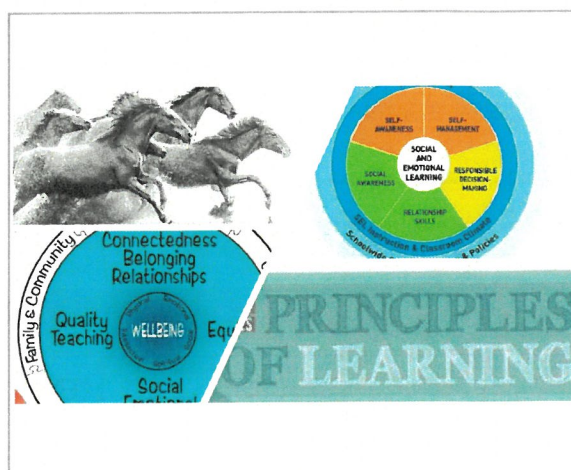
- *Educator survey to gather baseline data in Fall
- *Build educator confidence through a "learning in progress" mindset
- *Access to vetted, practical resources
- *Focus on small, consistent practices - not one-off lessons
- *Make learning visible and shared across staff
- *Revisit and reflect on the 4 P's during collab. time, staff meetings, PD Days

Indicators of Success:

- *more student voice through circle, surveys, conversations
- *increased Indigenous Student Leadership
- *continue to increase students indicating they are participating in indigenous learning
- *increased land and place-based learning experiences
- *monitor and respond to student of belonging (IYW and IR Teacher)

School Community Engagement Process:

- *weekly Collaboration and co-planning for staff meetings, collaboration time
- *engagement with Indigenous Youth Worker and Indigenous Resource Teacher
- *PAC meetings
- *Team Leader with Indigenous Learning and Learners portfolio
- *school website
- *weekly communications from principal to families-Mustang Minute when significant events
- *weekly Mustang Memo to staff
- *whole community assemblies and workshops
- *observance of TRC Day and month leading up
- *observance of National Indigenous People's Day Month and National Indigenous People's Day



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

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Reflection

For our Intellectual Goal we are working to close the gap by reducing the number of students emerging on FSA/CBA/proficiency scale AND increasing overall number of students developing/proficient/extending.

In Numeracy we have done that: students performing at the emerging level on the FSA is down 4% while # of students earning proficient has surpassed our goal of 51% to 53%. 36% developing, 53% proficient and 6% extending. As such we will be increasing our goal for those proficient or higher to 65% and look to reduce the number of students earning emerging on the FSA by a minimum of 10%. After a year of focused instruction on communicating thinking in mathematics and problem-solving we believe we should see this learning focus evidenced on the Grade 7 Numeracy FSA in the Fall of 2026.

In Literacy we show a reduction from 9% to 4% earning emerging on the FSA however our demonstrated classroom learning does not yet meet the target of 51% proficient until we include extending which then has us meet at 53%. We continue working on this goal area as far as justifying thinking in a variety of ways by making learning visible.

For SEL goal - students with 2 or more adults unchanged for Grade 7's at 72%. For Gr. 8's at 58% on the MDI who were last year's Grade 7's - this change is interesting to consider. This year we will learn about the 25% (unchanged) of Grade 7's who "don't" know how many people care about them at school and work to identify the 8 students, now in Gr. 8, who indicate no one cares about them. Our strategy of consistent direct instruction and expected behaviors regarding our values in action will see a decrease in "not knowing."

Our Indigenous Learning goal has changed significantly to focus on educational staff working to concretely move our culture and community to one of permanence - from awareness to action to impact. We are emerging collectively as practices are not consistently strong across classrooms. We are strong in presence and ready for the next step - more collective commitment. We have the addition of an Indigenous Resource Teacher joining our staff one day a week who will work with Indigenous learners provide some guidance for our educational staff for authenticity in amplifying student voice.

Signatures

Title	Name	Signature	Date
Principal	Jill Reid		July 2, 2026
Assistant Superintendent	Anthony Ciolfatto		July 2, 2026

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