



School: Maple Ridge Secondary
 Principal: Trevor Connor
 Director/Assistant Superintendent: Shannon Derinzy

A. Goal (One goal per page)

To learn, listen and begin to develop an anti-racist consciousness/awareness for all people in our community. We will be focusing on the unique challenges encountered by our BIPOC, racialized staff, students, and families in our school community.

B. Rationale

As communities in Maple Ridge Secondary continue to grow and become more diverse, we as educators need to show our humility in learning from the diverse families, cultures, and identities that make up our vibrant school community. The social unrest connected to the events this past spring, highlighted that we as educators at Maple Ridge Secondary need to engage in the meaningful work of anti-racism to make sure all racialized and non-racialized voices in our community have equitable access to opportunities of learning to help create a social consciousness and dismantle white supremacy culture. As a school, we are committed to the process in developing culturally humble, competent, and empathic anti-racist educators. Our goal for this year is focused on listening and learning.

We will:

- Provide staff with professional learning opportunities to begin the process of learning through racialized and BIPOC experiences and voices
- Provide resources for teachers and students who are engaged in this work
- Work collaboratively with our Aboriginal Department to develop a response plan to appropriately support our students of Ancestry to create a positive relationship between families and the school
- Provide opportunities for students to begin the process of learning through racialized and BIPOC experiences and voices

C. Action Plan (List specific actions, school level and district level resources or structures used)

How will we meet these goals:

- Socially-conscious dialogue through opportunities when we work with staff
- MRSS Connect
- Staff Meetings
- Conversations with groups of students
- Working with our Aboriginal Department to develop professional learning opportunities to discuss the importance of personal and collective stories
- Providing opportunities throughout the year for students to learn about racialized experiences
 - Grade 8 Indigenous Rotation
 - Classroom support and discussions with students and teachers
 - JECIC Grant — working to provide anti-violence and anti-racism learning for low-incidence students.
 - Having our students be a part of anti-racism symposium

D. Evidence / Data (How will you measure success?)

- Feedback given from staff through conversations, anecdotes and surveys
- Development of a response plan to appropriately support students of ancestry to create a positive relationship between Indigenous families and our school
- Feedback from students who attend anti-racist workshops or symposiums and Grade 8 rotations
- Feedback from students who are a part of the focus day connected to the JECIC Grant
- Changing our code of conduct to address racism

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Board Chairperson:

Date:



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Staff will continue to develop their learning and competencies about proficiency scale & written feedback for reporting student learning for all grade levels at MRSS.

B. Rationale

We are moving towards assessment practices and reporting using the proficiency scale that reflect our curriculum's inclusive and competency based focus that is grounded in the First Peoples Principles of Learning. Currently, at MRSS there are 12 Grade 8 & 9 teachers reporting using the Proficiency Scale and we would like to grow this as the school year progresses and into the 2020/2021 school year.

C. Action Plan (List specific actions, school level and district level resources or structures used)

- Teachers & EAs participate in School Teams, Assessment Committee, Collaborative Network, Inquiry to explore and plan for & grow in assessment practices
- Staff, Department Head & Departments meetings and Late Start Friday for school-based collaboration to discuss & plan implementation
- Provide Resources to teachers & EAs
- Invite District Helping Teacher in for Lunch & Learns to work with teachers who are using and/or exploring the possibility of implementing proficiency scales

D. Evidence / Data (How will you measure success?)

- Staff and student reflections on proficiency scales
- Grow the number of Grade 8 & 9 teachers using proficiency scales
- Teachers of Grade 10, 11 & 12 courses beginning to explore use of proficiency scales for use in senior courses

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A. Goal (One goal per page)

To establish a collaborative and collegial culture at Maple Ridge Secondary School amongst staff and students.

B. Rationale

This has been a challenging start up with students and staff creating a new reality in this co-vid environment. The restrictions on sports, fine arts, clubs, etc. have challenged us to create a vibrant, engaging school culture. Current research shows that there is a direct link between school culture and student success. Staff are feeling more isolated than ever and the school tone has been uniquely impacted by a lack of senior students modeling behaviours in the afternoons. As a result, we need to be intentional about building community and culture in the current circumstances.

C. Action Plan (List specific actions, school level and district level resources or structures used)

- To identify the school's current culture by listening to staff and students. Listening conveys caring about both student and staff opinions, beliefs and values. Staff and students will be encouraged to "share their stories." Qualitative data will be gathered from authentic listening.
- To tackle key issues brought forth by staff and students by collaboratively developing and then implementing plans to address these issues.
- Address teacher isolation by providing opportunities for collaboration, partnerships, and professional discourse. Administration must be active and model these collaborative practices and acknowledge staff through formal/ informal recognition.

D. Evidence / Data (How will you measure success?)

If we create a collaborative culture, we can expect the following outcomes: increased efficacy, greater staff participation in collaborative initiatives, creative and new avenues for students to engage in connecting with each other, and an internalized belief that MRSS has been a place of refuge and resilience during this unprecedented time in human history. Success will be examined through:

- Student satisfaction surveys
- Student responses to our reflection survey (used to plan our timetable options for next year)
- Staff responses to our reflection survey
- Anecdotal data gathered from activity involvement (clubs, teams, extracurricular, etc.)

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