



**School:** Maple Ridge Secondary School (MRSS)

**Principal:** Grant Frend

**Director/Assistant Superintendent:** Ken Cober

## A. Goal (one goal per page)

Goal 1: Our school community will continue to focus on further developing our culture and climate.

## B. Rationale

Maple Ridge Secondary School (MRSS) continues to grow in student enrolment. Further, in the past 2 years we have hired approximately 11 new teaching staff and 13 support staff. It is important that we honour and recognize the historically great things about MRSS, while also involving our newer staff and students in shaping our future. MRSS will intentionally seek out opportunities to further develop a vibrant school culture and climate.

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

We will continue with 2 initiatives started last year: Student of the Month (each staff member can recognize one student) and Friday Positive Calls. In addition, we continue to see new clubs added each year (e.g. Anti-Racism Club).

This year, we also have a focus on reducing loitering/ congregating in washrooms/hallways during instructional time - an issue that was brought forth by our entire school community.

Finally, we continue to expand our spirit activities. This year there is a year-long grade competition for spirit points that will culminate in our May Spirit Day finale.

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

We will measure success using the following:

- \* Parent feedback on initiatives such as Student of the Month and Friday Positive Calls
- \* Collecting data on number of students in clubs and playing on teams
- \* Ministry of Education and Child Care Student Learning Survey results (49% of grade 10s and 53% of grade 12s indicate school is a place they feel they belong Most or All of the Time).



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## A. Goal (one goal per page)

Goal 2: Staff will continue to grow our practice and knowledge in equity, diversity, and inclusion, including anti-racism and accessibility.

## B. Rationale

If we are serious about ensuring all students are given the opportunity to reach their full potential and have a positive experience in our schools and beyond, we must investigate and address all inequities in our system. This includes viewing our schools through a culturally responsive lens.

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

Our Truth and Reconciliation efforts continue as we work with our Aboriginal support workers and Aboriginal support teacher to provide professional learning for staff. Our Circle of Indigenous Youth and Allies continue to have a significant impact on our school and community. Further, we are in year two of implementing additional Indigenous education courses (i.e. First Peoples English 12 and BC First Peoples 12). As well, we continue to work with district vp of racial inclusivity and district helping teacher of racial diversity and equity to develop anti-racism learning opportunities for staff, including active participation in the anti-racism committee's survey of our community (with results shared leading to action planning). Our student/staff anti-racism committee has just launched and will be an integral part of our work. Our SD42 Accessibility Plan will also help guide our work in inclusion.

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

We will use the following information to assess our progress. First, Ministry of Education and Child Care Student Learning Survey data (67% of grade 10 students and 55% of grade 12 students are learning to understand and support human rights and diversity). Next, data from district survey on anti-racism will be used to guide our planning in future years. Further, we will collect staff and student feedback, including Indigenous education course enrolment information, as well as further data from the ministry Student Learning Survey regarding Aboriginal Education. Finally, we will examine data collected by the SD42 accessibility committee for baseline data.



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## A. Goal (one goal per page)

Goal 3: To support student learning by continuing to align assessment and reporting practices with the newly legislated BC K-12 Student Reporting Policy.

## B. Rationale

By developing assessment and reporting practices that align with the newly legislated K-12 Student Reporting Policy, we will be fostering inclusive learning opportunities, nurturing core competencies, and supporting curricular competency-based assessments. These, in turn, will support the academic, social, and emotional growth of all learners. By providing students and parents/caregivers with descriptive feedback that is timely, on-going, strength-based, and connected to learning standards, we will also support continued skill development and build student confidence and efficacy.

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

1. Professional development days and late start collaboration opportunities focus on assessment and reporting practices (particularly meaningful descriptive feedback and competency-based grade book design).
2. Regular bi-monthly FYI documents emailed to staff include Recommendations for Professional Learning (Ready to Grow) and Resources for classrooms (Ready to Go).
3. Classroom visits and instructional observations by administration recognize and celebrate lesson strengths and identify opportunities for pedagogical growth.
4. Staff meetings include an agenda item that encourages teachers to share success stories and challenges, and exchange ideas to support student learning.
5. The instructional tutorial in September focused on the activation of and student engagement with the core competencies. Sample lessons and resources were shared with staff through MS Teams and sets of Core Competency magnets were provided to teachers as an educational tool to support the development of these foundations and cross-curricular skills.
6. The district assessment committee representatives share their learnings at staff meetings and schedule/structure opportunities for students to engage in self-reflections of the core competencies.
7. Volunteer team of teachers led a literacy week in November, focusing on the development of literacy skills across disciplines through daily activities, contests, and events.
8. The school website includes links to informative ministry-published information sheets, brochures, and videos, which are linked via a QR code distributed at parent-teacher-student conferences.

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

1. Staff actively engage in the professional development opportunities offered and share suggestions for next steps in learning, while modeling their identities as life-long learners to their students.
2. Staff are willing to invest time in professional development by exploring resources and trying new strategies to support student growth.
3. A collaborative and supportive culture and climate that supports learning develops where classroom doors are open and inviting for educators to collaborate and connect.
4. Teachers are willing to be vulnerable and share their challenges and successes with each other for the educational benefit of their students.
5. Students and educators enhance their familiarity with the core competencies and understand the foundational and cross-curricular role they represent in the curriculum. Student self-reflections of the core-competencies are informed by the activities of the September tutorial classes and the on-going "noticing, naming, and nurturing" of these skills by teachers in the classroom.
6. The MRSS assessment committee representatives develop as school-based experts by modeling best practice, sharing their knowledge, sourcing resources, facilitating collaboration opportunities, and responding to staff queries.
7. Literacy Week attracts a majority engagement from the school population and enhances appreciation of literacy skills across disciplines.
8. Parents access the information offered on the website, enhancing their understanding and appreciation of the recent changes in assessment and reporting in BC