



**H.D. Stafford Middle School**  
**Action Plan for Learning 2014 - 2015**  
**School District #35 (Langley)**



**Names and Signatures of School Planning Council**

Parent: Shannon Duralia *Duralia*

Parent: Marian Goeson *M Goeson*

Parent: Kristina Haglof *K Haglof*

Parent: Jag Rai *J Rai*

Student: Sasha Neumann *Sasha.N*

Student: Tio Revelstoke *Tio R.*

Co-Principal: Shawn Davids *S. Davids*

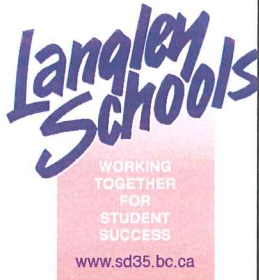
Principal: Gary McCuaig *GR McCuaig*

**Board Approval**

Suzanne Hoffman, Superintendent *S Hoffman*

Rob McFarlane, Board Chairperson *Rob McFarlane*

Date Approved *February 24, 2015*



SCHOOL DISTRICT NO. 35 (LANGLEY)  
Action Plan for Learning  
*H.D. Stafford  
Middle School*  
2014 - 2015



SPC: Shannon Duralia  
SPC: Marian Goeson  
Principal: Shawn Davids

SPC: Kristina Haglof  
SPC: Jag Rai  
Principal: Gary McCuaig

**School Context:**

H.D. Stafford Middle School is located in the City of Langley and is the first “stand alone” Middle School in the Langley School District, opening in September 2008. H.D. Stafford Middle School serves the catchment area elementary schools of Blacklock, Douglas Park, James Hill, Nicomekl, Simonds and Uplands and our graduating grade 8’s are the only student body transferring into Langley Secondary School. With a school population of just under 600 students in grades 6, 7 & 8 “Stafford Middle” has been designed to take advantage of the outstanding facilities that exist within its walls, to specifically support young adolescents. This has resulted in the offering of Integrated and Intensive Fine Arts options for students at all grades, and the opportunity for every student to explore woodworking, metalwork, cooking, sewing, music and arts as well as an impressive number and variety of athletic opportunities. Stafford Middle strives to provide middle years students with an opportunity to develop academically, emotionally, socially and physically in the safety of a grade 6 to 8 configuration while engaging them in exciting learning opportunities, in concert with the exploration of a variety of academic, intra-mural and extra-curricular possibilities.

**Inquiry Question:**

- ***Will a culture of connections improve student achievement?***
- ***Within this question we have identified 4 Pathways to Success:***
  - ***Numeracy***
  - ***Literacy***
  - ***Connectedness to School & Connectedness to Classroom***
  - ***Incoming Transitions & Outgoing Transitions***
- The question focuses on the core values and beliefs of our school. That being; we believe that as a Middle School we are uniquely positioned to provide all students with a 3 year “window” of opportunity to become ready to transition to and succeed in High School.

## ***ACTIONS:***

### ***Numeracy***

- Continue the Math “MISSILE” program at grade 6 & 7.
- Look for additional ways to support “at risk” math learners in grade 8.
- Support Math instruction through purchase of resources and technology as identified by teachers and district support staff.

### ***Literacy***

- Find a way to provide a “Missile” style support of Literacy without impacting the movement of students and the continuity of classes to the same extent as the math program.
- Staff will determine how this will be implemented prior to the end of the 2013-14 school year.

### ***School Connections***

- Find ways to maintain and support growth to the myriad of programs that we currently provide.
- Seek District support to help maintain the programs that help us connect our students.

### ***Classroom Connections***

- Work with district staff to provide programs/support/instruction to teachers to promote effective modern learning strategies to enhance the connections of students in their classrooms.
- Monthly, Team Leader meetings to hear feedback, plan and implement strategies to support staff in meeting the goal of connecting students to the classroom.

### ***Incoming Transitions***

- Continue to support the transition strategies in place. Such as, the single, dual and full visits by the elementary schools. Inviting catchment schools to our drama productions. Sending Stafford information to the elementary schools.
- Continually re-evaluate and solicit ideas and suggestions on ways to improve the experience for students coming to H.D. Stafford.

### ***Outgoing Transitions***

- Continue to work with Langley Secondary School to promote and encourage H.D. Stafford students to transition to L.S.S.
- Initiate dialogue with Brookwood Secondary to improve student transitions from H.D. Stafford to B.S.S.
- Continue to work with other High Schools and Alternate schools on an individual basis to ensure positive transitions to new schools.

## ***EVIDENCE:***

### ***Qualitative:***

- For the Math Missile program students were assessed in September during the first week of school. This assessment provided baseline data. In early June they will be assessed on a school based assessment to see if they have improved in the areas of math skill development intended
- For our Literacy initiative students are assessed in the first week of September using the Fontas and Pinnell assessment. A follow up will be done towards the end of the school year to provide the data to determine what the level of growth is.
- Review of the performance in grade 9 of our former students, particularly in Math and English courses.

### ***Quantitative:***

- Number of students who participate in Musical Theatre, Drama production, Band, Athletics, Speechfest, Spelling Bee and Science Fair.
- Number of students who are on the various Honour Rolls including Effort Honour Roll.
- Use of Survey Monkey to illicit data about how parents believe the various pathways are being successful.
- Interviews and surveys with all or select groups of our students to determine their opinions on various aspects of the Action Plan and the pathways.
- Continue to dialogue with and seek input from the school Parent Advisory Council and the School Planning Council on all four of our Pathways.
- Use of survey monkey and personal dialogue to determine how the catchment Elementary Administrators are feeling regarding the transition processes into H.D. Stafford.
- Dialogue with L.S.S. administrators and other High School Administrators to discuss their satisfaction with the “readiness” of our students at the grade 9 level

### ***Reflections:***

- Use of our school based “Collaborative” time to provide opportunities for reflection and staff learning.
- What we have learned thus far is that students in the lowest groups of our Math Missile program appear to be happy and engaged in class, they report that math is no longer as horrible as it once was for them.
- We will be using assessment strategies prior to the end of this year to determine what quantitative data tells us about our Math Missile program.
- Next year we will use a variety of assessment strategies to determine the successes of the 4 pathways. This information will guide our future decisions.