

Parkland Middle School Growth Plan

2026-27

Leadership, Compassion, Citizenship, Perseverance



Our school growth Plan is a living document. We adjust and adapt to the needs of our students as needed but maintain the targets we have set for this plan.

Parkland Middle School (PMS)

Growth Plan

YEAR 2

September 2026 for the 2026/2027 Edition

CONTEXT: COMMUNITY OF CRANBROOK & SCHOOL	SCHOOL GOALS	STAKEHOLDERS
Community of Cranbrook The community of Cranbrook is nestled in the Heart of the East Kootenay's on Ktunaxa homelands. With a population of 20,000. We are the largest community in the East Kootenays with a number of diverse schools situated within the borders. Parkland Middle School Parkland Middle School has a student population of approximately 430 students and a staff of 52. PMS is known for being a kind and respectful learning community that is support by many outside agencies and a wonderful Parent Advisory Council. We are a diverse and inclusive population that values the differences that every member of our community brings to our place and space. Students have the opportunity to participate in a wide range of athletic activities. PMS offers academic programs as well as practical and fine arts electives. PMS supports students with a various needs through Indigenous Supports (for cultural and academic needs), Youth Care, Alternate Education opportunities, and Student Services programs.	Goal 1 – Literacy: Create literacy-rich classroom environments that support improved literacy proficiency across the curriculum. Goal 2 – Human and Social Development: Students feel welcome, connected and safe at Parkland Middle School.	The following stakeholders were engaged in the ongoing development of this Growth Plan: ☒ School Staff ☒ Indigenous Education Support Worker ☐ Students (Student Council) ☐ Parents (PAC) ☐ Trustee ☐ School District management
OUR PARKLAND MIDDLE SCHOOL COMMUNITY:		
Social Emotional Learning in the classroom	Awareness of self and others Demonstration of positive attitudes and values Responsible decision-making Positive social interaction skills	
Trauma Informed	Consistency and predictability Front load learners Build relationships and connection	
First Peoples Principles of Learning	Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Learning is holistic, reflexive, reflective, experiential, and relational. Learning involves recognizing the consequences of one's actions. Learning is embedded in memory, history, and story. Learning involves patience and time.	

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Vision, Mission, and Values:

Parkland Middle School strives to be a supportive, responsible, involved community that learns and works together in a safe, caring environment that enables us to realize our full potential. First Peoples Principles of Learning and the BC Teachers Federation Indigenous Ways of Knowing and Being are key components to learning practices Parkland Middle School.

Our students will graduate with dignity, purpose and options.

Integrity & Citizenship - Honest, sincere, standing up for what you believe in

Responsibility & Leadership - Accountability, giving your best

Respect - Respecting yourself and others, the environment and community

Excellence & Perseverance - Setting goals, remembering to plan and practice

Kindness & Compassion - Being thoughtful of others, accepting differences

“Learning is a journey that takes courage, patience, and humility. It is about striving to become a better human being and living with balance in body, mind and spirit.”

“Learning ultimately supports the learning of the self, the family, the community, the land, the spirits and the ancestors.”

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GOAL 1: Create literacy-rich classroom environments that support improved literacy proficiency across the curriculum.

Strategies and Programs for Literacy Improvement: Provide support(s) that will improve student ability to decode texts in a variety of subject areas.

Create a timetable that includes a flexible block, or blocks, dedicated to literacy support for grade 7, 8 and 9 students. This support will be in-class to build common language amongst staff and students.

- Provide Tier 1 and Tier 2 supports at the classroom level

Training for our literacy support teacher with the Acadience Screener

- Start with targeted groups of students requiring more understanding – mid and end year data
- Goal to have all teachers English using screener by next year

Continue using support strategies from last year, and incorporate additional strategies

- Provide direct support for identified students using Wilson's Just Words
- Immersive Reader for gaining fluency
- Strengthen Tier One whole group teaching practices
- Maximize small group instruction to meet the needs of all students experiencing difficulties in/with reading

Literacy Support Teacher will continue to support Read Theory in grade 8 and implementation with new grade 7's.

- This is an online program that is adaptive and effective.
- Reach students where they are with adaptive technology.

Collect pre and post data about students' comprehension skills

- Parkland Middle School Fall and Spring Literacy Assessment Data.
- FSA Data from previous years
- Read Theory: Lexile Leveled Reading Data – pre/mid/post
- Acadience Screener Data – mid and end year data

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GOAL 3: Human Connectedness: Students feel welcome, connected and safe at Parkland Middle School.

Human Connectedness– Strategy: Ensure students see themselves at school both visually and verbally while recognizing their contributions to a positive school culture.

Attendance tracking (Attendance counts)

- Focus on chronic absenteeism
- Communicating the importance of attendance to parents through newsletters, parent communication and week ahead
- Monthly attendance tracking
- Celebrate students who have demonstrated improved attendance
- ISSP documentation and weekly meetings with School Based Team
- Offering alternate timetables to improve attendance and academic success

Recognition of students who demonstrate Leadership, Perseverance, Compassion and Citizenship.

- Positive recognition through office referrals
- Celebrate student success by recognizing them at the school level: Friday morning announcements
- Year End Celebration-Raider Awards
- Elevate student involvement in leadership opportunities

Creation of mixed grade House Groups

- Promote connections to a variety of different adults and students in different grades
- House Groups represented by 4 of the 6 Ktunaxa Animals associated with the Core Competencies

Anti -Racist education

- Anti-Racist education teacher education from BC government
- Track office referrals for racism from last year to the end of the 2025-2026 school year.
- Gather student PMS “Street Data” to learn more about the experiences of our students

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Our Human Connectedness Data sources:

Measures in the data set include (or will include):

- Student Learning Survey results
 - measured midyear each school year
 - students in grade 7
- Middle Years Development Instrument (MDI)
 - measured each spring for each school year
 - students in 8 are included in this survey
- Parent/Stakeholder survey
 - To develop an understanding of stakeholder perceptions of our school
 - Fall and Spring Survey will be sent to all PMS parents and guardians
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- Attendance
 - Monthly attendance tracking

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Ongoing Strategic Engagement

This School Growth Plan will remain a monthly agenda item for staff meetings. Indigenous student data will be reviewed continuously with the Indigenous Education Support Worker. The Human Connectedness of students will also be a focus of school and Parent Advisory Committee collaboration. Student Leadership will be actively engaged in peer mentoring and collaboration with reflection on the success of the planned activities. Data will be updated throughout the school year and the School Growth Plan will be treated as a living document.

Professional Development

WAAG – weekly staff newsletter with school pedagogy and school culture communication
School Based Team participating in Compassionate Systems Leadership.
Adrienne Gear workshop series focused on literacy skill and instruction.
Staff collaboration for how to support students so they feel welcome, connected, and have a sense of belonging to the Parkland Middle School Community.

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