

# MILLIDGEVILLE NORTH SCHOOL

**SCHOOL IMPROVEMENT PLAN** UPDATED: 1/20/2026



## MISSION STATEMENT

MILLIDGEVILLE NORTH SCHOOL RESPECTS THE INDIVIDUAL NEEDS OF CHILDREN AND ENCOURAGES AND ESTABLISHES AN ENVIRONMENT THAT PROMOTES CARING, CREATIVITY AND MOST IMPORTANTLY LEARNING.

## VISION STATEMENT

WHEN CHILDREN ATTEND AND LEAVE MILLIDGEVILLE NORTH SCHOOL THEY:  
-EMPLOY VALUES OF HONESTY, GOOD JUDGMENT, UNDERSTANDING, AND HARD WORK  
-LEARN AND USE A COMPLEMENT OF BASIC SKILLS IN NUMERACY AND LITERACY  
-VALUE LEARNING AND SEEK KNOWLEDGE

## GOAL 1:

### SCHOOL CONNECTEDNESS

**MNS supports a diverse student body by integrating Culturally Responsive Pedagogy (CRP) and Universal Design for Learning (UDL) into daily teaching. These strategies aim to dismantle systemic barriers, affirm student identities, and ensure all learners feel valued and supported.**

- Embed UDL and CRP in Professional Learning Communities (PLCs) and classroom practices.
- Implement the ASD-S Anti-Racism and Equity Policy 368.
- Strengthen partnerships with UNESCO Schools Network to promote global citizenship, intercultural understanding and equity in our school community.
- Develop a school-wide wellness initiative designed to strengthen connections and foster a sense of belonging for all students and staff.  
Engage families in supporting student wellness and mental health.

## GOAL 2:

### CONSISTENT COMMUNICATION

**MNS is dedicated to creating a collaborative culture that supports and empowers educators. This approach enhances Professional Learning Communities (PLCs) and offers targeted support, fostering both individual and collective efficacy, ensuring high-quality instruction, and equipping educators with the necessary tools to meet all learners' needs.**

- Schools use evidence-informed Response to Intervention (RTI) strategies to support students behaviourally.
- School leaders demonstrate instructional leadership by supporting and monitoring the effectiveness of staff and team practices, and their impact on student learning, social-emotional development, and behaviour.
- PLCs meet regularly as learning communities and work to build individual and collective efficacy.

## GOAL 3:

### ACCESSING TECHNOLOGY

**MNS recognizes that equitable access to technology and the ability to use it effectively are essential for student achievement and inclusive learning. This includes improving device access, building professional competence in tech integration, and strengthening assistive technology for exceptional learners. These efforts aim to reduce barriers, foster belonging, and create a high-quality learning environment where technology supports diverse learner needs.**

- Increase equitable access to technology for all students and staff.
- Build staff capacity and confidence in using our current technology to support learning.
- Strengthen assistive technology support and workflows for students with exceptionalities.