

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

École Maillard Middle School

2024-2025



Intellectual Development

Goal: Building student communication skills through content-related math routines

Rationale:

The 2023 FSA numeracy data revealed 45% of students emerging. Teacher feedback indicates students need support developing skills to communicate & collaborate confidently in math.

Planned Actions:

With numeracy MST support (Laura Epp)

- teacher-led creating/organizing of math routines on Teams
- creating self-assessments for communication competency
- co-create rubrics to determine proficiency of communication competency in math
- create visible school-wide numeracy challenges
- implementing school-wide numeracy assessment focusing on computational skills

Indicators of Success:

- Self-assessments & rubrics indicate improvement in confidence/collaboration/communication
 - High engagement in school-wide challenges
- Staff observations/surveys indicate:
- increase in using mathematical vocab (written & verbal)
 - increase in student enjoyment in math
 - increase in growth in computational skills in school-wide numeracy assessment

School Community Engagement Process:

- PAC meetings
- Newsletters
- Surveys (student, teachers)
- Bulletin boards
- Live announcements (school community)
- Targeted PD sessions
- Collab sessions with team

Which One is Unique? How is it unique?

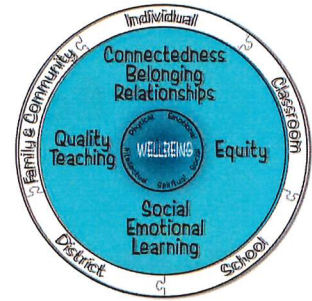
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DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **École Maillard Middle School**

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Human and Social Development

Area of focus:

How might we foster a sense of connectedness within our school community to ensure that every student feels safe, supported, and valued?

Planned Actions:

- Provide opportunities for students to lead/join inclusive programs and activities (interest-based groups, cultural/social events, leadership events)
- Improve communication/feedback mechanisms to include more student voice (student surveys/focus groups, student advisory council)
- Use established structures and classroom learning opportunities to practice skills (project-based learning, classroom circles/meetings, marked discussions)
- Familiarize staff with resources (ie Circle forward, A Teachable Moment) to build their toolbox for the classroom

Indicators of Success:

- Positive feedback from students in surveys and focus groups about their sense of safety, support, and value within the school community.
- Greater diversity in student representation across various school activities and leadership roles, showing inclusive practices.
- Positive observations and reports from teachers and staff about student interactions, collaboration, and overall school climate.
- Implementation and success of new initiatives aimed at fostering connectedness, such as leadership programs, peer support groups, and inclusive events.

School Community Engagement Process:

- Invite Jenn Morgan in to facilitate circle work for staff who feel unfamiliar.
- Provide facilitation training for students interested in chairing clubs/groups/leadership program
- Share highlights during PAC meetings and in our weekly school newsletters
- Include images on our school website of different community activities held at school for community visibility
- Create structures for students to provide meaningful feedback



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

How can we implement holistic, reflexive, reflective, experiential, and relational learning principles to foster community and connection, ultimately increasing school engagement and supporting the well-being of Maillard students?

Planned Actions:

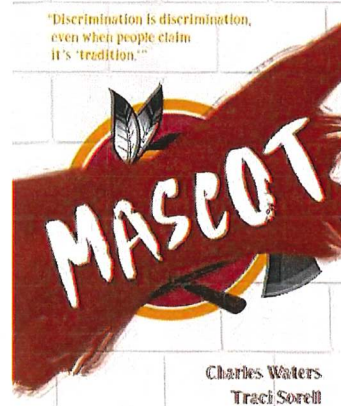
- Provide school-wide opportunities for interdisciplinary projects to explore themes from our school-wide read, *Mascot* by Charles Waters & Traci Sorell
- Integrate & promote reflective practices in class (journal, circle, self-assessment)
- Provide opportunities for students to engage in community experiences (ie. buddy program with feeder school, school pantry, charitable organizations)

Indicators of Success:

Communicating bridges learning, personal and social identity, and the world in which they interact. Positive teacher observation of student engagement, meaningful student self-assessment and reflection on their growth in the area, improvement in the Student Learning Survey (particularly areas about community, belonging, and welcoming).

School Community Engagement Process:

- Staff will work with District Indigenous Resource Teacher, Danielle Kraichy, during collab to facilitate managing challenging conversations & frameworks to support challenging topics.
- Staff & students will participate in a school-wide read with themes about belonging, symbolism, cultural awareness, social justice, resilience.
- Host school-wide community events to celebrate Indigenous culture where we will extend the invitation to our parent community



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOALS #1 & 2

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Reflection

Our school has been using professional learning structures to engage in all three school goal areas. The shift in our APL goals has been a result of data-driven conversations during collaborative structures (collab, PD, CDMC).

As a staff, we are increasingly comfortable and confident integrating math games and are ready to build in low-floor high ceiling routines as observations are that students are challenged when communicating their mathematical thinking. These routines will hopefully sustain the engagement built from integrating math games and continue to create dynamic math classrooms. We learned and facilitated classroom-based math assessments to get a baseline for our learners to guide instruction. Next year, we will continue this practice in order for us to track student growth over the school year. This slight shift in focus from games to routines will expand opportunities for students to develop their communication competency.

From focusing on self-regulation & executive functioning, we have integrated some universal supports (ie. planners, visual schedules, Get Ready, Do, Done organizer). These practices will continue, however, through analyzing and reflecting on our recent MDI data, Student Learning Surveys and increasing office referrals, we shifted our focus to connectedness. This goal will help to re-focus building healthy peer relationships and connections to adults in our building. Focusing on communication as a way to support students personally and socially, we feel we can build some intentional learning opportunities where students are able to practice skills that will serve them from now and beyond middle school.

Over the last two years, the staff has focused on Wayi-Wah by Jo Chrona and unpacked the FPPL. Our area of focus is intended to shift theory into practice. This collective focus will be supported by our Indigenous Ed department to build capacity in our staff to support the holistic well-being of our learners.

Signatures

Title	Name	Signature	Date
Principal	Tristan Mchichea		June 28/24
Assistant Superintendent			

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