

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Ecole Maillard Middle School

2025-2026



Intellectual Development

Goal: To enhance student literacy skills by strengthening comprehension skills

Rationale:

Renewed focus on literacy to streamline/deepen professional learning to strengthen reading comprehension. Using student data, surveys, teacher observation, our goal is to understand how meaningful literacy experiences improve reading comp.

Planned Actions:

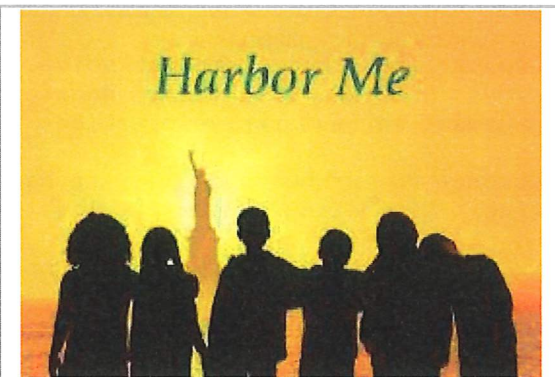
Collect school wide data through CBAs to provide targeted tier 1 and tier 2 instruction. Focus collaborative structures on co-creating engaging learning experiences with explicit focus on comprehension skills. Using strategies across classrooms and curriculum to provide school-wide language.

Indicators of Success:

- Qualitative data (observations, reflections, conferences)
- FSA results
- Teacher and student feedback (interviews, surveys)
- Participation in learning activities (ie. school-wide read)
- Class reviews

School Community Engagement Process:

- Discussion and input from PAC
- Use of collab time to engage staff
- School-based and district PD
- work with district curriculum team
- newsletter communication with families
- Library link bus visiting our school

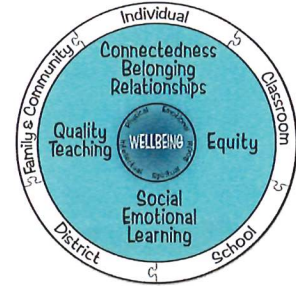


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Ecole Maillard Middle School**

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Human and Social Development

Area of focus:

Building connection through community, kindness and acceptance

Planned Actions:

- Development of activities focusing on value wordie. s (Community week to start school, school-wide read, school-wide activities, circle work, renewed vision of advisory).
- Targeted use of language of values in class (development and reflection of core competencies), during disciplinary situations (focus on restorative language and practices), continued opportunities for student voice in formal and informal ways (decision-making, school leadership opportunities)

Indicators of Success:

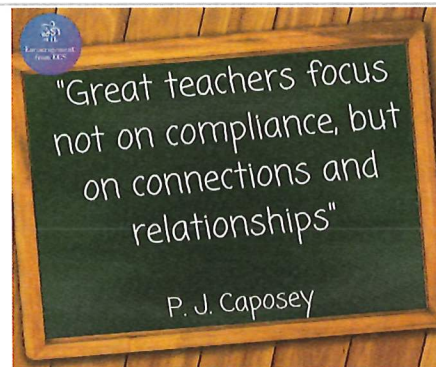
- MDI and SLS surveys
- teacher and student feedback through interviews/surveys
- office referrals/SBT topics
- class reviews
- staff reflection during collab structures

School Community Engagement Process:

Students: leadership, student voice, surveys (SLS, MDI), classroom charters, engagement in restorative practice

Teachers: PD (school and district based, collab), TL meetings, team meetings

Community: newsletters, parent nights, PAC meetings, encouragement to participate in SLS



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and sense of place).

Planned Actions:

- Continued committee work integrating FPPL in school-wide activities (ie. school-wide read, restorative practice, use of circles).
- Integrating a year long approach to Truth and Reconciliation that focuses on particular themes for a term beyond Orange Shirt Day and Indigenous People's month.
- Use of Indigenous literature as provocations to engage student in meaningful literacy activities to support comprehension development.

Indicators of Success:

- collaboration with our Indigenous Youth Worker and Indigenous Ed dept.
- visual displays around the school that are student driven
- staff and student discussion
- school-based street data
- student voice opportunities for Indigenous youth

School Community Engagement Process:

- shared TL focus for Indigenous goal
- collab and PD focus
- meaningful collab with Indigenous Ed and Indigenous youth worker
- student-driven assemblies with focus on both Truth and Reconciliation and Indigenous brilliance

First Peoples Principles of Learning

Learning is..

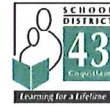
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|--|--------------|
| | Holistic |
| | Reflexive |
| | Reflective |
| | Experiential |
| | Relational |

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

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Reflection

After going through a visioning process with the staff, and after reflection of this past year's APL goals, we have shifted our focus so our APL better aligns with our school values, streamline with one another and put us in a position to deepen our professional learning.

Our Human and Development goal explicitly targets establishing a culture around acceptance, kindness and community. Focusing on building comprehension through literacy (intellectual goal) will nurture kindness, acceptance, and a sense of community by fostering student ability to understand diverse perspectives, cultures, and experiences. As students engage with stories and texts that reflect a wide range of voices, they develop empathy and the ability to see the world through others' eyes. In turn, classrooms and communities become more compassionate and connected, where every individual feels seen, heard, and valued which will hopefully transfer to their every day experiences at Maillard. The FPPL goal directly reflects our renewed focus on connection highlighting that through these meaningful learning experiences, relationships can be established and deepened.

We feel energized with this new direction as each goal feels connected which limits us from feeling stretched in our professional learning. We are looking forward to digging into our focus on connection and seeing the impact it might have on our school community.

Signatures

| Title | Name | Signature | Date |
|--------------------------|-------------|--|--------------|
| Principal | Steve Roos |  | July 2, 2025 |
| Assistant Superintendent | CAREY CHUTE |  | July 5/25 |

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