

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Summit Middle School

2026-2027



Intellectual Development

Goal: To inspire a joy of reading for all students with whole-school routines.

Rationale:

A snapshot of a year-end student survey indicated that only 30% of our students are reading for enjoyment daily.

Planned Actions:

- 1) Teams to schedule Drop Everything and Read (DEAR) time for 20 minutes daily. Literacy skills are emphasized through whole-class instruction.
- 2) Complete a teacher survey regarding student reading habits
- 3) Complete student goal-setting and self-evaluation 2x/year regarding student attitudes reading and learning.
- 4) Implement targeted literacy interventions through daily, data-informed small-group instruction tailored to student needs.

Indicators of Success:

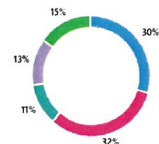
- Increase % of students who demonstrate a positive attitude towards reading
- Increase % of students who demonstrate growth in vocabulary, reading fluency, comprehension, critical thinking, writing skills and reading stamina.

School Community Engagement Process:

- 1) School Team Leaders will have responsibilities aligned with goal
- 2) Collaborative reflection and planning of all APL goals at staff meetings, Pro-D and collaboration time.
- 3) Weekly staff bulletin and monthly community bulletin highlight student strength and stretches
- 4) On-going communication between the classroom teacher, student, and caregivers.
- 5) PAC meeting updates

How often do you read for fun? (Do not include class silent reading time- but nut break or lunch counts)

• Daily	125
• Weeely	134
• Monthly	47
• I only read for fun during school breaks	53
• Never	63

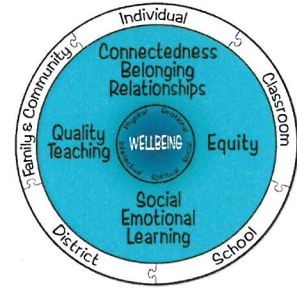


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Summit Middle School**

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Human and Social Development

Area of focus:

To improve student executive functioning skills with a specific focus on organization, planning & prioritizing, time management, self-monitoring and task initiation

Planned Actions:

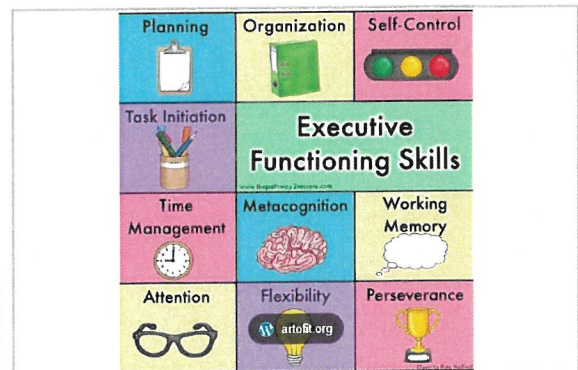
- 1) Teaching explicit universal executive functioning skills to improve organization, planning & prioritizing, time management, self-monitoring and task initiation.
- 2) Use targeted small group instruction to support students with emerging and/or developing executive functioning skills
- 3) Complete mid-year and end of year student survey to gauge improvement with executive functioning skills
- 4) Dedicate professional development, staff meeting time and collaboration time to re-frame staff thinking and approaches to improving executive functioning skills

Indicators of Success:

- a) Increase % of students demonstrating proficient or extending skills with organization, planning & prioritizing, time management, self-monitoring and task initiation.
- b) Increase in awareness by staff of classroom or school-based routines that support student growth with executive functioning skills.
- c) Decrease in the % of students who are dependent on adult support for organization, planning & prioritizing, time management, self-monitoring and task initiation by the end of the school year.

School Community Engagement Process:

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- 2) Collaborative reflection and planning of all APL goals at staff meetings, Pro-D and collaboration time.
- 3) Weekly staff bulletin and monthly community bulletin highlight student strength and stretches
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DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

We would like to set a goal of making Indigenous principles of learning more explicit and highlight how things like circles, storytelling and experiential learning are foundations in Indigenous values. FPPL will guide our unit planning.

Planned Actions:

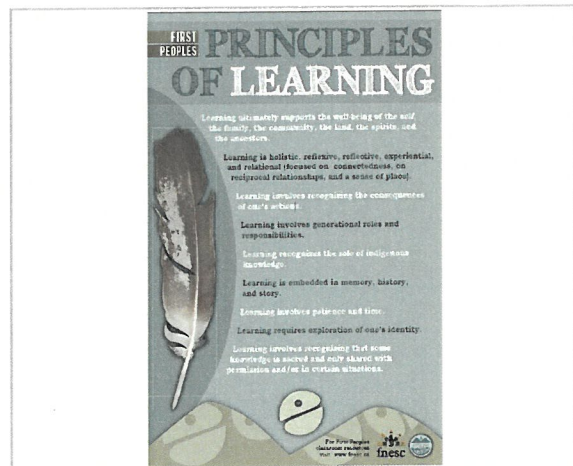
Access and continue to contribute to the resources, lessons and activities we planned and shared on our Indigenous Focus Day this past April. Will have staff "share outs" of successful Indigenous lessons during our monthly staff meetings to address all FPPL throughout the year. Connect with Indigenous knowledge keepers from SD43 and larger community through a school assembly with Indigenous storytellers and Seven Sacred Teachings of Anishinaabe. A drum-making workshop will create experiential learning and will become a shared resource to be used by all.

Indicators of Success:

Students and teachers will be able to reference and understand how we can approach both curricular and competency-based lessons through the lens of the First People's Principles of Learning. Indigenizing the curriculum will become more consistent and visible across the teams and subjects.

School Community Engagement Process:

- 1) School Team Leaders will have responsibilities aligned with goal
- 2) Collaborative reflection and planning of all APL goals at staff meetings, Pro-D and collaboration time.
- 3) Weekly staff bulletin and monthly community bulletin highlight student strength and stretches
- 4) On-going communication between the classroom teacher, student, and caregivers.
- 5) PAC meeting updates



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

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Reflection

Signatures

Title	Name	Signature	Date
Principal	Joe Jamieson	<i>Joe Jamieson</i>	June 3, 2026
Assistant Superintendent	Jeremy Clarke	<i>Jeremy Clarke</i>	July 3, 2026

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