

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Ecole Irvine Elementary

2026-2027



Intellectual Development

Goal: To increase the number of students who are reading at a proficient level.

Rationale:

Reading is one of the most important skills we can teach children. We have worked on this goal for several years, fine tuning our focus and intervention over time. We continue to see improvement and wish to capitalize on our success.

Planned Actions:

Classroom based assessment (fall).
Phonological awareness data for K's (January/May).
Home reading (Haggerty) at the K-3 levels.
Continued practice teaching the UFLI reading program (K-3).
Targeted intervention for our readers with greater challenges (data driven).

Indicators of Success:

We coordinated the UFLI instruction for all our English students K-3. This year, K-3 English department worked together to provide targeted intervention at the student's level. This meant that during each of these time periods, students moved to different classrooms and may have had a different teacher providing them with reading instruction at their level. Students could advance to a new grouping/teacher when or if they showed improvement. Results show fewer students requiring learning assistance support, and, for those needing extra support through targeted intervention, growth in their grade level ability. Annual FSA results.

School Community Engagement Process:

Professional development;
department/literacy meetings to evaluate and fine tune the reading instruction and better the process; engagement of staff through staff meetings and PROD days; Discussions/action for improvement w/LST team in SBT meetings; engagement of parents through newsletters, teacher-parent conversations, PAC meetings; celebrating our accomplishments at the classroom and school level.

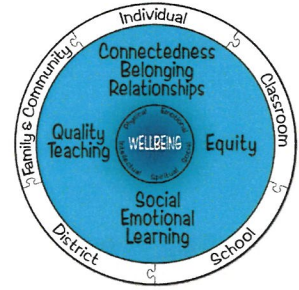


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Ecole Irvine Elementary**

**Increasing Success in
Life for All**

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Human and Social Development

Area of focus:

Resiliency - Belonging, Connectedness, and Self-Regulation

Planned Actions:

Belonging and connectedness as a focus for the first term of the school year. students involved in creating, organizing and participating in activities - allowing for responsibility in the school (to build a deeper connection). More targeted opportunities for students who struggle with connection and belonging. Extra curricular activities/clubs to connect students. Targeted intervention/social stories/groups for those students needing it most. struggle. Classroom charters designed with student input, regularly used/referred to as needed throughout the year.

Indicators of Success:

Data from MDI;SLS. Observation, regular updates (SBT, department head meetings, staff meetings). Class review data, office referral information. Students requiring administrative intervention (students for whom administrative intervention is necessary will be worked with from a restorative practices perspective to assist them with making better choices).

School Community Engagement Process:

Newsletters; PAC Meetings and community events; Restorative Practice (communication regarding process, if and when used at the administrative level, and outcome to parents of students involved, while maintain confidentiality and respect for privacy rights of individuals); Classroom charters/staff charter



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Learning involves patience and time.

Planned Actions:

As a staff, we will focus on building a student culture (both in individual classrooms and whole school) of resilience with the understanding that learning anything, especially with depth and breadth, takes time and includes struggles or 'not getting it' as quickly as some peers. Developing skills for growth mindset that are useful for self awareness, self regulation, and the building of tenacity. Staff meetings/professional development and observational data will help guide our practice in teaching necessary skills.

Indicators of Success:

Through staff/student self reflection and surveys, observational data shows consistency in our efforts to use common language around resilience and growth mind set. Noticeable positive changes in how students approach learning as well as seeing themselves as learners (literate, numerate, etc.). Analysis of data collected through surveys to staff, students and parents at staff meetings and ProD's.

School Community Engagement Process:

Newsletters; PAC Meetings (our PAC continues to be supportive of the work we do and have done with Indigenous teachings, including presentations, projects, and initiatives); surveys/feedback (when and where applicable)



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Reflection

Since the start of the year, staff worked diligently toward the goals outlined within our 2025-2026 Action Plan for Learning (APL). Through analysis of data collected, open dialogue/discussions and adjusting plans of action as necessary during the year, we as a staff feel confident that our work in the areas of Intellectual, Human and Social Development, and Indigenous Ways of Learning has shown improvement. The stability that comes with having the same goals set over a period of time allows us to better focus our attention on each with constant improvement over time.

Near the end of the 2025/2026 school year, staff determined that more work needs to be done toward the set goals for improving student reading (especially reading comprehension) and human and social development. They also determined that their work toward 'a sense of place' and that 'learning is holistic' based on the FPPL has been successful, and that a change for our IWL goal is both appropriate and necessary. With the 2025/2026 IWL goal having been the same for many consecutive years, and observational data indicating student resiliency (socially and academically) and desire to complete lessons or activities quickly without needing/wanting to persevere in their learning, staff feel that our new goal of 'Learning involves patience and time' is both extremely important and necessary.

Prior to us starting the 2026/2027 school year, staff have prepared lessons and activities so that our APL goals are explicit areas of focus right from the beginning of the school year, not only for us but for our school community as well (families included).

Signatures

Title	Name	Signature	Date
Principal	Martin Bozic	<i>M. Bozic</i>	July 3, 2026
Assistant Superintendent	Anthony Ciolfitto	<i>[Signature]</i>	July 3, 2026

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