

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Ecole Mary Hill

2026-2027



Intellectual Development

Goal: Literacy - Increase phonemic awareness, decoding and fluency.

Rationale:

Teachers are noticing a growing differences in abilities within the classroom setting and within grade levels in regards to literacy - phonemic awareness, decoding and fluency is foundational for Literacy.

Planned Actions:

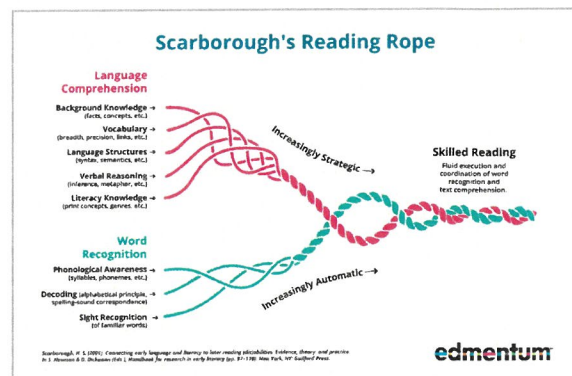
Discussion and shared observations of literacy across grade levels.
Explore the idea of mini-lit centres here at school.
Provide time for staff to discuss how literacy challenges are addressed in classrooms.
Explore the use of literacy circles to support student engagement and comprehension.
Consider developing a school-wide K-5 literacy scope and sequence -investigate district FRIMM resources.
Strengthen home support for literacy through weekly newsletter.

Indicators of Success:

Increased student knowledge of phonemic and phonological awareness.
Greater fluency in age appropriate material.
Increase student use of strategies to connect, visualize and infer fiction and non-fiction texts.
Street Data and feedback from teachers around student progression.

School Community Engagement Process:

- Staff focus and collaboration through professional development and staff meetings
- Developing a scaffolded curriculum that supports Literacy and Reading
- Continue with early assessments to provide extra support and more directed support as needed.
- Weekly newsletter home that provides strategies for families that make reading and literacy fun
- Read-a-Thon

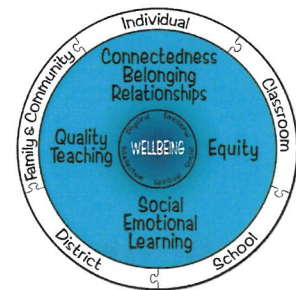


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Ecole Mary Hill**

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Human and Social Development

Area of focus:

Addressing heightened student anxiety and supporting emotional regulation.

Planned Actions:

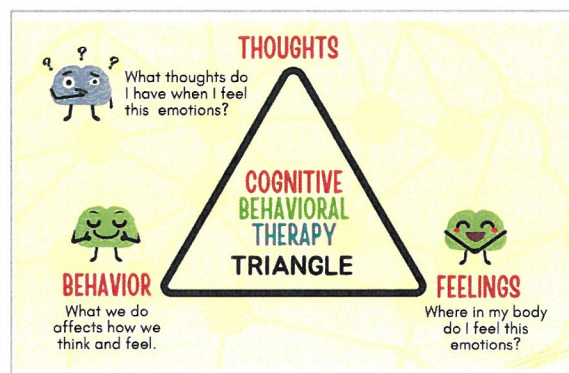
Continue implementation of the EASE program, sharing practical strategies with families to support student well-being at home.
Provide staff training, to support consistent implementation.
Promote use of calming spaces throughout the school to support student self-regulation.
Maintain a consistent school-wide WITS approach to support positive behaviour and problem-solving.
Implement the Cognitive Triangle with intermediate students to build understanding of the connection between thoughts, feelings, and behaviours.

Indicators of Success:

Feedback from staff and counselor.
Increased use of WITS language and improved student ability to express emotions.
Increased self-reflection using the Cognitive Triangle to understand their own behaviours in certain situations.

School Community Engagement Process:

- Staff focus and collaboration through staff meetings
- Sharing of mental and emotional health resources with families
- Counseling lessons and support
- Connecting to Kindergarten events.



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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Embedding the First Peoples' Principles of Learning into the curriculum.

Planned Actions:

Staff will create a Land Acknowledgment for the September assembly.
Coordinate partnerships to support learning in lacrosse, storytelling, and Indigenous art.
Schedule assemblies in a shared calendar and include class Land Acknowledgment presentations.
Support collaboration between primary and intermediate teachers to develop common lessons.
Use staff meetings to support professional learning and implementation.
Incorporate district and external resources to support teaching and learning.

Indicators of Success:

Students are more aware of the First Peoples Principles of Learning. They will develop a better understanding of the territorial acknowledgement. Students will have been exposed to more Indigenous stories, art, music, history and culture.

School Community Engagement Process:

- Staff focus and collaboration through professional development and staff meetings
- Sharing our learning in school Assemblies
- PAC Meeting
- Pro-D Activities
- Indigenous Focus Day
- Accessing support from our Indigenous Youth Worker and Indigenous Education Department Teachers



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

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Ecole Mary Hill

Reflection

The Action Plan for Learning (APL) at École Mary Hill continues to serve as a guiding framework for instructional planning, classroom practice, and professional development. Over the course of this cycle, our Department Heads and Professional Development Committee engaged in a reflective review of previous APLs alongside our current progress within identified focus areas. These reflections informed collaborative discussions during professional development days and staff meetings, allowing us to celebrate successes while identifying ongoing needs.

A key advancement this year has been the development of a more systematic review cycle. This cycle emphasizes ongoing reflection, collaborative planning, and the creation of instructional supports. These processes are now embedded within staff meetings and professional development days, ensuring sustained focus in our areas of growth.

Highlights of Professional Learning

Literacy (Reading)

Staff engaged in both large and small-group collaboration to explore effective practices in developing phonological awareness, decoding, and reading fluency. Shared strategies included buddy reading, literacy circles, structured home reading, and targeted supports such as Kindergarten "Letter Club." Weekly newsletters have also strengthened home-school connections by providing families with weekly practical literacy strategies.

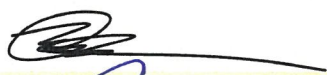
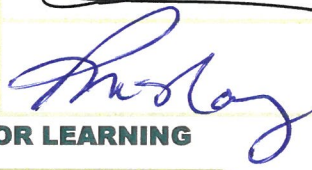
Social-Emotional Learning (Emotional Regulation and Anxiety)

Students are demonstrating increased familiarity with WITS strategies in classrooms and during unstructured times. Staff have also begun scaffolding the use of the Cognitive Triangle, particularly with intermediate students, to support understanding of the relationships between thoughts, feelings, and behaviours.

Indigenous Learning and Ways of Knowing

During our Indigenous Focus Day, staff collaborated to share resources and co-plan learning opportunities across primary and intermediate grades, while continuing to integrate Indigenous perspectives within classroom contexts. Collaborative school-wide experiences have been scheduled for the upcoming year, supporting ongoing professional learning and opportunities for students to share their learning through assemblies.

Signatures

Title	Name	Signature	Date
Principal	Michael Chan		June 2026
Assistant Superintendent	Paul McNaughton		June 2026

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