

## Student Achievement Plan 2025-2026

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| School: | Ecole Phoenix Middle School |
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### Section 1 Our Context

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| <p>Ecole Phoenix Middle School has approximately 640 students enrolled in grades 6-8. Approximately 29% of our students are of Indigenous ancestry. In addition, about a third of our students are French Immersion.</p> <p>Our staff works hard to create a school community built on a deep respect for diverse backgrounds, perspectives, and lived experiences. They are united by a shared commitment to supporting student growth, well-being, and achievement, while fostering a culture rooted in care, empathy, and mutual support. At Ecole Phoenix Middle School, safe and welcoming environments are intentionally created to ensure that all students feel valued and have the opportunity to learn and thrive.</p> |
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### Section 2 – School Goals/Observable/Actions Plans – **Goal 1**

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| <b>Student-Centred Learning Environments: All students feel welcomed, safe, connected and experience belonging in our school.</b> |    |   |
| Part 1 – What would we observe students doing and demonstrating?<br>(S = Student)   | S1 | Students have an increased sense of belonging, safety and connection as indicated in the annual student learning survey, mdi results, and newly developed district grade 6 survey.  |
|   | S2 | Student Council representatives will bring class voice to their meetings and students will engage with people in safe and respectful ways appreciating diversity and individuality.   |
|   | S3 | Students participate in a variety of clubs, school events/activities, sports teams and leadership opportunities that cater to a variety of student interests and abilities. (For example: Art Club, Mountain Biking Club, Coding Club, and sports teams). |

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| Part 2: What would Educators be doing and demonstrating to this happen for each student?<br><br>(E = Educators)  | E1 | Educators are Administering Student Learning Survey and MDI (Middle Years Developmental Instrument Survey) and the newly developed Grade 6 District Survey.   |
|  | E2 | Educators are addressing the issues of racism, homo/trans phobia, gender mistreatment, exceptional needs mistreatment (e.g.: neurodiversity), listening to students and facilitating class discussions.                     |
|  | E3 | Educators are creating inclusive environments, engaging with and teaching/reinforcing expectations during unstructured and extra-curricular settings and providing a variety of clubs, events/activities, and sports teams. |
| Part 3: What are the types of tasks/assessments would we see in a classroom?<br><br>(T = Teachers)   | T1 | Students are completing the annual Student Learning survey, MDI, and newly develop Grade 6 District Survey.   |
|  | T2 | Students are participating in class discussions to identify and communicate issues and reflecting on their learning and setting goals for improvement.  |
|  | T3 | Students are participating in clubs, events/activities, and sports teams.   |
| Part 4: What would leaders be doing and demonstrating to help ensure each educator makes this happen in their classroom?<br><br>(L = Leaders [Administrators]) | L1 | Leaders are helping to organize the student participation in these surveys.   |
|  | L2 | Leaders are promoting a positive and inclusive school culture ...   |
|  | L3 | Leaders are building strong relationships and are supporting staff by helping to organize the student participation in these events by booking buses, finding funding, signing off on travel permission slips etc.          |
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## Section 2 – School Goals/Observable/Actions Plans – **Goal 2**

Evolving for Tomorrow: **Grade Level Proficiency in Numeracy / Honoring Indigenous World Views and Perspectives**

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| Part 1 – What would we observe students doing and demonstrating?   | S1 | Students explain what they are learning in numeracy, how well they understand it, and what they need to do next, using examples from their work. (Where am I? Where am I going? How do I get there?)  |
|  | S2 | Students choose and use different strategies to solve math problems and explain why they chose them.  |
|  | S3 | Students persist through challenging math tasks, take risks, and reflect on mistakes as part of learning.   |
| Part 2: What would Educators be doing and demonstrating to this happen for each student?                                 | E1 | Educators clearly explain the math goal for the lesson, connect it to curricular language, show examples of strong work, and build in regular moments for students to reflect on their understanding. |
|  | E2 | Educators model multiple ways to solve math problems, think aloud to explain their reasoning, and encourage students to try different approaches.   |
|  | E3 | Educators normalize struggle in math, give feedback focused on effort and strategy use, and provide time for students to revise their thinking.   |
| Part 3: What are the types of tasks/assessments would we see in a classroom?   | T1 | Students regularly restate the math goal in their own words and explain their thinking to a peer or adult through discussion, written responses, or visual models.                                    |
|  | T2 | Open-ended problems where students are asked to solve the same question using more than one strategy and explain their thinking.  |
|  | T3 | Challenging math tasks that require multiple attempts, reflection on mistakes, and opportunities to revise solutions.   |
| Part 4: What would leaders be doing and demonstrating to help ensure each educator makes this happen in their classroom? | L1 | Leaders schedule time for teachers to collaborate with math coordinators or colleagues, observe numeracy lessons, and intentionally share effective strategies during staff meetings.                 |
|  | L2 | Leaders support time and resources for teachers to plan and share problem-solving tasks and observe classrooms where multiple strategies are being used.  |
|  | L3 | Leaders reinforce a school-wide message that growth and effort in numeracy matter by highlighting perseverance in classrooms, assemblies, and communication with families.                            |
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Section 2 – School Goals/Observable/Actions Plans – **Goal 3**

Evolving for Tomorrow: **Grade level proficiency in literacy / Honoring Indigenous World Views and Perspectives**

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| Part 1 – What would we observe students doing and demonstrating?                         | S1 | Students are writing quality text at grade level.  |
|  | S2 | Students are using decoding skills and strategies to read fluently at grade level.   |
|  | S3 | Students are comprehending written text at grade level.  |
| Part 2: What would Educators be doing and demonstrating to this happen for each student? | E1 | Educators are establishing clear writing expectations and teaching the writing process guiding students through the steps of writing: prewriting (brainstorming, outlining), drafting (getting ideas down on paper), revising (improving content and structure), editing (correcting grammar and mechanics), and publishing (final draft). |
|  | E2 | Educators are explicitly teaching foundational reading skills, reading fluency, sight word practice, building vocabulary and providing opportunities for students to participate in differentiated instruction.  |
|  | E3 | Educators are explicitly teaching comprehension strategies (previewing and predicting, making inferences, identifying main ideas, summarizing, questioning, clarifying) and building background knowledge.   |
| Part 3: What are the types of tasks/assessments would we see in a classroom?             | T1 | Brainstorming sessions, graphic organizers, quick writes, writing prompts, co-writing with a peer, journals, feedback sessions, mini lessons, writing across the curriculum. Progress is monitored using writing conferences, writing portfolios, rubrics, scope & sequence and peer assessments   |
|  | T2 | Daily practice, ongoing check ins, tasks structured to support students where they are based on the DIBELS screener (Dynamic Indicators of Basic Early Literacy Skills) and CORE assessment (to assess key skills, knowledge and competencies), reading groups.  |
|  | T3 | Word study, KWL (Know, Wonder, Learn), charts, learning text features, active discussions, using graphic organizers, receiving feedback, reading for pleasure, making connections, using interactive reading tools.  |
|  | L1 | Leaders are creating a collaborative environment for team planning, collaboration and assessment and providing professional development and support.   |

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| Part 4: What would leaders be doing and demonstrating to help ensure each educator makes this happen in their classroom? |    |   |
|  | L2 | Leaders are supporting with time during screeners, meeting with LST (Learning Support Teachers) and district coordinators to help plan and provide resources. |
|  | L3 | Leaders are offering resources, providing team planning and collaboration time, professional development and support.   |
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