

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

École Citadel Middle School

2026-2027



Intellectual Development

Goal: Our school will strengthen students' reading comprehension by providing purposeful, engaging literacy experiences that foster deep understanding of texts and cultivate a lifelong joy and motivation for reading.

Rationale:

Strong reading comprehension underpins learning in all subject areas, and fostering enjoyment in reading increases engagement, confidence, and long-term academic success.

Planned Actions:

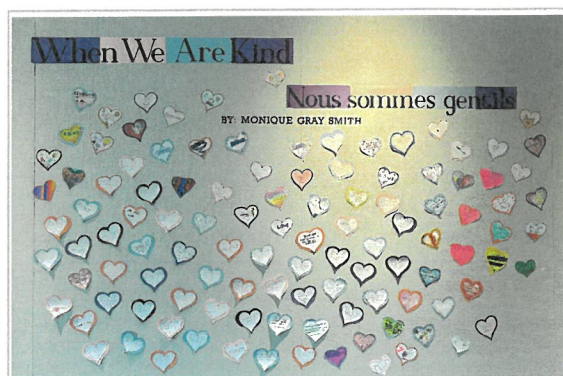
- Implement school wide assessment twice per year, fall/spring, using district based standardized assessments.
- Time to discuss/share strategies during Professional Learning Wednesdays
- Explicit strategies such as predicting, inferencing, and summarizing will be taught to all students
- Accessing district level support from our literacy coordinator
- Increase the number of literature kits that are available for teachers to use; organized around themes

Indicators of Success:

- Growth in reading comprehension as shown by school wide or district literacy assessments
- Improvement in reading stamina (e.g., minutes spent reading independently)
- Increased volume of reading, tracked through reading logs or classroom data
- Progress-monitoring results for targeted comprehension skills (e.g., retelling, inferring, synthesizing)
- Teacher observations noting higher engagement, discussion quality, and willingness to read

School Community Engagement Process:

- Ongoing review of goal area during staff meetings, PD Days, and Professional Learning Wednesdays.
- Collection and use of student data to monitor progress and guide instruction.
- Regular school-home communication to share learning, progress, and next steps.
- Designated school leadership aligned with the goal to support implementation and momentum.
- Opportunities for students to showcase their learning across the school year.

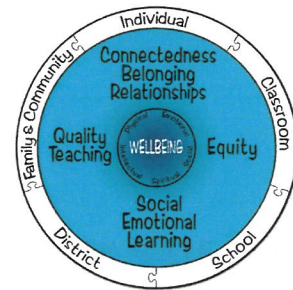


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **École Citadel Middle School**

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Human and Social Development

Area of focus:

Our school will enhance social and emotional learning by cultivating a strong sense of community and belonging across classrooms and teams, fostering positive relationships, collaboration, and shared responsibility among students and staff.

Planned Actions:

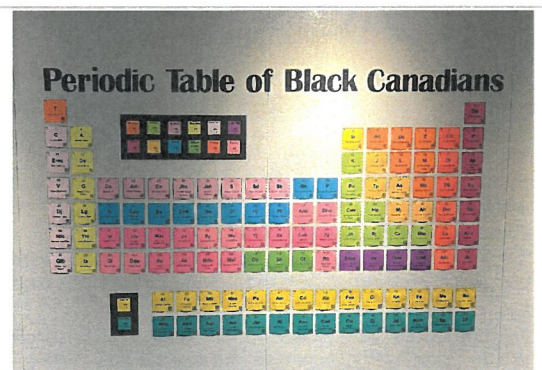
- Increase the adult community connections through the use of intentional groupings during staff meetings, PL Wednesdays and Pro D Days.
- Create shared school wide norms and language around respect, inclusion, and teamwork to promote consistency across classrooms.
- Community engagement at public events (opening year BBQ, concerts, student learning/reporting conferences, musical, athletics and club days, learning showcases throughout the year).

Indicators of Success:

- Improved student behavior patterns, such as fewer conflicts and stronger peer relationships.
- Students demonstrate respectful communication, empathy, and shared responsibility during learning and group activities.
- Increased student leadership, voice, and willingness to contribute to class and school communities.
- MDI and Student Learning Survey indicating increased sense of belonging, connection, and safety
- Reduced need for disciplinary responses as students problem solve and communicate more effectively.

School Community Engagement Process:

- Ongoing review of goal area during staff meetings, PD Days, and Professional Learning Wednesdays.
- Collection and use of student data to monitor progress and guide instruction.
- Designated school leadership aligned with the goal to support implementation and momentum.
- Opportunities for students to showcase their learning across the school year.



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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Our school will intentionally embed Indigenous knowledge and ways of learning into daily practice by building strong relationships with the local Nation, engaging knowledge keepers, and using shared resources and collaboration.

Planned Actions:

- Teaching & resources are evident through consistent use of shared Indigenous materials and strategies, including storytelling, across subject areas.
- Student learning is demonstrated by authentic self/text/world connections and regular reflection grounded in storytelling practices.
- Land-based & community learning is sustained through field experiences and ongoing partnerships with knowledge keepers and the Kwikwetlem Nation.

Indicators of Success:

- Classrooms regularly reflect Indigenous perspectives (e.g., storytelling, local Nation connections, visible use of resources) across subject areas.
- Students demonstrate meaningful connections (self/text/world) and can reflect on their learning using Indigenous perspectives and the 7 R's.

School Community Engagement Process:

- Ongoing review of goal area during staff meetings, PD Days, and Professional Learning Wednesdays.
- Designated school leadership aligned with the goal to support implementation and momentum.
- Opportunities for students to showcase their learning across the school year.

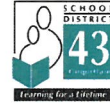


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOALS #1 & 2

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Reflection

Throughout the course of this school year, staff have engaged in ongoing dialogue during staff meetings, Professional Learning Wednesdays, and Pro-D days to reflect on our current practices and identify priorities for next year's school goals. These conversations have been especially valuable in developing a shared understanding of our students' strengths and areas for growth, as well as building collective ownership of our direction moving forward.

Through this collaborative process, staff have identified a clear direction for our work next year, grounded in strengthening student learning, well-being, and connection. There is a shared commitment to deepening instructional practices in literacy, fostering inclusive and supportive learning environments where students feel a strong sense of belonging, and continuing to grow our collective understanding of Indigenous perspectives through meaningful relationships and authentic experiences.

Staff have engaged in reviewing student learning, sharing classroom experiences, and exploring strategies to support student growth. There is a strong collective focus on enhancing instructional practices to deepen students' understanding, engagement, and confidence as learners. At the same time, staff continue to prioritize the creation of inclusive and supportive classroom environments where students feel a sense of belonging and are encouraged to collaborate, take risks, and contribute positively to their learning community.

In addition, staff have demonstrated a commitment to deepening their understanding and integration of Indigenous perspectives. There is growing interest in building authentic learning experiences through meaningful connections with community, the natural world, and local knowledge, supported by collaboration, shared resources, and relationship-building.

These ongoing conversations have helped shape a clear and shared direction for our work next year, grounded in collaboration, reflection, and a commitment to supporting the success and well-being of all students.

Signatures

Title	Name	Signature	Date
Principal	Rick Dhaliwal	<i>Rick Dhaliwal</i>	June 26, 2026
Assistant Superintendent	Paul McNaughton	<i>Paul McNaughton</i>	June 26, 2026

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