

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

École Pitt River Community Middle School

2026-2027



Intellectual Development

Goal: Literacy: Clear thinking and communication across the curriculum

Rationale:

Identified a need to make thinking, reading, speaking, and writing expectations explicit and consistent. Students benefit from common structures to help them connect texts to self, others, the world, and demonstrate knowledge in multiple ways.

Planned Actions:

Use common writing expectations: Idea - Evidence - Explanation and structured paragraphs. Teach discussion structures so students explain ideas clearly and consider perspectives. Use 4-quadrant/graphic organizers across curricular areas. Provide multiple ways to show learning: written, visual, oral, artistic, and kinesthetic.

Indicators of Success:

Students explain thinking clearly in speaking and writing.
Students use evidence to support ideas.
Students connect texts to self, others, place, and the world.
Students show increased confidence and access as readers and writers across curricular areas.

School Community Engagement Process:

Shared through staff meetings, team planning, and school-wide common language.
Student voice and roles, class charters, and PAC updates will help monitor progress.

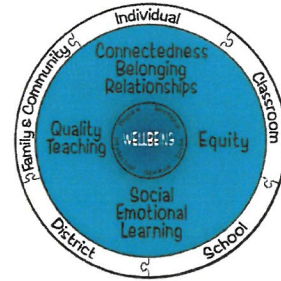


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **École Pitt River Community Middle School**

*Increasing Success in
Life for All*

DIRECTIONS 2025: ACTION PLAN FOR LEARNING



Human and Social Development

Area of focus:

Belonging, empathy, and responsibility.

Planned Actions:

Create safe, inclusive classrooms through class charters and connection circles.

Explicitly teach empathy, respect, self-awareness, perspective-taking, and responsibility.

Use common language connected to Know Yourself, Own It, Give Back.

Integrate school-wide restorative practices and student voice/roles to strengthen participation and belonging

Indicators of Success:

Classrooms feel safe, inclusive, calm, and connected.

Students work intentionally with all peers.

Students show empathy, respect, and responsibility.

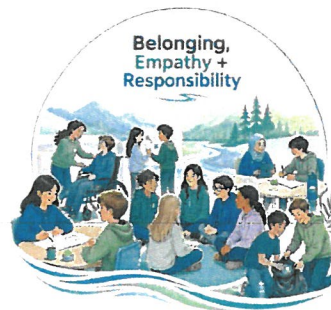
Reduced conflict in shared spaces and improved ownership when harm occurs.

Increased confidence, belonging, pride, and participation.

School Community Engagement Process:

Worked with all staff through staff meetings, team planning and community, class charters, connection circles, and PAC updates.

Student voice will help monitor belonging and participation through WEB leaders



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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Moving from self to others, place, and responsibility

Planned Actions:

Name and nurture the First Peoples Principles of Learning in all core areas. Use circle, story, and land-based learning to connect self, others, and place.

Emphasize responsibility, reciprocity, and community.

Connect Gifts for Good service learning to students' gifts, local needs, and meaningful contribution.

Indicators of Success:

Students articulate connections between identity, place, responsibility, and community.

Students identify personal gifts and how those gifts can contribute to others.

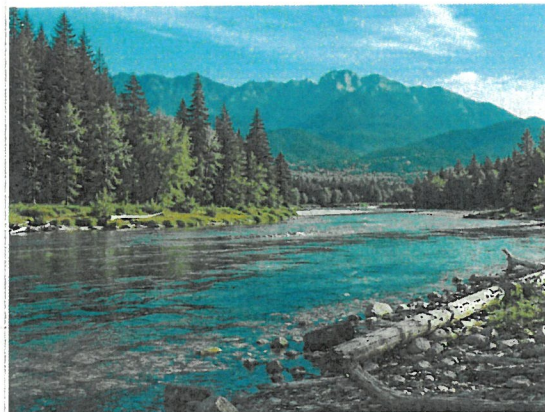
Indigenous ways of learning are more visible across core learning areas.

Students demonstrate reciprocity, respect, and belonging through service and classroom learning.

School Community Engagement Process:

Worked with all staff through staff meetings, team planning and community, class charters, connection circles, and PAC updates.

Student voice will help monitor belonging and participation through WEB (Where Everyone Belongs) Leaders and Indigenous Youth Leadership Students.



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École Pitt River Community Middle School

Reflection

Signatures

Title	Name	Signature	Date
Principal	Bryn Williams		July 6, 2026
Assistant Superintendent	Paul McNaughton		July 6, 2026

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