

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Dr. Charles Best

2026-2027



Intellectual Development

Goal: To enhance the understanding of what literacy is in secondary classrooms.

Rationale:

Literacy is a shared responsibility across all subject areas and is essential for student success in secondary classrooms. We recognize the need to build common, contemporary understanding of secondary literacy.

Planned Actions:

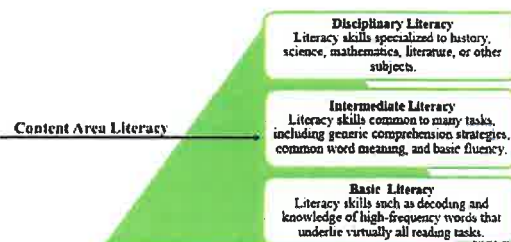
This action plan builds a shared, modern understanding of literacy across all subject areas, recognizing it as essential to student success. Through collaboration, professional learning, and district support, staff will develop practical, inclusive literacy strategies embedded in their disciplines. Using surveys and classroom data, the school will monitor growth in teacher practice and student learning to guide ongoing improvement.

Indicators of Success:

Indicators of success will include growth in both staff practice and student learning, as well as strengthened school-wide capacity. Staff will demonstrate increased confidence and clarity in their understanding of literacy, reflected in survey results and integration of discipline-specific literacy strategies in classrooms. Additionally, the development of a Grade 9 classroom-based assessment will provide baseline data. Through an active literacy committee, strengthened collaboration among staff and district, the development of shared, inclusive tools and strategies, success will be monitored and recorded.

School Community Engagement Process:

The school and community will engage in a variety of ways to build a shared understanding of literacy. Staff will engage through collaboration, professional learning, and ongoing reflection, while student voice will inform classroom practices. Families will be included through regular communication, with updates shared in newsletters, PAC meetings, and parent information nights, alongside district literacy teachers.

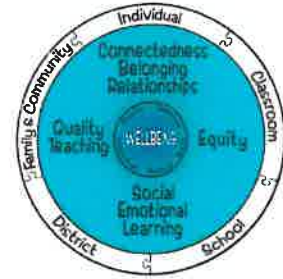


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Dr. Charles Best**

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Human and Social Development

Area of focus:

To further strengthen executive functioning knowledge and skills among students at Charles Best, continuing with the structures already developed and in place to support the Grade 9s, but expanding and building on them with the Grade 10s.

Planned Actions:

As part of our Digital Learning initiative, we will continue to explicitly teach the grade 9s Executive Functioning skills, specifically working memory, organization, and time management. The skills introduced in grade 9 will be reinforced and practiced in grade 10, through direct teaching and instruction in CLE 10. Furthermore, we will be expanding the focus to Planning and Prioritizing, Goal Directed Persistence, and Task Initiation through CLC 12. We will take a collaborative approach, by engaging the Digital Learning team, district representatives, and Learning Centre staff to design and implement EF teaching resources.

Indicators of Success:

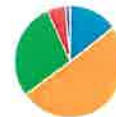
Indicators of success will include the establishment and sustained use of clear systems and structures that support explicit teaching of executive functioning skills. We will build on existing practices by maintaining and refining supports such as EF peer tutoring, targeted EF instruction during Grade 9 orientation, and the collection of baseline and follow-up data through student surveys. Over time, these structures will demonstrate impact through increased student awareness, consistency in skill application, and strengthened independence in managing learning.

School Community Engagement Process:

Within school, staff will collaborate through the DL team, LC215, and staff meetings to align strategies and reinforce skills across classrooms. Students will be supported through explicit instruction, peer tutoring, and opportunities to reflect on their growth. Families will receive information about executive functioning strategies and how they can support these skills at home, through newsletters, PAC meetings, and parent info sessions.

When you are given instructions for an assignment, what do you usually do to remember what to do? (Working Memory)

- I write the assignment in my notebook 42
- I keep the assignment paper 38
- I take my notebook and read 35
- I ask the teacher or a friend 15
- I often forget parts of the list 5



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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Our area of focus is to highlight Indigenous brilliance by elevating success stories and strengthening the integration of Indigenous perspectives across the school, and building a shared repository of authentic resources and content.

Planned Actions:

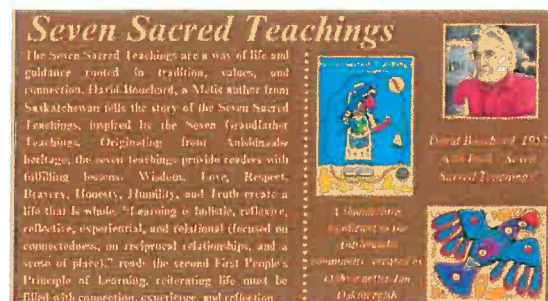
To support this area of focus, we will establish a standing agenda item at staff meetings dedicated to sharing practices, success stories, and resources that highlight Indigenous brilliance. This collaborative time will allow staff to build a collective repertoire of authentic content and strategies aligned with the First Peoples Principles of Learning. Ongoing feedback will be gathered through exit tickets to inform next steps and ensure resources and approaches remain relevant, accessible, and impactful for all learners.

Indicators of Success:

Indicators of success will include active participation by staff when sharing Indigenous practices used in the classroom, the creation and consistent use of a shared resource bank, detailed feedback in exit tickets, enhanced visibility of Indigenous brilliance in classrooms, and consistent integration of the First Peoples Principles of Learning.

School Community Engagement Process:

The school community engagement process will include ongoing collaboration and shared learning among staff, students, families, and community partners. This will involve regular staff collaboration time in staff meetings, opportunities for student voice and leadership, and continued partnerships with Elders and the SFU Indigenous Department to provide authentic learning experiences. Assemblies that center Indigenous perspectives and voices will further support this work, while school communication channels will highlight success stories and foster a shared understanding of Indigenous brilliance across the community.



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

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Reflection

During the 2025-2026 school year, Dr. Charles Best made progress toward the three goals identified through our Action Plan for Learning.

The Intellectual Development goal focused on strengthening students' executive functioning (EF), particularly in time management, organization, and working memory. This was supported through targeted professional learning in January and February, integration of EF strategies into classroom practice, grade-wide assemblies, and parent presentation, and the use of pre- and post-surveys to guide planning. Additional supports included the introduction of EF peer tutoring, explicit EF instruction in the Learning Centre and the establishment of a common EF language through "I Can" posters and visual reminders across the school.

The Human and Social Development was advanced by fostering a strong sense of connection, belonging, and school spirit. The year began with a collaborative September Pro-D at Sasamat Camp, setting a positive tone for staff culture. Throughout the year, community was strengthened through clubs, spirit weeks, themed events, Fun Fridays, and diverse student leadership opportunities such as assemblies, announcements, and school-wide initiatives. These efforts promoted student voice, pride, and engagement.

The Indigenous Learner and Indigenous Ways of Learning focused on deepening understanding and integration of the First Peoples Principles of Learning (FPPL). Staff engaged in aligned professional learning in September and May, supported by bilingual FPPL resources and focused activities on Core Competency and FPPL overlap. Students participated in experiential learning opportunities, including an SFU field trip and land-based learning at Riverview, as well as presentations from a variety of guest speakers. Indigenous student voice was supported through leadership opportunities, including roles in the September 30th assembly, and ongoing collaboration with Indigenous education staff helped strengthen inclusive and authentic practices across the school.

Signatures

Title	Name	Signature	Date
Principal	Mr. Dave Cyr		Sept. 18, 2026
Assistant Superintendent	Anthony Ciolfitto		09.17.2026

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