

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Central Community School

2025-2026



Intellectual Development

Goal: Continue to improve the independent writing skills in our students.

Rationale:

Our students' writing abilities is something that continues to require attention across all subject areas. Students can all think creatively but are often unable to express themselves clearly and concisely in written form.

Planned Actions:

We plan to encourage teachers to continue to use student story to guide their writing practices this year. In doing this, we are all establishing a school culture that celebrates student voice while strengthening a core academic skill. The writing samples collected will also look different depending on the grade group.

Indicators of Success:

We will continue to use the data gathered from our CBAs to compare with the data collected from the previous school year. We will have more school-wide writing opportunities to compare student samples each term. We will also hold conversations with teachers to gather anecdotal evidence about how effective using a common grade group writing rubric is for reporting, as well as using a tiered approach, to monitor student growth and to provide additional support.

School Community Engagement Process:

We will engage families (with the support from our PAC) to ensure a home and school connection is created through fun writing contests. We will invite our teachers to engage in pen pals with other community schools to establish connections. We will also invite local authors to visit our school to share their passion for writing with our students.



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Central Community School**

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Human and Social Development

Area of focus:

Continue to help students develop foundational social competencies and essential life skills such as understanding themselves and others, develop self-awareness, and strengthen perspective-taking and social problem solving.

Planned Actions:

We plan on supporting this focus by using the "Superflex" resources across all grade groups this year. In doing so, this will support students' social emotional learning, relationship building, classroom learning, and academic performance. The Superflex curriculum can be taught directly from the literature provided by our school counsellor and by teachers throughout the year. We will provide all teachers with the visuals and programming necessary to support this framework.

Indicators of Success:

In dialogue with staff, we will gather anecdotal evidence to provide us with data to determine whether this new curriculum is supporting all learners in developing their social emotional competencies. The MDI survey will also be used to gain a deeper understanding of our students' social and emotional health and well-being from their own perspective.

School Community Engagement Process:

We plan on hosting a Superflex family night to introduce key concepts that will help support executive functioning and social-emotional learning at home. We plan on sharing the "Unthinkable of the Week" in our principal's weekly briefs and how students are learning to defeat them. We will invite families to share real-life moments when their child uses Superflex powers at home, to reinforce learning beyond the classroom.



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Continue to work on growing Indigenous student voice and choice.

Planned Actions:

We will continue to connect with our Indigenous Youth Worker, District Indigenous Education Staff and local Indigenous Elders to encourage discovery of personal identities and histories in our Indigenous learners, and our classes as a whole. We will continue to encourage teachers to incorporate talking circles into their weekly schedules, use restorative practice (language) with their students and to regularly read oral/Indigenous legends stories.

Indicators of Success:

We will be gathering anecdotal evidence through meaningful conversations with both staff and students to determine if students report having a more positive personal and cultural identity. We will also be referring to the data collected in the MDI results to determine a sense of belonging in our school community.

School Community Engagement Process:

We will bring more Indigenous stories into our classrooms (Storytime with Graunty from Rob Cowie). We will use more Indigenous resources from the Cowichan School District. We will also connect with Spirit of the Children and have more Elders visit our classrooms on a regular basis.



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

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Reflection

When reflecting on the school year, our three APL goals helped to provide all teachers and students with intentional and purposeful lessons and experiences that encouraged a more wholistic approach to learning.

For our intellectual development goal, we improved student reading comprehension skills by holding literacy circles, focused reading groups (with story responses) and directed novel studies. In doing so, we fostered a more positive relationship with reading through conversations with our students and chose all learning materials based on student interests.

For our human and social development goal, we focused on teaching the We Thinkers and Superflex curriculums both in classrooms and in our monthly Super Blocks. Students were also participants in many other growth mindset activities and restorative practices, which helped to honor student progress and development.

For our Indigenous learners and Indigenous ways of learning goal, we focused on student identity and storytelling. Students were participants in talking circles/tables, oral storytelling units and in sharing land acknowledgements at school-wide assemblies.

Signatures

Title	Name	Signature	Date
Principal	Sean Della Vedova		July 4, 2025
Assistant Superintendent	Paul McNaughton Assistant Superintendent School District No. 43 (Coquitlam)		July 4, 2025

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