

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Ecole Citadel Middle School

2025-2026



Intellectual Development

Goal: To build a culture of reading centred on identity and belonging.

Rationale:

Students will strengthen their reading skills through storytelling, writing and engaging with diverse, inclusive texts. Focus on individual voice to find joy in literacy.

Planned Actions:

1. Implement school wide assessment twice per year, Fall/Spring, using district and school absed standardized assessments and class reviews.
2. School wide read that will align both Indigenous Ways of Knowing and Human Social Development Goal to increase reading and engagement in personal story.
3. Shift to Literacy Centre approach to provide tiered support in Learning Services through small target groups over 4-6 weeks.

Indicators of Success:

1. Baseline data is created and reviewed. Teachers are able to indicate learning growth along a continuum versus students presenting below grade level.
2. Opportunities for engagement include monthly Professional Learning Wednesdays in the area of curriculum and assessment, whole school and monthly community team meetings reviewing engagement in literacy activities and growth.
3. We will observe an increase in the number of students who are engaging with multiple genres of text and demonstrating higher levels of personal expression in their writing and voice (storytelling).

School Community Engagement Process:

Staff reviews school goals at staff meetings throughout the year with regular review at our Professional Learning Wednesdays. Class and Community reviews indicated areas of success/need for both classroom and individuals. APL goals and information/resource suggestions to support and develop higher level of engagement with reading will be shared with families through newsletters and PAC meetings.



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Ecole Citadel Middle School**

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Human and Social Development

Area of focus:

Increase student and staff sense of community and belonging by "building a community where everyone is valued, differences are celebrated and relationships matter" (school vision process 2024/2025)

Planned Actions:

Opportunities for student and staff voice through community teacher leads and student representation.
 Increase the adult community connections through the use of intentional groupings during staff meetings, PL Wednesdays and Pro D Days.
 Assemblies throughout the school year that explore Taking care of Ourselves, Taking care of Others, and Taking Care of this Place.
 Community engagement at public events (opening year BBQ, concerts, student learning/reporting conferences, musical, athletics and club days, learning chowcases throughout the year).

Indicators of Success:

Community branding of new vision board (see graphic) and embracing new communities, physical improvements to school ie. school foyer welcoming space, painting, signage and placement of new logo.
 MDI and Student Learning Survey indicating stronger connections to people and place.
 Increase in cross community activities such as buddies/mentors/school wide leadership opportunities, staff gatherings between South Side Family of Schools, along with authentic, meaningful cross collaborative conversations between students, staff and families.
 Community members indicate their appreciation for feeling welcomed to the school.

School Community Engagement Process:

School visioning process completed this past year and ongoing implementation of key areas will continue (see graphic). Working with South Side Family of Schools to align our goals of belonging and bringing in staffs for planned events and gatherings.
 sharing of goal areas at staff meetings, community leader meetings, core community planning meetings, Pro D Days, PAC meetings and newsletters.



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Strengthen our commitment to Indigenous Ways of Knowing and Doing by developing a consistent approach to authentically incorporating First Peoples Principals of Learning with a focus on honouring place, people and environmental stewardship.

Planned Actions:

All teachers will embed cultural activities, learning resources and unique field trip opportunities both in and outside of the classroom. Continue to develop a rich collection of resources to support learning. 'Engage Indigenous YW, Cultural Facilitators, and Indigenous Resource Teachers to 'work with staff around storytelling and breaking down barriers to daily teachings and intergenerational learning and/or history of the land in each classroom.

Indicators of Success:

Increased staff engagement both inside and outside the classroom. Shared practices become more obvious, intentional and embedded in all subject areas. Visible integration across all classrooms and community events, throughout the year. Continued relationships with Kwikwitlem First Nation and regular access to Indigenous Education support Teachers, Cultural Facilitators and Youth Workers.

School Community Engagement Process:

Collaborative creation of goals that support Indigenous Learners and the entire school community. Collaborative review/update/sharing of goal areas at staff meetings, community leader meetings, core community planning meetings, and PAC meetings. Continue to engage with the Kwikwitlem Nation and Indigenous Education to establish place and language in our school community. Coordinating regular events that bring community together around Indigenous learning and knowing ie Truth and Reconciliation Day, Pro D Days, Community Gathering during Indigenous Peoples Month in June.



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

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Reflection

This year we completed our visioning process that started back in June 2023 and carried forward with a facilitator into November 2024 where we refined our staff, student and parent feedback into our school vision. The entire community contributed in making some statements and understanding of who we are and will be going forward as a learning community.

While our Human and Social Development goal and visioning process was our primary focus this past year we refined our Learning services model and created mini T and E centre style support for small groups of learners in Literacy and Numeracy. Through this process and trial we determined a desire to shift our academic focus more directly into literacy and specifically engagement with reading a range of texts and focus on identity and belonging. We will continue maintain our focus on creating more numerate thinkers, with a continued attempt for higher levels of engagement in both numeracy and literacy across all grades.

All teachers and classes raised their level of awareness and engagement with our First Peoples Principals of learning. This included but was not limited to school wide assemblies, cross team collaboration, support from Indigenous Education support teachers, cultural facilitators and youth workers, drum making / drum circles, plant walks and higher level of understanding and appreciation for place, the environment and our stewardship. We are currently working with the Kwikwitlem Nation through our Indigenous Education Department to find place and names that better represent our school and its connection to the earth and our first peoples.

As we look forward to the next year, we remain dedicated to refining our practices to better serve our students and community, guided by the wisdom of the First Peoples Principles and a commitment to "building a community where everyone is valued, differences are celebrated and relationships matter"

Signatures

Title	Name	Signature	Date
Principal	Mark T Clay		June 30, 2025
Assistant Superintendent	Paul McNaughton Assistant Superintendent School District No. 43 (Coquitlam)		Aug 6, 2025

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