

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Dr Charles Best

2023-2024



Intellectual Development

Goal: To develop student Numeracy problem solving skills.

Rationale:

While over 85% of our students score a 3 or 4 on the Literacy Assessment only 49% of students score 3 or 4 on the Numeracy Assessment. Teachers also observe that students often lack confidence and competence to address numerical problems.

Planned Actions:

As a regular agenda item at staff, DH and PD meetings, engage staff in various forms of cross-curricular numeracy experiences in order to help them see and practice how they might embed such experiences in their own classrooms with students. Continue to develop and model student-friendly x-curricular numeracy inquires that explicitly develop many of the competencies that commonly occur on the Numeracy Assessment.

Indicators of Success:

More than 80% of students will obtain a 3 or 4 on the Provincial Numeracy Assessment by the June 2025 assessment period. Some departments (every department will focus on 1 of 3 APL goals more intentionally) will commit to more explicit and intentional Numeracy development. Teachers in Numeracy-focused departments will collect evidence of increased student confidence and more diverse and fluent problem-solving strategies.

School Community Engagement Process:

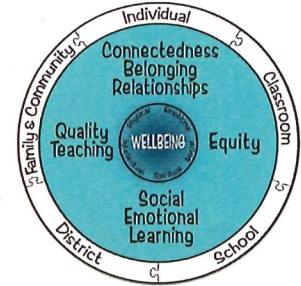
Specific discipline areas will share at staff meetings the strategies they implement to actively narrow their APL focus to our Numeracy goal. All staff and PAC members will engage in regular updates about progress in this goal at staff/PAC meetings. Newsletters will include success stories, sample activities and "helpful hints" to promote numeracy engagement and confidence at home.



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

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Human and Social Development

Area of focus:

Recent global concerns and our timetable make fostering a sense of belonging challenging. We will employ explicit community-building strategies to help students and staff build positive connections both inside and beyond the classroom.

Planned Actions:

Departments that choose this as a focus area, commit to developing and implementing community-building activities to build human connections within their classrooms and across the school generally.
School-wide, use social media and school structures to promote engagement in school clubs, teams, spirit, culture.
Analyze the annual YDI data to develop relevant action plans related to connection and well-being.
Staff meetings and PD days include staff team-building opportunities.
Spotlight inter-department collaborations to promote even more professional

Indicators of Success:

A growing list of high impact, low prep connecting strategies will be generated and shared staff-wide.
Data about participation in clubs, events, etc. will be analyzed to inform next steps.
YDI data will be compared to previous years', with, hopefully, improved results.
There will be an increase in number and sophistication of cross department collaborations.

School Community Engagement Process:

Share (with permission) student reflections on the impact of classroom activities designed to enhance connectedness.
Staff exchange (on MS Teams and staff meetings) classroom strategies and their perceived impact to continue to support connectedness.
Explore results of the YDI survey and ways to promote mental health.
Cross-department collaborations spotlighted.
A staff social committee created to



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Enhancing Cultural Competence as described in the rubric created by Gayle Bedard and enhancing community connections that support the building of cultural competence.

Planned Actions:

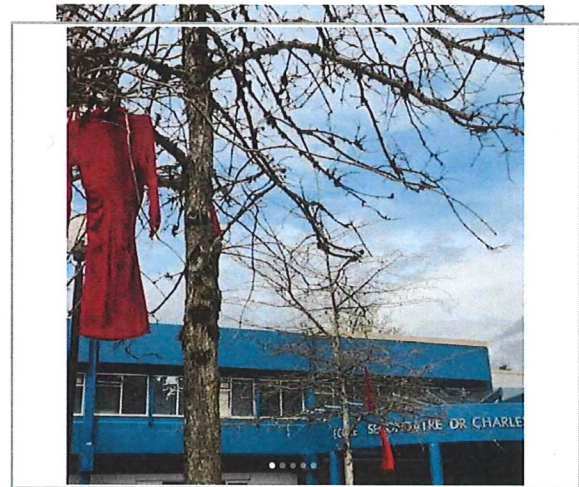
Staff will continue to engage both independently and with their students, in Indigenous issues in order to build knowledge and understanding about those issues. Teachers will select from a variety of professional learning options (e.g. school-wide PD, community engagement events such as Orange Shirt day, Red Dress week, National Indigenous Day) to support cultural competence building. Staff also commit to expand the variety ways in which they authentically embed indigenous ways of knowing into their courses.

Indicators of Success:

Staff will perceive themselves to rank higher on components of the cultural competence rubric each time we collectively self assess (2 times per year at staff meetings or PD events).

School Community Engagement Process:

Fulsome engagement in Orange Shirt Day, Red Dress Day and National Indigenous Peoples' Day - lead teachers will support everyone else in understanding the significance of these initiatives. Successful implementation of EFP 11, with Socials choices being added next year. Staff-wide check-ins with the Cultural Competence Rubric by Gayle Bedard, focusing on particular bullet points. Develop a shared repository of resources (text, activities, discussion prompts) to enhance the development of cultural competence.



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

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Reflection

Educators find it challenging to authentically address all three of these goals in addition to district goals of STEAM and Ministry goals of assessment and reporting. Therefore, each department has decided upon 1 of these 3 goals they will more explicitly and intentionally develop, as a department, in collaboration with other departments targeting the same goal. What success looks like and to what evidence will be collected to demonstrate growth will vary across disciplines.

Intellectual Goal of Numeracy - Specific departments will implement more explicit naming of the numeracy skills used for a given context; development and implementation of numeracy inquiries (with help from Laura Epp) across disciplines.

Human and Social Development - while some teachers and students are feeling less isolated in a post-Covid school context, many are still struggling to feel connected. Thus, all meetings will continue to include learning experiences for teachers that both promote social interaction as well as collaboration and idea exchange opportunities. With respect to student connectedness, we will expand the bank of strategies for community-building strategies to use within classrooms. Promotion for participation in extra-curricular clubs and teams will continue.

Indigenous Ways of Knowing - teachers updated a self evaluation of their perceived Cultural Competence. The results, compared to (last year) follow:

	Bias Awareness	Knowledge	Sensitivity	Competence
Beliefs and Attitudes	(0)0 (0) 3%	(25%)29%	(62%)36%	(13%)32%
Relationships	(0)0 (3%)3%	(49%)26%	(42%)52%	(6%) 19%
Knowledge of Indigenous People	(0)0 (3%)10%	(42%)27%	(42%)26%	(13%)37%

Signatures

Title	Name	Signature	Date
Principal	Heather Murphy		June 20, 2023
Assistant Superintendent	Gerald Shong		August 29 2023

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