


# Action Plan for Learning

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|  | <b>School Name: Citadel Middle School</b>     |
|   | <b>School Goal: Social Emotional Learning</b> |
|   | <b>School Year: 2020-2021</b>                 |

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| <b>Goal / Inquiry</b><br>Student learning | <p>By focusing on the <b>goal, Human Social</b>, we commit to being intentional about <u>building community</u> at Citadel. Students and staff will achieve success together by taking time to understand the definition of community (the what) so that we can establish the importance of building community (the why) as we move forward with intentional actions (the how).</p> <p>To build capacity for social responsibility (personal and social core competency) as educated citizens who are “cooperative, principled and respectful of others regardless of differences.” Students will work towards an ability and disposition to “...participate in classroom and group activities that make my classroom, school, community, or natural world a better place.” (See backup documentation: Core Competencies)</p> |
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| <b>Rationale</b><br>1-3 reasons for choosing goal | <p>We want to intentionally make decisions for our school that are related to our goal of building community. Major activities chosen as a class/team/school must be in line with the APL school goal for 2019-2020.</p> <p>Staff believe that building community will support student and staff sense of belonging and safety. This will be important in the implementation of the Redesigned Curriculum and student success.</p> |
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| <b>References</b> and sources to support actions | <p>Redesigned Curriculum: Personal and Social Core Competencies (Profiles/Facets/Statements):</p> <ul style="list-style-type: none"> <li>Positive Personal &amp; Cultural Identity</li> <li>Social Responsibility</li> </ul> <p><u>Websites:</u><br/>         BC Ministry of Education Core Competencies: <a href="https://curriculum.gov.bc.ca/node/87">https://curriculum.gov.bc.ca/node/87</a> and Reporting Order (Student self assessment)</p> <p>Boss-Watson, C. &amp; Pranis, K. (2014). <i>Circle forward: building a restorative school community</i>. St. Paul, Minnesota: Living Justice Press.</p> <p>Vo, D. X. (2015). <i>The mindful teen: powerful skills to help you handle stress one moment at a time</i>. Oakland, CA: New Harbinger Publications.</p> <p><u>Graphics:</u><br/>         The Educated Citizen<br/>         First People’s Principles of Learning<br/>         Core Competencies Charts<br/>         Social and Emotional Learning Competencies Framework</p> |
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| Backup Documentation | <p><a href="#">The Educated Citizen</a><br/> <a href="#">First People's Principles of Learning</a></p>  <p>Core Competencies<br/> graphic for APL 2017-</p> <p>Core Competencies Charts<br/> <a href="#">Social and Emotional Learning Competencies Framework</a></p>  <p>SEL plus graphic APL<br/> 2017-2018.pdf</p> <p><a href="#">SEL graphic - community building</a></p> |
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| <p><b>Planned Actions</b></p> <p>Continuing practices working well (1-3)</p> <ul style="list-style-type: none"> <li>• What will we do differently? (1-3)</li> <li>• How will we provide for staff development and collaboration?</li> <li>• How will we involve parents?</li> <li>• How will we involve students?</li> <li>• How will we monitor progress and adjust actions?</li> </ul> | <p>The overarching theme of Community Building requires some active thinking about the:</p> <ul style="list-style-type: none"> <li>- Why? (Why this goal? Who do we want our students to become?)</li> <li>- What? (Definition of Community Building; the trends in the data over time)</li> <li>- How? (Action Plan – see below)</li> </ul> <p><u>Continuing practices:</u></p> <ul style="list-style-type: none"> <li>- Professional Learning Wednesdays including time to work specifically on APL goal</li> <li>- continue to support students on the core competencies and their self-reporting</li> <li>- spirit assemblies</li> <li>- Celebration of teams: Team Leaders, Teaming and Team Time</li> </ul> <p><u>What we will do differently:</u></p> <ul style="list-style-type: none"> <li>- Focus on goal of community building and be intentional about class/team/school-wide activities. (See below)</li> <li>- Identify the teams and ensure that all staff belong on a team</li> <li>- Surveys in the fall and spring</li> <li>-APL committee</li> </ul> <p><u>Provide Staff Development and Collaboration:</u></p> <p>Professional Learning Wednesdays<br/> Pro-D Committee with members from each team present; intentional planning of Pro-D Days to focus on school goal development.<br/> School-based Learning Team for Community Building (to focus on school goal)</p> <p><u>Involve Parents:</u></p> <p>Communicate at PAC meetings<br/> Bring PAC on board with class/team/school-wide activities and field trips<br/> Parent class rep – that can share information with the class parents</p> <p><u>Involve Students:</u></p> <p>create opportunities for students to be leaders of the class/team/school<br/> Intentionally develop and then celebrate student leadership<br/> Circles</p> <p><u>Monitor Progress and Adjust Actions - Quantitative:</u></p> <p>Term 1: Community-Satisfaction Survey/ MDI-7 (Middle Years Development Index grade 7)<br/> Term 3: Community-Satisfaction Survey; review data from surveys</p> |
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Quantitative:

To improve at building community connectedness among peers. For example, although the sample size is limited, it is possible to track trends over time, by looking at the only current from the Middle Years Development Index grade 7 (MDI-7). The score on “peer belonging” was 67% in 2015-2016 versus 64% in 2016-2017 (pp. 20 and 33). Also, note that the score on “school belonging” was 52% in 2015-2016 versus 60% in 2016-2017. The goal would be to increase student understanding and desire to feel like they belong to a social group: “When I am with others my age, I feel like I am part of the group.” (See MDI7 survey result under “Backup Documentation.”)

Monitor Progress and Adjust Actions - Qualitative:

Term 1: Interview students and staff – anecdotal collecting of data  
Term 3: Interview students and staff; review data

Qualitative:

To improve at articulating “what community is...” and to improve at articulating an awareness, understanding and appreciation of specific facets of the Positive Personal and Cultural Identity (Personal and Social Core Competency).

**ACTION PLAN for APL LEARNING TEAM**

1. Build a team identity
2. Continue to order team tees
3. Student interviews: “What does community mean to you?”
4. Staff interviews: “What does community mean to you?”
5. Parent interviews: “What does community mean to you?”
5. Build calendar of events by team/class for school-wide
6. Design, implement and collate results of survey
7. Plan Professional Learning Wednesday (PLW) sessions around community building

**Other considerations to initiate:**

Multi-age Team Building events; Spirit Assembly (5 in the year; one per team; cooperative competition)

Once a week/month team activities; wear team tees (on Fridays)

Continue to consider inquiry questions:

How do we measure if kids feel connected to the community?

What do we as classroom teachers and staff need to do in the year?


Build on learning about staff and students’ capacities

Training in Tribes, restorative practices

Release time (e.g. to create survey)

Celebration of the community with support from PAC (kick off event on Meet the Teacher night BBQ)

Backup Documentation  
Backup Documentation

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| <p><b>Documentation of learning</b><br/>Key evidence of change</p> <ul style="list-style-type: none"> <li>• How did your actions make a difference?</li> <li>• Choose 1-3 pieces of evidence to demonstrate the impact your actions have had on student learning to meet your goal.</li> <li>• Documentation could include video, survey results, performance standard data, anecdotal evidence, work samples, etc.</li> </ul> | <p><b>Key evidence of change to come from several sources.</b></p> <p><b>Documentation</b><br/>Qualitative data: student surveys<br/>Quantitative data: student interviews; staff interviews; stories<br/>(Working) Definition of Community<br/>Compile a resource for teachers of community building activities.<br/>Work on the associated Core Competencies and Student Self-Reflections (found in the new reporting template)<br/>Creation of Learning Team (Learning Team minutes and actions)<br/>Community as physical space – classroom furniture moves and evolves with student learners.<br/>Class circles are a regular part of class routines.</p> |
| <p>Backup Documentation</p>  | <p>Preliminary Community wordle from Staff Meeting June 29, 2017</p>  <p>Wordle Staff Meeting<br/>June292017.pdf</p>  |

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| <p><b>School Community Engagement Process</b></p> <ul style="list-style-type: none"> <li>• How did you engage parents, teachers, students &amp; support staff in developing your APL?</li> <li>• How did you share your APL goals with parents, teachers, students &amp; support staff?</li> </ul> | <p>We used Fall 2019 and Spring 2020 staff meetings to discuss and complete Here’s What, So What, Now What, How Will We Know forms.</p> <p>On a Pro-D day, we had a BCTF workshop: Navigating Difficult Waters: Relationship-Building at the School Level. This was helpful with helping us strengthen our community and collegiality.</p> <p>We also had one of our teams of 3 classes compete class reviews in December 2019 and May 2020. The class reviews discussed strengths, stretches, goals and actions.</p> <p>We used Professional Learning Wednesdays for presentations on Sexual Orientation and Identity (SOGI), socio-emotional learning, socio-emotional learning and core competencies.</p> |
| <p>Backup Documentation</p>  | <p>See above</p>   |

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| <p><b>Reflection Highlights</b></p> <ul style="list-style-type: none"> <li>• Where are we now?</li> <li>• What are some patterns emerging?</li> <li>• What surprised you?</li> <li>• What conclusions / inferences might you draw?</li> </ul> | <p>We have a good understanding of community:<br/>We have a good understanding of the core competencies (SEL, revised curriculum and how this is communicated in report cards.<br/>Qualitative and quantitative data will show trends that we are moving forward successfully with our goal; formulate goal for 2020-2021 based on the work of 2017-2019).<br/>June 2020 reflection:<br/>In our third year working on our goal, our strengths and successes have been focussing on building community in small groupings such as in classroom and</p> |
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- How does this inform potential next steps?

teams. We found that students were better able to transition into larger groups such as whole school activities once they became a community in their classrooms. We learned from our first year, that for our second year, we needed to reduce cross-teaming and tumbling in order to allow staff and students more time together for connection. We found this strategy to be effective in helping us build community.

Our community building goal was immensely helpful and timely when COVID 19 occurred. Having multiple transitions from classroom to remote learning to hybrid learning was made easier as we had been intentionally working on building community. The shift to online learning when relationships were stronger meant we were better able to support our students academics, emotional and mental health.

The organization of lockers by school-wide alpha instead of grade/division and school-wide field trips were successful. Core teams were able build community during their team time, intramurals and spirit assemblies. Sarah Wells (Believe initiative) and Cody Deaner (came to speak on the power of focussing on the positive, supporting each other and pursuing our goals.) Our school's Project of Heart project, our 25<sup>th</sup> anniversary commemorative art was to completed in time for our May celebration but due to COVID 19, will scheduled be completed next year.

Our stretches were that commitment to the curricular/core competencies, socio-emotional learning and continuing to improve our communicating student learning practice during a pandemic with a hybrid remote learning environment made for a very busy and unprecedented year with trying to accomplish these priorities. As assessment is relational, it is important to build a community of learners. Our other stretch was how to engage non-attending students. We will continue to work on building relationships, teaching executive functioning, self-regulation, resilience, First Peoples Principles of Learning and implementing inclusive practices. We have staff who worked with Jennifer Katz (Universal Design) and Leyton Schnellert on universal design as an inclusion practice.

We needed to meet together more as a staff to articulate to reflect and be even more intentional as to how we build community. In addition, we have worked on staff community building. We also learned that we needed to meet more often to build large group community. We continue to plan ahead so activities can be scheduled, intentional and meaningful and not just fun. Staff have been willing to be flexible with schedules in order to accommodate the community building. We can also work on cross-curricular activities within teams or cross teams.

Circles have been successfully used by many staff to build emotional literacy and to develop relationships. SOGI was and will continue a focus as we work towards a more inclusive community. In our third year, we had staff members on restorative practice learning teams, staff who built capacity with students and colleagues, *Lion King* school musical, Random Acts of Caring Week (" these

activities encourage students to be mindful of the feelings and emotions of others and to think of people other than themselves”) as well as a book club on *Ensouling Our Schools* by Jennifer Katz.

Our staff reflected that we need to:

- Connect with students you normally wouldn't so they have another safe adult in the building and life (making time!)
- Practice gratitude
- Teach students about “bullying” versus managing interpersonal conflicts, taking responsibility
- Encourage more students to participate in school activities
- Find more activities to include students.
- Continue to build community amongst staff

For next year, we will continue to use one Professional Learning Wednesday per month to work our goal and monthly staff meetings will have APL for discussion and planning. Our 2019-2020 MDI data shows that socio-emotional learning to build community will continue to be our focus. optimism show as 30% high, 44% medium and 27% low. Empathy is 74% high, 25% medium and 1% as low. Prosocial behaviour 37% high, 40% medium, 23% low. Self-esteem 47% high, 33% medium, 19% low. Responsible decision-making 62% high, 33% medium, 5% low. Self-awareness 42% high, 43% medium, 15% low.

Class reviews shared:

Strengths:

- students are very friendly and kind to each other
- Very good at listening, conversations, sharing
- Good at critical thinking, self-regulation
- Love to help and be involved in creative solutions, inclusive
- Cooperative during online learning
- Strong sense of community in class and online, very eager to learn

Stretches:

- Need to grow more leaders as there are many with potential
- Being too hard on themselves

Goals:

- Develop more leaders
- Continue with circles and focus on SEL

We are hopeful that our SEL results will continue to improve and we will continue to work with students, parents and staff on a shared understanding of community, intentional inclusion, goal implementation and on looking at ways to collect data to inform our goal in a robust and responsive manner.

Backup Documentation



MDI 2019-2020.pdf

**(Delete this section if Literacy is your main goal)**

**Literacy Data**

Attach the following:

- Classroom Assessment  
(not available due to COVID 19)
- School Assessment
- FSA results

**FSA results**




FSA 2020.pdf

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## Signatures

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| School Name: Citadel Middle School | School Goal: Social Emotional Learning | School Year: 2019-2020 |
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| Title                    | Name                | Signature   |
|--------------------------|---------------------|---|
| Principal                | Ms Abby Soh         |  |
| Assistant Superintendent | Mr. Rob Zambrano    |   |
| Vice Principal           | Mr. Rick Dhaliwal   |   |
| PAC Chair                | Mrs. Darcie Storzuk |   |
| CTA Representative       |                     |   |

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| <p><b>Print this page, have it signed by Principal &amp; Assistant Superintendent, scan it and attach it here</b></p> |  <p>signature page.pdf</p> |
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