

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Ecole Citadel Middle

2023-2024



Intellectual Development

Goal: Develop students' foundational skills and confidence as numerate thinkers.

Rationale:

Conversations with teachers during the 2022-2023 school year confirmed this goal continues to be a priority.

Planned Actions:

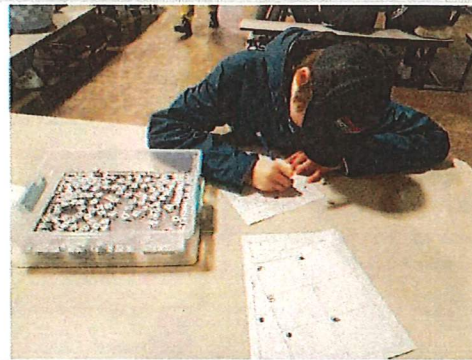
1. Implement school wide classroom based assessment twice per year, fall/spring. Assessments include collection task and cut & sort.
2. Continue working with district numeracy coordinator building teacher capacity to generate hands on/low floor/high ceiling numeracy activities to increase student engagement. Increase our use of the Middle School Critical Learning Phases Multiplicative/Number line/Algebraic Thinking & Proportional Reasoning.

Indicators of Success:

1. Baseline data is created and reviewed. Results are used through the lens of Middle School Critical Learning Phases to differentiate learning.
2. The district coordinator is involved with each community once per month. Opportunities for engagement include monthly PL Wednesdays, whole school and monthly community team meetings.
3. We will observe an increase in the number of lessons/activities shared at PL Wednesdays and staff meetings that are hands on, low floor and high ceiling.

School Community Engagement Process:

Staff reviewed the APL at a Spring staff meeting. Input was gathered on:
What did we do?
How did we do?
How do we know?
What's next?
APL goals and information/resource suggestions to support and develop numerate thinking will be shared with families through newsletters and PAC meetings.

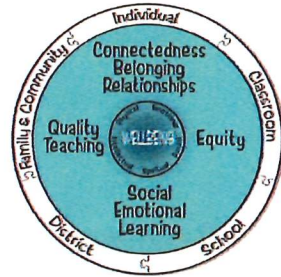


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Ecole Citadel Middle**

*Increasing Success in
Life for All*

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Human and Social Development

Area of focus:

Increase student and staff sense of community and belonging at Citadel Middle through a focus on Taking care of Ourselves, Taking care of Others, and Taking Care of this Place.

Planned Actions:

Opportunities for student and staff voice through community teacher leads and student representation. A Fall revisit and use of the Connection and Belonging survey created in 2021/2022.
Increase the adult community connections through the use of intentional groupings during staff meetings, PL Wednesdays and ProD Days.
Assemblies throughout the school year that explore Taking care of Ourselves, Taking care of Others, and Taking Care of this Place.
Activities within and across communities.

Indicators of Success:

Increased positive responses within the Connection and Belonging survey.
Increase in cross community activities such as buddies/mentors/peer tutors along with authentic, meaningful cross collaborative conversations between student to student, staff to staff and staff to student.
Decrease vandalism within the school e.g. washrooms and bulletin boards.
A co-created Ways of Being School Community Charter.

School Community Engagement Process:

Collaborative creation of community and belonging goal -Taking care of Ourselves, Taking care of Others, and Taking Care of this Place.
Collaborative review/update/sharing of goal areas at staff meetings, community leader meetings, core community planning meetings, ProD 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:

Embedding Indigenous content and/or world views in all classes

Planned Actions:

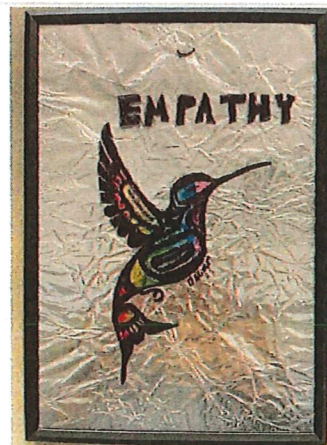
Teachers will develop an authentic understanding of Indigenous Principles of Learning by focusing on one or two per term.
Continue to develop a rich collection of resources to support learning.
Engage Indigenous YW and teacher to work with staff around storytelling and intergenerational learning and/or history of the land

Indicators of Success:

Increase in teachers approaching curricular competencies through an Indigenous Way of Learning lens.

School Community Engagement Process:

Collaborative creation of Indigenous Learners and Indigenous Ways of Learning goal
Collaborative review/update/sharing of goal areas at staff meetings, community leader meetings, core community planning meetings, and PAC meetings.



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

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Ecole Citadel Middle

Reflection

This year there was a change in administration in October. We had a retired Principal join our new Vice Principal at Citadel. This led to the opportunity of viewing the community through new lenses.

During the year we explored many learning opportunities and new assessment and reporting mandates. We decided to implement the use of proficiency scales in our reporting for the first term report cards. This was a large learning curve for some of our staff, while others were more familiar. We brought in District voices to assist us in our collective use and understanding of the proficiencies.

To link proficiencies with assessment & because numeracy was our intellectual goal, we decided to dive into our practice around numeracy instruction & assessment. District leaders supported the whole school implementation of the collection task. When we reviewed our APL goals as a staff it was felt that the students' basic numeracy skills and their sense of numerate thinking, still needed support.

This year we noticed that there was a collective need to develop clear understandings of who we want to be, as we work together in this community. We noticed that the and relationships between our students and our staff could be improved. We renamed what was previously called teams to communities. Next year each community will be made up of grade 6, 7, & 8 students. Our hope is that these communities will stay together leading to stronger relationships between students and staff. At the end of the 2022/23 year, students in grade 6 and 7, created a visual of how they take care of themselves, take care of others, and take care of this place. This will lead to the creation of our commitment to a shared vision. During ProD we will engage with an external voice to explore our values and beliefs with all community partners.

The creation of community will further strengthen our understandings around Indigenous Knowledge and Principles of learning. There is a commitment to embed Indigenous content to our daily learning.

Signatures

Title	Name	Signature	Date
Principal	TRICIA TIPPER	<i>[Handwritten Signature]</i>	June 30/23
Assistant Superintendent	Rob Lambros	<i>[Handwritten Signature]</i>	June 30/23

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