

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Citadel Middle

2022-2023



Intellectual Development

Goal: Develop and improve students' skills, attitudes, and confidence with Numeracy

Rationale:

Conversations with teachers during the 2021-2022 school year raised concerns: Social Emotional factors influenced students attitudes and ability with numeracy 2 years of COVID has resulted in gaps and a widening range of numeracy abilities

Planned Actions:

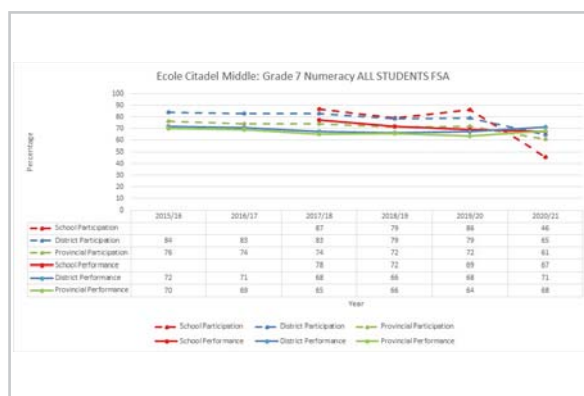
determine realistic and best practice measures of numeracy
develop common understanding of what is numeracy
develop universal practices that enable learners of all abilities to engage
work with SD43 Numeracy support staff to build capacity in the above areas

Indicators of Success:

anecdotal comments from teachers indicate improved students attitudes about math
data that indicates students' attitudes about math (baseline, middle, end)
universal practices in place that reduce the broad variance of learner abilities with numeracy.
Improved FSA Participation and Performance results.

School Community Engagement Process:

Share goals with parent community through newsletters and PAC meetings
Offer opportunities for parents regarding supporting students at home.



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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 increasing positive interactions between all members of the school community.

Planned Actions:

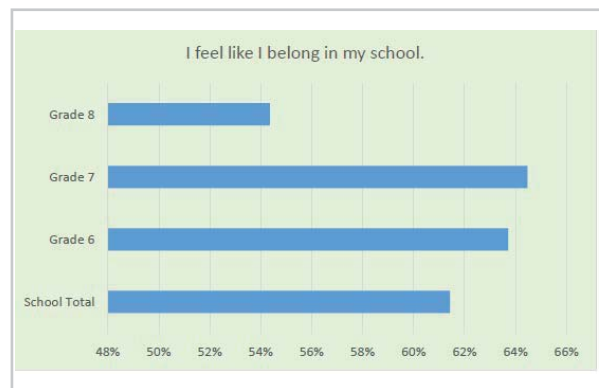
- Review MDI results with staff and stakeholders through the lens of COVID and its impact on our community;
- Create a measure for collecting sense of community and belonging data from current 6-8 cohorts and staff
- Target specific areas of attention based on results;
- Resurvey current 6-8 cohorts on only the targeted measures in late spring; and,
- Revisit created measure and revise as needed to allow for longitudinal focus on grade-specific cohort needs moving forward from 2022-23 onward.

Indicators of Success:

- Increase in students' and staff recognition of pro-social behaviours (e.g., respect, empathy, helping out) within the broader school community as reported on the resurvey of target areas;
- Increase in student self-reported connections to staff and peers as self-reported on the MDI; and,
- Decrease in students self-reporting a sense of isolation from the school community (on MDI and/or school-created measure).

School Community Engagement Process:

- School leadership aligned with goal;
- School staff and stakeholders engage in analysis and discussion of 2020-21 MDI data;
- Collaborative creation of community and belonging goal;
- Collaborative review/update/sharing of goal areas at staff meetings, team leader meetings, core team planning meetings, and PAC meetings;
- Education and updates at PAC meetings;
- Community updates and emphasis on



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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 select and embrace one Indigenous principle of learning and work with it for the entire school year
- 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 viewing content and approaching curricular competencies through an Indigenous Way of Learning lens

School Community Engagement Process:

- School leadership aligned with goal;
- Collaborative creation of Indigenous Learners and Indigenous Ways of Learning goal
- Collaborative review/update/sharing of goal areas at staff meetings, team leader meetings, core team planning meetings, and PAC meetings;
- Education and updates at PAC meetings;



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

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Reflection

As a result of layoffs last year, we went into the summer with only one person on five of our six teams. Knowing that the development of three goal areas in the coming 2021-2022 school year would require people who did not know one another to come together quickly. Given these contextual I am pleased we managed to make progress, especially with some deep conversations and honest examination of the nature of our school climate and culture. As well, in the wake of the dark reports that came out of Kamloops last school year, there was genuine staff desire to examine our own school with an indigenous lens. For the first time, teachers examined our MDI data and determined that we needed ask all of our students some key questions about their connectedness and safety at school. These conversations led to developing an instrument that asked ALL students to share their thoughts. The data we received was clear. Working with a model of: we asked , students said , now what will we do? we can begin the process building and rerooting our culture on values our students want and asked for. During the school year, several issues arose involving racism in the community that ignited desire to determine pro active courses of action to broaden awareness and compassion for all people. This will align with our teaching of Indigenous Principles with the aim that our school climate and culture will find healthier, stronger, and more accepting was of being in relation with one another. As we end this school year, we once again face numerous layoffs, but we welcome new voices who will come in and engage with the goals we have established, and hopeful aid in refining and sharpening our focus. One pattern that emerged from our staff's engagement in this process, is the relationship between students' connectedness and feelings of safety and their ability to succeed in all learning areas, but in, numeracy.

Signatures

Title	Name	Signature	Date
Principal	John Goheen		June 29/22
Assistant Superintendent	Rob Zambrano		June 24/22

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