

Middle School Plan for Student Success



Team Members:
Grade 6 Teachers, Grade 7 Teachers, Grade 8 Teachers, LST, Administrators

<p>School Context</p>	<p>frasermiddle@abbyschools.ca http://www.bcedplan.ca/</p>
<p>Inquiry Question (what is the burning issue you want to address?)</p>	<p>How can we further improve the Self-Regulation Skills/Social Emotional Competence of our students?</p> <p>How do we create an inclusive school and classroom community that fosters social emotional competence and reinforces resiliency while engaging staff and students in authentic learning experiences?</p>
<p>Rationale (Why are we doing this?) (Please refer to school data)</p>	<p>We would like to work on developing self-awareness, self-management, social awareness, relationship skills, and responsible decision making. SEL helps connect students and staff to the school and each other.</p> <p>We are looking at a school wide lens that looks at our school environment which encompasses the people, procedures and culture within the building.</p> <p>At William A. Fraser we want to continue to promote social emotional competence and guide all students to develop strategies related to self-regulation that increases their capacity with regards to social emotional success.</p> <p>Being able to regulate our students' actions within a nurturing structure that provides a strong sense of personal and cultural identity is something we want to take the opportunity to positively influence for the benefit of our students.</p>

Strategies (Include ELL & LSS)	Who will be responsible?	Timeline for each phase	How will you assess effectiveness of strategy?	Professional Development and/or Resources
<p>Develop a way to collect data about our students' SEC skills/strategies and needs.</p> <p>Used Social Emotional Competency self-regulation skills survey.</p> <p>Partner with ARJAA and UFV to conduct a pilot project to build Safe Relationships for Youth</p>	<ul style="list-style-type: none"> -Classroom Teachers -Counselor -Youth Care Worker - Aboriginal support worker -LSS teachers -Support staff -Administration -Christine Bomhof from ARJAA 	<p>Continue to use the Second Step Program. September 2019 – June 2020</p> <p>Develop data collection picture pre-assessment in September 2019 and post-assessment in May 2020</p>	<p>Baseline data from pre-assessment with the post-assessment in May 2020</p> <p>Microsoft 365 forms referrals</p> <p>Reviewing data from Landing for referrals by grade and division: Monthly basis at Team Leader meeting.</p>	<p>SEL strategies in the classroom</p> <p>Second Step Program resources: continue to explore during staff meetings</p> <p>Kai Schindel and Scott Peters to do Unit 4 Serious Peer Conflict with two divisions in Grade 7 for 8 weeks</p>
<p>Develop School-wide expectations around Self- Regulation/SEC Strategies</p>	<ul style="list-style-type: none"> -Classroom Teachers -Counselor -Youth Care Worker -LSS teachers -Support staff -Administration 	<p>September 2019 – June 2020</p>	<p>Data collection</p> <p>Attendance data</p>	<p>SEL strategies in the classroom</p> <p>Second Step resources</p> <p>Kai Schindel</p>
<p>Refining our “Landing” space</p> <p>Utilizing a structured time in, time out system. Tokens from staff to allow students to come to the Landing during class times with permission or at schedule times.</p> <p>Focused pro-active self-regulation strategies used with students led by the Youth Care Worker</p> <p>This is a space to provide calming activities to help students to self-regulate their emotions and return to the learning environment.</p>	<ul style="list-style-type: none"> -Counselor -Youth Care Worker - Kai Schindel -Administration 	<p>September 2019 – June 2020</p>	<p>Data collection using Microsoft 365 Form to track student visits</p> <p>Attendance data</p>	<p>Use room C122 as a safe and comforting environment for students struggling with anxiety/depression, behavior and/or social emotional problems.</p>

<p>A space to TEACH self-regulation intervention groups using Conscious Discipline/Zones of Regulations</p> <p>A space to provide scheduled breaks of “10 minutes” for students who have bread included as a pro-active strategy in their support plans.</p> <p>A space to TEACH students how to identify their emotional triggers and tools to calm.</p>				
<p>Continue to reinvigorate the school house system to build a stronger sense of community and belonging reflecting to reflect the diverse background of the students at our school. (eg. Aboriginal awareness, SOGI)</p>	<ul style="list-style-type: none"> -Classroom Teachers -Counselor -Youth Care Worker - Aboriginal support worker -LSS teachers -Support staff -Administration 	<p>September 2019 – June 2020</p>	<p>Document student participation along with student feedback.</p>	<p>Build a deeper connection between our current house system and the students it represents. Research Aboriginal background and territory.</p>

Progress

We are entering year two of the goals that we developed in 2018 - 2019. This past year we had 1185 student visits to The Landing. This space was opened for students needing self-regulation support at the school. During the 2018-2019 year there were 571 grade 6 student visits, 532 grade 7 student visits, and 82 grade 8 student visits.

We had 602 students complete a survey to provide us with feedback about the following: Growth Mindset, Self-Management, Social Awareness, Self-Efficacy, School Climate, Teacher-Student Relationships, Sense of Belonging, and School Safety. The data was used to continue to guide our staff development for implementing our plan.

Connections: Explain how your school goal aligns with any of the strands from the District’s Strategic Plan, the School Operational Plan and/or the Aboriginal Enhancement Agreement.

<p>District Strategic Plan</p> <ul style="list-style-type: none"> • Excellence in teaching • Excellence in leadership • Flexibility & access to programs / services • Ethical & innovative use of technology • Parental & community engagement 	<ul style="list-style-type: none"> • Data driven decision making • Collaboration with colleagues on best practices for students and teachers • Design support programs which are best for students and will provide quantitative results • Administration to meet with teachers and discuss programs and scheduling which will enhance student achievement • Provide leadership opportunities in staff meetings to discuss best practice and to discuss student results • Promote Project Based Learning and Inquiry opportunities • Discuss results with PAC and School Focus Team. Discuss how to engage the parent community in relation to the goal
<p>Middle School Operational Plan</p> <ul style="list-style-type: none"> • Promote best practices in all middle schools • Build the capacity of principals, vice-principals, teachers, & EAs • Improve the achievement of Aboriginal students • Use technology to enhance classroom instruction and assessment • Engage parents and the community 	<ul style="list-style-type: none"> • Data driven decision making • Collaboration with colleagues on best practices for students and teachers • Collaboration about common assessments and standardized testing • Design support programs which are best for students and will provide quantitative results • Administration to meet with teachers and discuss programs and scheduling which will enhance student achievement • Provide leadership opportunities in staff meetings to discuss best practice and to discuss student results • School based staff development will be facilitated in a variety of contexts to develop strategies that have maximum effect size on student achievement. • Intervention provided for struggling students. Teaching for conceptual understanding. • Elevating all language • Accessing larger spectrum conversations with elders/adults in students’ lives
<p>Aboriginal Enhancement Agreement</p> <ul style="list-style-type: none"> • Increase student pride • Increase reading scores • Increase sense of belonging • Increase graduation rates 	<p><u>Goals specific to Aboriginal students</u></p> <ul style="list-style-type: none"> • Increasing a sense of belonging using literacy and language • Increased confidence through articulation and connection with peers • Increase accessible reading resources and class literature