


Middle School Plan for Student Success

 École Chief Dan George Middle School	Team Members: Jamie Beck, Melanie Trudeau, department heads (Jason Hawkins, Colleen Sullivan, Rovi Sandhu, Julie Gagnon, Katrina Liboiron), teaching staff, Indigenous Support Worker (Tasha Ellis)
School Context https://chiefdan.abbyschools.ca/	BC's Vision for Student Success: https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/vision-for-student-success Abby Schools Strategic Plan https://www.abbyschools.ca/strategic-plan
Inquiry Question	How can we create an equitable school culture that promotes a sense of belonging, well-being, and academic success for all students while ensuring that all students flourish in our classrooms?
Rationale	<p>As a school staff, we have two goal areas within our inquiry question.</p> <ul style="list-style-type: none"> • Social – Emotional Learning • Academic success <p>The well-being and the Social-emotional health of our students is embedded within many of the 16 Characteristics for Successful Middle Schools. The MDI survey has been used for several years now and measures Social Emotional Health and Well Being of Middle School students. From the 2022-23 survey we noticed several results:</p> <ul style="list-style-type: none"> - 74% (40/34) of Grade 8 students identified a high/medium ability to show short term self regulation (ie. I can calm myself down when I am excited or upset) - 93% (57/34) of Grade 8 students identified a high/medium degree of adult connectedness (ie. At my school there is an adult who believes I will be a success) - 52% of Grade 8 students identify 2 or more important adults at school - 85% (57/28) of Grade 8 students identified a high/medium degree of peer connectedness (ie. When I am with other kids my age I feel like I belong) <p>Increasing academic success for all students continues to be an area of focus this year. This year we will continue to use the Vernon Assessment for Literacy, and begin to use the SNAP Assessment for numeracy. In addition, staff will continue to explore ways to meet the needs of all learners.</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
Social-Emotional Learning				
<u>Classroom Strategies</u> <ol style="list-style-type: none"> 1) Implementation of a Weekly “Community Block” to be held in each homeroom <ul style="list-style-type: none"> • Staff will be provided with examples of activities that can be done during these blocks to build community, increase student belonging, and explicitly teach skills. This will include culturally affirming and anti-racism strategies. 2) School Wide Student Voice Structures including the use of: <ul style="list-style-type: none"> • Classroom Circles • School Wide Council • Indigenous Advisory Group 	<p>Homeroom teachers</p> <p>Jamie and Mel</p> <p>Homerooms Jamie and Mel Jamie and Mel</p>	<p>To be put in schedules at the beginning of the year</p> <p>We will try to have suggested activities provided at least two weeks ahead of each month</p> <p>Weekly Bi-monthly Bi- monthly</p>	<p>Qualitative conversations with staff and students</p> <p>School wide SEL survey results MDI results</p> <p>Qualitative conversations with staff and students</p> <p>School wide SEL survey results</p>	<p>District Helping Teachers</p> <p>CASEL Website</p> <p>SEL Sharepoint</p> <p>“Ensoulng our Schools”</p> <p>Staff knowledge</p>
<u>Staff Development</u> <ol style="list-style-type: none"> 1) Learning about the CASEL Competencies and doing a deep 	<p>Jamie and Mel</p>	<p>Fall staff meetings</p>	<p>We will create a document that can list our strengths and growth areas</p>	<p>CASEL website</p>

<p>dive on those we cover and those we can improve on</p> <p>2) Creation of school wide survey to be used as satellite data at the beginning and end of each school year.</p>	Jamie and Mel and Department Heads	Fall 2023		
<u>Academic Success</u>				
<p><u>Classroom Strategies</u></p> <p>1) Use of the Vernon and SNAP assessments to identify, and teach to, specific Competencies of focus in each grade:</p> <ul style="list-style-type: none"> Assessments completed and marked by October 15 Areas of focus in each grade determined by the end of Term 1 Intentional teaching of focus areas in Term 2 Spring testing completed by April 30th and growth in focus areas is measured <p>2) Focus on evidence-based Competency Based Assessment Practices by asking if they:</p> <ul style="list-style-type: none"> Are accessible and relevant curriculum for all students Incorporate Student Choice 	<p>Numeracy and Literacy teachers</p> <p>LSS/ELL staff</p> <p>Admin and all teachers in the building</p>	<p>Fall 2023 – school wide Vernon/SNAP</p> <p>Spring 2024- School wide Vernon and SNAP</p> <p>Ongoing throughout the year</p>	<p>Year End Vernon and SNAP assessments</p> <p>Observational Data</p> <p>Pod Meetings</p> <p>Qualitative conversations with students</p>	<p>Access to district helping teachers</p> <p>Abby Schools Curriculum Website</p> <p>Reading Comprehension Toolkit</p> <p>MathUp</p> <p>Monthly Curriculum Collab Team Time</p>

<ul style="list-style-type: none"> • Prioritize Deeper Learning • Incorporate First People's Principles of Learning <p>3) LSS/ELL/Classroom teacher Collaboration for Universal Support supports with an emphasis on whole class strategies including:</p> <ul style="list-style-type: none"> • Academic Vocabulary • Phonological awareness (ie. Words their Way) • Number Sense Fluency 	Classroom teachers and LSS/ELL	Ongoing throughout the year	<p>Observational Data Pod Meetings Qualitative conversations with students</p> <p>Answering the question, is there a system in place to teach all three of these areas in each classroom?</p>	
<p><u>Staff Development</u></p> <p>1) Use of curriculum collab meetings to decide next steps in literacy and numeracy instruction related to SNAP and Vernon goals</p> <p>2) Use Collaboration Time to share problems of practice, co-plan, and reflect on units.</p>	<p>Jamie, Mel, and staff to schedule and plan</p> <p>Jamie, Mel, and staff to schedule and plan</p>	<p>Bi-monthly time dedicated to these two topics</p> <p>Monthly time dedicated to this</p>	<p>A Term 2 plan for each pod in each of these two areas.</p> <p>Documentation created to track the use of this time</p> <p>Creating a framework to guide this work in a student-centered, evidence based way.</p>	<p>Access to district helping teachers</p> <p>Abby Schools Curriculum Website</p> <p>Reading Comprehension Toolkit</p> <p>MathUp</p> <p>Monthly Curriculum Collab Team Time</p>

Progress

This past year we made progress in the area of student voice with the creation of a bi-monthly student council, and also continued in our second year of our Grade 8 Indigenous Student Advisory. Homeroom teachers explored the use of class circles and ways to highlight student

voice in their own classroom as well. Staff continued to explore culturally affirming practices and ways to bring an anti-racist stance into the classroom. Academically we completed our first year of a school wide fall and spring Vernon, and a spring SNAP. We had several focused staff collaboration times in which we focussed on ways to use these assessments to guide our teaching practices, and looked at tools such as the Comprehension Toolkit . All teaching staff also participated in an Inquiry team this past year where they maintained their own personal inquiry around either: Equity, the First Peoples Principles of Learning, Competency Based Assessment, or Inquiry.



Making Connections: Explain how your school goal aligns with the Aboriginal Enhancement Agreement any of the following; Grade Three Imperative, Social Emotional Learning, the revised curriculum.

District Strategic Plan

- Excellence in teaching
- Excellence in leadership
- Flexibility & access to programs / services
- Ethical & innovative use of technology
- Parental & community engagement

- Ongoing focus on teacher collaboration, professional development and implementation of best instructional practices
- Decision backed by data/evidence and support school plan for success
- Generalist LSS model and biweekly School Based Team meetings with a focus on equity, inclusivity, perseverance and adaptability when identifying and supporting student individual needs (What's best for students...)
- Supportive of diverse population (English classrooms: 15% ELL or Ever ELL and 9% designated IEP students, as well as 10% Aboriginal Students)
- Student voice to create empowerment and engagement to help guide and discuss school goals, concerns, ideas and recommendations.
- Student access to a variety of extra curricular activities and clubs to promote leadership and inclusivity.
- Technology use to enhance learning and promote critical thinking and problem solving.
- PAC members are consulted with for goal development.
- Regular communication to parents through emailed weekly bulletins as well as promoting school events / activities on social media sites.

<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"> • Decisions backed by data/evidence (MDI, Student Learning Survey, FSA, Grade 6 Write, School Wide Assessment) and support school plan for success. • Goals developed in collaboration with teachers, EA's and in consultation with PAC. • Grade team department heads meet monthly with administrators and teams have weekly collaboration time. • Pod teachers meet with administrators each term to review student achievement and concerns. • Professional Development committee to provide examples of best practices at staff and team meetings. • Learning Commons Teacher works collaboratively with staff to support technology and provide enrichment opportunities for students. • Indigenous Champion(s) work in collaboration with the Indigenous Support Worker and Administration to promote activities and/or lesson plans at staff meetings as well as provide indigenous content integration examples in the classroom. • Indigenous Support Worker tracks, monitors and supports indigenous students with attendance, academic achievement and social emotional support. • Youth Care Worker supports teachers with behavioral student needs by offering in-class assistance or small group meetings that focus on a specific intervention/strategy. • On going staff collaboration during prep times, before and after school, with a student centered focus. • PAC members are consulted with for goal development. • Regular communication to parents through emailed weekly bulletins as well as promoting school events / activities on social media sites.

Enhancement Agreement For Indigenous Students

STUDENT SUCCESS GOAL

“Indigenous students will be supported to develop their full potential in all aspects of school life.”

At CDG we are committed to supporting our Indigenous learners to develop their full potential by offering them a safe space withing the school (Stelakw Room). It is a space where all students can go to take a break, attend cultural activities and receive social emotional learning and mental health support. Our Indigenous Support Workers will ensure that Indigenous students receive academic support and any other additional support to ease anxieties/stress related with attending school. Our whole staff will collaborate and actively participate in supporting Indigenous students in their successful academic completion of grades 6 to 8.

Values:	CDG Strategies	Person Responsible
Successful transition from grades 5 to 6 and grades 8 to 9	Hawk Cousins, Wolf Cousins, site tours, introduction to next ISW	ISW
Consistent Attendance	Weekly meetings to track and address absenteeism	Admin, School Counsellor, YCW, ISW
Connection to a career (gr 8)	Course planning high school, university, looking at career interests and options, thinking about the future	ISW
Achieve reading benchmarks as measured in grade 7	Reading groups – focus on Indigenous content	ISW with support from LSS teachers

Successful academic completion of grades 6 to 8	Check ins and holistic, wrap-around support	ISW with support from ALL staff
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CULTURAL IDENTITY GOAL

“Students will learn about their own Indigenous cultural identity and connect with their ancestry in a meaningful way. When Indigenous students know their identity, who they are and where they have come from, they will develop a positive sense of self and belonging.”

At CDG, we will be focusing on Metis and Sto:lo culture throughout the year. Our goal is that each classroom receives or participates in at least one cultural activity planned by the ISW's. Indigenous students are encouraged to participate in monthly activities that will include inviting Elders to come connect with them in the St'elakw' room. Another avenue for hands on learning includes working in our greenhouse where Indigenous plants and medicines will be showcased and learned about school wide.

We have adopted the 7 Teachings as our school's set of character values. Each month we focus on a different teachings via class discussions, worksheet activities, student-made information videos, and/or assemblies and we recognize students who demonstrate the value highlighted with a certificate.

Values:	CDG Strategies	Person Responsible
Students will learn about the diversity of different Indigenous cultures and their personal connections	Metis & Stolo First Nation specific presentations	ISW
Indigenous language	Halq'eméylem language focus this year, build a word wall	ISW & LSS staff
Positive Indigenous role models and connection to elders	Hawk Cousins, Wolf Cousins, Elder presentations	Admin & ISW

Learning that is place-based, learning from the land, in a hands-on and experiential way	Greenhouse/ Courtyard, medicine walks as a presentation, consultation with teacher champions about lesson plans regarding Indigenous Principles of Learning,	ISW, ADMIN, Teacher Champions, , Greenhouse team, ALL teachers
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EQUITY AND ACCESS GOAL

“Indigenous students thrive in an environment that supports equity and access to all opportunities in schools.”

At CDG, students have access to all the supports they need through our St’elakw’ room. We provide breakfast, lunch, snacks and clothing to students that require them. We have reached out in the community for support and donations to help feed families and/ or students such as Starfish Backpack Program & Salvation Army.

We also provide support to students that have behaviour difficulties. We offer an alternate program as a means of restoration if an intervention is warranted regarding behaviour. These interventions can include gardening, tea & talk, art & chat, SEL boot camps, and reflecting on actions using the 7 teachings.

Values:	CDG Strategies	Person Responsible
Indigenous students have the right to a culturally safe learning environment	Daily St’elakw’ Room Supports	ISW, YCW, School Counsellor
Equity Scan to self-identify structures or systems that create barriers to the success of Indigenous students	Student Survey, All About Me Form, Inclusion of ISW in meetings about Indigenous Students, participation in SBT	ISW, Admin, YCW
Reducing the over-representation of Indigenous students related to discipline	Alternate suspension program prioritizing a restorative approach with a focus on the 7 Teachings	Admin, YCW, ISW, all teachers

Supporting transportation	City bus passes, supporting parents to fill out paperwork for the school bus, communicating with district to waive bus fees when needed	ISW
Ongoing learning, across all systems, about the truth and history of Indigenous people in Canada, the impact of that history on our students today and their families	<p>Staff meeting in the fall to focus on reconciliation and how to present the topic of residential schools in an appropriate way</p> <p>ISW and Indigenous Champions support/provide appropriate teaching resources https://indigenous.abbyschools.ca/library</p>	<p>ISW ALL STAFF</p>