



Honesty  
Empathy  
Achievement  
Respect  
Teamwork



## Byrne Creek Community School: School Plan 2019/2020



### Goal

To improve student learning by strengthening students' competencies with respect to Social Emotional Learning and enhancing their mental health literacy and strategies to address anxiety.

### Objectives

- Increase staff knowledge of Social Emotional Learning Competencies through Professional development and resources provided during Pro-D days, staff meetings, and collaboration time.
- Provide strategies to address SEL competencies with our students, and track progress when strategies are applied.
- Continue to build Mental Health Literacy for staff and students.
- Implement targeted supports for tier 2 and 3 students. (Boys group, FLEX Time group, Tatoo, Girls Group, and continued work with specialized community agencies.)
- To teach the Social Emotional Learning Competencies using an Indigenous World Views lens.

**Rationale:** Over the past couple of years, we have noticed an increase in student disengagement as exhibited by issues with attendance, progress and achievement, and behaviour. We have noticed that students are increasingly struggling with mental health related issues such as anxiety, and this is impacting their level of success in school. We have also noticed that our staff is needing support in this area and is searching for ways to respond effectively in order to support these students. We believe that building teachers' capacity to strengthen students' social emotional learning competencies will improve student success. The social emotional learning competencies of Self Awareness, Self-Management, Responsible Decision Making, Social Awareness and Relationship Skills are essential to the successful development of the Core Competencies in students. The goal of strengthening students' SEL competencies is part of creating an inclusive and caring community where we implement a strength-based approach to learning that meets diverse student needs.

**Evidence:** Anecdotal reports from staff (Counsellors, Community School Coordinator, Learning Support teachers, and Classroom teachers) as well as school data (attendance reports, report cards) indicated that students' progress and performance in school is being impacted by anxiety and a lack of healthy development of self-regulation skills. These students are displaying inconsistent attendance patterns, high degrees of absences, and even when students are in class, they are not able to remain in class. These observations have been made at all grade levels and clearly identify a need to implement some focused learning and understanding with respect to social emotional learning and mental health and how it impacts our students. We also have the results of the **Compass Survey** administered to our students in May 2019 that indicate there is a need to focus in these areas.

**Actions / Strategies:** We will provide staff with professional development regarding Social Emotional Learning and the strategies that can be implemented to support students in developing these competencies. The SEL teacher lead has presented at our first Pro-D day this year. The teacher lead has also invited teachers to meet during collaboration time to discuss specific strategies that can be implemented. They will track their progress monthly with specific students / classes in mind. We will continue to provide Mental Health Literacy education to staff and students through presentations, distribution of resources and group discussions. We are implementing targeted tier 2 and 3 supports for students including: FLEX Time Group, Boys group, Tatoo, Girls Group, and continued work with specialized community agencies. We will continue to embed an Indigenous World lens in our work with SEL. At our first Pro-d Day we spent time learning about the Medicine Wheel and how to explicitly make connections to SEL and mental wellness. We will use the resource "Ensouling our Schools" to support us in embedding Indigenous World Views into our work.

**Engagement:** The core group of teachers actively engaging with the Social Emotional Learning Team is growing. During collaboration time there are 12-14 teachers engaging in the Social Emotional Learning discussion and implementing strategies in their classrooms. We are engaging students in developing these competencies through active teaching and implementation of the strategies. Parents are being engaged by communication from school staff, presentations at parent evenings, and electronic resources being sent through the parent portal and school newsletter.

**Communication:** We will continue to discuss our SEL and Mental Wellness initiatives with staff at staff meetings, department meetings, school pro-d days, collaboration time and learning groups. We will also continue to engage our parent community in the conversation and the learning through regular communication, and parent evenings.



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## Byrne Creek Community School: School Plan 2019/2020



### Goal – Numeracy through Literacy

To improve numeracy and literacy skills to each student’s potential to promote success in all areas of learning.

#### Objectives

- Shift from school wide Numeracy Days to targeted Department work to build students’ skills and understanding of Numeracy tasks.
- Provide working time for the Numeracy / Literacy Team to work with subject area teachers to develop Numeracy / Literacy tasks and implement strategies to promote student learning and success.
- Continue to implement standards based approaches to teaching and learning and the use of the proficiency scale with respect to assessment.
- Continue to implement targeted supports to tier 2 and 3 students (Symphony Math, FLEX time support for Numeracy with ELL students)
- To teach the Numeracy / Literacy Competencies using an Indigenous World Views lens.

**Rationale:** When the Numeracy Assessment was first introduced, a group of staff members came together to discuss. What is numeracy? What is this assessment all about? How will this look for our students? In these conversations, anecdotal reports from teachers indicated that our students’ numeracy skills were not well developed. These anecdotal reports, school math marks, and the students’ results on the numeracy assessments thus far all indicate that we need focused work in this area. The focused question is: How can we improve the numeracy level in our students? In addition, it became clear that success in numeracy also requires adequate literacy skills. This led to the formation of our Numeracy Team that has worked together to create school wide Numeracy Lessons that were implemented last year. This year we will shift from school wide Numeracy Days to Departmental developed Numeracy/Literacy tasks.

**Evidence:** Anecdotal reports from teachers as well as school and ministry data (Math marks, Numeracy Assessment) indicate that students need to further develop their skills in this area. The Numeracy Team focused its energies on developing school wide Numeracy Lessons that all teachers were involved in delivering, and students in every grade level received. There were two sets of Numeracy Days/Lessons planned in the year. Two lessons were delivered to students in October and two lessons in February. When looking at the student responses of the assignment attached to the first set of lessons delivered, it was clear that further work was needed. Our hope was that the second set of lessons in February would show some growth in student responses. The student responses in February did in fact show student improvement. The senior students were able to provide more sophisticated responses than the more junior students, but there was a trend of improvement in general. Student interest and engagement was observably higher as the topic of “potential school expansion” was a relatable topic of interest to students. Results on the Numeracy Assessment indicated that students still need great support in this area.

**Actions / Strategies:** At our school Pro-d Day in April staff discussed next steps for Numeracy. It was the feeling that we need more than just a few dedicated Numeracy Days throughout the year. The **shift** should be **to focused department work** so that **Numeracy tasks** can be **regularly built in to subject area contexts across the curriculum**. The Numeracy Team has also recognized the need to **build Literacy strategies into this plan**. The Team will be given **release time to help departments develop these tasks / strategies** that can be incorporated into daily practice. As these **strategies** are **implemented by teachers**, they will **monitor and track the progress** of their students.

**Engagement:** There is a core group of 6-8 teachers on the Numeracy Team. We will continue to engage teachers in Numeracy and Literacy as the Numeracy/Literacy tasks shift to being developed by departments. We are engaging students in developing these competencies through active teaching and implementation of the strategies developed. We will continue to engage parents by discussing our progress at Community Council Meetings and other parent information evenings. We will also provide Numeracy/Literacy resources, strategies, and tips through our school newsletter.

**Communication:** We will continue to discuss our Numeracy/Literacy initiatives with staff at staff meetings, department meetings, school pro-d days, collaboration time and learning groups. We will also continue to engage our parent community in the conversation and the learning through regular communication, and parent evenings.