

# BYRNE CREEK COMMUNITY SCHOOL

## Literacy Goal

2024/2025

### CLEARLY STATED GOAL, OBJECTIVE, INQUIRY QUESTION (What impact do we want to have? How is this connected to student learning?)

- Improve literacy outcomes for all students
- Provide additional support within a UDL framework for students who have a significant need for literacy support
- Embed equity and critical literacy into all aspects of our literacy work at Byrne Creek – literacy needs to reflect the lived experiences of the learners in our school, specifically by using Gholdy Muhammed’s culturally responsive literacy framework (literacy as identity, skill development, intellectualism, criticality, and joy)

### RATIONALE (What specifically is the problem we are trying to solve?)

- Literacy 10 assessment data indicates that Byrne students are performing below the provincial and district average
- Anecdotal evidence from staff, including through Grade 7 articulation, suggest that a significant number of students are reading substantially beneath grade level
- Literacy is culturally responsive. In a school as diverse as Byrne Creek, literacy cannot be understood or supported outside of cultural context.
- Literacy support for some learners has in the past happened in separate settings. Under our current paradigm, literacy skills need to be developed within inclusion and UDL frameworks.

### ACTIONS/STRATEGIES (What change could we make that will result in improvement?)

- Use the Literacy 10 assessment data to provide more information for staff about what aspects of literacy Byrne Creek students are succeeding, and where the assessment indicates there is more work to be done (while recognizing that writing-intensive literacy assessments do not capture different cultural literacies, particularly for students from oral cultures).
- Identify students who require additional support with their literacy skills and assess their reading levels (using the DART, administered in Nov 2024 and February 2025). Once we know who these learners are, we can offer their teachers additional support with planning and assessment within a UDL framework, especially in cases when more than one student with additional literacy needs is in a class.
- Explore ways to improve these students’ literacy skills outside of their regular classes (flex time, lunch, or after school literacy clinics).

### ENGAGEMENT (How will we meaningfully engage teachers, students, and parents?)

- Train and support teachers in what literacy is and what literacy instruction looks like.
- Introduce the Learning Pathways documents and progressions to staff to increase their understanding of the different aspects of literacy.
- Provide time through professional development for teachers to plan and reflect on literacy practices in their teaching areas.
- Support teachers with planning and assessment specifically for the classes of students with exceptional literacy needs
- Build capacity within our Department Heads so they can also provide support for teachers in applying the learning pathways in their learning areas.
- Inform parents through Community Council meetings.

### EVIDENCE (How will we know if we are having the desired impact?)

- Literacy 10 scores for Byrne Creek students improve and are at the very least on par with provincial and district averages.
- Staff understand what literacy instruction looks like in their school areas and literacy instruction is embedded across the curriculum
- Students with exceptional literacy needs are receiving support within mainstream classes and are experiencing measurable improvement in their reading ability

### COMMUNICATION (How will we communicate our work to the school community?)

- Regular updates and requests for feedback at DH meetings, staff meetings, and Community Council meetings
- Opportunities for staff to be involved in assessment processes and literacy focused learning

# BYRNE CREEK COMMUNITY SCHOOL

## Wellness Goal

### 2024/2025

**CLEARLY STATED GOAL, OBJECTIVE, INQUIRY QUESTION** *(What impact do we want to have? How is this connected to student learning?)*

To improve educational outcomes for **all students** by identifying and removing structures and practices that devalue and oppress:

- BIPOC (Black, Indigenous People of Colour) Learners
- Learners with Disabilities & Diverse Abilities
- Students currently and formerly in care
- LGBTQIA2S+ Learners
- English Language Learners
- Students with overlapping or intersecting social identities

We will develop practices that focus on:

- creating a school culture where participation and belonging of all learners in all classroom settings is the norm
- the principles of UDL (Universal Design for Learning) in our classrooms
- recognizing and honouring equity, diversity, inclusion, and reconciliation for all learners

**RATIONALE** *(What specifically is the problem we are trying to solve?)*

Schools have a responsibility to promote the values of equity, justice, and democracy, and to educate our young people about diversity as the conduit to enshrining each and every individual's humanity; creating a system that embraces diversity is the action-oriented way in which we de-colonize public education. In order to build an authentically inclusive community that embraces diversity, we must recognize that ableism, racism, homophobia, and other forms of discrimination have institutional and systemic roots and expressions.

**ACTIONS/STRATEGIES** *(What change could we make that will result in improvement?)*

- UDL Learning Team
  - Participation in Coast Metro Consortium's 2024-2025 Learning Series: Designing Learning for All with Novak Education
  - Presentations at staff meetings and school-based pro-d days
  - Creation of a school-wide digital resource
- School structures and frameworks
  - Collaborative review of processes that involve student programming
- Indigenous Focussed Pro-D Day
- Anti-Racism Focussed Pro-D Day
- UDL Focussed Pro-D Day

**ENGAGEMENT** *(How will we meaningfully engage teachers, students, and parents?)*

Byrne Creek's Wellness Team, co-chaired by Janisha Haywood and Nicola Gillam, consists of approximately 12 teachers from across all curricular areas. The Team meets monthly, and involves students, teachers, and parents through the use of:

- surveys and focus groups designed to elicit feedback on what is important to each of them
- parent evenings
- pro-d sessions

The Learning Team will actively engage with other groups at Byrne Creek to enact meaningful change. Groups to collaborate with include, but are not limited to:

- |                                     |                                  |
|-------------------------------------|----------------------------------|
| • Healthy Schools Nurse             | • Gay Straight Alliance (GSA)    |
| • Indigenous Education Support Team | • Mental Health Awareness Club   |
| • Student Services                  | • Community Council              |
| • Learning Support Services         | • Community Room                 |
|                                     | • Black Students' Affinity Group |

Collaborating with other school groups will help students and staff make connections between healthy living, equity, and students' sense of community & connectedness with learning outcomes across all curricular areas.

**EVIDENCE** *(How will we know if we are having the desired impact?)*

Over the past several years, the staff, led by the Wellness Team, have collected information about the following:

- |                        |                        |
|------------------------|------------------------|
| • physical activity    | • obesity              |
| • healthy eating       | • school connectedness |
| • mental health        | • bullying             |
| • alcohol and drug use | • academic achievement |
| • smoking, vaping      | • sedentary behaviours |

using:

- the Youth Development Instrument (YDI)
- an annual Student Forum
- a Student Forum for ELL students
- LSS feedback surveys
- course completion rates
- data from learning updates and school conduct records

This year, we will focus on implementing strategies and taking action to address concerns and areas of growth identified in these instruments. We will also focus on developing and using a more strengths-based approach to data collection in future surveys and forums.

**COMMUNICATION** *(How will we communicate our work to the school community?)*

We will work to increase staff participation in our Learning Team as a means of improving communication of our work to the school community.

The UDL Team will develop a digital means of sharing ideas and resources within the school community.

We will also provide regular updates at staff meetings and Community Council meetings.

The school plan is published on the school website. Information will also be shared with parents at Community Council Meetings, and at Parent Information evenings throughout the school year.

The Wellness Team will host a follow-up session with participants from the previous year's Student Forum, and they will collaborate closely with student groups such as the Mental Awareness Club, the GSA, and the Black Students' Affinity Group.

Administration will be intentional about following up with students (and family members) after incidents where they have been harmed.