

Updated: September 20, 2022



Brocklehurst Middle School
Annual School Learning Plan 2022-2023

Acknowledgement

Secwepemcúl'ecw yi7élye ell, re tmicws re Tk'emlú'semc n7élye.
School District No. 73 (Kamloops-Thompson) acknowledges that it is on
the territory of the Secwepemc Nation, specifically the territory of the
Tk'emlups te Secwepemc People

Kamloops School District No. 73 is located within the traditional territory of
the Secwépemc people and includes the seven Secwépemc First Nations
Bands:

- Tk'emlúps te Secwépemc
- Whispering Pines/Clinton Indian Band
- Skeetchestn Indian Band
- Simpcw First Nation
- Adams Lake Indian Band
- Little Shuswap Lake Indian Band
- Neskonlith Indian Band

Our school partners with Tk'emlúps te Secwépemc through our Local
Education Agreement ([link here](#)) and the Aboriginal Education
Enhancement Agreement ([link](#)).

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CONTEXT

Brocklehurst Middle School is the only middle school in SD73. Our school is home to 777 students in grades 7, 8, and 9. Six elementary schools feed into Brock Middle: Rayleigh, Bert Edwards, Arthur Hatton, AE Perry, Parkcrest and Kay Bingham. Sixty percent of our students ride a school bus covering areas throughout the North Shore, Rayleigh, Heffley and Sun Peaks. Approximately twenty six percent of our students are of Aboriginal Ancestry, and twenty one percent of our students have an Individualized Education Plan (IEP). We have 1 District Resource Room with 3 certified education workers, 2 aboriginal education workers, 8 school-wide certified education workers, 4 additional support staff, 51 teachers, 3 secretaries, 5 custodians, and 3 administrators.

Brock Middle provides unique learning experiences to our students. We have three sports academies: Swim, Hockey and Dance. We offer a grade 7 Language rotation where students take 3 - 12 week courses that include French, Secwepemctsin and Coding. In Secwepemctsin classes, students engage in traditional carving of dugout canoes with the guidance of a master carver and the support of our AEW's. All Brock students engage in prescribed elective explorations in grade 7 and 8, designed to expand students' elective experiences. Grade 9 students have more voice and choice in their electives to support a natural transition to NorKam Senior Secondary. Brock runs a linear timetable and cohorts grade 7 Core classes and grade 8 Humanities and Science/Math classes.

Brock Middle is focused on becoming more responsive to the students' transition of social and emotional development while maintaining high expectations for academic growth. Our school vision is "Through Curiosity, Compassion and Courage, we strive to build meaningful connections and become our best selves". These values and our vision statement were created through a consultative process with staff, students and parents during the 2021-2022 school year. These 3 values guide our work as a supportive, responsive, empowering and equitable school community. They bridge our commitment to the District mandate to support learning opportunities and environments which inspire students to thrive through the four values of connection, equity, well-being and sustainability. District Strategic Plan: ([Link](#))

We annually involve our staff, students and parents in the growth and development of our SLP through a multifaceted approach that ensures consultation, collaboration and action planning. Our Instructional Leaders Team (ILT) guides initiatives and strategies with our staff. Our student advisory group of approximately 3 to 5 students per grade meets at least 3 times a year. We engage parents through PAC, school newsletters and our website. We engage our Aboriginal partners through open communication and collaboration with members of the Aboriginal Education Council. Our SLP is at the forefront of all meetings with staff, parents and ILT. Our SLP goals are supported by two numeracy blocks led by Daren Clark to initiate classroom numeracy activities, and by four additional counseling blocks designed to support well-being activities at the classroom level and with student support groups.

Learning Goal

INTELLECTUAL DEVELOPMENT

To develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.

DISTRICT GOAL: Every learner will develop competencies and skills to succeed academically.

DISTRICT OUTCOME: Students will meet or exceed literacy/numeracy expectations for each level.

SCHOOL RESULTS ANALYSIS:

[Data Appendix](#)

Brock Middle will strengthen students' numeracy skills.

SCHOOL GOAL:

Through our shared values, we will strengthen our students' numeracy skills to eliminate the historical deficit between Brock Middle School students and the District specifically for indigenous and diverse learners.

AREAS TO CELEBRATE:

In Math and Science, our data shows an increase in Non-Aboriginal and Aboriginal learners achieving a C+,B or A (Developing and Extending) from grade 7 to grade 9. By grade 9, our Non-Aboriginal students are comparable to All Schools data in Math and Science. By grade 9, we have fewer students (indigenous and non-indigenous) "not meeting expectations" compared to the district average; by grade 9, 90% of indigenous students are at or above grade level.

AREAS TO GROW:

Grade 7 diverse and indigenous learners will meet or exceed numeracy expectations by grade 9. Currently, based on provincial assessments used in our data appendix, grade 7 FSA's reflect students' numeracy skills upon entry to BMS. Additional measures of students' academic growth in numeracy need to be implemented in grade 9 to create a 3 year trend line for all learners; targeting diverse and indigenous over the 3 years at BMS.

OBJECTIVES:

Grade 7 diverse, and indigenous students will meet or exceed numeracy expectations by Grade 9.

SCHOOL STRATEGIES:

To improve in numeracy, we will (classroom practices):

- developing Essential Learning Standards for each grade level
- continue to integrate the Thinking Classroom based on Peter Liljedal's work in all Core 7 classes and with Grade 8 and 9 Math classes.
- integrate Numeracy tasks into all Math classes and into specific subject: Careers, Science and Social Studies.
 - Utilize our Numeracy Coordinator and 2 additional blocks to ensure all Math classes experience 5 numeracy tasks per year and 3 numeracy tasks across the 3 specific subject areas.
 - Numeracy tasks in grade 7 and 8 will be scaffolded and worked on in groups using vertical board learning surfaces.
- integrate a monthly focus with the Instructional Leader Team to support numeracy integration in all subject areas - using data to inform practice.
- numeracy discussion at all staff meetings
- provide collaborative time to building numeracy sprints, tasks and assessments.
- connecting district values, school values, and core competencies to Numeracy.
- create a data set to capture student improvement

To improve classroom practices, we will (PD strategies):

- aligning PD to our numeracy goal
- get staff working with SD73 Numeracy Coordinator and our staff Numeracy Coordinator on numeracy skills - to improve how to embed numeracy into student learning, and how to assess student numeracy learning.
- numeracy focussed Pro-D days working in collaboration with feeder schools.

To improve grade-to-grade transitions, we will:

- strengthen our transition plan for our grade 9's to NorKam.
- strengthen our transition plan for grade 6 students to Brock Middle.
- have EDPlan RTI data ready to go in September for all teachers/classes of foundational courses. (Utilize Jake Schmidt)
- focus on Grade 7 classes to build student profiles with a focus on numeracy - in early September.
- RTI Math/Science results to identify Emerging Learners

- ensure Core 7 classes are designed with balanced numbers of students with diverse learning needs, academic achievement, gender etc.
- track students on identified through the Pre-Screening process, on partial programs and accessing targeted interventions: Blended Learning, Social Thinking Groups, ELL, Courage groups, RISE etc.

To improve school completion (Use graduation rates), we will:

- utilizing Core Competencies reporting system to have students set goals: immediate, short term, long term etc.
- utilize Career Coordinator to build goals and support students in future orientation.
- focus on Grade 9 future orientation and resiliency with numeracy problem solving.
- actively track students who are disengaged with BMS or connected to TREC.

To improve Aboriginal student learning, we will:

(Use Local Education Agreement and Aboriginal Education Enhancement Agreement)

- utilize Blended Learning to support Math and Numeracy Skills.
- utilizing Frank Marchand as a role model in Language Exploration and Problem Solving based on First Peoples Principles of Learning.
- promote Secwepemc culture and language at BMS through a Grade 7 language exploration block that introduces/enhances all students' experiences with Secwepemcstn and Secwepemc culture.
- connect Indigenous youth and families with our Aboriginal School counselor and Aboriginal Outreach worker to provide support and unique academic programs to keep students connected to their learning and our school community.
- provide Pro-D opportunities centered around the Circle of Courage, trauma informed practice, and First People's principles of learning.
- utilize our Aboriginal Support block to curate classroom lessons and resources, in conjunction with Henry Grube coordinators, and provide PD at staff meetings to support classroom learning.
- create a live document for teachers to report/share curriculum focused on First Peoples Principles of learning.
- work collaboratively with LMO, SCFS, and T'Kemlups education coordinators to support our students.

To improve in learning, we are ensuring that our resources meet our students' needs:

- curriculum resources:
 - Vertical Learning boxes in library for sign out
- share numeracy resources on sharepoint
- Create a working group to review and recommend numeracy resources (led by Numeracy Coordinator)
- Human resources:
 - District Numeracy Coordinator
 - Release time for class visits by coordinator
- Extracurricular:
 - Celebrate clubs and recognize numeracy connection
 - "What's Happening at Brock" on website
- Field trips:
 - Change field trip forms to note numeracy connection of trip
 - Provide subsidy to trips that meet numeracy goals
- Other:
 - Student advisory group (Principal's Council)
 - Numeracy corner on School Newsletter

Evidence and Next Steps

District Level:

- Initial Brainstorming and planning May 12, 2022 at Leaders Meeting

Brock Middle School Level:

Instructional Teacher Leaders and Staff:

June 2022 - Discussed Numeracy goal and strategies with 2021-2022 Instructional Teacher Leaders. Brainstormed additional strategies at the school level.

June 29, 2022 - Discussed Numeracy goal with new Instructional Teacher Leaders to set **Next Steps** expectations for 2022-2023 school year.

June 2022 - Met with Numeracy Coordinator Darren Clark to set **Next Steps**

- Setup 2 Numeracy blocks into his timetable: 1 block will focus on Thinking Classroom activities with all Core 7 teachers and 1 block will focus on Numeracy Tasks.
- We will focus on 5 Numeracy tasks per year in each Math class. Grade 7 and 8 numeracy tasks will be scaffolded and worked on in small groups.
- We will focus on 3 additional numeracy tasks in Careers, Science and Social Studies.

- Setup an assessment schedule: We will pre-test Grade 7 students and post test Grade 9 students in April of each year to provide data on our students' progress with numeracy skills.
 - September 15, 2022 - Met with District Numeracy Coordinator (Monica Bergeron) and Dareen Clark to map out and initiate Numeracy tasks in Grade 7 classes starting in October 2022
- Connected Ryan Bourdeau (Blended Learning teacher) and Amanda Straker (Aboriginal Support Teacher) to **Math-Up** Pro-D sessions put on by Coordinators at Henry Grube.

Staff Meetings:

- SLP will be at the forefront of all staff meetings for 2022-2023 school year.
- Presented SLP numeracy goals for 2022-2023 school year at June staff meeting.
- New staff discussed school goals as New Teacher meeting for Brock
- All staff discussed School goal and Numeracy at the September 2022 staff meeting. Completed the Thinking Routine - See, Think, Wonder - to gauge their hunches, concerns and wonders about Numeracy skills in our Brock students.
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Student Advisory group:

- At September grade meetings for grade 7,8 and 9, students were informed of school goals and numeracy initiatives that will be occurring in the school.
- September - Names grade 9 students to Student Advisory Council and Aboriginal Advisory Council - these students will become part of the 2022-2023 Student Advisory group at Brock

PAC:

- Will keep SLP discussions and collaboration at forefront of school presentation to PAC.
- School goals were presented at the June 2022 PAC meeting and again at the September 2022 PAC meeting.
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Parents:

- Sharing SLP goals and initiatives in the school newsletter which is posted onto our school website.

Wellbeing Goal

Feeling Welcome/Safe/Sense of Belonging/ Two or More Adults Who Care

HUMAN & SOCIAL DEVELOPMENT

To develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, acceptance and respect for the ideas and beliefs of others.

DISTRICT GOAL: Every learner will feel welcome, safe, and connected to their environments (district-school-classroom).

DISTRICT OUTCOME: Students will feel welcome, safe, and connected to their school.

SCHOOL RESULTS ANALYSIS:

[Data Appendix](#)

BMS will focus on students' sense of safety at school. In particular, our indigenous and non-indigenous students who feel safe are significantly lower than the District and Province.

SCHOOL GOAL:

Through our shared values, all students, female, male, LGBTQ+, Indigenous, Non-Indigenous, and diverse, will meet or exceed District and Provincial levels for feeling safe at school.

AREAS TO CELEBRATE:

Indigenous and diverse learners are supported through our Blended Learning program in their academics which provides self-paced, individualized learning programming. This supports students who have disengaged from school due to Covid and the transition to the larger Middle School. We will continue to provide Social Thinking groups and counseling support groups (Worried Tamers) to students throughout the school year. We will continue to utilize the Student Learning Survey to add questions around how these programs support student learning and sense of belonging and connection. We will seek school events such as pep rallies and guest presentations that provide options for students to connect with their school.

AREAS TO GROW:

- Indigineous and Non-Indigineous (including diverse students) student populations report low levels of belonging and safety at school.

SCHOOL STRATEGIES:

To improve greater feeling of safety at Brock, we will:

- engage parents in this conversation at the October PAC meeting.
- ensure Brock has active groups that support specific students: LGBTQ, Boys Club, etc.
- ensure there are spaces for different students and groups (Welcome Room, WIN room, LAC hub, clubs, TNT program, Boys Club, Girls Group, Leadership/Student space, LGBTQ group, Gaming Space, Intramurals)
- utilize the Student Learning Survey to add questions around how these programs support student learning and sense of safety, belonging and connection.
- ensure school events such as pep rallies and guest presentations take place on a schedule to build school pride and build a sense of connection in our students with Brock.
- promote our 3 school values (as well as our 4 District values) and our school slogan with staff and students to build pride and ownership of our school vision.
- bring in guest speakers like Safer Schools presentation and BC Lions on Be More Than a Bystander.
- ensure we have a breakfast and lunch program.
- pull together a Working Group of staff members to support and review Well-Being of students at Brock
 - Brock Culture Club started different initiatives in September 2022, driven by Brock teachers to support student Well-Being.

To improve classroom practices, we will:

- focus on Social Emotional Learning in the classroom, with staff and led by our teacher leaders.
 - We will utilize our additional 4 blocks of counseling to lead classroom conversations with our Core 7 classes around building a positive school community, strategies to self regulate, to support healthy mental health, proactively tackle inequities and bias, and other social, emotional lessons.
- ensure First People's Principles of Learning are visible in every classroom and reflected in classroom assignments.
- utilizing authentic aboriginal resources and LGBTQ resources within classrooms so students see themselves reflected in the curriculum.
- coordinate professional development around connection and relationship building.

- Acts of Compassion - classes choose and carry out socially positive activities that support the school environment (ongoing throughout the year).
- recognize students who provide service/acts of compassion.
- build compassionate classroom communities: as outlined in *Ensouling our Schools*.
 - build student capacity regarding Self-Regulation by Goal Setting and planning within classrooms as a means of improving student engagement, emotional regulation and mindfulness.
 - engaging all of our students in Competency Based practices.
 - have students actively reporting/reflecting on Core Competencies.

To improve in grade-to-grade transitions, we will:

- ensure expectations regarding student behaviour (AP 360 Code of Conduct and School wide expectations to promote a safe and healthy Brock Middle school community) are discussed and visible in every classroom and understood by all students.
- host regular grade meetings after each reporting period.
- recognize students' achievements and contributions to a positive school environment.
- utilize Pre-Screening and Counseling/Admin meetings to ensure wrap around supports for vulnerable students.

To improve wellbeing, we are allocating our financial resources towards:

- Pro-D to build capacity in trauma informed practice, inclusion, restorative practices, mental health and well-being.
- classroom resources that reflect our diverse student population.
- provide release time for teachers to improve instructional practices and provide differentiated instruction and assessment, enhance self-regulated learning, and engage students in inquiry, choice and autonomy.
- Work with AEW's to bring in guest speaker to discuss aspects of Well Being with our students.

To improve Aboriginal student learning, we will:

- implement strategies in Local Education Agreement and Aboriginal Education Enhancement Agreement.
- Strategies reviewed and shared at staff meetings, ILT meetings and reiterated through our Aboriginal Support Teacher.

Evidence and Next Steps

With Staff:

- Culture club - September 2022 - teacher initiated to support students' sense of connection and well-being.
 - September: focus on presence in the hallways and greeting students at the door.
- Staff Rep for SOGI - Brian Badgero - Sept 2022
- Staff Rep for Diversity Lead - Kyle Reynaud - Sept 2022

Staff Working Group on Well-Being:

With Parents:

- June 2022 - Held a Year-end Award assembly to celebrate student's academic achievement and demonstration of school values. It was well attended by parents and the community.

With Brock Student Advisory Group:

With PAC:

- September PAC meeting. Discussed purchasing wrist bands that state our school values. Will provide to students as rewards to knowing and/or demonstrating school values.

Utilizing Student/Parent Surveys:

- DEWRS, School Learning Survey Data to support and guide future strategies

Professional Development:

- Established the theme of PD at Brock for 2022-2023 school year as Well Being.
- October 2022, we are bringing in an Indigenous speaker to discuss Trauma informed practice.
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Structured Data Collection:

- Collect Data on number of students: diverse, indigenous/non-indigenous, category, male/female who are engaging in school activities, part of specific groups, receiving awards and/or recognition etc.
- Collect Data on school conduct and the types of school conduct managed at the administrative level.
- Collect specific data on students: male/female, indigenous/non-indigenous, and diverse - who are accessing counseling services at the school level.

CULTURAL & IDENTITY GOAL

CULTURAL & IDENTITY DEVELOPMENT

To develop a sense of identity in individuals and cultural safety and humility in communities.

DISTRICT GOAL: Every learner will feel safe and thrive personally and culturally.

DISTRICT OUTCOME: Learners will have educational experiences that are free of racism, discrimination, sexism, harassment, and homophobia.

DISTRICT OBJECTIVE: Establish a **baseline** of awareness with students, staff, and parents about cultural safety and humility.

SCHOOL STRATEGIES:

Our Brock school community will work together to learn about cultural safety by:

- reviewing school, district and classroom policies to ensure an inclusive learning environment.
- providing proper resources and funding to teachers for various planned activities: Day of Suwentwecw, Pride Month, Orange Shirt Day, National Indigenous Peoples Day and National Day of Truth and Reconciliation etc.
- building connections to our 3 school values and 4 District values.
- bringing in Guest speakers (Ex. Out in Schools)
- organizing professional development focused on how to build cultural safety
- hosting a Aboriginal Family Dinner
- ensuring First People's Principles of Learning are visible in every classroom and reflected in classroom assignments.
- utilizing authentic aboriginal resources within classrooms.
- ensuring Brock has active groups that support specific students: LGBTQ, Boys Club, etc.
- engaging staff in conversations (led by ILT) to discuss Characteristics of Aboriginal Worldviews and Perspectives to build connections to resources, District personnel and guests.
- utilizing student leadership and leadership activities planned for Day of Suwentwecw, Pride Month, Orange Shirt Day, National Indigenous Peoples Day and National Day of Truth and Reconciliation.
- ensuring our learning environment reflects and celebrates diversity.

- celebrating activities and various school initiatives on our school website and newsletter.

Evidence and Next Steps

With Staff:

Staff Working Group on Well-Being:

With Parents:

With Brock Student Advisory Group:

With PAC:

Through Professional Development: