

Updated: September 2023



*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 759 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, 9 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 1-3 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 **2022-2023**, we have started to collect our own [Brock Numeracy Data](#). Data was collected for Task #1 and Task #3.

Our Task #2 was used as a formative opportunity, to utilize feedback from Task #1, to improve students' skills in answering the different aspects of the Numeracy cycle.

This data demonstrates improvement in all grades at BMS in specific areas:

#### **Grade 7: Between Task #1 and Task #3**

On Task #3, we saw a 10% increase in the number of students scoring a 3 on the Numeracy assessment. There was a 7% reduction in students scoring a 1. Students scored a mode score of 3 in Interpret and Solve within the Numeracy Cycle. Overall, students achieved a mode score of 2 (Developing) on both Numeracy assessments.

**Grade 8: Between Task #1 and Task #3**

On Task #3, we saw a 27% increase in the number of students scoring a 3 on the Numeracy assessment. There was a 6% reduction in students scoring a 1. Students scored a mode score of 3 in Interpret and Solve in the Numeracy Cycle. Overall, students achieved a mode score of 3 (Proficient) on Task 3 versus a score of 2 (Developing) on Task #1.

**Grade 9: Between Task #1 and Task #3**

On Task #3, we saw a 11% increase in students scoring a 3 on the Numeracy assessment. There was a 22% reduction in students scoring a 1. Overall, students achieved a mode score of 2 (Developing) on both tasks; however, students consistently scored a mode score of 2 in all aspects of the Numeracy cycle. This was an improvement from the 1's scored in Apply, Solve and Analyze on Task #1.

We had greater buy-in from all Math teachers which was motivated by Brock data, staff collaboration around streamlining the Numeracy skill building process and support from the District Numeracy Coordinator in combination with release time provided to support calibrating Numeracy marking.

In **2021-2022**, 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:**

**2022-2023** School Year:

In all grades, we continue to have a significantly larger percentage of diverse and indigenous learners at an Emerging proficiency on Brock numeracy assessments (BNA's). In all grades at BMS, there are approximately 20% more diverse learners scoring an Emerging proficiency versus all Brock students on our numeracy assessments. Additionally, there are approximately 9% more indigenous learners scoring an Emerging proficiency mark on the numeracy assessments versus all Brock students. See [Brock Numeracy Data](#) sheet.

We need to continue to target specific math and numeracy support for diverse and indigenous students at Brock. Our LAC hub and CEA's also need to support our diverse students with scribing for the Numeracy assessments. Effective adaptations need to be provided to support students' understanding of Math and math fluency.

Feedback from teachers regarding students who struggled with the numeracy assessments indicate that students need additional support in written output and/or adaptations for written responses to effectively answer the BNA's. We need to work with our LAC Hub, Humanities and Student Services coordinators and the District Literacy Coordinator to address strategies and support structures that strengthen students' written responses and communication on these assessments.

**2021-2022 School Year:**

Grade 7 diverse and indigenous learners will meet or exceed numeracy expectations by grade 9. Our Brock data appendix currently utilizes provincial FSA assessments to reflect grade 7 students' numeracy skills. This reflects the numeracy skills of students who are just entering BMS. Additional measures of students' academic growth in numeracy need to be implemented in grade 8 and 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
  - Develop number fluency and number sense using resources recommended by the District Numeracy team
  - develop strategies and structures to support students' ability to decode the Numeracy questions and to improve written output on these assessments
- 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 subjects: Careers, Science and Social Studies
  - Utilize our Numeracy Coordinator and 2 additional blocks to ensure all Math classes experience 3 numeracy tasks per year - 1 numeracy tasks in each Term
    - Utilize Task #2 in Term 2 for students to work through formative feedback from Task #1 to develop greater understanding and skills in answering each component of the numeracy assessment
  - 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 and literacy - 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 our new Core Competencies and SEL Coordinator to support staff and students in reporting on Core Competencies.
  - ensuring that the method to report core competencies is attainable for all students and staff. (Student Gedu accounts and Google Slides)
  - utilize a Brock calendar structure to have planned weeks throughout the year for Core and Elective teachers to prioritize students' to report out on Core Competencies, goals and to self reflect.



- 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 and support students in an enrolling block with Math skills.
- create a live document for teachers to report/share curriculum focused on First Peoples Principles of learning.
- work collaboratively with LMO, SCFS, and T'Kemplups 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
- utilize ILT (school coordinators) and Henry Grube Coordinators 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 - Evidence:**

- District Numeracy Coordinator and team have expanded to support the 2023-2024 school year.
- Initial Brainstorming and planning May 12, 2022 at Leaders Meeting

**Brock Middle School Level:**

**Instructional Teacher Leaders and Staff - Evidence:**

**2022-2023** School year:

- 1 whiteboard kit established in the library for classes to utilize.
- Purchased more movable vertical whiteboards for Core 7 classrooms.
- December Pro-D, Monica Bergeron held a Pro-D session for Core 7 and Math teachers on numeracy skills and number fluency.
- Purchased and put into circulation math resources that focus on numeracy and number fluency which include: Lessons & Activities for Building Powerful Numeracy, Open Middle Math, Great Ways to Differentiate Mathematics, Fluency in Mathematics.
  - **Next Steps:**
    - Continue Pro-D to utilize resources for Thinking Classrooms and number sense/ number fluency.
    - Create more whiteboard kits and provide vertical learning boards to 11th Core 7 classroom.
    - PD needed for next year to support students' written responses and decoding skills.
- Refining of our Numeracy Assessments at Brock to build our own data:
  - Students participate in 3 Numeracy tasks a year - 1 in each term.
  - Our Brock Numeracy Coordinator, supports staff and students to complete these tasks.

- Darren Clark - has refined Numeracy binders for all Math teachers with focused Numeracy tasks that have been improved to best support our Brock students.
  - Jake Schmidt setup Brock Numeracy Data in EdPlan Insight for teachers to enter our data results into.
  - See [Brock Numeracy Data](#) 2022-2023 collected this year.
  - **Next Steps:** Continue to build Brock Numeracy Data
- Collaborated with District Numeracy team and Brock's Numeracy Coordinator to:
  - Mentor a practice Numeracy task in all Core 7 classes so that teachers could observe the process and support students.
  - In October 2022, released all Brock Math teachers to participate in a 1 hour marking session for the practice Numeracy tasks (led by Monica Bergeron and Darren Clark) to calibrate the marking and establish baseline responses for each category of the assessment.
  - In November, all teachers completed the Numeracy Task #1 with their Math classes. Results were posted into EdPlan Insight.
  - Utilized the feedback/results from Numeracy Task #1 so that Numeracy Task #2 supported student learning; all Math teachers scaffolded the Numeracy process and worked through Task #2 in a collaborative and informative manner to improve students' understanding of 'how to' approach each aspect of the Numeracy assessment.
  - In May 2023, Brock students completed Numeracy Task #3 and results were input into EdPlan Insight. (This has established the process that we will utilize at Brock as we move forward.)
  - **Next Steps:**
    - Continue with the BMS Numeracy Assessments format.
    - Connect with District Numeracy team and Brock Numeracy coordinators to support BMS to mentor Thinking Classrooms, calibrate Numeracy marking, and support numeracy fluency.
    - Support student learning and staff understanding of Proficiency scales with curriculum grids and assessment tools with the new K-12 reporting order.
- Mentorship of Numeracy and Thinking Classrooms with Elementary Colleagues:
  - In the Spring of 2023, Brock connected our Numeracy coordinator (Darren Clark) and Core 7 classroom teacher (Andrew Clare) and 2 classroom

teachers at Arthur Hatton Elementary to work on improving numeracy skills in and to building Thinking Classroom skills in elementary classroom environments.

- Monica Bergeron led these sessions and scaffolded the vertical learning process.
  - **Next Steps:** Our goal is to continue to connect with our elementary feeder schools (Kay Bingham and Parkcrest) to support staff collaboration and mentorship to build numeracy skills in future Brock students: [Northshore Numeracy Project](#).

### **Student Support Structures - Evidence:**

- 12W3 Numeracy Support Block for Indigenous Students:
  - With funding from Assistant Superintendent, we added a Numeracy Support block into the last 12 week rotation. Indigenous students in grade 8 and 9 with emerging marks were able to access this class to support their number sense and improve their number fluency.
  - Families were contacted by Brock counselors to discuss the support and help make connection with the course and its purpose.
    - Additionally, our Aboriginal Support Teacher had an enrolling block that supported indigenous students with credit recovery, literacy and numeracy skills.
    - **Next steps:**
      - Support Indigenous students through a Math/Science specialized Aboriginal Support Teacher for 2023-2024 school year.
      - Utilize Numeracy blocks to build numeracy skills and instructional practices with the BMS staff.
      - Provide Literacy and Numeracy support blocks for Emerging learners.
- Blended Learning and Support Blocks:
  - We implemented 3 Blended Learning blocks into BMS's timetable to support indigenous students and students with diverse needs. The main focus of these Blended blocks was to support Numeracy and Literacy.
  - The 3 Blended Learning blocks supported approximately 54 students with individual student service plans. We added a Blended block in Semester 2 which supported another 17 students with math credit recovery.

- **Next Steps:** Continue to refine and improve the Blended Learning Program at BMS to better support students with diverse needs and reduce our referrals to TREC.
- Literacy Support for Emerging Learners:
  - We implemented 2 Literacy support blocks for Emerging learners. Literacy skills are necessary to support decoding and/or answering Numeracy tasks.
  - Our 2 blocks supported 27 students with Literacy skills.
    - **Next Steps:**
      - Continue to refine and improve the Literacy Program at BMS to support Emerging learners and students with diverse needs.
      - Work with the District Literacy Coordinator to enhance Literacy instruction in classrooms and specific Literacy support classes.

**2021-2022 School Year:**

*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 - Evidence:**

**2022-2023** School Year:

- Numeracy goal, data and resources were discussed at **every** staff meeting.
  - In November, staff participated in a FSA Numeracy task and identified supports that students need to be successful with these types of numeracy questions.
  - Staff meeting powerpoints are chronologically uploaded to the Brock Middle Teams in O365. Staff can access the staff meeting information throughout the year.
- March and May, I introduced new Math resources to support the instructional practices of staff.
- March staff meeting we reviewed the Mid-Year SLP presentation, and looked at our Numeracy data pulled from EdPlan Insight.
  - **Next Steps:**
    - Utilize data from EdPlan Insight to improve instructional practices of BMS teachers to meet students where they are at.
    - Utilize the District Numeracy team to support BMS teachers and students.
    - Continue to put Numeracy at the forefront of staff meeting messaging through the lens of Curiosity (one of our school values.)
    - Provide instruction and support around the new K-12 reporting order.
      - specifically the curriculum guides to better support student learning.
      - Use of IE (Insufficient Evidence) to help provide interventions and academic support for vulnerable learners.
    - Put the needs, support structures and strategies to support diverse and indigenous students at the forefront of staff meetings to help close the gap in our BNA data.

**2021-2022** School Year:

- *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.*

**Student Advisory group - Evidence:**

**2022-2023** School Year:

- I had 2 meetings with grade 9 students and 1 meeting with grade 7 students. Group sizes ranged from 4 to 10 students.
- Regarding Numeracy:
  - Students articulated that the Numeracy tasks were helping them improve their Numeracy skills.
  - They appreciated that Task #2 was used in a collaborative manner to scaffold their understanding of how to tackle Numeracy tasks.
  - **Next Steps:**
    - Create a new grade 9 student voice group to meet 3 times each year.
    - Continue with former grade 7 students to form a grade 8 student voice group to meet 2 times per year.
    - Implement a grade 7 student voice group to meet 1 time per year.
    - Share student recommendations with staff and PAC.

**2021-2022** School Year:

- *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:**

- SLP discussions and collaboration at forefront of school presentation to PAC.
- Share Numeracy data with PAC in September and again at the Mid-Year review.

**Parents:**

- Share SLP goals and initiatives in the school newsletter which is posted onto our school website.
- Share Academic/Wellness goal at Parent Information night in January, prior to course selection for grade 7 and 8 students.
- Share Academic/Wellness goal at Aboriginal Family Dinner in November.

## 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:

**2022-2023** School Year:

Indigenous and diverse learners were supported through 5 Blended Learning blocks, 2 Literacy blocks and 1 Numeracy support class, our LAC Hub, a Aboriginal Support Teacher (1 block), and 2.5 counselors (an increase of .5 FTE in our counseling department.) We continued to increase the outside agency support at the school with Boys and Girls club regularly attending the school.

There was an increase in the number of students feeling safe in Brock - from 46% to 60% - although it was still a lower percentage than at the District level. Grade 9 students from our student voice group articulated that there were less physical fights at school,



they felt comfortable in most locations in the school, and they were aware that we were working to improve the school. One student from this group mapped out where students feel safe, uncomfortable and unsafe. See [Map Data](#).

Two key areas at Brock had physical enhancements made to them this year - the girls' change room was painted and the Foods room was completely renovated creating space that students felt more comfortable in.

2021-2022 School Year:

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:**

- Learning survey data shows Indigenous and Non-Indigenous (including diverse students) student populations report low levels of belonging and safety at school.
- Students feel unsafe in washrooms and change rooms. See [Map Data](#).
  - A leadership student had students identify areas within the school where they feel safe, uncomfortable and unsafe.
    - We need to improve:
      - supervision of areas around the school at breaks, lunch and during class time.
      - provide trauma informed practice PD to staff to support the ways in which we build meaningful relationships.
      - ensure adaptation practices are being utilized to support diverse learning in classrooms.
      - work with the District to improve the washroom and change room spaces at Brock. (Many washroom spaces need renovating.)

## **SCHOOL STRATEGIES:**

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

- engage parents in this conversation at the PAC meetings.

- ensure Brock has active groups that support specific students: LGBTQ, Boys Club, etc.
  - Centralize one bulletin board to provide information about school groups, meeting dates, lead teachers and classroom number.
- 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 daily breakfast and lunch programs.
- pull together a Working Group of staff members to support and review Well-Being of students at Brock
  - Create a teacher working group to celebrate students who represent Brock values.
  - Build on Brock Community norms to create a positive school climate and culture.
    - Utilize the Brock Community Poster in all classrooms, on course outlines, website and newsletter.
    - Utilize the Brock Values poster with students in classroom tasks and in connection with Core Competencies, self-reflections and goal setting.

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.
  - Foster collaboration of teachers and classes for various activities - especially collaboration with diverse students' case managers.
  - Promote quality adaptations to meet the needs of our diverse learnings.
- 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 Brock Values.
- 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 [values](#) and [expectations/norms](#) 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 support for vulnerable students.
- Create additional transition support and events for students returning to Brock from NorKam for the 2024-2025 school year.

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 speakers 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.
- Connect with local band education coordinators when supporting students on nominal roll.
- Strategies reviewed and shared at staff meetings, ILT meetings and reiterated through our Aboriginal Support Teacher.

### **Evidence and Next Steps**

#### **With Staff during 2022-2023 School Year - Evidence:**

The Blended Learning program has grown from 3 blocks to 4 blocks. Blended at Brock supported students in their Core subjects and provided additional instructional support for students specifically in Math. We also provided a Numeracy block for 12 weeks for Indigenous students. We provided 2 blocks of Literacy support; grade 7 students attended for 12 week rotations; grade 8/9 students attended for 1 semester (Feb to June). Continued to use Pre-Screening to ensure wrap around supports were provided to our vulnerable learners.

Brock provided regular outside agency support to students through the Boys and Girls club and hosted Consent Cafe sessions. Counselors provided support for students with high anxiety through social groups and “Worried Tamers”. Our additional 0.5FTE counselor provided support to Category R and H students. We had a regularly scheduled drug and alcohol counselor and aboriginal family counselor.

Staff ran various extra curricular clubs at Brock: 10 extra curricular clubs were offered to students throughout the year. These clubs were run by Brock staff and included boys club, girls club, social club, LGBTQ2 club, Iron Broncs Weight Lifting club, Senior and Intermediate Jazz band, Brock Buzz, Gravitrack Club, and After School Art Club. The school once again had Intramurals in the gym. Battle of the Books also took place.

We focused on 1 Brock value over 2 months starting in January. Our value of Compassion was connected to February District Diversity month. The District printing department indigenized our Brock Values poster which includes Secwepemctsin verbage for values; we also had our Brock Community poster aligned to compliment our Values poster. The Brock Community and Values posters are hung in every classroom at Brock.

LAC Hub has centralized the LAC and WIN room (for category R and H) students to support students’ sense of connection and belonging. The Hub is open during all blocks.

Brock had enough students to staff 2 Leadership classes. These students organized various events which were supervised by Brock staff including the Terry Fox drive with lunch for the entire school 2 dances, 1 All-night Wake-a thon, different theme days, a food drive and various lunch hour activities. This contributes to Brock's sense of belonging and compassion.

Administration and staff supported numerous extra-curricular field trips: Clara Hughes presentation, TRU Campus tour for all Grade 7 students, Indigenous Wellness Conference, Skills Canada, and Indigenous Student Summit.

Administration hosted an Aboriginal Family Dinner in November with our AEW's and Aboriginal Outreach workers; staff and admin hosted the Winter breakfast that provided enough food to feed the entire school on the 2nd to last day prior to Winter break; staff and admin fed the entire school on National Indigenous Peoples Day in June; staff and admin hosted the grade 9 luncheon in June.

VP Faisthuber worked with Mr. Cuthbert, Mr. Semenoff (staff) and some Brock students from our indigenous social group to create a Brock Pow Wow drum. This will be finished next year to be used at school events.

We held Effort Honour Roll assemblies after Term 1 and Term 2.

Grade 7 Term 1: 99 + Term 2: 106 = 205

Grade 8 Term 1: 78 + Term 2: 92 = 170

Grade 9 Term 1: 113 + Term 2: 124 = 237

Admin had Tuesday morning meetings with CEA's and AEW's to improve communication and connection. CEA's expressed feeling under valued - these meetings help bridge more communication and address concerns experienced by CEA's.

Front Steno created a Brock Weekly snapshot to share with all staff to improve communication regarding events occurring at Brock each week including a Monday to Friday snapshot, supervision reminders, breakfast program volunteer reminders and future up and coming important dates.

Staff has initiated a group of working teachers to support ways to build our Brock Community and to teach to the expectations of this community. Staff is looking to support Tier 1 initiatives that build a more compassionate, courageous and curious school community.

## Next Steps:

- Continue to promote and connect students to extra-curricular activities led by Brock staff
  - Continue to establish norms of the Brock Community with staff, students and parents.
- Ensure more First Peoples resources are readily available for teachers to utilize in creating lessons that reflect First Peoples knowledge.
  - Continue to indigenize school spaces with Secwepemctsin language and cultural aspects.
- Improve communication between Pre-Screening, LAC Hub and Blended Learning and staff (teachers and CEA's).
  - Enhance Round-Robin documents coming out of Pre-Screening.
  - Create a flow chart to map out the process to activate additional support for vulnerable learners, to create greater understanding of the process and how to access follow-up communication.
- Improve Blended Learning documentation to focus education plans for students.
- Highlight adaptations and collaboration with case managers at staff meetings and with school coordinators to support diverse learners.
  - Utilize a push-in model with Case Managers to support classroom adaptations.
- Work with a staff working group and school coordinators on student acknowledgement. (Effort marks are changing with the new K-12 reporting period.)
- Continue to host family events at the school in order to engage our stakeholders.
- Plan supportive transition events for students returning to Brock in the 2024-2025 school year as we move to an 8 - 12 school.
- Plan for greater communication with parents of current students and returning students (as catchment areas change) with our move to an 8 - 12 school.
- Foster a vibrant LGBTQ2 and Diversity group at Brock. We continue to struggle to have students attend these groups.
- Initiate a staff working group that identifies students who represent our Brock School Values - and celebrate these students each month.

## 2021-2022 School Year

- *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*

**With Parents:**

**2022-2023**

Hosted a Parent Information night for parents prior to course selections. This supported questions and anxiety around Academies and our transition to an 8-12 school.

- Administration established an equitable system of filling our Academy programs; we went to a lottery system if there were more students than were seats in an Academy program. This removed a “first come first serve” process of filling the Academy program. In the past, parents who were able to get their child’s Academy deposits into the office first were ensured a seat in the Academy program.

At the year-end assembly, 3 major awards were handed out that directly connected to 3 Values. We handed-out 32 Spirit Awards, 24 Service Awards, and 39 Ambassador Awards. Parents were personally invited to our Awards Assemblies.

- Criteria for each award is connected to our Brock Values.
- Medals were purchased by PAC to be given to students who received these awards.

**Next Steps:**

- Create more personalized communication processes with parents and guardians. Eg: Utilize synervoice, create invitations to awards assemblies, create programs for our year-end assemblies etc.
- Mobilize school counselors to take a lead role in our Year-End assemblies and information nights.
- Ensure Administration attends CBIEP meetings to foster positive working relationships with families with open lines of communication.

**2021-2022 School Year**

- *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 - Evidence:**

Met with grade 9 student voice group 3 times this year. We had the girls change room painted after students communicated that they did not feel comfortable in this space. We also had a deep clean completed of the boys and girls change room, gym and bleachers.

**Next Steps:**

- Continue to work with the District to upgrade spaces within the school.
- Continue to create clubs and improve spaces for students to spend breaks and lunch hours that feel comfortable and safe.
- Expand student voice groups as outlined in the Numeracy discussion.
- Have students and leadership help us with transition planning for students returning to Brock starting in September 2024.

**With PAC - Evidence:**

**2022-2023 School Year:**

- PAC purchased a number of items for extra-curricular activities at the school that supported teams and lunch hour activities.
- Medals were purchased by PAC to be given to students who received the end of year awards which provided a sense that these awards marked a more formal accomplishment.
- PAC completed their first fundraiser in many years. This was met with success.

**Next Steps:**

- Continue to encourage other teachers to apply for PAC funds.
- Utilize PAC funds to promote SEL and our school values in ways that enhance our hallways.
- Expand PAC membership to withstand our transition to an 8-12 school and our new catchment areas.
- Prepare plans to support PAC funded bursaries and scholarships as we move to an 8-12 school.

**2021-2022 School Year:**

- *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 - Evidence:**

**2022-2023 School Year:**

We hosted a Pro-D in October and brought in Ed Gills to discuss Combining Indigenous and Western Views for Health and Development. Hosted a Mindwise Counsellor/Educator Rolinda Simpson to discuss mental health, self care, science of safety and stress. In May, hosted Pro-D on that promoted collaboration of teachers to



connect classrooms and classroom tasks to support engagement of students and relationship building.

**Next Steps:**

- PD around quality adaptations for diverse learners to support academic learning and SEL.
- Support Pro-D around SEL/well-being of students remaining and transitioning back to Brock with catchment changes and move to a high school.
- Support collaboration of staff to prepare upper grade courses, resources and curriculum in order to support staff well-being.

**2021-2022 School Year:**

- *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.*

**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 student support services at the school level.

**Next Steps:** Formalize a spreadsheet that collects this data in numeric form.

## 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:**