



Brocklehurst Middle School

School Learning Plan 2021-22



School Context

Brocklehurst Middle School is a grade 7 to 9 school that currently has 742 students with current enrolment for 2021-22 at approximately 776. Our staff consists of approximately 50 teachers, 16 support staff, 6 custodians, 3 secretaries and 3 administrators. The catchment area for the school extends from the North Shore of Kamloops to Rayleigh and Heffley Creek. Sixty percent of our students ride a school bus each day. Approximately twenty eight percent of our students are of Aboriginal Ancestry. Our student population is particularly vulnerable according to the most recent social services index data, and twenty one percent of students have an Individual Education Plan. Brocklehurst Middle School is the only Middle School in SD73.

Brock Middle offers a wide range of courses and programs to meet the needs of learners. Our diverse programs include a District Resource Room, an Adapted Readiness Core (ARC) program, Sport Academies, Tech and Media Arts, Music, Fine Arts, and Practical Arts programs. Teachers and students work collaboratively with our WIN (Whatever Is Needed) room, and a highly supportive Learning Assistance team.

About the Middle

Brocklehurst Middle School is unique in School District 73 as sole Middle School created in 2010 as part of a North Shore catchment restructuring. Although being the only Middle School in the district has its challenges, Brock Middle is uniquely positioned to have a significant impact on the life outcomes and success of some of the most vulnerable learners in the district. Middle School is an important time in the development of our students as they transition from childhood to adulthood. Students are between 12 and 15 years old and are undergoing the period of brain development that is greater than any other time in life other than infancy.

The Middle School movement was started in 1963 by William Alexander who called for the introduction of schools for young adolescents that promoted learning by being more responsive to the developmental needs of the age group. Middle school education was focused on becoming more responsive to the students' social and emotional development while maintaining high expectations and academic growth. This was to be accomplished in a supportive environment that uses strategies appropriate for this age level. In the Association of Middle Level Education's foundational document "This We Believe" the goal was for schools that are developmentally responsive, challenging, empowering, and equitable to focus on 16 characteristics which include:

- Educators value young adolescents and are prepared to teach them.
- The school environment is welcoming, inclusive, and affirming for all.
- Every student's academic and personal development is guided by an adult advocate.
- Instructional fosters learning that is active, purposeful, and democratic.
- And organizational structures foster purposeful learning and meaningful relationships.

Support Frameworks

Brocklehurst Middle School is proud of the support systems that are in place to assist students in learning and in life. The Learning Assistance Team and Spaces are important parts of supporting the learning and skill development of students.

The WIN room (Whatever is Needed) provides a regulation space for students with behaviour designations. It is well used by students as a strategy to self regulate, and as a quiet learning space to complete classwork.

The ARC room (Adapted Readiness Core) is a classroom that works with 15 students maximum with a heavily adapted workload. The core subjects are taught in a multigrade setting that is differentiated in a Universal Design for Learning framework. All students in the class have an Individual Education Plan and learning challenges. Students in this room may transition into regular programming at NorKAM, the work readiness program at Norkam Senior Secondary and/or the ESTR (Education Skills and Training) Program at TRU.

There are two Aboriginal Education Workers (AEW) at Brock. They assist students with time management, course work, cultural activities, and guidance.

This is further supported by an Aboriginal counsellor who sees students on an as-needed basis to further support their mental health and well being. The process of determining the correct assistance plan for students is done through School Based Team Meetings. These meetings involve all teachers for the student, as well as counsellors, administrators, and LART's.

Stakeholder Engagement

To create the original goals at Brocklehurst Middle School took an inquiry approach to working through the school goals. Through the Spiral of Inquiry staff worked together to create school goals and identify growth areas for staff and students. Through the process it became clear that student choice and opportunity was a strength of the school, what we needed to build was meaning and consistency. This was completed in staff meetings through a variety of thinking routines.

Students were surveyed by the leadership classes at various times through the school year. The leadership students developed proposals that were presented to the principal. The students had great insight into the tone and culture of the school. Students proposals have led to a new bell schedule, balanced breaks, and chickens.

Moving forward as we enter a new cycle on the School Learning Plan, stakeholders will be again be involved in the process of clarifying and re-focusing our school goals in the coming 2 years.

Goal #1

Increase the engagement of our students across all foundational areas.

Theory of Action: We believe that if we have higher levels of engagement then we will see better results in Math and English.

District Goal Connection - Priority 1 - Ensure all students acquire *foundational skills* and core competencies.
District Goal Connection - Priority 2 - Connect each student to their interests and passions.

Aboriginal Enhancement Goal Connection - Improve the education success of all Aboriginal students and to continue to improve the literacy, numeracy and graduation rates of all Aboriginal students.
Aboriginal Enhancement Goal Connection - Increase students' sense of belonging, including sense of place, personal & cultural identity, and self esteem in a caring and safe, inclusive environment.

Strategies 2020-21

Numeracy Intervention - As a result of COVID Cohort Restrictions, we were unable to continue with the Intervention model that had been used in the past. To continue to support our students with an intentional intervention, we created Numeracy Intervention blocks. All students in Gr. 7/8 were given a pre-assessment in September/October to support identification of students who would benefit from the intervention. Gr. 9 students were identified by classroom teachers. The identified students were enrolled in an Intervention block for one to three trimesters. The Numeracy Intervention teachers met semi-regularly throughout the year to discuss the strategies and focus for the time spent with these students. No post data was gathered.

Reading Intervention - Upon observation, we believed that students who enter Brock Middle with a lower than grade level in reading did not receive any direct or intentional intervention to support improving this integral foundational skill. To address this need, we piloted a Reading Intervention using Fountas & Pinnell. Students were identified by classroom teachers and LARTs. Students received 6-8 weeks of intentional reading intervention every other day for 40 minutes.

AEW Grade Coaching - Goal Setting Pilot - Based on the work and success of SD59's and Russell Bishop, Brock Middle AEWs and AbEd teacher embarked on a Pilot part way through the year to intentionally connect with every Aboriginal student to develop a connection, to develop a learner profile (strengths, weaknesses, interests, life goals) and develop intentional long term (month to year) and short term (week to month) goals. The AEWs would then check in regularly (weekly to bi-weekly) with At Risk students and semi-regularly (bi-weekly to monthly) with students who were demonstrating more success. This was a test of the process which will be expanded upon in 2021-22 with more intentional anecdotal and academic data analysis, as well as taking the conversation about equity and the success of all students to staff.

Diversity of Program Opportunities

- 4 Academies - Swim, Dance, Hockey, Soccer (enrolment of 250+)
- Traditional Ecological Knowledge (TEK) 8/9 (enrolment of 22 Gr. 8's)
- Canoe Carving with Frank Marchand (connected to 3 classes)
- Explorations Development for Gr. 7/8 so that
- Elective Major and Minors for Grade 9
- 16 different Electives offered including Flyfishing, Video Production and Food Sustainability

Evidence/Data

Math Data

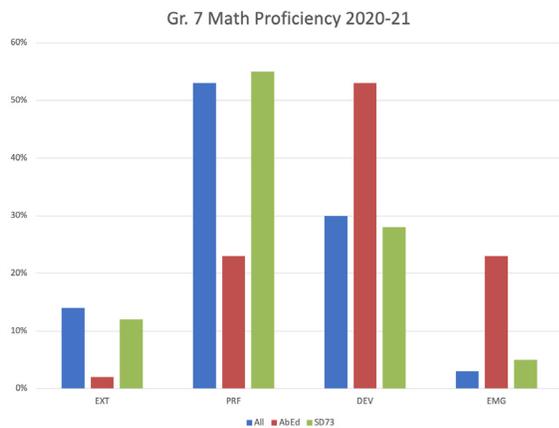


Figure 1 - A Comparison of Marks in Gr. 7 Math (2020-21)
 In the 2020-21 Brock Middle Gr. 7 cohort about 63% of students achieved at Proficient or Extending in Math 7 while about 26% of Aboriginal students achieved at this level. Approximately 53% of Aboriginal students and 30% of non-Aboriginal students were Developing in Math 7. Approximately 23% of Aboriginal students and 4% of non-Aboriginal were Emerging.

English Data

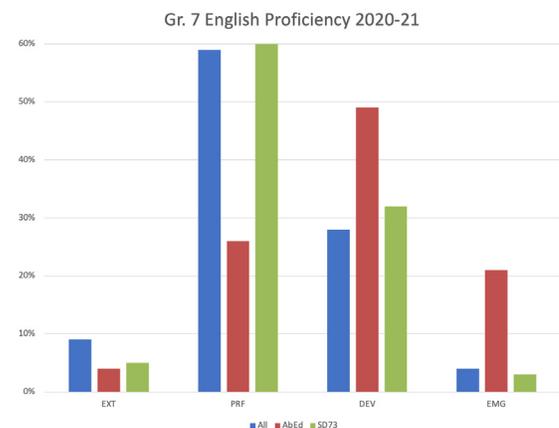


Figure 2 - A Comparison of Marks in Gr. 7 English (2020-21)
 In the 2020-21 Brock Middle Gr. 7 cohort about 65% of students achieved at Proficient or Extending in English 7, while about 30% of Aboriginal students achieved at this level. Approximately 50% of Aboriginal students and 28% of non-Aboriginal students were Developing in English 7. Approximately 21% of Aboriginal students and 4% of non-Aboriginal were Emerging.

Math Data

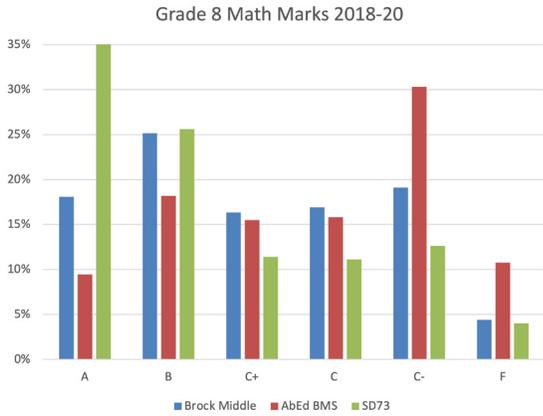


Figure 3 - A Comparison of Marks in Grade 8 Math (2018-20)
Between 2018-20 the Brock Middle Grade 8 cohort had 43% of students achieved at a B or higher level (SD73 average was 61%) and 52% of students achieved in the C- to C+ range (SD73 average was 35%). A lower percentage of Aboriginal students achieved at the B or higher level (26%) and higher percentage in the C- to C+ range (61%).

English Data

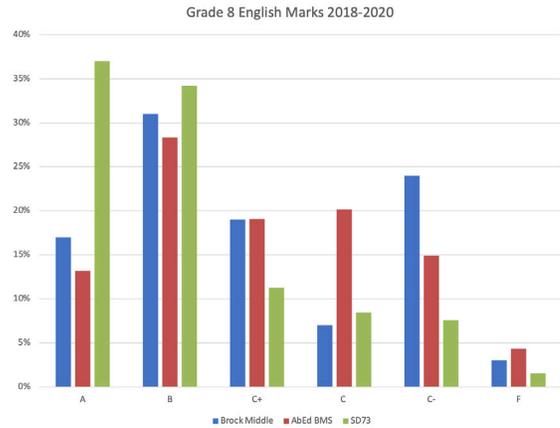


Figure 4 - A Comparison of Marks in Grade 8 English (2018-20)
Between 2018-20 the Brock Middle Grade 8 cohort had 47% of students achieved at a B or higher level (SD73 average was 75%) and 50% of students achieved in the C- to C+ range (SD73 average was 23%). A lower percentage of Aboriginal students achieved at the B or higher level (41%) and higher percentage in the C- to C+ range (55%).

Grade 9 Math Marks 2018-20

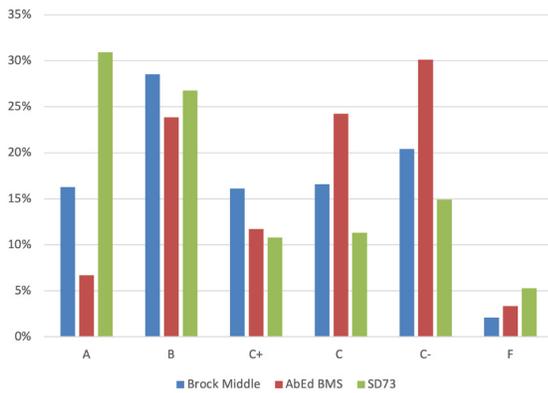


Figure 5 - A Comparison of Marks in Grade 9 Math (2018-20)
Between 2018-20 the Brock Middle Grade 9 cohort had 43% of students achieved at a B or higher level (SD73 average was 58%) and 53% of students achieved in the C- to C+ range (SD73 average was 37%). A lower percentage of Aboriginal students achieved at the B or higher level (30%) and higher percentage in the C- to C+ range (66%).

Grade 9 English Marks 2018-2020

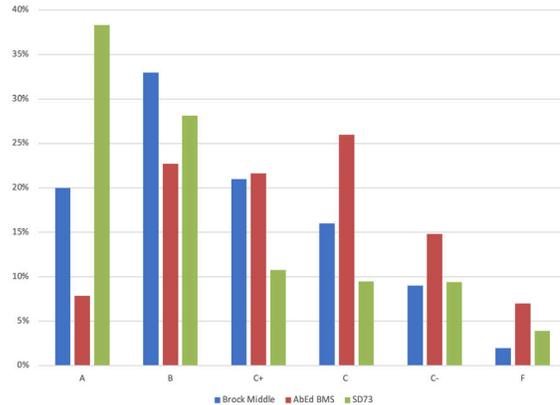


Figure 6 - A Comparison of Marks in Grade 9 English (2018-20)
Between 2018-20 the Brock Middle Grade 9 cohort had 53% of students achieved at a B or higher level (SD73 average was 66%) and 55% of students achieved in the C- to C+ range (SD73 average was 28%). A lower percentage of Aboriginal students achieved at the B or higher level (30%) and higher percentage in the C- to C+ range (62%).

The data for Grade 8 and 9 is from prior to the introduction of the Proficiency Scale at Brock Middle. Data included is 2018-2020. Next year we will transition the Grade 8/9 data to Proficiency comparisons.

Successes & Areas of Growth

Successes:

- In Math 7, a similar percentage of Brock Middle students were assessed at PRF or higher when compared to the rest of SD73.
- In Math 8/9 (2018-20) students had a similar or lower rate of failure when compared the the rest of SD73 and 97% of our students are passing Math 8/9.
- In English 7, a similar percentage of Brock Middle students were assessed at PRF or higher when compared to the rest of SD73
- In English 8 (2018-20) Aboriginal students achieved at close to the levels as all students.

Areas of Growth:

- In Math 7, there was a 37% difference between Aboriginal students and all students at the PRF or higher level.
- In Math 8/9, in comparison to SD73, at Brock Middle 15% fewer students acheived at the 'A' level and approximately 15% more students achieved in the C+ to C- range.
- In Math 8/9, 13% fewer Aboriginal students achieved an 'A' or 'B' when compared to all Brock Middle students.
- In English 7, there is a 35% difference in the PRF or higher level between Aboriginal students and all students.
- In English 8/9, there is a 13% difference between Brock Middle and SD73 schools for students who achieved at an 'A' or 'B' level. Also there is a 23% difference between Aboriginal students and all students.

Based on the data in Figure 1-6, a focus for the coming year is Equity between our Aboriginal and non-Aboriginal students. Equity can also be viewed in relation to the rest of SD73. It would be interesting to explore the SD73 Aboriginal student data as well to see if our 'difference' is mirrored in the rest of SD73.

Next Steps 2021-22

- Single LART for each Grade Level - this will provide more consistency and will allow LARTs to focus their energy on building relationships with one group of students. The goal is that LARTs will change grades with their cohort of students. This will allow LARTs to best support the students on their caseload year over year. It will also facilitate consistency in the strategies and interventions used as the student moves through their 3 years at Brock Middle.
- Intentional Interventions by LARTs such as Orton-Gillingham, skills-based small group interventions, Fountas & Pinnell Reading, push-in support & interventions, supporting teacher's adapting assignments/assessments, executive functioning, and self-regulation support.
- Numeracy Support Teacher - In 2021-22 a teacher has been assigned to support the development of Thinking Classrooms (Peter Liljedahl) across the school. This support has two purposes: 1) to support increasing teacher capacity and learning in the area of Math/Numeracy, and 2) to support the development of greater math confidence and math/numeracy skills in all students. The initial focus is on Core 7 classrooms and will grow outward to Gr. 8 and 9 over time. We will also explore Dr. Jo Bolar's work on Math Mindsets.
- AEW Grade Coaching - Goal Setting - As described in the "Strategies 2020-21" section, this will continue to be a pilot project where we explore the frameworks and strategies to better support the success of our Aboriginal students.
- Explorations 7 and 8 - By using an Explorations (Mosaic) model for Grade 7 and 8, all students will have the opportunity to experience the wide range of electives that we have to offer prior to making choices in Gr. 9 and onto NorKam.
- Math 10 Transitions Course in Semester 2 - This course is to meet the needs of our students who struggle the most in Math as they transition to NorKam. Candidates for this class will be identified based on their Math 8 and/or Math 9 success.
- Secwepemctsin 7 - For 2021-22 Secwepemctsin will be part of Language 7 Mosaic. All students will receive 3 weeks of Secwepemctsin, French and Coding in this Mosaic. The hope is that this will create a common culture of the importance of Aboriginal culture and language. Students will not be required to choose their cultural language and be seen as 'other' in doing so. The goal is that Secwepemctsin 8 will be chosen more in 2022-23.
- AbEd Welcome Room moved to a more prominent location in the building to recognize the importance to our school community.
- Professional Learning for 2021-22: TBA with ProD Committee, Staff Meeting Learning - Focus #1 on Equity

Goal #2

Enhance social responsibility

Theory of Action: We believe that if we develop a positive social community through implementation of SEL and First People's Principles of Learning then we will see more positive relationships between staff and students and a greater sense of belonging.

District Goal Connection - Priority 3 - Honour the First Peoples' principles of learning and Aboriginal worldview and perspectives.

District Goal Connection - Priority 4 - Foster an inclusive, adaptable and accountable district culture.

Aboriginal Enhancement Goal Connection - Increase students' sense of belonging, including sense of place, personal & cultural identity, and self esteem in a caring and safe, inclusive environment.

Strategies 2020-21

WIN Room
 For many years, Brock Middle has had an LART and space that is dedicated to our students who frequently become dis-regulated or who struggle to find connection at school. This is call the WIN (What I Need) Room. This resource/support primarily targets students who are diagnosed Category H or R. When they access the WIN Room, students work on self-regulation strategies, have time to 'cool down' and have a quiet space to complete classwork away from distractions.

Cohorts of Students
 Due to COVID Health & Safety Guidelines, Middle Schools across the province were required to have cohorts of students. This meant that a group of students was together for a large number of their classes, in particular academic courses. As a result of this students were required to develop fewer different relationships with adults or encounter greater diversity in classroom expectation. Cohorting of students also aligns with Middle School structures that have largely not been in place at Brock Middle, except in Grade 7.

AEW Grade Coaching - Goal Setting Pilot - Based on the work and success of SD59's and Russell Bishop, Brock Middle AEWs and AbEd teacher embarked on a Pilot part way through the year to intentionally connect with every Aboriginal student to develop a connection, to develop a learner profile (strengths, weaknesses, interests, life goals) and develop intentional long term (month to year) and short term (week to month) goals. The AEWs would then check in regularly (weekly to bi-weekly) with At Risk students and semi-regularly (bi-weekly to monthly) with students who were demonstrating more success. This was a test of the process which will be expanded upon in 2021-22 with more intentional anecdotal and academic data analysis, as well as taking the conversation about equity and the success of all students to staff.

Diversity of Available Supports

- Starfish Backpack, Daily Breakfast Club
- Social Work practicum student
- Classes working with our Master Carver
- Girls Group, Boys Club, Worry Dragons Group
- GSA Club
- Band/Choir Program/Club

Evidence/Data

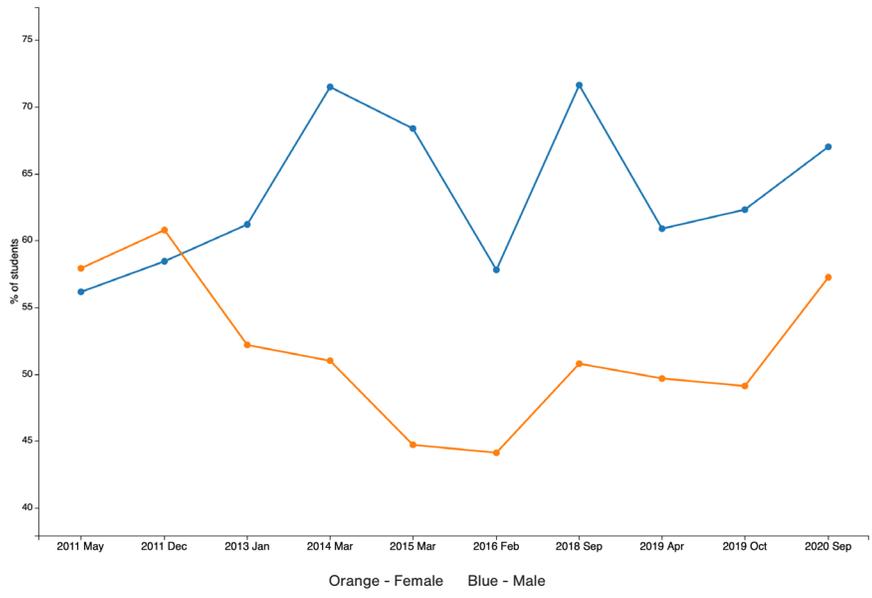


Figure 7 - DEWRS-Sense of Belonging (2011-20)

In 2020-21 student's sense of belonging increased from the previous two years to approximate 66% in students identifying as male and 55% in students identifying as female. This is increase of approximately 6% in two years for those identifying as male and 7% in two years for those identifying as female.

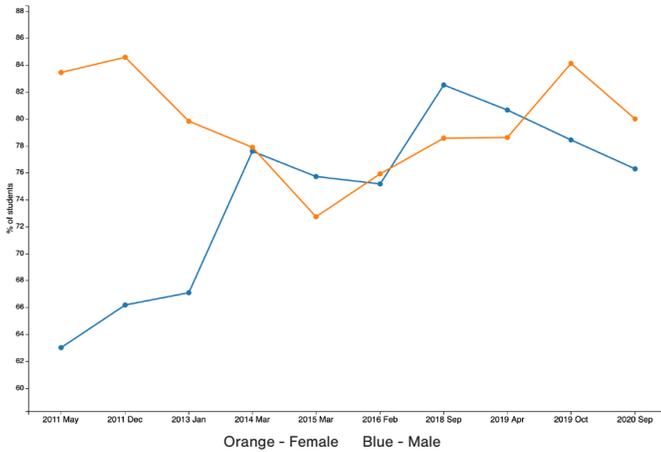


Figure 2 - Positive Peer Relationships
Figure 8 - DEWRS-Positive Peer Relationships (2011-20)
 Students believe that they had positive peer relationships decreased in 2020-21. For students identifying as male, it has steadily decreased over the past 4 years (82% to 78%) in the past two years. For students identifying as female, it has also decreased since last year from 84% to 80%; however it is higher this year than the previous 10 years.

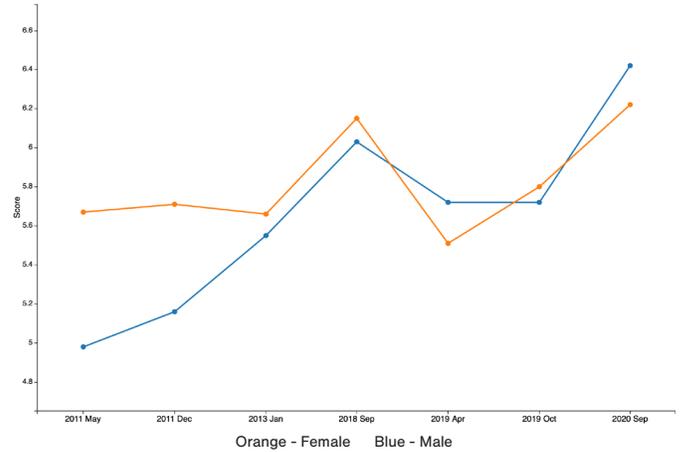


Figure 3 - Positive Student-Teacher Relationships
Figure 9 - DEWRS-Positive Student-Teacher Relationships (2011-20)
 The relationship between teachers and students continues to increase over the past 2 years. For students identifying as male, the increase in the past year was approximately 7%. For students identifying as female, the increase has been approximately 9% in the past 2 years.

Successes & Areas of Growth

- Successes:**
- In Sense of Belonging and Positive Student-Teacher Relationships, in 2020-21 students felt more positively about both these areas. This is substantial considering the challenges and mental health concerns this year.
- Areas of Growth:**
- We chose not to write the DEWRS in the Spring. This may have provided a different picture than October when students were excited to be back at school. *Question:* What would Spring data show in comparison to the Fall?
 - Positive Peer Relationships was down from previous years. *Question:* What caused this? How do we address this?
 - There is still a substantial percentage of students who do not feel like they belong (approx. 40%), do not have positive peer relationships (approx. 20%) and do not have positive student-teacher relationships (approx. 35%). *Questions:* What can we do to address these important pieces as a whole school? What can be done in individual classrooms? What supports or structures do we need to tweak, cut or introduce?

Based on the data in Figure 7-9, a focus for the coming year is Social-Emotional Learning and developing strategies to increase the sense of belonging and interpersonal relationships for all students. To further investigate, it would be interesting to explore the comparison between Aboriginal and non-Aboriginal students connecting it to Goal #1.

Next Steps 2021-22

- Single LART for each Grade Level - this will provide more consistency and will allow LARTs to focus their energy on building relationships with one group of students. The goal is that LARTs will change grades with their cohort of students. This will allow LARTs to best support the students on their caseload year over year. It will also facilitate consistency in the strategies and interventions used as the student moves through their 3 years at Brock Middle.
- AEW Grade Coaching - Goal Setting - As described in the "Strategies 2020-21" section, this will continue to be a pilot project where we explore the frameworks and strategies to better support the success of our Aboriginal students.
- Cohorts will continue regardless of Health & Safety Guidelines. These are a Middle Level structure that helps to support a strong, caring and understanding relationship student-student and student-teacher.
- Secwepemctsin 7 - For 2021-22 Secwepemctsin will be part of Language 7 Mosaic. All students will receive 3 weeks of Secwepemctsin, French and Coding in this Mosaic. The hope is that this will create a common culture of the importance of Aboriginal culture and language. Students will not be required to choose their cultural language and be seen as 'other' in doing so. The goal is that Secwepemctsin 8 will be chosen more in 2022-23.
- AbEd Welcome Room moved to a more prominent location in the building to recognize the importance to our school community.
- Professional Learning for 2021-22: TBA with ProD Committee, Staff Meeting Learning - Focus #2 on Social Emotional Learning