

Middle School Plan for Student Success

	Team Members: Team Leaders, SEL Committee, All Teachers and Admin
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School Context	Howe Middle Web Site District Strategic Plan BC Ed Plan
Inquiry Question (what is the burning issue you want to address as a team?)	How can we build protective factors in our students? What effect will these have on our students' achievement?
Rationale (Why are we doing this?) (Please refer to school data)	<p>Research shows that Social Emotional Learning not only improves achievement by an average of 11 percentile points, but it also increases prosocial behaviors (such as kindness, sharing, and empathy), improves student attitudes toward school, and reduces depression and stress among students (Durlak et al., 2011). Students are more successful in school and daily life when they:</p> <ul style="list-style-type: none"> • Know and can manage themselves • Understand the perspectives of others and relate effectively with them • Make sound choices about personal and social decisions <p>These social and emotional skills are some of several short-term student outcomes that SEL programs promote (Durlak et al., 2011; Farrington et al., 2012; Sklad et al., 2012). Other benefits include:</p> <ul style="list-style-type: none"> • More positive attitudes toward oneself, others, and tasks including enhanced self-efficacy, confidence, persistence, empathy, connection and commitment to school, and a sense of purpose • More positive social behaviors and relationships with peers and adults • Reduced conduct problems and risk-taking behavior • Decreased emotional distress • Improved test scores, grades, and attendance <p>In the long run, greater social and emotional competence can increase the likelihood of high school graduation, readiness for postsecondary education, career success, positive family and work relationships, better mental health, reduced criminal behavior, and engaged citizenship (e.g., Hawkins, Kosterman, Catalano, Hill, & Abbott, 2008; Jones, Greenberg, & Crowley, 2015).</p> <p>Weissburg, R., (2015, Feb. 16). Why Social and Emotional Learning Is Essential for Students. Retrieved from https://www.edutopia.org/blog/why-sel-essential-for-students-weissberg-durlak-domitrovich-gullotta</p> <p>Metacognitive Strategies</p> <p>Teaching students how to improve their metacognitive skills has a significant impact on their understanding and achievement in all teaching domains, including mathematics (Hattie, 2009). The term metacognition refers to an individual's awareness and ability to control their thinking processes. It can also be defined as 'thinking about thinking'. In multiple studies by Ozsoy and Ataman (2009, 2011), grade 5 students who were explicitly taught metacognitive strategies performed significantly better in mathematical problem-solving achievement than control groups that received no such training.</p>

Strategies (Include ELL & LSS)	Who will be responsible?	Timeline for each phase	How will you assess effectiveness of strategy?	Professional Development and/or Resources
15-minute SEL Welcome Advisory 8:25 – 8:40 20/21: Intentional SEL time during the day	Administration	On-going Disrupted in 20/21 due to Covid-19 safety protocols	Staff feedback Assessment data (MDI & Student Learning Survey)	SEL committee support District Middle School Mental Health Clinician Staff meetings NI Day support sessions
Teach SEL strategies to teachers	Administration SEL Committee District Helping Teachers District Middle School Mental Health Clinician	Ongoing Monthly presentations at Staff meetings	Staff Feedback Student Survey SEL Committee feedback	Mental Health Literacy training for Gr. 8 teachers (Jan 2021) Mindfulness Zones of Regulation Self-Awareness Social Awareness Self-Management Relationship Skills Responsible Decision Making Metacognition RULER training (Feb 2021)
Building Protective Factors in our Students through <ul style="list-style-type: none"> • Sensory Regulation • Restorative Justice • Flexible Learning Environments • Health and Wellness <i>See attachment pg. 5</i>	Classroom Teachers LSS teachers Support staff SEL Committee District Middle School Mental Health Clinician BASES Program	Ongoing	Metacognitive Awareness Inventory data Gr. 7 FSA results Gr. 6 District Writing assessment SNAP Math Assessment Vernon Whole Reading Assessment MDI Data	Trauma Sensitive schools Metacognitive Teaching and Assessment Strategies RULER Training (Feb. 2021) “Relationship, Responsibility, and Regulation” and “Fostering Resilient Learners” by Kristin Souers & Pete Hall Ross Greene’s Assessment of Lagging Skills and Unsolved Problems
BASES Program - Mindfulness/SEL strategies - Physical/movement strategies	Counselor Youth Care Worker School Based Team All Staff & Admin	Ongoing	As Above plus, Program Referral Data	Mindfulness Zones of Regulation Self-Awareness Social Awareness Self-Management Relationship Skills Responsible Decision Making RULER Training YCW presentations to students and staff YCW Transition program
Teacher Modeling	All Staff SEL Committee	Ongoing	Staff feedback Observation	Tap in/Tap Out program CARES Program

- All staff have been trained on implementing and assessing the Vernon Whole Reading & SNAP Assessments
- We have made the decision to move away from the Second Step program.
- In place of the Second Step program, 5 staff members have been enrolled in the RULER program through the Yale Center for Emotional Intelligence
 - RULER is a systemic approach to SEL developed at the Center for Emotional Intelligence. RULER aims to infuse

the principles of emotional intelligence into the immune system of pre-K to 12 schools, informing how leaders lead, teachers teach, students learn, and families support students.

- RULER is an acronym for the five skills of emotional intelligence. Recognizing, Understanding, Labeling, Expressing, and Regulating
- The development of these five RULER skills relies on four core tools: The Charter, Mood Meter, Meta-Moment, and Blueprint. These skills and tools are introduced to all stakeholders in the school community—school leaders, teachers, staff, students, and families.
- We have introduced the Mood Meter to our staff and will be promoting this resource throughout our training
- Our school wide model to Build Protective Factors in our students will focus on 4 aspects (Sensory Regulation, Restorative Justice, Flexible Learning Environments and Health and Wellness) to support Social Emotional Learning (see attachment pg. 5)
- School based data has indicated that our kids struggle with Meta-cognitive skills, which is not unusual for our age group. Metacognition is the regulatory system people use to understand and control own cognitive (brain) performance. It involves people being very aware of how they learn, what strategies meet their needs, evaluating the effectiveness of strategies and then implementing the best plan of action.
- We will continue to develop plans to address this area of development in our students during our school-based NI Days, Staff development during staff meetings, and any curriculum department opportunities.

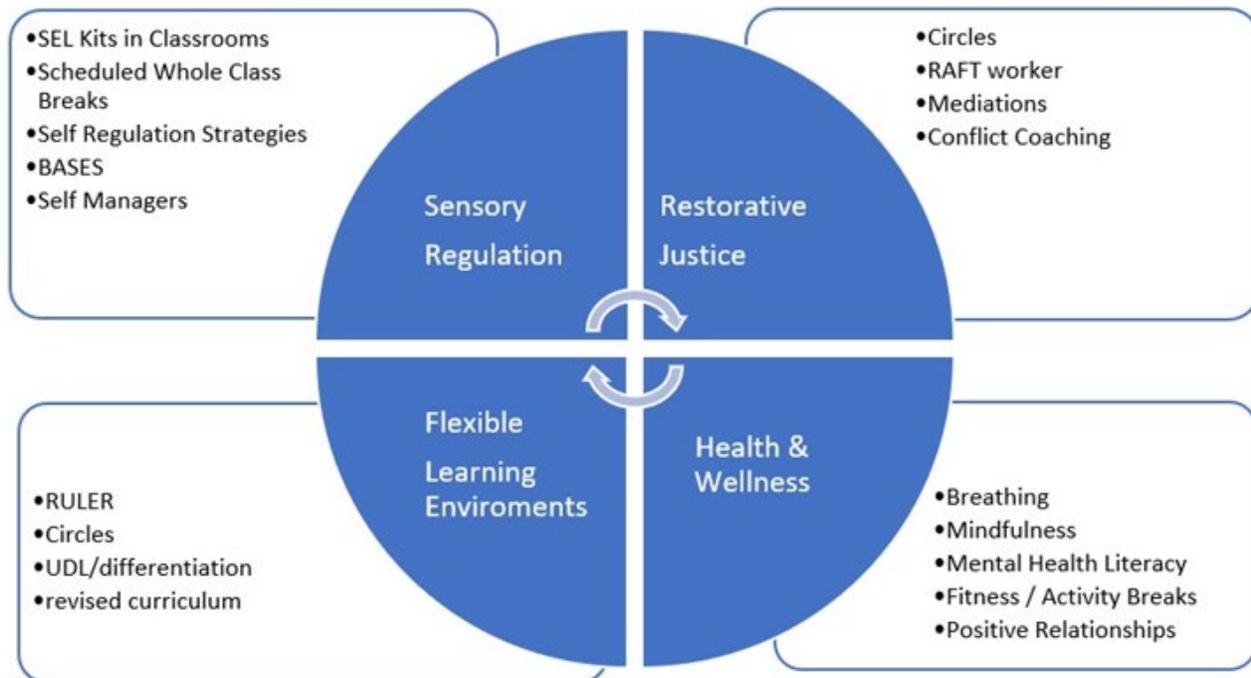


Making Connections: Explain how your school goal aligns with the Aboriginal Enhancement Agreement any of the following; Grade Three Imperative, Social Emotional Learning, the revised curriculum.

<p>Connections to the District Strategic Plan</p> <p>Excellence in teaching Excellence in leadership Flexibility & access to programs / services Ethical & innovative use of technology Parental & community engagement</p>	<ul style="list-style-type: none"> ● Data driven decision making ● Collaboration around school-based assessments in team and staff meetings ● Design unique support programs for students ● Provide leadership opportunities to build capacity in staff ● Promote Inquiry Based Learning and Inquiry opportunities ● Discuss data and school goal with PAC. Discuss how to engage the parent community in relation to the goal ● Staff development during monthly staff meetings and school-based NI days ● Focus staff development on Universal Design for Learning Strategies and Building Protective Factors in our students
<p>Connections to the Middle School Operational Plan</p> <p>Promote best practices in all middle schools Build the capacity of principals, vice-principals, teachers, & EAs Improve the achievement of Aboriginal students Use technology to enhance classroom instruction and assessment Engage parents and the community</p>	<ul style="list-style-type: none"> ● Data driven decision making. ● Collaboration time built into the teacher schedule. ● Innovative planning time (Collaboration) within the student schedule ● Administration meets with pod teachers 3 times/year. ● School based staff development will be facilitated in a variety of contexts to develop strategies that have effect on student achievement. ● Promote Inquiry Based Learning and Inquiry opportunities ● Discuss results with PAC. Share results and develop strategies to support parent involvement in their child’s learning. Discuss how to engage the parent community in relation to the goal. ● Bring Your Own Device implementation ● SEL Welcome Advisory

<p>Connections to the Aboriginal Enhancement Agreement</p> <p>Increase Student Pride Increase reading scores Increase sense of belonging Increase graduation rates</p>	<ul style="list-style-type: none"> • Cultural presentations, gatherings, and sense of belonging activities through on-site Indigenous Support Worker • Homework club and weekly academic pullouts specific to Indigenous students. • ISW to support reading with Indigenous students identified through our school-based assessments • Share the school Aboriginal Enhancement agreement with staff. • Support and promote “First Peoples Principles of Learning” in each classroom. • Develop Academic and behaviour supports in collaboration with our ISW • Share data specific to our Aboriginal Students with staff
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Building Protective Factors in our Students



Data Picture of Colleen & Gordie Howe Middle School

Student Achievement Data					
Indicator	2016-17	2017-18	2018-19	2019-20	2020-21
Grade 6 Writing (% Proficient/Extending)	57.1%	n/a	52%	n/a	44%
FSA - Grade 7 Writing (% On Track + Extending)	81.9%	92%	87%	89%	68%
FSA - Grade 7 Reading (% On Track + Extending)	58.7%	70%	65%	72%	80%
FSA - Grade 7 Numeracy (% On Track + Extending)	69.7%	60%	52%	62%	40%
Gr. 7 Satisfaction Survey Data					
Do you feel safe at school? (Many times + All the time)	No Data	71%	72%	72%	66%
At school, are you bullied, teased, or picked on? (at no time + Few times)	n/a	n/a	n/a	n/a	74%
How many adults at your school care for you? (2 or more adults)	No Data	72%	69%	66%	61%
Do you feel welcome at your school? (Many times + All the time)	n/a	n/a	n/a	67%	64%
At school, I am learning how to care for my mental health. (for example, anxiety or stress management, anger management, relationship skills) (Agree + Strongly agree)	n/a	n/a	n/a	44%	45%
Middle Diagnostic Index (MDI) Data					
Well-being Index – Gr. 7 rated Medium or Thriving *implemented in 2019/20	n/a*	n/a*	n/a*	59%	55%
Demographic Data					
Overall Enrolment	441	501	527	565	538
Designated (%)	10.9%	12.9%	13.5%	12.7%	12.1%
ELL (%)	8.2%	12.8%	11.7%	8.67%	9.7%
Aboriginal (%)	12.7%	12.9%	13.5%	14.2%	13.9%