

Middle School Plan for Student Success



Team Members:
Team Leaders, SEL Committee , All Teachers

<p>School Context</p>	<p>http://www.howemiddle.ca</p> <p>http://www.sd34.bc.ca/district/reports/strategic-plan</p>
<p>Inquiry Question</p>	<p>How can we increase student achievement by focusing on school-wide social emotional strategies?</p>
<p>Rationale</p>	<p>Research shows that SEL 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).</p> <p>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>

Strategies (Include ELL & LSS)	Who will be responsible?	How will you assess effectiveness of strategy?	Professional Development and/or Resources
Schedule 10 minute SEL Advisory at start of the day	Administration	See schedule	Appropriate Schedule
Teach SEL strategies to teachers	Administration SEL Committee District Helping Teachers	Classroom observation Staff Survey	Second Step Mindfulness Zones of Regulation Self-Awareness Social Awareness Self-Management Relationship Skills Responsible Decision Making
Explicit instruction of strategies to students	Classroom Teachers LSS teachers Support staff	Formative/Summative classroom assessment data Gr. 7 FSA results Gr. 6 Writing assessment School-Wide Stanford Math Assessment (Oct & May) School-Wide ELA Assessment (Oct & May)	ELA assessment and data Stanford data disaggregated
BASES Program	Counselor Youth Care Worker School Based Team All Staff	As Above plus, Program Referral Data	ELA assessment and data Stanford data disaggregated

Teacher Modeling	All Staff	Formative/Summative classroom assessment data Gr. 7 FSA results Gr. 6 Writing assessment School-Wide Stanford Math Assessment (Oct & May) School-Wide ELA Assessment (Oct & May)	Tap in/Tap Out program CARES Program
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Progress

New Goal 2018/19.

Connections: Explain how your school goal aligns with any of the strands from the District’s Strategic Plan, the Middle School Operational Plan and/or the Aboriginal Enhancement Agreement.

<p>District Strategic Plan</p> <ul style="list-style-type: none"> • Excellence in teaching • Excellence in leadership • Flexibility & access to programs/services • Ethical & innovative use of technology • Parental & community engagement 	<ul style="list-style-type: none"> • Data driven decision making • Collaboration with colleagues on best practices for students and teachers • Collaboration about common formative assessments • Design support programs for all students • Administration to meet with pod teachers 3 times/year • Provide leadership opportunities in staff meetings to discuss teacher practices • Dedicate 2 staff meetings (Nov & Jun) to discuss student school wide formative assessment results • Promote Project Based Learning and Inquiry opportunities • Discuss results with PAC and School Focus Team. Discuss how to engage the parent community in relation to the goal • Staff development during monthly staff meetings and school-based NI days
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Middle School Operational Plan

- 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

- Data driven decision making
- Administration directed collaboration time built in to the teacher schedule
- Teacher directed collaboration time built in to the teacher schedule
- Innovative planning time (Collaboration) within the student schedule
- School based staff development will be facilitated in a variety of contexts to develop strategies that have maximum effect size on student achievement.
- Promote Project Based Learning and Inquiry opportunities
- Discuss results with PAC and School Focus Team. Share results with parents 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 Advisory program

Aboriginal Enhancement Agreement

- Increase student pride
- Increase reading scores
- Increase sense of belonging
- Increase graduation rates

- Cultural presentations, gatherings, and sense of belonging activities through on-site AbEd Cultural Support Worker
- Share the school Aboriginal Enhancement agreement with staff
- Support and promote “First Peoples Principles of Learning” in each classroom
- Share data specific to our Aboriginal Students



Data Picture of Colleen & Gordie Howe Middle School

Student Achievement Data					
Indicator	2013-14	2014-15	2015-16	2016-17	2017-18
Grade 6 Writing (% Fully Meeting/Exceeding)	n/a	40.3%	65.4%	57.1%	
FSA - Grade 7 Writing (% Meeting/Exceeding)	85.4%	84.8%	83.0%	81.9%	80.4%
FSA - Grade 7 Reading (% Meeting/Exceeding)	66.0%	59.8%	68.5%	58.7%	76.7%
FSA - Grade 7 Numeracy (% Meeting/Exceeding)	61.3%	44.4%	93.0%	69.7%	60.7%
% of Gr. 6 Students with a C+ or better in Language Arts (Term 2)			76.1%	57%	
% of Gr. 7 Students with a C+ or better in Language Arts (Term 2)			79.4%	72%	
% of Gr. 8 Students with a C+ or better in Language Arts (Term 2)			69.3%	86%	
% of Gr. 6 Students with a C+ or better in Mathematics (Term 2)			72.5%	74%	
% of Gr. 7 Students with a C+ or better in Mathematics (Term 2)			87.8%	77%	
% of Gr. 8 Students with a C+ or better in Mathematics (Term 2)			62.1%	70%	
Gr. 6 Gates (Spring) % above 50 th %ile		32.1%	33.9%	33.1%	28.9%
Gr. 7 Gates (Spring) % above 50 th %ile		N/A	27.2%	27.4%	21.3%
Gr. 8 Gates (Spring) % above 50 th %ile		N/A	34.4%	34.1%	23.5%
Gr. 6 Stanford (Spring) % above 50 th %ile		37.3%	35.2%	36.6%	29.1%
Gr. 7 Stanford (Spring) % above 50 th %ile		N/A	49.1%	48.3%	36.3%
Gr. 8 Stanford (Spring) % above 50 th %ile		N/A	29.5%	29.5%	21.3%
Gr. 7 Satisfaction Survey Data					
Student Satisfaction Survey Item: Do you feel safe at school? (Many times - All the time) *many times	88.5%*	79.0%*	80.7%*	No Data	71%
Student Satisfaction Survey Item: How many adults at your school care for you? (2 or more adults) *many adults	92.7%*	90.2%*	91.6%*	No Data	72%
Demographic Data					
Overall Enrolment	439	424	410	441	501
Percent Using the School Meals Program			7.6%	5.0%	8.2%
Percent Special Education	9.8%	8.7%	11.5%	10.9%	12.9%
Percent ELL	6.6%	5.9%	5.8%	8.2%	12.8%
Percent Aboriginal	10.7%	10.8%	12.7%	12.7%	12.9%