

Annual Schoolf

Brocklehurst Middle School

Acknowledgement

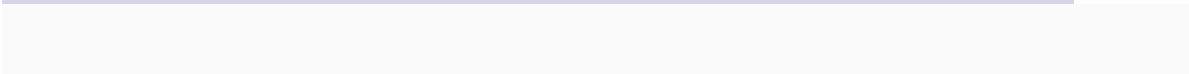
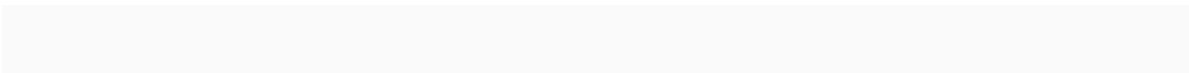
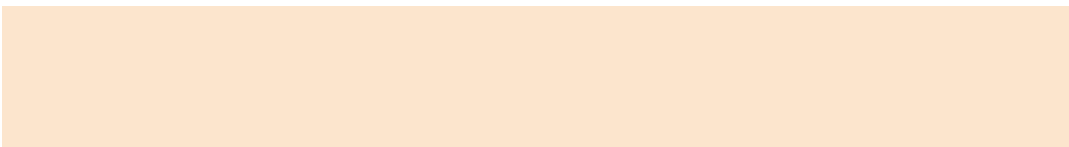
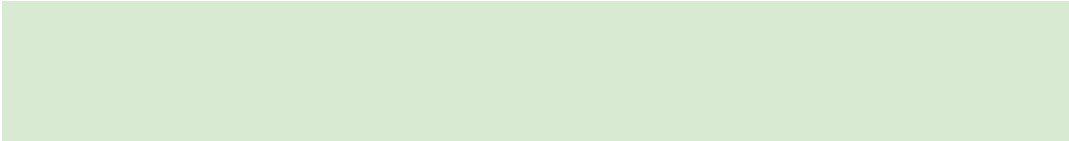
Secwepemcúl'ecw yi7élye ell, re tmicws re Tk'emlú'semc n7élye.
School District No. 73 (Kamloops-Thompson) acknowledges that it is on the territory of the Secwepemc Nation, specifically the territory of the Tk'emlups te Secwepemc People

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

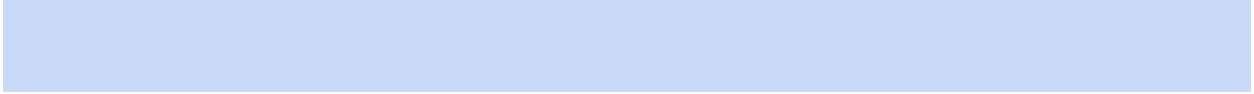
- Tk'emlúps te Secwépemc
- Whispering Pines/Clinton Indian Band
- Skeetchestn Indian Band
- Simpcw First Nation
- Adams Lake Indian Band
- Little Shuswap Lake Indian Band
- Neskonlith Indian Band

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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Learning Goal

INTELLECTUAL DEVELOPMENT

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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

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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.

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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:

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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 Mer m'ea M a co uis

boards u . h 7 classrooms

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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 8 rotation and are able to

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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.

2022-2023 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 **BYIh GhYdg** expectations for 2022-2023 school year.*

*June 2022 - Met with Numeracy Coordinator Darren Clark to set **BYIh GhYdg***

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 Dureen 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 **AUh\! I d** Pro-D sessions put on by Coordinators at Henry Grube.*

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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.

2022-2023 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,

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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.

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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 cud wr school onc a had ntracurals i,

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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

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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.

&\$&!&\$& 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.

&\$&!&\$&& 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:

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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.

2023-2024 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 F o F ou Pro-D e = aons ou A - a

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

Evidence and Next Steps