Fraser River Middle School Goal Plan

New Westminster Schools	**School Name:** Fraser River Middle
	School Year: 2017-2018
	Focus: School Culture

Goal	*To continue to cultivate a community of inclusion, innovation and engagement.*
Rationale Process	Rationale: Last year our goal was **'to create a safe, respectful learning community that fosters acceptance, engagement and kindness'.** We felt this goal was necessary because we were a brand new community that had been brought together from four school communities. Through last year we learned that we did have to create our own identity and chose to continue with the focus of school culture. Process: At summer professional development staff took time to answer the similar questions that we asked three student representatives at the end of last year. The Two questions we asked were; how do you describe the Fraser River Community? What do you look forward to this year? From the information gathered we decided that our school focus would continue to be school culture. Then staff worked collaboratively to formulate goal statements. In September we did a survey with students and some staff that were not at the summer professional development. From these two surveys we generated themes and created our goal statement.
Planned Actions and what we are doing.	A mission statement committee was formed. The members are two PAC executives, 24 student council members, two cupe representatives and both administrators. At our first meeting we reviewed the School's Code

of Conduct. We discussed the purpose of a mission statement. We also asked three questions to the committee:

What words come to mind when you think of FRMS? What would you want FRMS to be remembered for (its legacy)? What would the community miss if Fraser River wasn't here?

- Spirit assemblies
- Connect with elementary schools
- Anti-bullying education
- Digital citizenship education
- Maker days
- Community garden
- Assessment - student reflection
- Student council
- We day
- GSA Club
- Student ownership of space (ie: homerooms taking turns picking up garbage, decorating spaces etc)
- Theme weeks (Pride week, -multi-culture week, etc) with activities, etc.
- Theme Days (PJ day, Twin day, etc)
- School 'Spirit Wear' for purchase (t shirts, sweat pants, etc)
- Students entering the building before the bell
- Staff socials
- Appreciation club
- Intramurals at lunch
- School clubs
- Staff versus students in sports
- Team names
- Parent coffee Wednesday mornings
- Parents helping coach
- Makerspace where students collaborate and support each other
- School colours (Red and Grey)
- School mascot (Falcons)
- Created FRMS Code of Consequences
- Created FRMS Code of Behaviour Matrix
- Responsible digital citizenship lessons
- We scare hunger drive to collect food items for our Christmas hampers and the local food bank
- Collaboration time used consistently

Documentation of Learning	● School based team meetings notes ● Core competency reflections completed by students ● Core competency reflections completed by students ● anecdotal evidence/teacher reflections ● Completion of incident forms by students sent to the office
Resources/ Research	● https://curriculum.gov.bc.ca/comptencies ● Possible purchase of the book Mindset by Carol D. for staff ● Safe Teen Anita Roberts ● Common sense media
How to share with community?	● Student activity involving unpacking the goal - what it means to them ● Information will be shared with our parent community through updates at our PAC meetings as well as ● Through our school newsletter ● Through our website ● Classroom teachers will communicate activity and progress through their classes ● Developing a mission statement - post
Reflections	● Will be collected through the google document with the two questions on the goal. ● Staff, student and parent survey ● Check in periodically with the staff. ● Team meetings with students to check in on how things are going.
How will we know?	● Created a community that does not tolerate bullying - everyone has a voice ● Positive environment ● Sharing about the work done in classrooms on the core competencies ● Team meetings ● Students do not tolerate swearing

	● Students are assertive, and stand up for themselves and each other ● Students who identify as LGBTQ report: positive language, no put downs/slurs, feeling safe, supportive teachers, understanding students, etc. ● Students and staff feel welcome and safe at school ● School spirit ● Supportive PAC ● Parents feel welcome ● stories/pics on website about all the great things happening at FRMS ● A culture of mentorship within ● Having a shared mission and goal ● Recognizing students and staff for their achievements and contributions ● Open communication with students, staff, and parents ● Fully functioning learning commons ● Visible school spirit ● Responsible digital citizens ● Lots of participation in school sports, intramurals and clubs ● Feeder school tours will be successful ● Sports Day in June will be well attended ● See a collaborative learning community
How did we do last year?	Fraser River Middle School Progress Documentation We have created an environment that…. …has a high level of community involvement. ● Supportive PAC ● Many community donations both monetary and tangible ● Parent involvement in coaching basketball ● Parks and recreation involvement at our school (school events) ● Parent attendance at events (student tours, talent show) ● Staff volunteering for intramurals, sports teams and clubs …is accepting and understanding of others. ● Spirit assemblies (staff vs students in sports) ● GSA club ● Collaborative, both staff and students ● Restorative rather than punitive ● Working on classroom community ● Visitors in the school give positive feedback about the environment

	…fosters engaged learners.
	- Collaborative learning opportunities - Collaborative learning spaces that are used regularly - Student involvement in developing school culture ….promotes student leadership. - Student council - Running assemblies - Students running the tours - Referees at games ….trusts students. - Students are able to enter the school at 8:00 and stay in the school until 3:30 - Students have the autonomy to choose the best learning space for their needs - Students can choose to be in the school at recess and lunch (first floor)