

School Learning Plan

October 2023/24

THE CURRENT CONTEXT

Summary of the data gathering sections of the planning template. You can also add details about specific equity issues you have noted and would like to address.

Fraser River Middle School's doors opened in September 2016. We have grown rapidly and currently have a student population of 660 students between grades 6 and 8. Our school community has a wide range of cultural backgrounds and welcomes students from all over the world and those Indigenous to Canada. For the first two years of FRMS, we focused our attention on building community. We decided in year three to continue with building community but to make our goal focused on integrated curricular areas. We continued with this goal for a period of four years. We believe that all students must feel safe and connected to make learning possible. All our students are learners and participants in this process. Equity, diversity, inclusion, and social-emotional learning are embedded into our work around our School Goals.

We conducted a consultation with Staff in the spring of 2022 to determine what direction we should go with our School Learning plan. Staff identified the areas of Self-Regulation, Ownership, and Resilience as areas where they wanted to explore as a Staff with our students. We will use the Spiral of Inquiry Framework (<https://shorturl.at/cwK06>) to help us explore these areas and answer three key questions: What is going on for our learners? How do we know? and Why does it matter? We completed consultation in the spring of 2023 and our staff expressed the desire to continue with the same school goal.

OBJECTIVE: WHAT WE HOPE TO ACHIEVE

This is the big overall goal/objective (must be measurable)

Our goal is to create a reflective and inclusive environment that celebrates diversity, fosters resilience and self-regulation, and recognizes individual strengths within our community of learners. Within this goal we wish to focus on developing:

- Identity as a learner
- Identity as a classroom community
- Identity as a school community

DESIGN: HOW WE PLAN TO MEET OUR OBJECTIVE

Action Plan

Numeracy Baseline Data Collection – *Staff utilized LST support and District Curriculum Facilitator Josh Angolia – Pre and Post Assessments*

Literacy Baseline Assessment Data Collection – *Our ELL teachers and District Curriculum Facilitator Tammy Dewar supported Classroom teachers by trialing the DART assessment - Pre and Post Assessments*

September Professional Development w/ Creative Engagement Facilitator Kat Thorsen

Timeline

September 2023 and April 2024

September 2023 and April 2024

September 18, 2023

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| -Data Review -Continued work on the FRMS Code of Conduct, SOAR -Creation of a Vision Statement Art Piece | |
| Use of the Second Step Resource | September 2023-June 2024 |
| School Goal Conversations and Action Plan Review with Team Leaders and FRMS Staff | September and October 2023 |
| Grade 8 Resilience Field Trip to Wild Play | September 26 and 28, 2023 |
| Kick-Off Assembly for Students | December 2024 |
| Code of Conduct Student Engagement | January-June 2024 |
| Development of a Grade 7 Learning Activity | November 2023-June 2024 |
| NW Museum and Archives Project – School-Wide | January-March 2023 |
| Teacher Self-Reflection on SLP | March 2024 |
| Student Data Collection NW Museum and Archives and SLP | March-April 2024 |
| Gather Feedback for School Goal 2023-2024 -Staff -Students -Community | May 2024 |

SUCCESS INDICATORS: HOW WE WILL KNOW THAT OUR ACTIONS ARE HAVING THE DESIRED IMPACT

Key Results

This would be your key results – the idea is that if all of these were achieved, your objective would be met. Consider vulnerable students

- FRMS Students and Staff will be able to say that they feel connected and belong to the FRMS community (ex. Athletics, Clubs, Arts)
- Students will be able to report that they participate in social-emotional learning and about mental health
- Students will be able to report that they have engaged in learning self-regulation strategies

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- Students will be able to report that they have engaged in learning the skill of resilience
- Students will self-reflect their progress in relation to the core competencies on the formal report cards.
- Students will improve literacy and numeracy skills
- All students will be able to access classroom learning and the Middle School experience through adaptations and team teaching
- Staff will be able to report proficiency within the scope of the goal and application within practice using a co-created self-reflection tool
- Work around the School Learning Plan is visible within the school
- We have established working relationships with community partners (ex. Greater New Westminster Community and New Westminster Museum and Archives)

COMMUNICATION: HOW WE WILL SHARE OUR LEARNING JOURNEY WITH OUR COMMUNITY

Consider multiple forms of communication (newsletters, social media, bulletin boards)

- Conversations at PAC Meetings
- Inclusion of the SLP in school assemblies
- Monthly Newsletter
- Grade 8 Student Leadership Consultation
- Regular Staff Meeting and Team Leader Dialogue
- January Student-Led Conference
- Spring 2024 Grade 5 Family Transition
- Term 3 School Report Card Message
- Explicit Display of Learning and Progress in School
- Classroom Identity Exhibition in Spring 2024