

# Middle School Plan for Student Success



	<b>Team Members:</b> All staff
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<b>School Context</b>	Abby Middle has approximately 680 students. We are fed by 7 Elementary schools, and we also draw students from all across the city.
<b>Inquiry Question</b> (what is the burning issue you want to address as a team?)	<ul style="list-style-type: none"> <li>• How can students demonstrate organizational skills? (Organization)</li> <li>• How can students manage their own state of mind? (Affective)</li> <li>• How can students be reflective? (Reflection)</li> </ul>
<b>Rationale</b> (Why are we doing this?) (Please refer to school data)	Self Management is a MYP ATL (Approach to Learning) and is also what we base our Self Management Award on. Through qualitative analysis, we have determined this as an area that could be focused on. It is divided into three domains: <ul style="list-style-type: none"> <li>• Organization</li> <li>• Affective</li> <li>• Reflection</li> </ul>

Strategies (Include ELL & LSS)	Who will be responsible?	Timeline for each phase	How will you assess effectiveness of strategy?	Professional Development and/or Resources
Boys Program Targeting Social and Emotional Learning	Jordan Barr	All Year	Self Assessment Office referral data	
LSS rooms and classrooms to include Furniture and Lighting that includes Self Management Considerations	LSS and Classroom Teachers	All year	Observation	Visits to Elementary schools
Self Management Award to students who achieve Proficient or higher in 7/8 classes	Classroom teachers	Assemblies at the conclusion of the year.	Collection of data each term	
In class presentations to all Grades on Self Management	Counsellor/YCW/Mental Health Clinician	Sept - April	Teacher self assessment	In house and District Helping Staff
Staff Education related to specific, language, strategies and applications in a middle school. May included visits to elementary schools as research. Further investigation into applications of Self Management ATL.	Admin will plan staff development, e-blasts via Jana Dahl.	Ongoing	Year end qualitative data	-Staff in the building and District Helping Staff -Use of Social and Emotional Learning Teacher Supported materials available through IB.

Year wide staff experimentation with variety of strategies	All staff	Ongoing	Year end qualitative data	-“Calm, Alert, and Learning” by Stuart Shanker -Use of Social and Emotional Learning Teacher Supported materials available through IB.
Self Management Skills classes taught as part of the first two week class rotations in September	All teaching staff	September		
ATL/Advisory Committee and Leader to coordinate school wide focusses and advisory activities	Advisory Committee led by staff member with release time provided by band class	Ongoing	Year end qualitative data	

<b>Progress</b>



**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.

<b>Connections to the District Strategic Plan</b> 1) Excellence in teaching  2) Excellence in leadership  3) Flexibility & access to programs / services  4) Ethical & innovative use of technology	<ul style="list-style-type: none"> <li>This is connected to Excellence in Teaching as best practices include responsiveness to Social and Emotional Learning.</li> </ul>
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<p><b>Connections to the Middle School Operational Plan</b></p> <ol style="list-style-type: none"> <li>1) Promote best practices in all middle schools</li> <li>2) Build Capacity of principals, vice-principals, teacher and EA's,</li> <li>3) Improve the achievement of aboriginal students</li> <li>4) Use technology to enhance classroom instruction and assessment</li> <li>5) Engage parents and the community</li> </ol>	<ul style="list-style-type: none"> <li>• This is connected to Excellence in Teaching as best practices include responsiveness to Social and Emotional Learning.</li> </ul>
<p><b>Connections to the Aboriginal Enhancement Agreement.</b></p> <ol style="list-style-type: none"> <li>1) Increase student pride</li> <li>2) Increase reading scores</li> <li>3) Increase sense of belonging</li> <li>4) Increase graduation rates</li> </ol>	<ul style="list-style-type: none"> <li>• Increase Self management will lead to a decrease in negative student behaviours. The result should improve academic achievement as well as a sense of belonging.</li> </ul>