

School Name: Burnaby Central Secondary

School Goal: To promote more connectedness *to* and understanding *of* Health Literacy

(Mental Health & Wellness) amongst Staff and Students.

Nov 30, 2018. Principal: Dianne Carr

SCANNING

What's going on for your learners in relation to your goal?
How are you supporting the diverse learning needs of your school population in relation to the goal?

As per the 2016-2017 school plan it was noted that, "staff are also noticing increased anxiety amongst students in all grades."

We have implemented many supports for all students including: warm, welcoming classrooms, access to counsellors and our safe school specialist, the start-up of a "Health and Wellness" committee, classroom resources and community supports, Wellness Wednesdays with yoga at lunch for students and staff afterschool, Teachers taking part in wellness exercises in class. Our pro-d has been focused around mental health and wellness. In the fall we had Dr. Heather Baker who spoke about mental health and anxiety in teens. We are supporting the diverse learning needs of our school population in several ways: for ex: Mentorship, T.R.U.S.T club, Leadership, P.A.W.S_(Peace & Wellness Students).

CHECKING

Have we made enough of a difference? Feedback, data collection, data sharing, data analysis. How is the data informing / modifying practice? What has changed for your target groups?

Monitor the progress of Grade 8 students who are entering in 2018/2019.

Collect anecdotal feedback from Grade 8 teachers. (Report cards & Comments).

Engage in teacher/students conversations around connectedness with grade 8 students.

Conduct a survey for grade 8 students around connectedness, self-regulation, and understanding of health and wellness.

Overall school goal is to promote connecting *each* student to an adult in the building.

WHAT DOES OUR FOCUS NEED TO BE?

What evidence identifies the focus? What targeted groups are addressed?
Where will concentrating your energies yield the greatest effect?

School staff have gathered a great deal of qualitative data in this area over the past several years. These observations are supported by several sources of qualitative data such as: discussions at Pro-D, referrals through Learning Services and Students Services.

Staff have engaged in *initial* guiding questions in relation to this goal:

Do you believe all students feel connected, supported and engaged at Burnaby Central?

Do you feel connected, supported and engaged Burnaby Central?

What can we do right away that would contribute to a more powerful & connected community for students (think about systems, structures and practises)

What can we do right away that would contribute to a more powerful & connected community for teachers (think about systems, structures, practises).

What can we work on throughout the year? This may take more time- on-going learning.

NEXT STEPS:

What requires further attention? Where to next?

More of a focus on identifying connectedness in school and supporting healthy relationships. The Fall Pro-D in 2018 will focus on relationship mapping between teachers and students.

Support the start-up of a, "Health and Wellness," committee and the promotion of health and wellness initiatives and resources.

Learn more about Comprehensive School Health – an internationally recognized framework that supports improved student learning while addressing school health in a planned, holistic way.

Teacher to work with a group of students, "P.A.W.S-" Who will support healthy relationships amongst students.

Target Grade 8 students and their transition to Secondary school.

SPECIFIC GOAL YOU ARE ADDRESSING:

How does your data inform next steps? What is contributing to this area of focus? How will students benefit academically, personally, socially?

- We are aware through research and evidence in school that student stress and anxiety are on the rise.
- Research is clear that students who have strong self-awareness and self-management skills will experience success in a broad range of academic, social and personal domains.
- In the fall, we asked a group of Grade 8 students whether *they* and *other students* felt connected. Although, there were many positive responses, we noticed that students were concerned with peers/themselves being disconnected due to the following: not having friends, not understanding the curriculum, not feeling comfortable with asking for support in both academic and social areas, students who look lonely, who eat lunch alone and do not belong to clubs or sports teams.

HOW AND WHERE CAN WE LEARN MORE?

What professional learning has taken place and what is needed/ planned?
What resources and school/ district supports are you using?

Communicating student Learning District Working Group

Teachers involved in the District Mental Healthy Literacy Cohort

Pro-D (2018) Dr. Heather Baker (Health & Anxiety in Teens)

Health Week (May 2018) Mental Health Week (May 2018)

T.R.U.S.T group- running several events around supporting positive relationships and positive mental health.

Time for collaboration between enrolling and non-enrolling teachers (release time throughout the year).

A list of teacher Mentors connected with individual students.

TAKING ACTION / WHAT ARE WE DOING DIFFERENTLY?

What is your implementation plan? Roles of key stakeholders? How are all 3 tiers supported? How will you monitor progress?

- ✓ Create a school team to collaboratively plan initiatives, resources around connectedness and Health and Wellness for both staff and students. Attend Stan Kutchner district sessions on Mental Health (Sue Dorey). (Regular Counsellor Presentations on Mental Health at DH/Staff meetings).
- ✓ "The Power of Being Seen," November Professional Development day for Staff focussed on Relationship Mapping with students.
- ✓ Support collective Pro-D with a focus on Connectedness and Health Literacy. A group of teachers are taking part in, "Adolescence and the Brain: Cognitive, Social and Emotional Development," series. Facilitated by Miriam Miller and Dr. Hagar Goldberg.
- ✓ Work with the District Wellness and Mental Health survey conducted in 2018 with our Physical and Health Education department.
- ✓ Target Grade 8 students and focus on school connectedness through a survey that will look at: 1) How students individually feel connected to the school 2) How connected they are to peers and teachers 3) How they feel about their experience at Burnaby Central.
- ✓ Use qualitative & quantitative data from Grade 8 survey to inform and educate staff.
- ✓ Support and role model wellness with both staff and students through resources, clubs, events pro-d etc.
- ✓ Host a Grade 8 information session for parents in the fall of 2018 and provide resources around connectedness and health literacy.
- ✓ Organize and expand Health and Mental Health Week in the Spring with guest speakers, vendors, physically active events (ex: Zumba) meditation and yoga.

SCHOOL TEAM VISIT SUMMARY REPORT
(to be completed by Visiting Team)

SCHOOL: _____ DATE: _____

PROMISING PRACTICES

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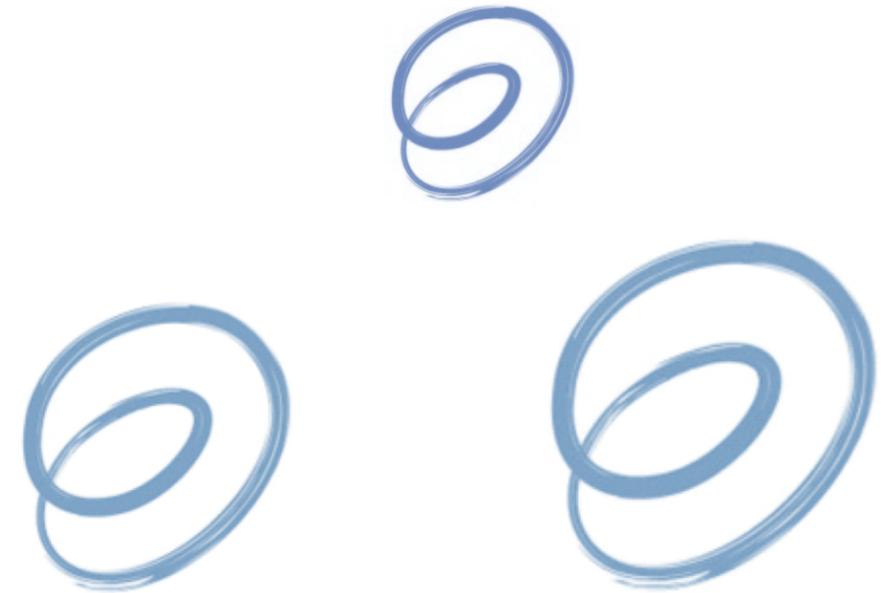
RECOMMENDATIONS

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NAMES OF VISITING TEAM MEMBERS:

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_____	_____
_____	_____
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A SPIRAL OF INQUIRY APPROACH TO SCHOOL PLANNING



SCHOOL PLANS GUIDELINES:

- 1) School Goal(s) – must be clearly stated and include an academic / intellectual focus (such as Reading or Writing).
SEL may be an additional goal or incorporated in your academic goal.
- 2) Your goal should focus on student learning based on evidence both qualitative and quantitative.
Examples below:
 - a. Goal – To improve student skills in writing
Target – Group of Level 3 ELL students at Grade 8 not meeting expectations
 - b. Goal – To strengthen student comprehension skills K – 7.
Target – Group of grade 3 students / (male) not meeting expectations in comprehension.
- 3) This target group should be monitored for progress and this data should be included in your plan. If progress is not occurring, what are your next steps?
- 4) How are you involving parents in meaningful conversation around the school plan?
- 5) School Plans template
 - a. RTI
 - b. Inquiry Model