

School Planning 2024-2025



Captain Meares Elementary Secondary School

<p>School Context</p>	<p>Captain Meares Elementary Secondary School is a rural K-12 school in School District 84. Captain Meares has a student population of 26, 2 of whom identify as Indigenous. Our purpose is to provide a positive environment where students will develop as independent learners who can effectively communicate a strong sense of personal and cultural identity and engage with their goals for learning and their future.</p>
<p>Scanning “What’s going on for our learners?”</p>	<p>As a result of our school focus on literacy and emotional regulation, we have seen an increase in the cooperative participation in Ministry assessments and surveys. Specifically, both our grade four and seven students showed an increase in their FSA results this year. In addition, the high school assessments were completed well, despite some socioemotional hurdles. School wide social, emotional learning has empowered students to self-regulate and appropriately advocate for their individual needs.</p> <p>In reviewing our data, we have found that a few of our primary students have shown below expectation growth in their early reading profiles, as well as no movement in benchmark assessments.</p> <p>While we recognize factors like attendance and attitude contributing to the lack of movement, we desire to identify further supports that can be offered to the classroom teachers and to the student in question.</p> <p>Lastly, we are on track to graduate all 3 of our grade 12 students this year and continue to reach out and offer support to those students that are still on our records as not graduating in past years.</p>
<p>Focus “What does our focus need to be?”</p>	<p>Goal 1 To raise academic achievement and engagement in students from grades K – 12 by building up foundational skills and habits.</p> <p>Objective 1: 80% of students will be proficient or extending for their grade level in reading comprehension.</p> <p>Objective 2: 80% of students will demonstrate at least an academic year’s worth of improvement in the overall quality of their writing based on performance standards.</p> <p>Goal 2 we will continue to build resilience in our students, so they are better prepared for success as they transition from our school to their chosen life and career paths.</p> <p>Objective 1: All students from grades K-12 will demonstrate the use of strategies related to mental health literacy, including mindfulness techniques and self-regulation.</p>

<p>Developing a Hunch “How are we contributing to this situation?”</p>	<ul style="list-style-type: none"> • School academic culture is improving because of a more focussed system of affirmation, recognition, and early intervention, including more regular counselling and social emotional support. • We believe that training the staff to implement a series of mindfulness techniques coupled with early counselling intervention, has improved student self-regulation, and reduce the need for frequent behavioural interventions. • We are curious if taking a harder hand against behavior concerns would help with students feeling of safety. • We have also theorized that providing the young students with lessons through guided play will help with socialization and self-regulation.
<p>Professional Learning “How and where can we learn more about how to address this situation?”</p>	<p>Improving Mental Health Literacy and Self-Regulation</p> <p>Relationship inspired self-regulation -- K – 12 We are using the support Network through Hilary and Relationships Matter. We are supporting district initiative to have all staff trained with Verbal de-escalation through the CPI certification.</p> <p>Mindfulness Techniques - K-12</p> <ul style="list-style-type: none"> • Mindfulness techniques for all staff as led by the Calm app and through Mindfulness therapy tools. Staff is learning self care techniques for themselves and as tools to offer to their students. • Promoting more academic engagement and improving performance standards. Utilizing Ben to help support the application of these mindfulness tools. <p>Creating a Culture of Excellence through Recognition and Expectation</p> <ol style="list-style-type: none"> 1. Using the core competencies to help students take responsibility for their learning. Staff are reviewing Ministry training as delivered by Amanda Girgan. Specifically, these strategies encourage student reflection and goal setting. This professional development gives the teacher opportunity for growth through self-reflection and goal setting, thus modeling these skills for their students. We will continue to accomplish this through prioritizing support for Learning team sessions. 2. Utilizing staff meetings as staff professional development becomes necessary. 3. Review and discussion around Pathway surveys to encourage staff reflection and professional growth.
<p>Taking Action “What will we do differently?”</p>	<p>Key strategies to improve academic engagement and quality:</p> <ul style="list-style-type: none"> • Ensuring the availability of early reading teaching support and encouragement. • Use of student and teacher created rubrics for quality writing and oral presentations. Presently adapting Ministry Issued Rubrics. • Creating small pull-out groups, grade 3 to 6 for Math and Literary. • Exemplars referred to for proficiency standards for reading and writing. • Focusing on relevant learning for students within the “Big Ideas.” <p style="text-align: right;">Continued...</p>

	<ul style="list-style-type: none"> • Creative formative and summative evaluation addressing diversified learning and goal setting. Referencing District Data Collection results. • Using the core competencies to create a “buy in” for the students. • Student Success Assembly • Increase student experience with problem solving skills and strategies. • We will maintain our focus on ensuring daily time on text and building student relationship with text. • We will use the writing process framework to demonstrate the writing expectations according to student grade level. <p>Key strategies to improve emotional health literacy:</p> <p>The Implementation of:</p> <ul style="list-style-type: none"> • The Self and Co-Regulation Counselling Curriculum • Inquiry play exploration and socialization. • Mindfulness Techniques and Routines • Music engagement and therapeutic tools such as tapping. • Mental health literacy from Coalition on Mental Health Literacy.
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<p>Checking “Have we made enough of a difference?”</p>	<p>Key measures of our success towards our goals will include:</p> <p>Goal 1 To raise academic achievement and engagement in students from grades K – 12 by building up foundational skills and habits.</p> <ol style="list-style-type: none"> 1. Use of data and analytics to ensure on grade reading ability and appropriate growth throughout the year. 2. Standard assessment of reading and comprehension (Academic Quality) (FSA 4 & 7), (EPRA/DART) 3. District Wide Write with BC Performance Standards (Academic Quality) 4. Report Card Grades (Academic Quality) <p>Goal 2 We will continue to build resilience in our students, so they are better prepared for success as they transition from our school to their chosen life and career paths.</p> <ol style="list-style-type: none"> 1. Student Learn Survey Question (Mental Health Literacy): At school I am learning to care for my well-being. 2. Student Learning Survey Question (Mental Health Literacy): How many adults at your school care about you? 3. Student Learning Survey Question (Self-Regulation): I am satisfied that in school I learn how to express emotion, and deal with emotional problems that I may face in the future. 4. Student Learning Survey Question (Self-Regulation): At school I am learning to solve problems in peaceful ways.
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Measures – How are we doing?

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Goal 1-1	Students who show an at or above grade PM benchmark level.		
	2022/23	2023/24	Target
	71%	73%	80%
Goal 1-2a	Early Learning Profile completion appropriate for grade level.		
	2022/23	2023/24	Target
	76%	85%	100%
Goal 1- 2b	Students who are showing grade level reading and comprehension. As evidenced with the FSA or District assessment.		
	2022/23	2023/24	Target
	44%	50%	80%
Goal 1-2c	Students who have a proficient or above in Math on their report card.		
	2022/23	2023/24	Target
	62%	68%	80%
Goal 1- 3	Students who are grade level proficient in district wide write.		
	2022/23	2023/24	Target
	35%	38%	80%
Goal 1-4	Students who have earned a proficient or extending overall average in Language Arts		
	2022/23	2023/24	Target
	62%	68%	80%
Goal 2-1	Student Learn Survey Question (Mental Health Literacy): At school I am learning to care for my well-being.		
	2022/23	2023/24	Target
	54%	85%	100%
Goal 2-2	Student Learning Survey Question (Mental Health Literacy): How many adults at your school care about you?		
	2022/23	2023/24	Target
	100%	100%	80%
Goal 2-3	Student Learning Survey Question (Self-Regulation): I am satisfied that in school I learn how to express emotion, and deal with emotional problems that I may face in the future.		
	2022/23	2023/24	Target
	50	74%	80%
Goal 2-4	Student Learning Survey Question (Self-Regulation): At school I am learning to solve problems in peaceful ways.		
	2022/23	2023/24	Target
	100%	100%	100%