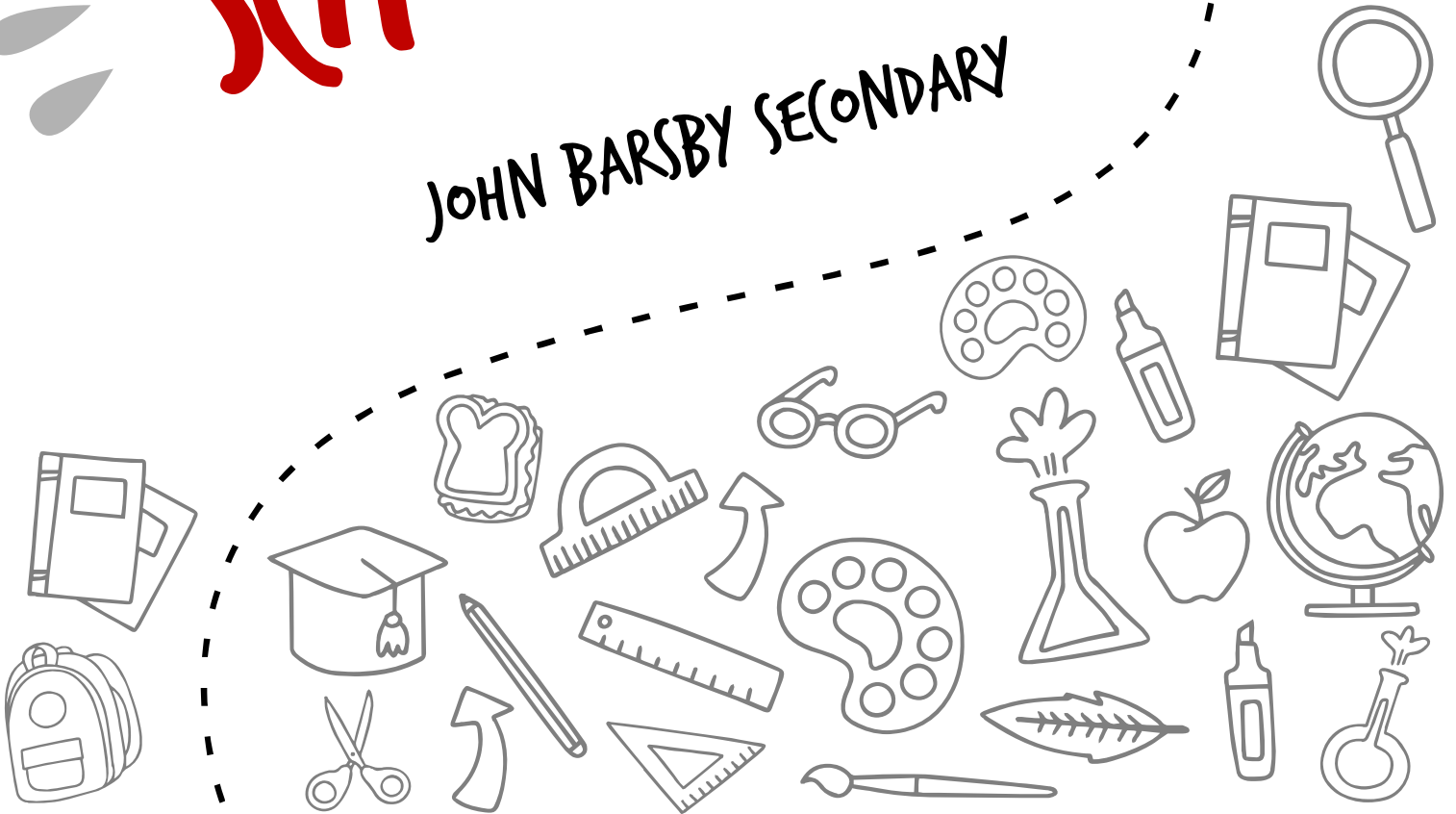


2019-20



SCHOOL PLAN

JOHN BARSBY SECONDARY



John Barsby Community School 2019

Jane Reynolds

STEP 1) GENERAL SCHOOL STORY (WHO WE ARE)

WHAT ARE THE UNIQUE, POSITIVE CHARACTERISTICS OF OUR SCHOOL?

John Barsby Secondary is a community school which is situated in a neighborhood with longtime residents. We are a very multi-cultural school with a focus on providing student supports in the most inclusive manner possible. We are in the first year of implementing both a linear grade 8 model and a highly revamped Inclusion support model. There is good commitment from community partners to support our students, and we are working on building more of these partnerships. Within our school, we are starting to explore options for multi-disciplinary course offerings and land based electives. Teachers are being encouraged to follow their areas of passion and we have just launched our 'House system' and Warriors group which are tier 1 and tier 3 interventions designed to increase student engagement and success.

Our school is situated centrally in the Harewood community and is in close proximity to the Chase River, Colliery Dam, Vancouver Island University and a growing number of retailers. There is a large amount of pride in our students; especially with regard to the success of our athletic teams, and we are working on shifting this into other areas (such as fine arts and academics) as well. The staff who choose to stay at Barsby do so because they are committed to our students and understand some of the experiences they walk in the door with. It will be interesting to see what the affect of neighborhood gentrification has on our student community in the years ahead.

WHAT ARE THE IMPORTANT DEMOGRAPHICS OF OUR SCHOOL AND COMMUNITY?

Harewood is making a slow change from its reputation as a rough and tumble, low income community. There are many rental properties and low income housing options in the area, and many of our students access food-banks, our meals program and struggle with the basics. Conversely, we have other students from middle class families, and new single family and condo developments are currently underway in the catchment. Our population is very diverse: of our approximately 650 students; we have almost 200 indigenous students, 35 International students and 20 Syrian refugees with a good mix of other ethnicities thrown in for balance.

The Harewood community is very supportive of the school. We have received fantastic donations from Steve Marshall Ford (for our Angel fund) and Deni's Dynamite deals. Parents are supportive in ways that they can be. The Football program here provides lots of good, positive opportunities and lifelong lessons for students and parents to connect. Our PAC is also involved and quick to volunteer with school events and fundraising opportunities.

With the geographic location of the school, we are in close proximity to the Snuneymuxw first Nation and have been working hard to form a partnership. We are in the building bridges stages with this effort and have been meeting with the chief and having parent meetings on reserve. We are also working closely with Terena Ross, Snuneymuxw education support worker and an elder. Our administration team had also attended an elders luncheon at the big house.

WHAT DO WE CELEBRATE?

At Barsby we celebrate "Do the right thing, Try your best, Get better each day". We are working on celebrating both the small gains that happen with our students each day as well as large activities such as the recent gym riot, Wish tree and Winter Formal. We would like to shift to a more strength based model (Circle of Courage) where students are able to explore and feel good about their areas of strength instead of feeling shame about their stretches. We are working on creating a sense of belonging to Barsby for all of our students and staff and need to consciously recognize and celebrate achievements outside of the athletic arena.

As a staff, we are fantastic at supporting our students 'where they are at' and welcoming them when they are in the building. We are working towards staff being more comfortable providing differentiated instruction and assessment for all learners.

Barsby also celebrates being an open system where students and staff are able to share their thoughts and concerns. This is evidenced by the gravity and honesty of wishes on our wish tree.

Step 1 Notes: Open system??

Step 1 Completed: [none]

STEP 2) WHAT DO WE KNOW ABOUT OUR LEARNERS? (SCANNING)

WHAT ARE THE STRENGTHS AND STRETCHES WE SEE IN OUR LEARNERS?

Strengths are resilience and openness in our students. Many of them are attached to the building and staff, and participate in clubs, activities and teams. Others are mature beyond their years due to caring for young siblings at home or working to add to the family income.

Stretches are that many of our students have gaps in their learning due to circumstances not under their control, and lack of attendance is an issue for many of these students, further compounding their gaps in learning. Formative assessments in Math and Literacy show a lack of basic skills in some areas, and generally low abilities in others. Many of our students have an underlying sense of shame about their abilities or circumstances. I hope that we can shift this thinking to a strength based model so that they can find their areas of strength and work towards mastery in that area.

Gr10FPC Simmer Sept 2019.xlsx

+ NOTES

**FMP 10- Simmer
Formative results**

WHAT EVIDENCE DO WE HAVE OF THESE STRENGTHS AND STRETCHES?

See formative assessments- data from extra-curricular participation, attendance data from last year, student satisfaction survey and engagement survey results.

get edudata results in PDF format - theresa to do.

Rick Hart- Participation List.2019.docx

Step 2 Notes: upload this data and check with J and T. Need math assessment data and Literacy from that platform. Theresa can login and share...

also the Red, Yellow, Green data

Step 2 Completed: [none]

STEP 3) WHAT ARE OUR GOALS? (FOCUSING)

WHAT AREAS WILL WE FOCUS ON TO IMPROVE OR ENHANCE SUCCESS FOR OUR LEARNERS BASED ON WHAT WE KNOW ABOUT THEM?

At Barsby we are focusing on a number of goals to support the success of our learners. We know that many learners come to us with gaps in their learning due to conditions beyond their control. We also know that attendance is an issue for many of our students, especially within the Indigenous population. We are working hard to provide basic instruction while at the same time, trying to find a way to attach more students to the healthy environment and great supports that we have available in our school.

We also know that family engagement in the education process helps to support our learners. To that end, we are trying to increase communication with families through online presence as well as a monthly newsletter.

WHAT ARE OUR SPECIFIC GOALS?

Specific goals are: To Improve Student's Literacy and Numeracy skills and thinking- designing targeted interventions based on formative assessment. Tier 1, 2 and 3 responses to Support Services

Innovative Pedagogy- Land based electives, modelling UDL strategies for all, Project based learning and differentiation

Social Responsibility- Community and culture building with Tier 1,2 and 3 interventions

Aboriginal Understandings and Reconciliation in action- for staff and students

Student engagement survey results- graphs only....

Step 3 Notes: [none]

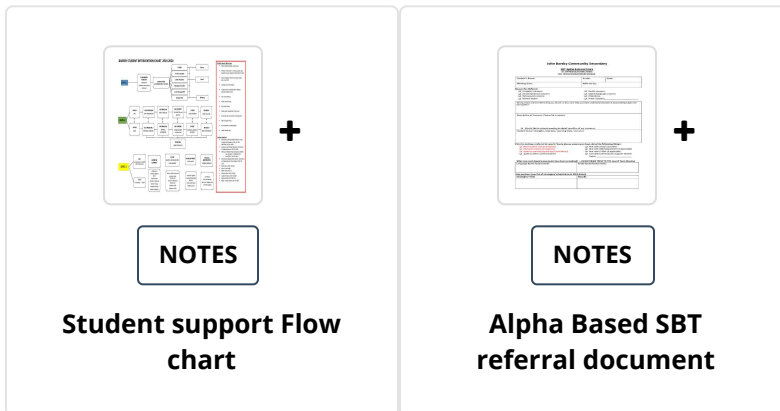
Step 3 Completed: [none]

STEP 4) WHAT LEARNING AND ACTION WILL WE TAKE?

WHAT WILL TEACHERS LEARN MORE ABOUT TO SUPPORT OUR GOALS?

UDL, Differentiation, Inclusive philosophy,
differentiated assessment practices
Working WITH another teacher in the classroom to support all students
Targeted intervention based on formative assessment for numeracy and literacy
New student support model
Circle of Courage, Indigenous community resources and supports for all

|



WHAT ACTIONS/STRATEGIES WILL WE TAKE/USE (TEACHERS, PARENTS, STUDENTS, AND OTHER STAKEHOLDERS) TO SUPPORT OUR GOALS?

- Targeted staff meeting learning

- PLC Inquiry group work and share-outs.
- School Learning Leaders Inquiry
- Student engagement survey
- Student formative assessments and targeted interventions
- Social media sharing with our parent and community groups
- Partnerships with local groups/agencies: Tillicum, Snuneymuxw, Tribal Journeys, Food share, Lifeline, Literacy Nanaimo, VIU
- Family fun nights
- Barsby Christmas dinner for our feeder schools
- School team to attend the 2020 Alt Ed conference.
- Lynn Brown- teacher wellness circles- debriefing the tough stuff



+

NOTES

**Barsby Turkeynado
video. NOT Vetted for
permissions**

Step 4 Notes: PLC inquiry questions

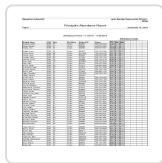
Step 4 Completed: [none]



STEP 5) HOW WILL WE KNOW WE ARE MAKING A DIFFERENCE? (CHECKING)

WHAT EVIDENCE OF LEARNING WILL WE COLLECT TO CHECK THE PROGRESS ON OUR GOALS?

- Formative assessment in Literacy and Numeracy
- Student attendance data
- Grade to grade transition data
- Student engagement and satisfaction survey results
- evidence of best practice in pedagogy in classroom walk through's
- Participation and anecdotal data coming from Indigenous learning opportunities (workshops, elder visits, classroom visits, classroom content, large map bookings)
- student participation in extra-curricular clubs and events
- number of students

A small thumbnail image of a spreadsheet-style table representing the November 2019 attendance report. The table has multiple columns and rows, typical of a data tracking sheet.

**November 2019
attendance report**

A small thumbnail image of a spreadsheet-style table representing the November 2018 attendance report. The table has multiple columns and rows, typical of a data tracking sheet.

**November 2018
attendance report**

Step 5 Notes: chec

Step 5 Completed: [none]

STEP 6) HOW WILL WE SHARE THIS INFORMATION?

HOW WILL WE SHARE OUR PLAN WITH STAFF?

Staff meeting and PLC sharing opportunities- December 2019 we looked at LL Inquiry, student engagement survey results and attendance data for November 2018/2019

Digitally- post a version on the website

Conversations, collaboration, working groups

HOW WILL WE SHARE OUR GOALS WITH STUDENTS?

School website, include in students survey, present to the student leadership classes.

HOW WILL WE SHARE OUR GOALS AND PROGRESS WITH PARENTS?

Website, PAC, newsletter, Facebook.

Step 6 Notes: check with Craig about posting on facebook ??

Step 6 Completed: [none]

