

BJH School Development Strategic Action Plan 2024-25

School Vision Statement: To empower a community of diverse, lifelong learners.

School Values: Resilience, Empowerment, Success, Positive Relationships, Empathy, Community, Team Work

Goal: To create an environment in which all students are engaged and learning

Strategic Issues: - How can we create a school environment that fosters a greater sense of belonging and emotional and physical safety for all students?
- How can we implement balanced assessment practices that align with the new assessment policy and Universal Design for Learning?

Evidence used to identify strategic issue:

- School Development Student Survey Report 2023-24:

- Sense of belonging -

2023-24 Results, Overall

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|-----------------------------|------|------|------|
| School (N = 302) | 30.5 | 38.7 | 30.8 |
| Similar Schools (N = 5,085) | 34.7 | 40.2 | 25.1 |
| Province (N = 35,732) | 23.0 | 37.1 | 39.9 |

% of Students

Negative

Neutral

Positive

2023-24 Results, Overall

School Climate

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|-----------------------------|------|------|------|
| School (N = 310) | 34.5 | 39.0 | 26.5 |
| Similar Schools (N = 5,085) | 31.1 | 37.8 | 31.1 |
| Province (N = 36,533) | 20.7 | 35.8 | 43.5 |

% of Students

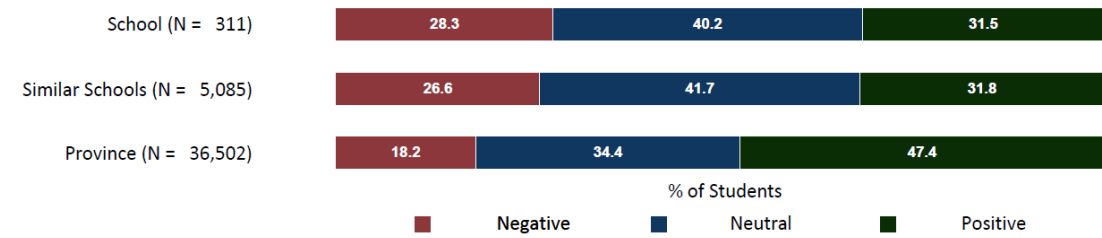
Negative

Neutral

Positive

School Safety

2023-24 Results, Overall



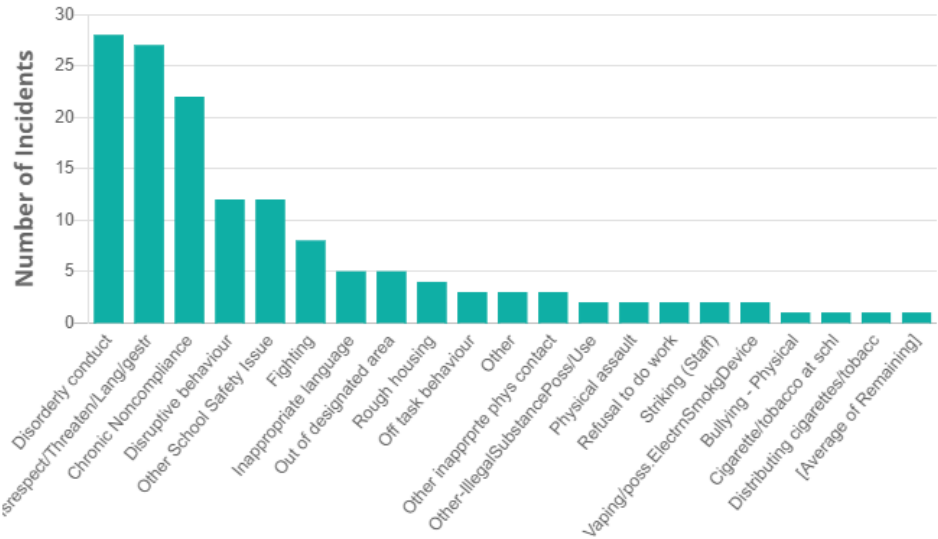
School Safety



Incidents By Behavior
Academic Year, 2024-2025



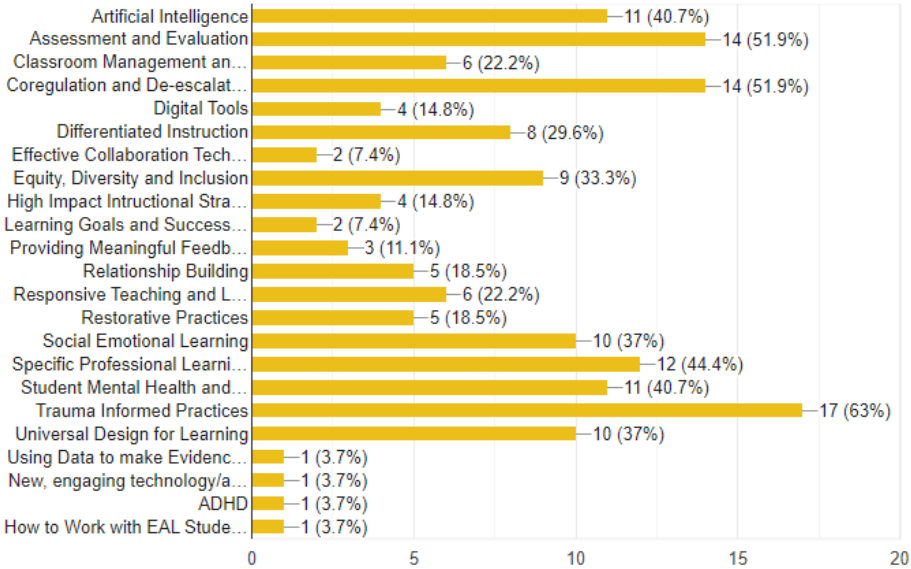
Beaconsfield Junior High



Which of the following topics are you most interested in learning about as part of our professional learning this year? Please check all that apply.

[Copy chart](#)

27 responses



What challenges do we currently face that you feel professional learning might help address?

27 responses

Dealing with students in the classroom that need assistance co-regulating and self-regulating.

meaningful assessment practices with practical examples

We have a number of students with regulation issues, so SEL and coregulation/de-escalation could be helpful

Student behaviors in the classroom.

I think having more trauma-informed practices and coregulation/descalation strategies would be very useful. We have a lot of students with trauma and it shouldn't fall on one or a group of teachers to know how to best work with or help them

Student behavior; Assessment (more variation and choice); Student focus and attention (incorporate centers, switch activities more frequently, brain breaks)

Providing adequate accomodations for students in the classroom to meet their needs on my own (usign tech etc.)

- **Teacher observations and anecdotal notes**
- **Attendance Data**
- **Powerschool Missing Assessment Data**
- **Monthly Student Strategy Meetings**
- **Academic Evidence - Following Term 1 results**

| Actions | Person(s) Responsible | Timeline | Evidence of Effectiveness (What progress is being made with the implementation of the action? Is the action being implemented as intended? How is the action having an impact on the strategic issue? What evidence has been collected to demonstrate impact?) |
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| Strategic Issue #1: <i>How can we intentionally cultivate a school environment that fosters a greater sense of belonging and emotional and physical safety for all members of the school community?</i> | | | |
| Establish an active student leadership group who's meeting regularly and planning school wide initiatives on a monthly basis. | - Allison Furlong (teacher) - Debjani Dass (Guidance) - Leona Lundrigan (Guidance) | September 2024 | - A president and vice-president were elected to lead this group. They have been effective in planning activities and contributing to leadership in our school community. Participants reported a good sense of satisfaction with this and they are visible within the school community as leaders. |
| Conduct focus groups and a student wide survey in order to dive further into the data on school belonging and climate. | - Gordon Ryan (admin) - Stacey Hopkins (admin) - Danielle Kelsey (teacher) | November 2024 | - Focus Groups were completed. The data was analyzed and used to inform action. Several of the comments have been put into action |
| Leverage a partnership with the Association for New Canadians to facilitate a weekly 'Lunch and Learn' program for our EAL and LEARN students. | - Gord Ryan (admin) - Yvonne Pledger (teacher) -Andrew Smith (LEARN) -Naomi Niyukuri (ANC) | November 2024 | - A lot of our newcomers are attending this lunchtime session. It has been a great way for them to mix and mingle with each other. It is somewhat transient as students tend to stop coming once they feel more comfortable in the school. It does connect them with Naomi (ANC). Next year, we'd like to make sure newcomers are receiving the information - hopeful our EAL teachers will help take the lead. |
| Create signage and communicate clear expectations around entries and exits to the building during unstructured time | - Amy Fowler (Teacher) - Admin | November 2024 | - Amy Fowler has produced signage and is now placed in and around the building. - Signage has been effective in reducing incidents of loitering and usages of non-approved entrances. A lot of students are still knocking at the door and coming into the back. Other students are letting them in |
| Develop a clothing boutique for students to have access to second-hand clothing | - Katherine Croft (Teacher Librarian) -Leona Lundrigan (Guidance) -Amy Fowler (Teacher) | November - December 2024 | - Saxons Sustainable Shop has been created; Video will be created and shared to students and staff during Homeroom; Starting early December, twice a cycle, staff will collect, wash any donated clothing and store upstairs in our maker space, for students to later be able to |

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| | | | <p>access; School will involve student leadership group to help run this program.</p> <ul style="list-style-type: none"> - Opening on December 6 for students - Two sessions were hosted for students - one in December, one in January. - Feedback from students was very positive and many students left with clothing, which was particularly advantageous for the Winter season. - Student Leadership Team is going to help take this on in order to help organize and sort |
| Establish an ongoing multicultural team to foster cultural diversity through a Multicultural Week | <ul style="list-style-type: none"> - Debjani Dass - Yvonne Pledger - Steven Adams - Boyd Perry | Ongoing | <ul style="list-style-type: none"> - Connecting with NLSchools multicultural team (ie Boyd, Greg, Andrew, Kristen). - Connect with student leaders who went to the anti-racism summit to see if they could take the lead from a student perspective. - Target Date of May for a Multicultural Week |
| Host anti-racism workshops with Grade Eight and Nine students | <ul style="list-style-type: none"> - Debjani Dass (Guidance) - Leona Lundrigan (Guidance) | December 2024 | <ul style="list-style-type: none"> - Workshops were helped with positive engagement. We are still measuring impact on office referrals. |
| Engage in professional learning around co-regulation and de-escalation | <ul style="list-style-type: none"> - Admin to organize | March 2024 - AM Session | <ul style="list-style-type: none"> - The interactive nature of this PL sparked meaningful discussion, reflection, and peer-to-peer learning. Many staff reported that the hands-on, scenario-based format helped them better understand the “why” behind behaviours and how to respond supportively. - Staff also leveraged NLSchools Program Team to engage in sessions on “minds on moving for proactive regulation” & Harm reduction strategies. - Several staff have begun integrating strategies explored during this PL into their daily routines. Anecdotal observations show staff proactively recognizing signs of dysregulation and using calm, supportive responses rather than reactive measures. |
| Continue to address food Insecurity by supporting our students with access to fresh food at school as well as supporting families with access to food through community partnerships | <ul style="list-style-type: none"> - Food Security Team | Ongoing | <ul style="list-style-type: none"> - Engaging with community partners (ie Costco, Starbucks Second Harvest, Paul Williams - Hockey Buds, Smith Stockley, Lesters, etc.) to provide food for students both at school and for families who might need extra support - Twenty-four Christmas Hampers were delivered to families in need. |

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| | | | <ul style="list-style-type: none"> - Grab and Go Breakfast is working well; we are seeing continuous food being provided and consumed. - Families have expressed gratitude and it has led to positive connections with the school. - Doing monthly produce food hampers from Costco donated fruits and vegetables and helping families |
| Partner with the RNC to deliver sessions on “Cops, Communities, Citizens, Choices” for all students | - Gord Ryan Sergeant Julie Cunningham | February 2025 - Sessions (Spring 2025) | <ul style="list-style-type: none"> - Feedback was positive - It is leading to increased partnership and presence of RNC in the building in an effort to reduce the worry that police here means something unsafe is occurring |
| Strategic Issue #2: <i>How can we implement balanced assessment practices that align with the new Assessment policy and Universal Design for Learning, ensuring they support diverse learners, promote equity, and drive meaningful student growth and achievement?</i> | | | |
| Hold schoolwide PL on assessment practices to gain a deeper understanding of the new Assessment Policy | - Gordon Ryan (admin) - Stacey Hopkins (admin) - FOS Learning Team | November 1, 2024 | <ul style="list-style-type: none"> - Feedback indicated that staff found this day helpful and it provided a great deal of clarity on the new AER policy. |
| Have each department create an Assessment Action Plan focused on one principle of the new AER policy | - Department Heads (with teachers) | November 1- creation of plan November Department meeting - check in | <ul style="list-style-type: none"> - This has been a focus of departmental meetings. Staff have reported trying new assessment practices based on their action plans. |
| Create a Missing Assessment Policy and Tracking Process in order to provide opportunities for students to show their understanding | - Gordon Ryan (admin) - Stacey Hopkins (admin) - Krista Singleton (teacher) - Brad McCarthy(teacher) | November 2024 | <ul style="list-style-type: none"> - Staff report improved confidence in handling missed assessments fairly and equitably, especially when policies are aligned across departments. Each missed assessment period there are 10-20 kids who get the opportunity to write their missed assessment in a timely manner. |
| Each department will share what they learned from their Assessment Action Plan with other departments | - Department Heads (with teachers) | March 2025 (Staff meeting) | <ul style="list-style-type: none"> - At a table talk, staff shared their plans. Staff reported that they enjoyed learning from each other and got new ideas to bring forward into their classroom. |

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| Conduct monthly Student Strategy Meetings based on assessment data to help decide on targeted and intensive interventions | <div><div>- Gordon Ryan (admin)</div><div>- Stacey Hopkins (admin)</div><div>- Danielle Kelsey (Spec Serv DH)</div></div> | Third Wednesday of Each Month | <div><div>- Teachers and support staff are increasingly using assessment data to guide decisions, ensuring that interventions are tailored to specific student needs rather than based on anecdotal concerns alone.</div><div>- Students who were identified during these meetings and received targeted interventions show progress over time; Even small gains signal that supports are aligned and responsive.</div><div>- Staff report a stronger sense of shared responsibility for student success.</div><div>- Intervention plans, meeting notes, and progress updates are increasingly documented and revisited in future meetings. This provides a clear picture of which strategies are working and which need to be adjusted.</div><div>- Staff deepen their understanding of effective interventions and tiered supports.</div></div> |
| Add a catch-up period twice a cycle per grade for extra support with missing assignments | <div><div>- Katherine Croft (teacher)</div><div>- Kenneth Biscocho (teacher)</div></div> | February 2025 | <div><div>- Preliminary observations suggested that the addition of the catch up periods have provided students with increased opportunities to complete missing assignments and seek targeted support. Teachers have noted improved student engagement and task completion and there are early indications of a positive impact on academic accountability and follow through.</div></div> |
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| Year-End Summary | | | |
| <div><div>Progress on strategic issue</div><div>(What progress has been made on addressing the identified strategic issue? Have the actions taken moved the school forward in addressing the issue? What evidence have you used to determine this?)</div></div> | | | <div>Next Steps</div> |
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