



School Growth Plan

School: Brooks Secondary

Principal: Jasmin Marshman

Purpose and Vision:

School Growth Plans are school specific strategic plans. They are:

- collaboratively developed;
- focused on student learning goals;
- aligned with the District Strategic Plan
- evidence-informed using a cycle of improvement;
- specific, measurable, achievable, relevant, and time-bound.

Our Story

Brooks Secondary is the sole secondary school in qathet School District. Brooks serves all students, grades 8-12, in the qathet Regional District, with offsite campuses and programs to support diverse learners with flexible and experiential learning opportunities. Brooks currently enrolls approximately 900 students and will host approximately 60 international students this school year. We have a strong French Immersion program, 8-12; a well-established music program, both band and choral; athletic teams that compete with Vancouver Island; a successful trades and dual credit program; an accredited grade 8-12 Ayajuthem language program, and the Guided Indigenized Journey to Excellence (GIJE) Program to share and integrate Indigenous learning and perspectives by local knowledge keepers and educators with students. We are constantly seeking to improve and expand what we offer our students to create opportunities for them past our walls.

Our Learners

Brooks students represent every corner of the qathet Regional District. From Saltery Bay to Lund to Texada Island and all points in between, all students make their way to Brooks for their graduation program school years. Over its long history, first built as an 8-room schoolhouse in 1926, Brooks has always reflected big changes in the area. From boom times and expansion, changing social values and economics, to our present-day emphasis on inclusiveness and reconciliation, our students' educational and social-emotional needs are our first priorities.

Our diverse population includes approximately:

All Students	Indigenous Students	Students with Disabilities or Diverse Abilities	Dual Credit Students	French Immersion Students	International Students
900 students	140 students	200 students	80 students	63 students	60 students

Using the Ministry of Education and Child Care's vision for student success, our objective is for all students to graduate from Brooks with dignity, purpose and options.

Goal 1 (Strategic Priority – Cultivating an Ethic of Learning)

Improve student engagement and achievement by continuing to align instruction, assessment & reporting with the refreshed BC K-12 curriculum and the newly implemented reporting order.

In reviewing the graduation rates over the past few years, looking specifically at priority student populations, we are aiming to improve our completion rate. Utilizing the learning that has taken place in terms of strength-based reporting, universal adaptations to support all students and improved home-school communication, we feel we can support more students in graduating with dignity, purpose and options.

Action

- Continue building positive connections through our remedy/student support program. Teachers provide support to classes and students as part of their pooled remedy.
- Integrate Social Emotional Learning practices such as daily-check ins as students arrive and leave class, allowing time for reflection and explicitly using terms to illustrate emotional responses. The Mental Health Advocacy group will run sessions, as well as other opportunities for large group learning.
- Integrate culturally responsible teaching practices by getting to know our students' backgrounds and experiences
- Embed First Peoples Principles of Learning in our approach to students and each other; connecting to each other and the site we meet on each day to learn. This also includes using more First Peoples' content and local knowledge.
- Foster deep learning by engaging students with relevant, real-world content in an interactive model. This incorporates multiple options to engage and create evidence of learning, and an inquiry model approach. Specifically, designing a community showcase for CLE & CLC capstone projects.
- Dedicated after school help center with late bus provided (once a week)
- Increase student voice through surveys, small working groups, empathy interviews, course feedback and check ins. In classrooms, this would include project based learning, play based activities and personal interest based activities.
- Address knowledge gaps since 2020 by using grade level assessments then planning delivery and interventions to support and teach. Admin will be observing in classrooms regularly to then have informed discussions on successes and needs.
- Professional Development/collaboration opportunities may include:
Trauma-informed practice, Universal Design for Learning, Project Based Learning, Formative Assessment, Strength based descriptive feedback, etc.

Evidence

- Grades 10/12 Graduation Assessments
- Completion and Graduation rates
- Student Learning Survey
- Grade to grade transition data
- Grade 8/9 grades-wide assessments
- Report Card data
- Course completion rates
- School based student, staff, family surveys

Goal 2 (Strategic Priorities – Cultivating Connection and Supporting Self-Determination)

Students and staff develop stronger feelings of being welcomed, connected and sense of belonging in our school community.

As a whole staff, we have been very intentional in connecting positively with each other, students, families and the community. We want to improve that, ensuring that families feel welcome and engage more at school hosted functions, and the community is proud of their high school. We have reviewed parent, staff and student surveys and hope to create the school culture that all feel a connection to and ownership of.

Action

- Support staff collaboration time by scheduling staff meetings to allow for time to share out to colleagues, as well as break off into professional learning communities.
- Add a late bus for after school clubs, practices or ensure students can access a ride home (picked up, city bus, staff member transports)
- Set up access to a quiet room for students (during instructional time and during breaks) in the small room now available off the library
- Increase clubs/extra-curricular/intramurals for grade 8 & 9 only and advertise these clearly
- Provide morning announcements over PA at set time
- Improve access to outdoor learning and leisure spaces by improving the courtyard area by the portables. Also adding seating around the school, such as benches and picnic tables.
- Improve new staff/student orientation by having a point person to run sessions throughout the year including school tour, explaining the school calendar & ensuring assessment/reporting practices are clear and being available to answer questions as they arise.

Evidence

- Student Learning Survey
- School based student, staff, family surveys
- Improved attendance
- High engagement in extra-curricular activities
- Increased involvement/connection for families

Our Story is Beyond

Brooks, like many schools, is still rebuilding after so much disconnect during the pandemic. Families that pulled back are still gradually returning to the school community. Students are still readjusting to the demands and rigor of class. We are faced with the anxiety and stress of young adults not accustomed or confident to take risks in their learning. We hope to reassure and rebuild their conviction in their education and improve their school experience.