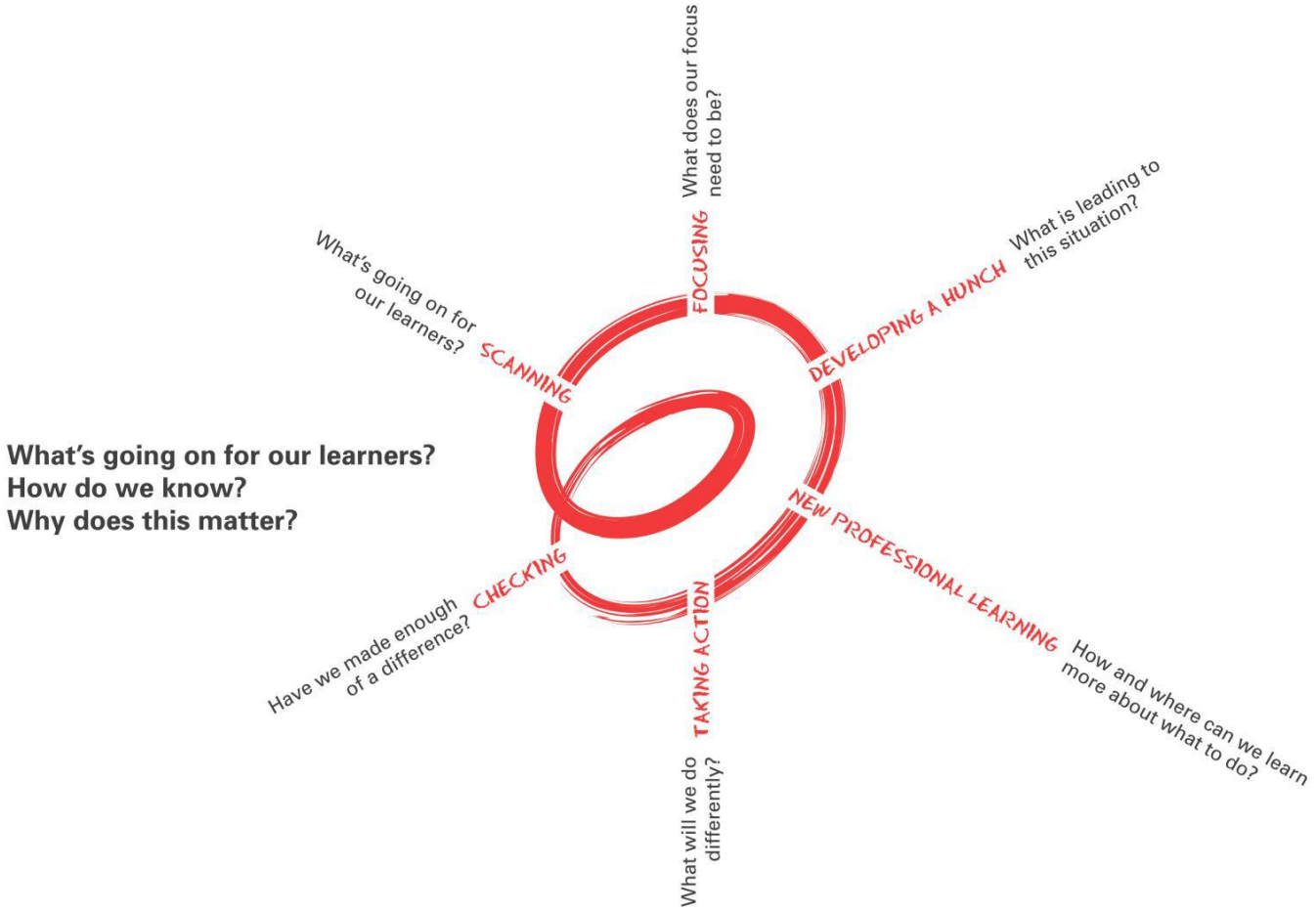
Cherry Hill Elementary School
Growth Plan
2019-2020



"Spirals of Inquiry for equity and quality" Judy Halbert and Linda Kaser

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School and Community Context:

- Cherry Hill Elementary is a mid-sized K-6 school that services families from diverse cultural, ethnic and socio-economic backgrounds. 20% of our students self-identify as having Aboriginal ancestry.
- Compared to other elementary schools in the Mission Public Schools District, Cherry Hill ranks lower than average on SES indicators. A high proportion of Cherry Hill students require additional academic and behavioural support. Cherry Hill students rank below average in British Columbia on standardized academic assessments such as the FSA.
- Cherry Hill Elementary is home to a popular District Strong Start program that runs each day of the week, bringing in an average of 15 families per day (attendance continues to grow). The school also houses after school care through the community based Club Kids program, as well as the privately run pre-school program, Jump Smart.
- Cherry Hill Elementary participates in and supports district early learning initiatives such as Ready Set Learn, the Calm Program, Welcome to Kindergarten and the Empower Series for parents.
- Cherry Hill Elementary has partnered with the Fraser Health Authority as a focal school in the Healthy Schools Program, and works closely with our Healthy Schools nurse to improve the overall health and wellbeing of students and staff at Cherry Hill. Through this program we have formed a Healthy School Committee, surveyed teachers, students and parents, and have identified areas of school and community growth. This year we focussed on growing and promoting healthy food through the addition of a student run indoor tower garden. Next year we will focus on growing outdoors by adding planter boxes around the school. In addition, we have focused on physical activity this year and secured grant funding for a professional dancer to teach multiple hip hop dance lessons to our entire student body during the two week ParticipACTION, Community Better Program. During the program we will track our activity minutes using the online app during daily physical exercise opportunities, morning ISP yoga, running club, and sports day. At the end of the program we will celebrate with a schoolwide outdoor choreographed dance.
- Students in need of food both at school and at home are supported through the Snack Pack and Starfish Backpack programs. Through these programs, students in need of nutrition have access to free healthy snack and lunch items on a daily basis, as well as food items to take home over the weekend.
- Cherry Hill Elementary has a very strong and supportive ISP program that supports students with low incidence special education designations and behavioural needs. The ISP program runs a life skills program for our low incidence students, offers modified PE classes, and participates in weekly hydrotherapy sessions at the local leisure centre. Additionally, the ISP program has a strong focus on emotional regulation including morning mindful moments, meditation and yoga classes, zones of regulation and mind-up curriculum. This year we added a sensory room to Cherry Hill which is used for body breaks, emotional regulation, and sensory activities. Our sensory room is called “the beach” and is painted and decorated in a tropical beach theme.
- Cherry Hill Elementary depends greatly on its Learning Support Program to support teachers with Tier 1 and 2 interventions, and work directly with students in Tier 3 interventions. Through our School Based Team, the RTI framework is used to support struggling learners, access district interventions, and pursue level C assessments when necessary.
- Cherry Hill’s K-2 teacher team is part of the Joyful Literacy Initiative in MPSD, whereby frequents frequent classroom assessment, literacy centres, and LST supported “Blitzs” are used to support

student literacy growth. Teachers participate in professional development throughout the year.

- Cherry Hill's library has recently been renovated through a facilities improvement grant to make more space for a school 'learning commons'. Through our library and ADST programing, students have access to a maker space, coding robotics, technologies such as green screening and virtual reality, electronic and small engine circuitry through Little Bits, and building activities such as Keeva Planks and a vertical Lego wall.
- Cherry Hill has recently added four after school clubs, including Art Club, Homework Club, Guitar Club and Lego Club. These run three days week for an hour after school and are supported by our teachers.
- Cherry Hill promotes sports through participation in district sports events such as cross country, basketball, volleyball and track and field. Additionally we have floor hockey Wednesdays for students, running club and regular teacher vs students sporting activities.
- We have a Green Team that supports our recycling program. The team mainly educates students on appropriate recycling practices at assemblies and on morning announcements. Additionally, we participate in the Mission Environmental Stewardship Society programing and use a litter kit to keep our school grounds clean on a regular basis.
- We participate in a number of fundraisers throughout the year that give back to our community including: Terry Fox Run, Jump Rope for Heart, Cops for Cancer, and school initiated fundraising for War Amps and local programs such as Camp Central.
- We support positive behaviour at Cherry Hill through our monthly student recognition program and 'Be Your B.E.S.T' behavioural matrix. Each month students in each class are recognized for their positive actions at our monthly assemblies as they relate to The Seven Sacred Aboriginal Teachings. Each month has its own focus sacred teaching that is supported through classroom activities. Additionally, we do a "Gotcha Draw" each Friday for students that are caught doing positive things around the school.
- Learning successes are shared with our school community each month at assemblies through Cherry Hill's 'Five Great Things' whereby success stories are shared with students, then posted around the school and communicated in newsletters and website.
- Cherry Hill Students engage in schoolwide art projects including a student painted mural at the front of the school, and the "Elders Are Watching" Art Show. These projects improve school culture, sense of belonging, inclusivity and beautify our school.
- Our Aboriginal Education Program supports our Aboriginal learners both academically and emotionally, and infuse Aboriginal Perspectives into everyday curriculum for all students. Our 'The Elders Are Watching' project is a great example of the work that is supported through this program.
- We promote the sharing of student learning through schoolwide learning projects and events including Heritage Fair, Young Entrepreneurs Fair and Science Fairs.
- We host school initiated parent-child nights such as the Cardboard Challenge to build strong bonds between and school and home.
- We have a very active PAC that supports the school through events such as our Spring Carnival, hot lunches, schoolwide celebratory parties, and subsidized apparel such as pink and orange shirts. PAC has financed emergency survival kits (including food and water) for all classrooms, schoolwide art projects, guest speakers, gardening initiatives and classroom funds for teachers.
- Peer conflict and bullying are reduced through the WITS anti-bullying program. Classroom lessons, school posters, and assemblies are used to support and reinforce students to use their WITS when dealing with conflict or bullying.

- Multiple forms of education technology are used at Cherry Hill including lap-tops, i-Pads, coding robotics, VR, green screening and circuitry. Most recently several of our intermediate and upper primary classes have used the All About Me platform to develop Core Competency based e-portfolios. These portfolios will be used as the yearly self-assessment of Core Competencies by students.

Scanning: (What do you, as staff and community, know about your students – their successes and challenges? What's going on for them?)

Successes:

- Frequent PM Benchmarking, Joyful Lit. circle charts, and sight word inventories have allowed us track and report on student reading progress at the primary grade levels on a regular basis, guiding instruction and allowing us to target students in need (Joyful Lit. Blitz through LST program for example). We know what level our young readers are achieving at and who needs targeted intervention. Through our LST program, nearly 15% of our students receive Tier 3 reading interventions at any given point of the year. Since the introduction of Joyful Literacy and addition of a new LST teacher, our literacy achievement rates at the primary level have improved.
- Our students thrive when adults or older peers work together with them on literacy learning. Students in grade 5/6 support our young readers by supporting Joyful Lit. literacy centres, Blitzing, and buddy reading. Many of our primary classrooms invite parents into the class in the morning to read alongside their children as a start to the day.
- Our students' emotional regulation needs are well supported through common schoolwide Zones of Regulation language used in all of our classrooms and visible on message boards throughout the school. Support structures such as ISP, counseling and YCW teams work together in school teams to support our most vulnerable using 'wrap around' support. In addition, students with regulation challenges have access to 'soft starts' in ISP every morning whereby they engage in mindful moments, breathing and tapping exercises, yoga, and body and sensory breaks. Our sensory room is used to support our students during time of emotional dysregulation or as a way to prevent dysregulation. Overall, our student body has become much more self-regulated in the last year, and especially with the addition of our sensory room.
- Our school culture has improved dramatically over the last couple of years and is in large part due to several schoolwide events and projects including our student-painted mural project, 'The Elders Are Watching' Art Show, spring carnivals, heritage and young entrepreneur fairs, and family nights such as Cardboard Challenge. In addition, we have monthly assemblies that honour student achievement through recognition programs and celebrate excellence in learning through 'The Five Great Things' at Cherry Hill.
- Core Competencies have been supported through improved access to competency related teacher resources through our librarian, as well as online Core Competency based e-portfolios that were implemented in about half of our classrooms.
- New curriculum is supported through the library's learning commons whereby students have access to ADST learning technologies such as robotic coding, green screening, VR and 'Little Bits'.
- Aboriginal perspectives continue to be woven into curriculum and school culture through cultural activities, language and music, seven sacred aboriginal teaching based student recognition program, and schoolwide projects such as 'The Elders Are Watching'.

Challenges:

- While our students are better able to regulate themselves emotionally on a day to day basis, they

still struggle academically when compared to same aged peers. In particular, many of our learners are below grade level in reading and writing. As we strive to support all vulnerable students, our LST program has naturally become stretched very thin with increasing enrolment in the program.

- While we have success tracking literacy growth and matching instruction to individual need at the primary level, we are lacking a consistent and efficient level A literacy assessment for our intermediate grades. Teachers report that low reading achievement levels at the intermediate level significantly reduce accessibility to curriculum for students as they are often hindered by their underdeveloped literacy skill-set.
- Students spend a lot time at home playing video games or other forms of screen time. On average, students do not spend a lot of time at home reading, going outside to play or participating in organized sports.
- Teachers report that they struggle to keep kids engaged in the act of reading and writing.
- Home school connectedness with regards to literacy skill development is a growth area for our community. While teachers provide opportunities for home and summer reading programs, homework clubs and other methods to support academic growth at home, teachers report low participation rates.

Focus: (From what you know, what is the most important work you can do to improve the success for your students? What key area of learning will you focus on?)

- Improve student reading engagement at school.
- Improve reading engagement at home and parental involvement.
- Support and celebrate improvements in reading engagement from a schoolwide approach. Create a culture of readers at Cherry Hill.
- Improve access to "good fit" books for students from within their classrooms (engaging classroom libraries).
- Track reading skill development beyond the primary years into our intermediate grades (schoolwide approach).
- Match literacy instruction to the individual needs of each student through the RTI framework.
- Introduce a phonological and phonemic awareness instructional program for use in primary grades.
- Better equip our teachers with resources and professional development to find literacy structures, frameworks, and curriculum to allow for effective Tier 1 and Tier 2 literacy interventions in the classroom.
- Provide resources and professional development for LST to allow for effective Tier 3 interventions.
- Link our library and curriculum support services to classroom teachers to help improve instruction and access to resources.

Inquiry Question: (State what your driving question will be.)

What is the effect of implementing a multi-faceted schoolwide literacy initiative (assessment, home/school engagement, instruction) on overall literacy skill development for students at Cherry Hill Elementary?

Hunch: (What is leading to this situation for your learners?)

- By promoting a schoolwide love of reading, increasing access to "good fit" books, and improving assessment and instructional practices in the classroom, our students' overall literacy skill achievement will improve.

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New Professional Learning: (Summarize the new areas for professional learning and how you will go about designing new learning for yourself and your staff that will impact your learners.)

- Learn more about the Spirals of Inquiry process, using "Spirals of Inquiry-For Equity and Quality" as a resource
- Purchase of effective and efficient level A literacy assessment for all intermediate grades (BADER Inventory). Provide professional development for the use of the assessment. Continue to use PM Benchmark assessment for K-3 classes and provide in-service when necessary.
- Continue Joyful Literacy professional development for K-2 team.
- Build a Cherry Hill PLC for grade cohorts to collaborate on literacy instruction frameworks (Daily 5, Literacy Café for example) that allow for effective individualized instruction and Tier 1 and 2 classroom interventions.
- Provide professional development and in-service opportunities around Tier 1 and Tier 2 literacy interventions in the classroom.
- Provide in-service on integrating aboriginal perspectives and content into general literacy instruction.
- Purchase phonological/phonemic awareness program and collaborate with district psychologist on providing in-service for primary teachers.
- Identify an elementary school in MPSD that has found success in literacy growth and collaborate with school administrator on how best to lead a schoolwide literacy initiative.

Taking Action (Describe the actions that you propose to take related to your inquiry. What will you do more of, less of, or do differently to improve outcomes for your students?)

Improve student engagement in reading at school and home by doing the following:

- Implement a whole school "read for pleasure" block every day after lunch (DEAR or START frameworks)
- Track schoolwide book reading and implement schoolwide incentives, messaging, recognition and celebration structures to promote "reading for pleasure" (use bulletin boards, school entrance TV, morning messages, assemblies, twitter and newsletters to get the story out)
- Invite parents into classrooms in the morning to read with their children at a schoolwide level
- Improve accessibility to "good fit" books (including Aboriginal perspectives and content) in the classroom by purchasing and growing our classroom libraries (Indigo Adopt a School Book Fundraiser, PAC fundraising, targeted funding, book donations, etc)
- Develop a schoolwide 'Literacy Week' with events for the community to attend
- Author talks in the classroom
- Parent informational nights on reading for pleasure at home
- Dress up as a book character fair
- Library fieldtrips
- Home reading programs implemented schoolwide
- Access to Raz Kids for all appropriate grade levels to bridge literacy instruction at school and home
- Continue to invite parents and community members and older students to volunteer for Joyful Literacy centres

- Schoolwide read aloud presentations in assemblies
- Whole school read-a-thons
- Literacy trivia contests
- Principal visits classrooms to read to students
- Start an afterschool reading club
- Book exchange nights for the school community

Improve classroom assessment and instruction by doing the following:

- Continue to use Joyful Literacy circle charts, PM Benchmarks and sight word inventories as assessment tools to guide instruction at the primary level.
- Implement intermediate level literacy assessments/inventories (Bader Assessment) for all classrooms to guide instruction.
- Continue the implementation of the Joyful Literacy Framework at the K-2 level.
- Through work with grade cohort PLC, implement literacy frameworks at the Gr. 3-6 levels that support individualized literacy instruction, and allow for effective Tier 1 and Tier 2 interventions.
- Use teacher leaders and LST to model the effective use of Tier 1 and Tier 2 literacy interventions in the classroom.
- Grow our leveled reader resources so each classroom has sufficient amount at any given time of the year
- Have our struggling readers rely less on Tier 3 LST intervention and more on LST supported Tier 1 and 2 interventions directly in the classroom (this will improve support for students that truly require Tier 3 interventions)
- Implement research-based phonological/phonemic awareness instructional program at primary grades and LST program

Checking: (Describe how you will know what you are doing works and that you have made a difference for your students? What are you using as your baseline evidence? Please be clear on what you will be using as evidence of growth. How will you respond if you see no changes?)

- Student, parent, teacher surveys regarding reading engagement levels at home and school, access to "good fit" books, barriers to reading, etc.
- Ongoing classroom assessment (PM Benchmarks, Joyful Literacy circle charts, sight word inventories, Bader Inventory for intermediate grades)
- Curriculum Based Assessment
- Track schoolwide book reading
- FSA results
- LST referral rates for Tier 3 literacy support

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Connection to the District Goals or Directions:

Inquiry based approach supports the District's goal of the educated citizen

District Goals	Cherry Hill's School Connections
Exchanges ideas and information clearly in writing, verbally and visually. Listens reflectively.	Our entire school goal this year has the purpose to improve student literacy skills by improving engagement, accessibility, and effective monitoring and instruction. Improved literacy rates will improve all aspects of communication.
Initiates own learning. Reads critically. Has a foundation in core academic areas. Knows of and appreciates the arts and humanities. Uses effective learning techniques to acquire and apply knowledge. Understands world issues and current events. Takes intellectual risks in learning. Exhibits enthusiasm for learning in life.	By increasing a joy for reading through this schoolwide initiative, we hope to open whole new worlds of information and knowledge to students that become accessible through the process and journey of reading. The sky is the limit for students that have a love of reading.
Develops and maintains positive relationships with others. Works successfully in teams. Leads by communicating ideas and motivating others. Works collaboratively with persons of different beliefs, interests and backgrounds to build consensus. Knows and appreciates cultural and linguistic diversity. Plans and acts as a system thinker.	Through cooperative literacy based learning activities with older peers, teachers, parents, and community member we hope our students will learn how to work well with others. Our hope is our students will also learn about other people, places, cultures and beliefs through their reading journeys. All of these aspects will strengthen the relationships to people in their greater communities.

Communication Strategies: (How will you communicate your inquiry and your results to the school community?)

- School website
- Start a Twitter Feed to communicate success stories
- PAC Meetings
- Newsletters
- Morning Announcements
- Bulletin board messaging and visual messages around the school
- Monthly Assemblies
- Cherry Hill's '5 Great Things'
- Invite trustees, community members, senior admin, and families to Literacy Week events to communicate successes (local newspaper article)

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Parental/Community Involvement: (How will you work together as a school community to do this work?)

- Invite parents into the school for morning reading with children
- Community volunteers for Joyful Literacy centres
- Use Indigo Adopt a School program to raise funds for classroom books
- Use the community for book donations and exchanges
- Invite parents to informational nights on how to promote reading at home
- Use PAC to raise funds and organize volunteer efforts
- Bring in police, firefighters, nurses, etc. to read to children in their classrooms
- Use local authors for book talks

Submitted by:

This school growth plan has been written, reviewed and supported by:

Shane Sliziak		May 29, 2019
Principal	Signature	Date
Superintendent	Signature	Date
Board Chair	Signature	Date

Growth Plan: 2017-2020

École Christine Morrison Elementary

"Spirals of Inquiry for equity and quality"
Judy Halbert and Linda Kaser

Ey kwese xwe'i

Bienvenue

Welcome

École Christine Morrison Elementary

Mission Public Schools

Growth Plan 2017-2020

School Context:

- École Christine Morrison is a dual track French Immersion elementary school with students from kindergarten to grade 6
- There are 8 divisions of English and 11 divisions of French Immersion for a total of 411 students
- There is an Inclusive Support Program class to support academic and social/emotional needs
- There are 82 First Nations students enrolled, which is 19% of the school population
- Students come from a variety of cultural and socio-economic backgrounds with many diverse learning needs (academic, and social/emotional)
- Parent Advisory Council volunteers are actively involved in the school community and support the students daily
- The Aboriginal Liaison workers provide in-class academic and cultural support as well as small group activities outside the classroom
- Halq'eméylem, the local Aboriginal language, is taught throughout most of the school
- Each assembly begins with a welcome song in three languages, Halq'eméylem, English and French

Scanning: (What do you, as staff and community, know about your students – their successes and challenges? What's going on for them?)

- Students have shared values such as respect and trust
- Students enjoy hands on and active learning
- There is a community feeling from spirit days and buddy reading
- There is a sense of pride for our Aboriginal Culture
- Many students struggle with being calm, alert and self-regulating
- There is a wide learning range in classrooms
- There are many emotional needs not being met
- Some students are disengaged and have an apathy towards education

École Christine Morrison Elementary

Mission Public Schools

Growth Plan 2017-2020

<u>Focus:</u> (From what you know, what is the most important work you can do to improve the success for your students? What key area of learning will you focus on?)

- Improving connections and a sense of belonging for learners within the school community
- Having a common language throughout the school around the Zones of Regulation and the Code of Conduct S.T.A.R.
- Exploring ways to support vulnerable learners with active learning, technology and outdoor education. <u>Update 05/2019</u>: the ECME Outdoor Classroom opened April 2019 with classes focusing upon various aspects of learning including environmental awareness, ecosystems, art and mindfulness
- Increasing student engagement and motivation
- Increasing opportunities for hands on and active learning, which aligns with the new curriculum
- Building generational roles and responsibilities with mixed groupings and buddies

<u>Inquiry Question:</u> (State what your driving question will be.)

How will incorporating a school wide focus on self-regulation and active learning increase student engagement in school? <u>Update 05/2019</u>: S.T.A.R. (Code of Conduct) is woven into the self-regulation as it is the framework for student behaviour

<u>Hunch:</u> (What is leading to this situation for your learners?)

- Self-regulation skills provide the opportunity for students to be focused on learning, which will increase their engagement and sense of belonging in school
- Increased sense of purpose by creating opportunities for students to participate in generational roles and responsibilities, in accordance with the First Peoples Principles of Learning
- Play based learning increases engagement, which leads to a sense of belonging
- Students are learning the Core Competencies (Communication, Thinking, Social and Personal) as well as the process of self-evaluation

- Active and hands on learning experiences, including the use of technology and outdoor education will help reach disengaged learners
- Increasing staff collaboration will improve staff members feeling of belonging, which has been proven to have positive effects for learners

New Professional Learning: (How and where can we learn more about what to do?)

- School wide Pro-D on the Zones of Regulation (Presented by Student Support Team)
- Distribution of books on the Zones of Regulation (that have already been purchased)
- Increase and create materials (e.g. posters) to support the Zones of Regulation and post these throughout the school
- Provide sample assessments for the staff to choose from to check for understanding of the Zones program
- Create a team to support the implementation of Wonderful Wednesdays/Mercredi magique, which will increase engagement and community through active learning
  Update 05/2019: 2018-2019 Program has changed to Community Challenge Hour/L'heure de defi communautaire
- Teachers will run their own S.T.E.A.M Challenges while working with mixed grade groupings
- Use monthly collaboration meetings for sub-committees to maintain and reflect on the school wide programs and ways to increase engagement of learners

Taking Action: (What will we do differently?)

The action plan will have two main pillars of action:

1) School wide implementation of Zones of Regulation strategies
   - Education:
     i. Staff will receive pro-d on the program
     ii. Students will receive in class instruction about the program in English or French from their classroom teacher who has been trained about the Zones of Regulation

iii. Peer counselors will have extra training with the program to help them assist younger students at recess and lunch
iv. Support staff (EA's and Noon hour supervisors) will be taught the program
v. Parents will have an opportunity to attend a workshop

- This will provide everyone in the school community with the same common language and tool kits
- The colours of the zones (red, yellow, green and blue) will be taught to all students in three languages: English, French and Halq'eméylem to build more unity throughout the school
- Students will work and learn within the expected behaviours as per the S.T.A.R. program – Update: 05/2019 staff has edited/updated the S.T.A.R. program

2) ***Community Challenge Hour/ L'heure de defi communautaire (formerly Wonderful Wednesdays)***
   - A school wide program where students and staff interact with each other and focus on the Core Competencies (Communication, Thinking, Personal and Social)
   - Students will be placed into mixed groupings (age, gender, grade, FI/English)
   - Each teacher will run a workshop based on S.T.E.A.M. challenges
   - Students will have the opportunity to circulate through the various challenges
   - Workshops will be held once a month for one hour (aiming for eight sessions a year)
   - This will allow students to connect with various staff and members of the school community in different grades, programs and abilities
   - Students will be able to participate in various experiences to help them explore S.T.E.A.M challenges, while using their competencies in communication, thinking and social responsibility

Checking: (Have we made enough of a difference? How do we know?)

- A survey will be given to students in September and in April to track their sense of belonging and motivation throughout the year
- Staff will report how they themselves feel within the school community
- Students will complete a self-reflection that addresses the Core Competencies, but also provides insight into how each student feels within the school community
- Attendance will be monitored to see if there is a difference on Community Hour
- Staff will observe if students are using their Zones Tool Kits to help regulate their emotions in class (observational and anecdotal)
- Teacher observations will be discussed during the collaboration meetings to reflect on how things are going
    - Small adjustments can be made if needed
- Community Challenge Hour/L'heure de defi communautaire
- Staff Survey Results – May 2019 (2 years into the Community Challenge Hour - L'heure de defi communautaire Project)

Staff Community Challenge Hour/L'heure de defi communautaire Survey Results 2019

Staff was asked to complete a survey to share their views of Community Challenge Hour/L'heure de defi communautaire. Questions were answered on a 5-point scale with 1 being the strongest disagreement and 5 being the strongest agreement. The questions in the survey are as follows:

A) **How have your connections with students changed with the introduction of CCH?**

B) **How have connections between students within their mixed teams changed?**

C) **How have students' communication and collaboration skills changed?**

D) **Do you feel all kids play a role?**

E) **Do you feel students enjoy CCH?**

F) How do you feel CCH is contributing to our school goal of increasing student engagement through active learning?

G) How has CCH impacted the opportunities for active learning in your classroom?

Survey Data Table

Question	1	2	3	4	5
A	0	0	2 = 13%	7 = 47%	6 = 40%
B	0	0	2 = 17%	7 = 58%	3 = 25%
C	0	0	1 = 8%	4 = 33%	7 = 58%
D	0	1 = 7%	1 = 7%	10 = 71%	2 = 14%
E	0	1 = 7%	0	5 = 36%	8 = 56%
F	0	0	0	6 = 43%	8 = 57%
G	0	0	1 = 8%	7 = 58%	4 = 33%

Do you like the format of CCH this year?

Yes ___12_____ No_____1____ = 92% of staff like the format of CCH this year

Comments from the survey:

"My student's love it! I have made connections with other students in the school through this activity, which I think is very important."

"Love it! Please don't stop!"

" S.T.E.A.M. challenges are a great way to keep kids active and engaged."

" Nice to see old students and nice to see older kids interact with younger."

" Next year we will need new activities because there are some similar activities and we need to keep the explorations engaging."

Sharing:

- Community Challenge Hour – L'heure de defi communautaire bulletin will be updated regularly
- Parent Information session for The Zones of Regulation
- Regular updates to the PAC
- Updates through the school newsletter and website

Parental/Community Involvement:

- Promote connections to the school during school wide events such as PAC Movie Nights, Sports Day and Aboriginal Running event
- Parent workshop for Zones of Regulation

Deroche Elementary School

Mission Public School District (#75)

Competency and Healing Action Plan For Growth

2019- 2020

Deroche Elementary School
10340 North Deroche Road
Deroche, BC V0M 1G0

Deroche Elementary

Mission Public Schools

School and Community Context

Unique Features:

Deroche Elementary is a five classroom, K-6 school with a population of 84 students. Although situated in a rural setting 20 minutes east of Mission, the students are not generally from neighbourhood farms. Rather, most of the students are from two Aboriginal reserves and four trailer courts located close by. Over 70% of our students are of Aboriginal heritage.

Inquiry Questions:

How can Deroche Elementary School continue to promote and inform collaborative planning to more effectively:

- Utilize Aboriginal cultural content, pedagogy and an historical inclination to oral communication, to continue to improve student reading, writing and computing skills?
- Utilize environmental education strategies within our outdoor education venue to continue to improve student, reading, writing and computing skills.
- Utilize extracurricular activities, the outdoor classroom and fine arts and athletic programs, to improve our students' self-esteem, social skills, cultural awareness, and ability to self-regulate.
- Increasingly engage our parents and community groups in improving social responsibility and academic performance in our students.

What Are Our Answers? Two Year Data:

READING			WRITING			NUMERACY		
% Meeting or Exceeding			% Meeting or Exceeding			% Meeting or Exceeding		
Grade	Bench-marks	FSA (17)	Grade	Classroom Assessment	FSA (17)	Grade	Jump Math Mental Computing	FSA (17)
Grade 1	50		***Grade 1***	50		***Grade 1***	57	
Grade 2	67		***Grade 2***	55		***Grade 2***	55	
Grade 3	69		***Grade 3***	54		***Grade 3***	55	
Grade 4	73	80	***Grade 4***	63	70	***Grade 4***	75	64
Grade 5	82		***Grade 5***	81		***Grade 5***	81	
Grade 6	83		***Grade 6***	79		***Grade 6***	63	
Aggregate	2017 48 2019 71		Aggregate	2017 52 2019 64		Aggregate	2017 32 2019 64	

Analysis of Data

So far our evidence of improved student learning suggests a generally positive, but not overwhelming, answer to our Inquiry Questions. The specific factors contributing to our growth are:

1) Consistent, high quality instruction by our teachers, (including our non-enrolling and Strongstart teachers)
2) The amount and quality of in-class academic and cultural support staff.
3) The amount and quality of counselling/self-regulation itinerant support staff.
4) The diligence and consistency of our daily reading and mental math volunteers, and the recognition of their value by our staff.
5) District academic and cultural initiatives (Jump Math, Ab.-Ed. Pro-D and Joyful Literacy) and funding five divisions, allowing for lower than District average class sizes.

6) A full time Principal, supported by a .8 LST/ISP person to cover TTOC shortages, and an outstanding administrative assistant.
7) Improved communication and engagement by parents through weekly newsletters, regular celebration of learning assemblies, PAC, and connecting with Community groups.
8) Improved nutrition through our school wide daily breakfast program and lunch programs.
9) Improved extracurricular programs and lunch time student behavior through staff volunteering and extra lunch time supervisory support.
10) Increased utilization of our outdoor learning environment for instruction.

What is our Action Plan to continue to provide for staff development and collaboration in order to answer our inquiry questions and ensure continued growth?

- Maximize collaborative time during our 2 Staff Meetings per month, to discuss Ab. Ed., Outdoor Ed. Academic Data, Fine Arts, and Social Responsibility (and keep our food schedule)
- Provide opportunities for staff collaborative assessment of writing at least three times per school year
- Use the Teacher Evaluation Cycle as a means for peer driven professional development.
- Support staff collaboration around planning for Learning Assemblies, use of Aboriginal presenters, applying for Aboriginal field trip grants and applying for our Enhancement and School Based funding.
- Collaboratively develop and implement a "Mental Math Benchmarks" levelling system and quick assessment tool, to be used at least three times per year.
- Discuss standardizing Literacy and Numeracy intervals in the daily schedule, and coordinate prep and PE schedules accordingly to maximize learning times and to facilitate remedial support.
- Develop tools and strategies for measuring growth in social responsibility, and continue to invite parents to as many school events, meals and celebrations as possible.
- Continue to recruit volunteers from our staff and community to implement extracurricular activities
- Continue to schedule SBT meetings at least two times per month.
- Apply for grants to fund speakers and facilitators to provide input in the area of Outdoor Education

How will we monitor and adjust our actions?

- Collect and monitor our academic and social responsibility data, at least three times per year.
- Budget time in one staff meeting per month to review our growth plan.
- Involve Staff in evaluating our Aboriginal Student Satisfaction Surveys
- Request an audit team comprised of one Trustee and one Community Leader to attend a staff meeting in January and May so we can present our data and progress on our above Action Plan.

This school growth plan has been written, reviewed and supported by:

Michael Abercrombie, Principal	Date
Angus Wilson, Superintendant	Date
Rick McKamey, Board Chair	Date

Mission Public Schools

School Growth Plan – Inquiry
Dewdney Elementary School
September 2019-2020

Dewdney Elementary
SCHOOL GROWTH PLAN - INQUIRY MODEL

Dewdney Elementary School SD 75
37151 Hawkins Pickle Road
Dewdney, BC V0M1H0

School Growth Plan – Inquiry
Dewdney Elementary School
September 2019-2020

School Context:

- Dewdney Elementary is a central hub for the Dewdney Community
- Dewdney has a K – 6 population enrolling approximately 147 students both in-catchment and cross boundary
- There are many diverse learning needs (cultural, academic and social/emotional)
- There is a strong relationship with our Montessori preschool educators in the school
- Families live in a rural/semi-rural setting with a broad range of household incomes
- Environmental education has been the cornerstone of our school's mission and ultimately the school's identity. Dewdney is a "Wild BC School"

- Dewdney implemented a school wide community outdoor recreation and environment program with the creation of the **DEN** –an educational Naturescape, a **Wetland learning Centre** located on the school field with a focus on ***place-based learning***
- Dewdney enjoys multiple partnerships and support from the Dewdney community and the broader Mission/Fraser Valley community
- Our Parent Advisory Council, School Planning Council and Community School Association are all actively involved in supporting the school in a variety of ways

Scanning: (What do you, as staff and community, know about your students – their successes and challenges? What's going on for them?)

- most students are minimally meeting expectations in literacy and numeracy; data from these various measures will continue to be tracked and monitored
- The SBT meetings highlight the breadth of need in social, emotional and core academic areas
- Teachers need continued support to successfully implement the RTI model to meet students' needs
- There is an increase of students with difficulty in regulating behaviour. Strategies that have been implemented to support students' self-regulation skills need continued support and monitoring to ensure successful implementation; teachers need support from staff who specialize in this area. The addition of an integrated support program(ISP) is helping to support these students.
- Some parents and staff report worrisome levels of anxiety in their children
- Staff report a high percentage of positive attitudes by students and parents regarding outdoor, place based education
- Staff are concerned about the acquisition of basic skills amongst the students-especially basic math facts
- With the implementation of the new BC curriculum, staff are needing and acquiring support in competencies and content
- Students struggle with traditional ways of learning (sitting for long periods of time)
- Students struggle with peer relationships, needing to develop the skills necessary to communicate effectively during disagreement and conflict

- Teachers continue to seek out professional development support, and engage in collaboration to meet curriculum mandates in an outdoor environment.
- There has been a significant increase in the number of students with special needs in the classroom which creates a unique setting for the teachers and requires extra professional development.

<u>Focus</u>: (From what you know, what is the most important work you can do to improve the success for your students? What key area of learning will you focus on?)

- Continued focus on foundational skills (reading, writing, numeracy) through joyful literacy, raz kids, LST support, home reading packages
- Social and Emotional learning: continued focus on self-regulation skills, effort and pride to develop a healthy school climate ensuring students are calm, focused and alert in a positive school environment – Zones of Regulation, Calm program
- Maintain and improve upon the school's outdoor education identity as a means to supporting students growth

<u>Inquiry Question</u>: (State what your driving question will be.)

- How will intense focus on foundational skills, social and emotional learning in combination with a strong outdoor program influence the positive development of the students at Dewdney Elementary?

Sub question: How will the deliberate implementation of joyful literacy, jump math (thinking classrooms), outdoor learning experiences and strategic LST/ISP academic and behavioural interventions change the school culture and improve our students ability to respond to conflict?

<u>Hunch</u>: (What is leading to this situation for your learners?)

- Foundational skills and behavioural development are inherently linked. As students feel more confident in their academic abilities it follows that behaviours associated with inability and unsuredness should subside. Additionally, research shows that as students feel more confident in their abilities they are better able to regulate their emotions. Anxiety is associated with fear of not knowing or understanding. By improving foundational skills, we equip students to better navigate new tasks. I wonder if foundational skills are impacted with the advent of technology, busy home lives, and other pressures faced at school (e.g. mandatory active requirements, greater social/emotional needs). Students are less equipped with basic reading and writing skills when entering school, making these interventions at the school level all the more important. Implementing Joyful Literacy practices at the younger grades will hopefully lead to greater early literacy success.
- Social and emotional learning is a major focal point at Dewdney. Our school population is roughly 50/50 with respect to in and out of catchment students. Our student population tends to be more active, making Dewdney's CORE program an attractive place to learn for students who are prone to being more active. Social and emotional learning is a key aspect of all students learning, and it is especially so with our busy population. Social and emotional strengthening is a higher order of thought process in that it requires us to think about our thinking, to be reflective of how we feel. The calm and zones program begin to teach students to be aware of their emotions. As a staff we recognize that because this type of thinking is higher order, a measure of patience is needed. The first sign of success is being able to name and recognize the emotions. The second being able to actively put them into practice. This takes consistent teaching across all aspects of a student's day to be effective. As a staff we must understand that a student may not fully understand the depth of the concepts taught until they mature to the necessary age.
- The CORE program is the identity of Dewdney Elementary. It is imperative that the identity of the program remain strong for the health of the school and its students. Maintaining and growing upon the outdoor experience allows our students to make real world connections to what they are learning. Because the school attracts many out of catchment students with its identity, we need to ensure that these experiences remain strong and viable. Student success will be realized when our activities match the learning needs of the students we are teaching. The CORE program also provides an avenue of learning that is not typically available at other schools. In providing outdoor learning in the wetlands, greenhouse, DEN, teepee and outdoor field trips we allow for "traditional" academic concepts to be learned in a more active way. A greater emphasis on active learning permits students a chance to learn key concepts that they otherwise may not be able to when in a "typical" classroom setting.

School Growth Plan – Inquiry
Dewdney Elementary School
September 2019-2020

<u>New Professional Learning</u>: (Summarize the new areas for professional learning and how you will go about designing new learning for yourself and your staff that will impact your learners.)

- Collaborate at staff meetings to engage in valuable conversations to create educational experiences that deepen learning
- Attend and implement Joyful Literacy concepts.
- Create space in the school specific to joyful literacy learning where multiple classes can work together
- Develop a plan, inclusive of parents, students and teachers, to acquire, strengthen and reinforce fluency in foundational skills. (home reading packages, RAZ kids)
- Provide meeting dates for teachers and parents to collaborate re: outdoor ed
- Use the Counselling Team to provide ongoing support facilitated by the Primary and Intermediate Team structure (opportunities for sharing, reflecting and planning)
- Seek to include the support of a the counselling department and CYMH advice to enhance and build on the professional learning of staff to advance self-regulation practices in the classroom
- Implement the Zones of Regulation to learn more about how we can deepen our learning and extend our practices related to self-regulation
- Include parents and staff in monthly CORE meetings
- Provide Zones of Regulation training and time for ISP teachers
- Push in model with ISP teachers for classroom support
- Dedicate funds to ISP and LST programs to ensure necessary items are purchased
- Dedicate daily scheduled time for Joyful Literacy among kindergarten and grade 1 classes
- Continue to include BCWF and other outdoor learning agencies in the training and implementation of learning ideas

Year 1 Reflection – Professional Learning: How did we do?

During the year we established monthly CORE meetings with staff and parents. Next year we will also look toward implementing CORE ideas during our second staff meeting of the month.
Zones of regulation was taught in some classes. Next year we want to look toward increasing zones practices to include all classes.
Joyful Literacy is off to a great start. The kindergarten, grade 1 and LST classrooms have used it effectively. Next year we want to build on this by expanding it into our grade two classrooms. We are using newly available space to create a room for implementing Joyful Literacy games and learning.
We utilized the STEAM room to implement core math concepts with the grade 5/6 classes. Next year we want to expand the involvement to include all the classes.

School Growth Plan – Inquiry
Dewdney Elementary School
September 2019-2020

2019-2020 Next Steps in Professional Learning

- Attend Jump Math Professional Development
- Attend Joyful Literacy Professional Development
- Further define the parameters around CORE meetings, parent involvement
- Generate a monthly outdoor activities book
- Allow time and development of mentorship/coaching teacher partnerships
- Set aside staff meeting/collaboration time for Zones Practice

<u>Checking Up</u>: (Describe how you will know what you are doing works and that you have made a difference for your students? What are you using as your baseline evidence? Please be clear on what you will be using as evidence of growth. How will you respond if you see no changes?)

- Jump math and Joyful literacy goals will be shown to have worked by looking at the improvement of the students in reading levels and math proficiency. Student engagement is also a key indicator in developing and implementing literacy and math concepts. Each program is designed to encourage imagination and play in learning. As students become more engaged in the process they should by extension learn the necessary skills. Joyful literacy progress will be assessed three times per year to demark progress.

Reflection Checking up 2018-2019

As this is my first year as Principal of Dewdney we have been looking at these goals for the first time. Staff have indicated that core academic skills as well as social and emotional learning have been major components of Dewdney's growth plan. Jump Math has made a major difference among our grade 5/6 students. Each class had a teacher that spent hours training alongside Rebekah Stenner and implementing her teaching. Students were engaged in the lessons in a way that I have not seen previously. Rebekah and the founder/creator of the Jump Math program came in and taught lessons with the students.

- Ensuring that the outdoor program remains strong and continues to grow

Reflection Checking Up 2018 - 2019

Staff is committed to ongoing implementation of the CORE program. There has been turnover at the Principal position, teacher positions and EA positions this past year. Teaching staff who have been here longer have shared that building an effective outdoor program takes time.

- Ensuring that each class has designated times in the greenhouse, wetlands, DEN
- Field trips are reflective of the school outdoor philosophy
- Create CORE meetings monthly to plan events
- Plan specific classroom activities: weeding, planting, gardening, caring for the greenhouse,
- Continue to bring in BCWF and other outdoor experts to support outdoor learning

School Growth Plan – Inquiry
Dewdney Elementary School
September 2019-2020

Continuing to strengthen the social and emotional wellbeing of Dewdney students remains a focal point for the school. This will remain a centre piece moving forward.

2018-2019 Reflection -Checking Up

We know we have had success by looking at key students who require support and their subsequent regulatory growth. Key students who have struggled in the past are spending longer portions of their day in the classroom. A few key students are no longer considered a threat to bolt. We have also noted that a few key students are better equipped to listen and follow through on staff requests. This is an indicator of greater social and emotional regulation. Another indicator of social and emotional strengthening is evident in that students who in previous years were on half day programs have remained on full day programs all year.

We will continue with this as a goal. Our plan is to utilize additional classroom space next year to create learning spaces for students that we did not have available this year. The creation of sensory spaces, calming corners and quiet learning environments will allow for greater access to learning for our most vulnerable students.

We have also noticed a positive change by the creation of our lunch group for students who need additional support during unstructured times. The creation and maintaining of outdoor spaces has also been crucial in promoting social and emotional regulation. Through outdoor learning spaces, and our STEAM room we are able to offer an array of learning spaces for all of our students.

Students have also been able to articulate the language as taught in the Zones of Regulation. Many students are also able to identify strategies to implement when in one of the four zones. Students have identified safe spaces and implemented timers so as to be safe, regulate and return to class.

2019-2020 Next Steps -Checking up

- First collaboration meeting in the fall to talk about implementation of joyful literacy among primary grades
- June 2019 collaboration meeting to best set up existing space for social emotional learners, joyful literacy space, and set scheduled times for classes to blitz together
- Include ALW Jennifer Sheriff in planning during 2019 end of year meetings and September start up meetings
- Schedule STEAM room, DEN, greenhouse, wetlands times for classes strategically in order to best meet the needs of our students
- Discuss class line up spaces for next year in an attempt to promote a more regulated start to the days

School Growth Plan – Inquiry
Dewdney Elementary School
September 2019-2020

<u>Communication Strategies</u>: (How will you communicate your inquiry and your results to the school community?)

- Through our website, visuals, conferencing, PAC meetings and assemblies, we will endeavor to communicate the unfolding, implementation, monitoring and success of the plan.
- Parent engagement is an important element and the PAC will continue to play a key role in developing opportunities to keep parents informed and to consult with them regarding how, when and where they would like to learn more and engage with our inquiry question
- A personal goal for me next year is to share what the school is doing through a twitter account. This will allow us to highlight how the school is working within our inquiry question.
- The Dewdney Website and Parent Facebook page will continue to play an important role in telling our "story" about learning related to our inquiry question and how all members of the community are engaged with this work
- The newsletter will provide a framework for the Learning Plan and will continue to provide weekly highlights in relation to our inquiry question
- Regular updates will be provided to the PAC

2018-2019 Reflection- Communication Strategies

As a first year Principal at Dewdney we decided to roll over the growth plan from the previous year. This allowed me the time to learn about the students, staff, parents and community. Throughout the year we maintained communication with parents and community groups. We shared our learning goals as well as how we support students socially and emotionally. Parents and community members participated throughout the year with our CORE program, reading program as well as field trips and school endeavors.

2019-2020 Next steps – Communication

- CORE meetings involving interested parents and community members will start earlier in the year.
- We will continue to post on our website pictures of outdoor activities the students have engaged in. We will also include non-outdoor activities such as lessons from the STEAM room, joyful literacy and jump mat initiatives. This will allow parents to see the full scope of learning that takes place at Dewdney
- We will post our activities on the Dewdney CORE facebook page. It is also a personal goal to create a twitter account for the school to share our learning, ideas and accomplishments of the school.

School Growth Plan – Inquiry
Dewdney Elementary School
September 2019-2020

<u>Parental/Community Involvement</u>: (How will you work together as a school community to do this work?)

- Many of the Communication Strategies also serve to provide opportunities for parental and community involvement – CORE meetings
- Parent volunteers will be associated with each class to help facilitate outdoor activity support
- The PAC will help to coordinate opportunities to support parental engagement. PAC is also committed to fundraising for our ISP, classrooms and outdoor education.
- Parents will help promote the school through the PAC CORE website.

Reflection 2018-2019 Parent/Community Involvement

At Dewdney there is a very involved network of parents and community members who provide their time, resources and money to help support the school. Parents were instrumental in the outfitting of the greenhouse this year. Many parents have also aligned themselves with respective classes, offering a hand during outdoor activities. This year it has become evident to me just how integral the parent and community is in the success of the school. This has highlighted the importance of weekly and monthly updates, as well as continued communication with the PAC president, vice president and other members.

2019-2020 Next Steps Parent/Community Involvement

- ***Continue to expand and engage our community in the applied skills area of our school, especially as it pertains to outdoor education***
- ***Involve parents as planning and support networks from September***
- ***Involve parents in aspects beyond outdoor education. Have parents support our Joyful Literacy program, as well as our reading programs for our students***
- ***CORE meetings from September onward.***

School Growth Plan – Inquiry

Dewdney Elementary School

September 2018

Signing Off Page

Submitted by School Planning Council:

	Name	Signature
Principal:		
Teacher:		
Parent:		
Parent:		

Date: May 2019

Approval of the Board and Superintendent:

Board Chair

_____

Signature

Superintendent

_____

Signature

Edwin S. Richards
Integrated Arts
Elementary School
Mission Public School District

Action Plan For Learning
2017- 2020

School Context

Edwin S. Richards Arts Based Curriculum School, located in Mission, British Columbia, is a designated school of choice (September 2013). Its vision is to move its students to a place where creativity, collaboration, leadership, and thinking skills go hand in hand to provide active, positive, and effective learning experiences.

Classroom teachers, while not having fine arts degrees, are actively pursuing innovative ways in which students can demonstrate their understanding with and through the arts. Professional discussions, staff collaboration, as well as partnerships with artists in residence and parents have provided the keys necessary to unlocking the door for the school's continuing arts journey. The process of using the arts to provide rich learning experiences for its students is paramount and the school celebrates with its community each spring through a presentation of its arts learning.

E. S. Richards students are respectful. It is not uncommon for presenters and visitors to the school to comment on the polite and courteous students at the school. E. S. Richards has a school code-of-conduct reviewed each year by parents, staff and students and the W.I.T.S. strategies are taught school-wide. During the 2018-2019 school year we moved away from the W.I.T.S. program and have adopted Steven Andrews' 'Bully Back Off' program. It uses B.E.S.T. strategies. B (blank face), E (eye contact), S (silence), and T (tell the bully what you want) We felt that doing one's B.E.S.T. empowers students and affords more effective strategies for dealing with bullying behavior. Staff received training in the program followed by a training session/assembly for students. Student Council sponsored a B.E.S.T. day in which teachers worked in class with students who created B.E.S.T. posters. Students are consistently expected to behave in respectful, responsible and safe ways. Conflict if first approached in a restorative manner and all students experience discipline that is appropriate to their age, the context of the infraction and past issues. Suspensions from school due to behavior are extremely rare occurrences.

Aboriginal students at the school report that they "feel proud" of their culture. All students at the school have opportunities to learn Halq'emeylem and participate in Aboriginal culture and educational activities.

Scanning

FSA and classroom-based assessments indicate that most students are meeting expectations in literacy and numeracy. However, we know that *some* who are not meeting expectations continue to do so as they move through the grades despite our interventions. We would like this to change. Additionally, we would like students who are ~~"minimally meetings expectations"~~ "developing" to move to the "~~fully meeting" expectations"~~ "proficient" category. What we notice is that the students who struggle in the Primary Years are most often still struggling in the upper grades.

Increasing students' social and emotional challenges negatively influence learning. Parents at ESR report high levels of anxiety in their children. Staff also report increased anxiety among students, and school based team referrals for anxiety are becoming more frequent. These issues impact attendance, completion of school days and cognitive focus when children are in the classroom. We are wondering about the use of 'mindfulness' and ways to organize the rooms and the daily schedules to calm children. Kindergarten and Primary Teachers note a significant increase in children with self-regulation challenges which is expected when we look at the results of the Early Developmental Index.

Students are offered personalized ways in which to learn and deepen their own interests through school wide Genius Hour Fairs and individual classroom learning opportunities. The Genius Hour or "Passion Project" is an inquiry-based strategy that students, parents and teachers have found valuable.

Focus:

- Continued focus on learning foundational skills (reading, writing, numeracy) through integration of the arts.
- 21st Century Learning skills through inquiry-based approaches to learning.
- Social and Emotional learning: focus on self-regulation skills and a healthy school climate.
- Identifying and targeting interventions to kindergarten and grade one students

Inquiry Question:

Will sustaining the professional conversations, collaboration and focus on integrating the strands of the Arts into the curriculum begun during the 2016/2017 school year increase the numbers of students ~~Meeting and Exceeding Expectations~~ demonstrating Proficiency and Extending skill acquisition in numeracy, reading and writing. The focus of the collaboration includes is mindful of British Columbia' Mandate of the School System (see Appendix), and includes:

- Strategies for using inquiry re: teaching and learning in the 21st Century
- Increase use of technology to support teaching and learning
- Use of the Student Numeracy Assessment & Practice SNAP Grades 2-6
- Mindfulness strategies in the classroom and Self-Regulation School-Wide
- Use of integration of the arts into the curriculum to promote engagement and learning.
- Focus on Kindergarten/Grade 1 "at risk" learners

New Professional Learning:

- Meet in grade groups to collaborate on Inquiry Question Teachers begin the grade group process on the first day of School as they target a specific curricular area to focus on with our artists in residence. The Grade group collaboration continues throughout the year until the Spring Celebration of Learning Through the Arts; lessons and assessments are developed for use across all curricular areas within the theme and through the arts (as well as through traditional forms of instruction and assessment).
- Build in collaboration time during staff meetings
- Learn and use the Jump Math materials to support success in numeracy All teachers are using Jump Math materials – Rebecca Stenner (math helping teacher) has visited ESR numerous times and many classes are not doing vertical math. Sufficient whiteboards have been ordered so that all classrooms can do vertical math. In addition teachers continue to infuse visual arts and music into math lessons and assignments.
- Learn and use the SNAP Most teachers are using SNAP in their classrooms
- Utilize Professional Development opportunities such as: contractual Professional Development Days, School and District organized events, and by participating in District and Provincial Learning Networks such as the Early Learning Group, Network of Inquiry and Innovation.
- Build a "live binder" of teacher created resources During grade group collaboration teachers develop and share resources which are then shared with other staff. Staff have also found resources on the District website invaluable. Staff feel that use of a "live binder" will be onerous to keep up and that time would be better spent collaborating.
- Participate in opportunities offered through NOII and other networking groups

How Will We Monitor and Adjust Our Actions?

- School wide, base line data will be collected in June 2016 2018, and 2019
  - School Wide Write and DART
  - Student Numeracy Assessment & Practice SNAP grades 2-6
  - Bench Mark reading DATA and Standards in primary grades
- School Based Team Meetings
- Reviews of Report Cards
- Attendance
- Student surveys

Summary of Reflection 2019-2019 School Year and Next Steps

We found the W.I.T.S. program was not working for us as well as it had in the past, and it felt 'tired'. We wondered if starting anew with another anti-bullying program would be more successful. We worked with the Bully Back Off Program and Steven Andrews to learn about the B.E.S.T. strategies. Students are beginning to describe their social conflict resolution as doing their B.E.S.T. Student Council sponsored a B.E.S.T. day, and in September we will receive training on the next level of the program, where we will learn how to work with the aggressor. (Our previous training focused on working with the student who is feeling targeted).

Self-regulation continues to be a focus area for us and many staff have undertaken professional development on trauma informed practice and teaching students with anxiety. We will continue to seek out appropriate Professional Development opportunities and seek out guest speakers to attend staff meetings. We have also compiled data from student reflections which we will use to inform our next steps.

Action Plans

- Continued focus on extra support for "At risk" students via School Based Team
- Continue to us the District's response to intervention model of support
- Use of Aboriginal literature in the school and borrowed from the District Aboriginal Library
- Continue to integrate Aboriginal liaison worker, Halq'emeylem language teacher, and District cultural workers
- Contine to collaborate on an Arts Baed pedagogy and work with and Artist in Residence
- Contine to embed the use of technology into the curriculum to engage and deepen student understanding
- Focus on guided reading and reading recovery strategies in the primary classes
- Increasing the time provided to students to read and write in school and encouragement to read at home
- Continued reading programs such as: Little Readers, Reading Buddies, Reading Mentors, and guided Reading
- Continued focus on identifying and teaching to struggling Early Leaners
- Create and promote school-wide initiatives to promote self-regulation in all learners
- Continue to integrate the arts into the curriculum using the theme of "flight" for 2017/2018 school year "puppetry" for 2018/2019 school year- "time" for the 2019/2020 school year.

This school growth plan has been written, reviewed and supported by:

_____ _____

Sharon Widdows, Principal Date

_____ _____

Karina Zimmerman, Vice Principal Date

_____ _____

Angus Wilson, Superintendent Date

_____ _____

Tracy Loffler, Board Chair Date

Appendix

STATEMENT OF EDUCATION POLICY ORDER (MANDATE FOR THE SCHOOL SYSTEM) BC Ministry of Education Governance and Legislation Branch D-89 Authority: School Act, section 169 (3)

*Government is responsible for ensuring that all of our youth have the opportunity to obtain high quality schooling that will assist in the development of an educated society. To this end, schools in the province assist in the development of citizens who are:

- thoughtful, able to learn and to think critically, and who can communicate information from a broad knowledge base;
- creative, flexible, self-motivated and who have a positive self-image;
- capable of making independent decisions;
- skilled and who can contribute to society generally, including the world of work;
- productive, who gain satisfaction through achievement and who strive for physical well being;
- cooperative, principled and respectful of others regardless of differences;
- aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world.

Fraserview Learning Centre

Mature - Respectful – Responsible – Considerate – Caring

School Growth Plan

2019 - 2020

Submitted by: Kevin Watrin,

Principal of Fraserview Learning Centre

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School Context

Fraserview Learning Centre (FLC) is an alternate middle/secondary school where students primarily work on competency-based, individualized, and self-paced programs. Many students attend full time while others have various part time schedules. Classroom instruction is done to whole class, small group, or "side-by-side" teaching. FLC has students working on 2018 Dogwood and Adult Dogwood Diplomas.

We have benefited from numerous outside organizations and agencies here at FLC. Our students work regularly with seniors from the Lifetime Learning Centre. We hold joint functions and events that are beneficial to both groups: Easter and Remembrance Day Teas, knitting, gardening, and technology leadership are some of the occasions where our students have an opportunity for inter-generational connection and to demonstrate social responsibility. Fraser House, Mission Community Services, RCMP, Mission Fire Fighters, Fraser Health, MCFD, and the Fraser Valley Women's Resource Society come into our building to meet with individuals and groups of students on a regular basis.

FLC students Big Buddies with West Heights Community School

Enrollment	2013-	2014-	2015-	2016-	2017-2018	2018-2019
September Enrollment	30	43	100	100	87	89
Peak Enrollment	60	90	120	116	102	104
Internal Referrals				24		36
Internal Transfers		43		2	19	34
DRC Transfers			4	6	3	5
Transfers in from others				11	11	10
Academic Success						
Courses Completed		145	210	198	214	150*
Graduating Students	0	11	11	12	21	15
Students Transferred to Grad		1	3	7	2	2
Student Exits						
Students Withdrawal **				15	4	7
Student Removals **				23	1	0
Moved to Div. 6 **					9	12

* As of May 17th.

Measuring Success

Quantitative and qualitative methods are both important tools to measure student success. Quantitatively, alternative programs need to work towards improving student attendance, course completions and graduation rates. These goals need to be measured against a baseline of data collected prior to the student entering the program. If a student didn't attend school previously and now is attending 50% that demonstrates success. If attendance, course completion and graduation rates are not viewed within this greater context, the data is skewed and unfair to the students who have worked hard to improve their lives but have bit reached the same level as other students in the district.

Qualitative assessment is also an important tool. How do students feel about themselves and their lives since attending the alternative program? Has their self-esteem and self-confidence improved? Have they learned to take greater responsibility for their lives and feel more in control of their lives? Has their family or social relationships improved? The literature is extremely clear that successful alternative programs offer their students a voice in their programming. Periodic staff, student, and caregiver interviews and surveys should be included as part of the overall assessment of an alternative program's success. Along these lines, we have begun to implement pre and post FLC surveys. We are surveying students as they enter FLC and then as they graduate. We have also asked a number of students to complete a survey around the 9 Guiding Principles of Alternate Education in BC.

9 Guiding Principles of Alternate Education in BC

A 2016 Provincial quality review resulted in the Nine Guiding Principles of Alternate Education in British Columbia. They are:

1. Supportive Culture
2. Clear Student Transitions
3. Flexibility
4. Staff Connections
5. Relationship Based Programs
6. Community Supports and Partnerships
7. Engagement
8. Food
9. Sense of Legitimacy/Viability

The Fraserview staff has spent some time reflecting individually and corporately upon these nine principles and the extent to which they are evident at our school. Staff were also asked to rate each area. The average of staff rating is provided in the left-hand column in Appendix A.

For additional feedback. A survey was sent out to forty-one individuals outside of the FLC staff. This group includes MPSD staff who have had at least limited exposure to our school and community support partners like social workers and Fraser House counselors, for example. Current FLC students (34) were also asked to respond to the same survey.

For each guiding principle respondents were asked to provide a score based on the following criteria:

1 – **Not a strength:** I see the need for improvements and additional supports
2 – **Minimal progress:** I see initial strategies implemented; focused improvements and supports are needed
3 – **Progressing well:** I am relatively pleased with the various strategies implemented in the school.
4 – **Very pleased:** I am pleased with where the school is with this guiding principle.

2019-2020 Focus Areas

Out of this review we determined that the three pillars we want to focus on for the 2019-2020 school year are:

1. **Engagement**
2. **Staff Connections**
3. **Clear Student Transitions**

Engagement	
Doing well	**Needs improving**
- Lifetime Learners programs - Traverse Rec Program - High student engagement with school and learning; students like being at FLC - Self-paced learning working well - Creating new courses to suit students	- Curriculum development; more time during the work day (small FTE for 1 person) - Volunteering options for kids - Increase in Project Based Learning - Increase in things involving student interests - More high interest learning and group learning - Less booklets - More FASD training for staff - Having more elective options (Foods, Art, Music) online/adapted - Improve our DL connections and completion rates - Increase the variety of hands on activities
Staff Connections	
Doing well	**Needs improving**
- Debriefing - Informal collaborating - Wellness with Jen (Staff Self Care) - Professional Development in September and attending Alt. Ed. Conference - Supportive to each other; have fun, celebrate birthdays	- Curriculum; teachers collaborating on delivery - Collaboration time; set times during the day - Reduction of unhealthy conversations - Professionalism and cultural sensitivity for students and staff - Support staff roles are unclear at times - Teambuilding; observe/play off the strength of

- Outside of work activities - Teacher roles are clear - Teamwork; problem solving as a group	others - Follow through of plans made during debriefs - Christmas party - Diverse Professional Development opportunities - Communication to ensure everyone is on the same page regarding specific students - Connecting FLC staff with alternate staff from other schools

Clear Student Transitions	
Doing well	**Needs improving**
- Improving overall; setting goals - Transitioning between CYMH and Adult Mental Health - Planning for Riverside - Prepping for Adult Dogwood when needed - Post-secondary transitions planning and discussions - Scholarship applications/deadlines - Pathways Program - Aligning curriculum with other MPSD alternate programs - Mission Secondary; slow inclusion transition works well	- Delegating "jobs" at the start of the year - Clearly define roles with staff - Connecting students to Bladerunner Program - Career fair/budget fair/reality fair - Exposing students to options for post-secondary; not many continue - Aligning curriculum with other alt programs - Volunteering; source agencies in early September - Support with going into the workforce; jobs not being kept for extended periods - Referral process; prep work from outside sources - Support for those who "age out" - Staff's knowledge of student's futures - Riverside; transition could be better - Connection with UFV - Career and trades field trips to colleges (grade 11 & 12) - Work experience - Connecting FLC with other MPSD alternate programs

**** Notes from data table:**

Student Withdrawal - Any student that is withdrawn. Moves district and Transfers within MPSD.

Student Removals - School expulsions. Students not permitted to return to FLC for disciplinary reasons

Moved to Div. 6 - Students who have been moved off of a teachers case load due to attendance and/or lack of school progress. Often there is a lack of or loss of communication with the student/family. Sometimes this is agreed upon between school and home due to individual circumstances.

Communication Strategies:
- Regular updates to the PAC
- Regular updates to all parents electronically
- Yearly survey of parents electronically

Submitted by:

The school growth plan has been written, reviewed, and supported by:

_____	_____	_____
Principal	**Signature**	**Date**
_____	_____	_____
Superintendent	**Signature**	**Date**
_____	_____	_____
Board Chair	**Signature**	**Date**

Appendix A: Notes from FLC staff, community partners and student reviews of 9 Guiding Principles

Supportive Culture	
Staff Responses (out of 4): **2019 - 3.625** 2017 - 2.875 Community/Student Responses: **2019 – 3.78** (27 responses)	**Doing well:** - Inclusive with groups; LGBTQ flag - SOGI, Mindfulness, Wellness (Jen) - Staff self-care focus - Problem solving; listening - Indigenous knowledge - Great school culture; recognized by students and visitors - Connecting with families; caring atmosphere - Strong resources/people to connect with - Staff who care; going above and beyond; stay in contact outside of school **Needs improving:** - Providing documentation on the shared drive - Having unified basic structures in classrooms - Organizing some events takes too long; not prioritized well - Utilize family/external resources; support staff is spread too thin - Having clear boundaries/guidelines - Occasionally “raise the bar” - Clarifying staff and what support they provide - School’s expectations; how clear is it to our students - Students supporting one another - Restorative approach to dealing with conflict - Volunteering and participating in community events
Clear Student Transitions	
Staff Responses: 2019 - **2.92** 2017 - 1.75 Community/Student Responses: **2019 – 3.68** (25 responses)	**Doing well** - Improving overall; setting goals - Transitioning between CYMH and Adult Mental Health - Planning for Riverside - Prepping for Adult Dogwood when needed - Post-secondary transitions - Scholarship applications/deadlines - Pathways

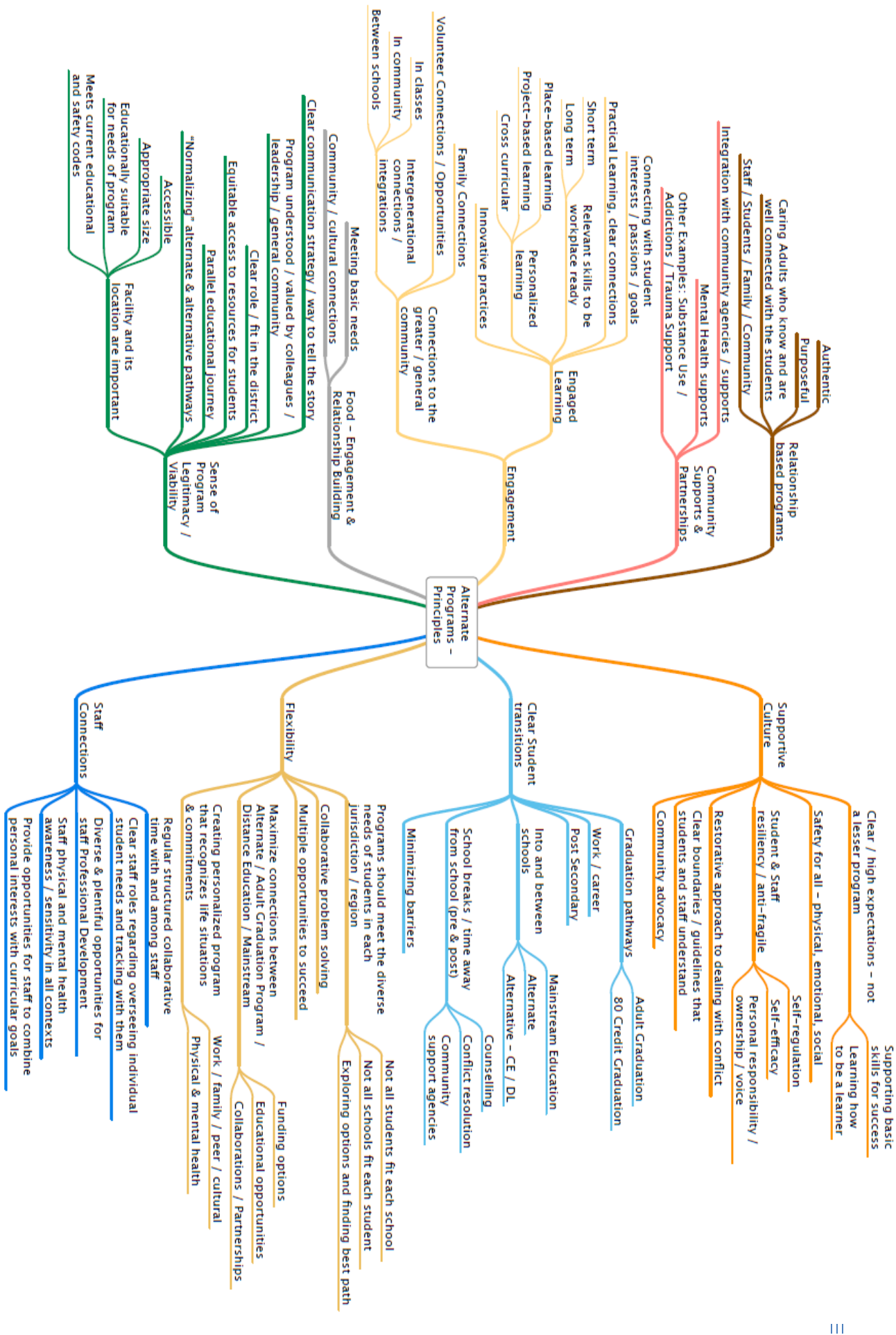
	- Aligning curriculum - Mission Secondary; slow inclusion transition works well **Needs improving** - Delegating "jobs" at the start of the year - Clearly define roles with staff - Connecting students to Bladerunner Program - Career fair/budget fair/reality fair - Exposing students to options for post-secondary; not many continue - Aligning curriculum with other alt programs - Volunteering; source agencies in early September - Support with going into the workforce; jobs not being kept for extended periods - Referral process; prep work from outside sources - Support for those who "age out" - Staff's knowledge of student's futures - Riverside; transition could be better - Connection with UFV - Career and trades field trips to colleges (grade 11 & 12) - Work experience - Connecting FLC with other MPSD alternate programs
Flexibility	
Staff Responses: **2019 - 3.9** 2017 - 3.5 Community/Student Responses: **2019 – 3.79** (27 responses)	**Doing well** - Personalizing learning - Schedules; individual programs - Creating new courses to suit students - Teamwork; problem solving as a group - Understanding needs of students; breaks within the class, scheduling, classroom placement - Traverse Rec Program **Needs improving** - Having more elective options; online/adapted - Group activities that enable genuine relationships - Electives: Foods, Art, Music - Could do some courses by DL - Accountability for students to show up and be on time

Staff Connections	
Staff Responses: **2019 – 3.42** 2017 – 3.00 Community/Student Responses: **2019 – 3.73** (22 responses)	**Doing well** - Debriefing - Informal collaborating - Wellness with Jen (Staff Self Care) - Professional Development in September and attending Alt. Ed. Conference - Supportive to each other; have fun, celebrate birthdays - Outside of work activities - Teacher roles are clear - Teamwork; problem solving as a group **Needs improving** - Curriculum; teachers collaborating on delivery - Collaboration time; set times during the day - Reduction of unhealthy conversations - Professionalism and cultural sensitivity for students and staff - Support staff roles are unclear at times - Teambuilding; observe/play off the strength of others - Follow through of plans made during debriefs - Christmas party - Diverse Professional Development opportunities - Communication to ensure everyone is on the same page regarding specific students - Connecting FLC staff with alternate staff from other schools
Relationship Based Programs	
Staff Responses: **2019 – 3.925** 2017 – 3 Community/Student Responses: **2019 – 3.85** (27 responses)	**Doing well** - Attracting and bringing on the right people despite union hiring constraints - Connecting with students; every student is significantly connected with one or more staff - RCMP games, field trips, big buddies and Life Time Learners, board games, P.E., crib **Needs improving** - Create connections with students in other rooms - Student's tolerances for one another - Engage more students in side by side hands on activities

Community Supports and Partnerships	
Staff Responses: **2019 – 3.61** 2017 - 2.5 Community/Student Responses: **2019 – 3.85** (26 responses)	**Doing well** - Community involvement is getting stronger; Youth Clinic & Nurse Practicum - Connecting students with CYMH & Fraser House - Access to My House and Mission Youth Clinic - Practicum students, Fraser House, Social Workers working in the building - Collaborative approach with community partners - Riverside; haircuts - West Heights; Big Buddies **Needs improving** - Having a clear visual of who is involved and what they can provide - Communication among/between agencies - More meeting space for community partners
Engagement	
Staff Responses: **2019 - 3** 2017 - 2 Community/Student Responses: **2019 – 3.58** (26 responses)	**Doing well** - Lifetime Learners - Traverse Rec Program - High student engagement with school and learning; students like being at FLC - Self-paced learning working well - Creating new courses to suit students - Traverse Rec Program **Needs improving** - Curriculum development; more time during the work day (small FTE for 1 person) - Volunteering options for kids - Increase in Project Based Learning - Increase in things involving student interests - More high interest learning and group learning - Less booklets - Trauma Informed Practice - FASD training - Balance between trying new things (frightening students) vs going with what is safe - work experience - Having more elective options; online/adapted - Electives: Foods, Art, Music - Could do some courses by DL - Variety of hands on activities

Food	
Staff Responses: **2019 – 3.46** 2017 - 3 Community/Student Responses: **2019 – 3.62** (26 responses)	**Doing well** - Food availability - Participation in clean up - Grants/Corporate support - Proving meals at school and to take home **Needs improving** - Getting the food where it needs to be - Healthier options and variety - Increase student involvement in preparation - Better/bigger kitchen facility - More community meals together
Sense of Legitimacy/Viability	
Staff Responses: **2019 – 3.5** 2017 – 2 Community/Student Responses: **2019 – 3.58** (26 responses)	**Doing well** - Improved reputation in the community/district - Staff are engaged at the district level and can represent - Clear process for acceptance to FLC **Needs improving** - Destigmatizing of Alternative Education process - Change perception of our school; “where the bad kids go” - District employees and Board members to be more aware of our school

Appendix B: Nine Principles in Detail



Hatzic Elementary School
Mission Public School District

Action Plan For Learning
2016- 2019

School Context

Hatzic Elementary is one of the oldest schools in Mission. The student population is presently 296 students. The area known as Hatzic is distinct from the greater community of Mission. The elementary school is one of the few public buildings in the area and is seen by some as the centre of the community.

Hatzic opened in 1911 as a two-room school and has since undergone several expansions. Since we are one of the oldest schools in Mission we are steeped in history and tradition. Many of the parents at our school proudly proclaim that just as their children and their parents, they too attended Hatzic Elementary. Staying true to tradition, the students of parents who also went to Hatzic become part of the school teams which their parents were a part of, which are Eagles, Lynx, and Orcas. This has been seen as a rite of passage for students and they value their school team as a family tradition.

Hatzic students are respectful of both others and the school community. It is not uncommon for presenters and visitors to the school to comment on the polite and courteous students at the school. Hatzic has a school code-of-conduct reviewed each year by parents, staff and students. Students are consistently expected to and in most situations do, behave in respectful, responsible and safe ways. Conflict is first approached in a restorative manner and respect for all students involved.

Hatzic parents are very involved at the school. Parents actively participate in the planning of events, school concessions, hot lunches and fundraising. Student behaviour is reflective of active parenting. Students generally come to school on time and there are relatively few absences. Students, staff, families and community members put a great effort into extra-curricular and sports activities which are abundant at the school.

Hatzic Elementary students exemplify pride in many ways. This includes our Hatzic School Song which is sung at various opportunities throughout the year. Our School Spirit Teams are a longstanding tradition. Students report that they feel proud of their school culture. All students at the school have opportunities to learn Halq'emeylem and participate in Aboriginal cultural and educational activities. We wear our Hatzic shirts every Thursday and our school teams are embedded into activities such as our book talk, sports days and other events.

Although the Hatzic student population has grown, the staff and families who have been at the school for decades create a school which maintains the "sense" of a small school. The school has a community feeling and this helps instill a feeling of respect and safety among students and staff. This feeling is further modeled by our big buddy groups which have older students helping younger students and assists in ensuring that students feel valued and cared for by adults and one another.

School Initiatives

This year (2018/19) a new initiative at our school was "move-breath-talk". This model was created by Dr. Kurt Austin and Dr. Chuck Geddes, who focus on the effect of complex trauma on children and how to best help with their development. The model outlines the importance of having students have a movement break and this break being followed by deep breathing activities. The "talk" section of the model is the teaching portion, usually by the teacher. The model stresses that by following this method, students will not only be ready to learn but, more engaged in the lesson. This model is particularly useful for students who struggle with self-regulation however, is beneficial for ALL students. All teachers have implemented the model at least once a day for the entire year and some students who struggle with self-regulation have followed the model up to 3 times a day.

Last year the school focused on the "zones of regulation" and the "mind up" curriculum. The strategies outlined in these programs were carried out in the classroom, inclusive support program, counseling department and by our youth care worker. It helps students to self-identify when they are struggling and provides them with a personalized tool kit to help them regulate their own emotions. In the past the program was focused on only those students who were identity has having regulation concerns. Last years introduction into the classroom has been a great success. The program works in conjunction with the "move-breath-talk" method mentioned above.

Our "*Eagle Feather Program*" is still running school wide. This program recognized students for their social responsibility and citizenship and is based on the Seven Aboriginal Grandfather Teachings, love honesty, truth, courage, wisdom, respect and or humility. An Aboriginal Cultural Worker visited each classroom and talked about the importance of the eagle feather and the significance of receiving one. Students and staff have the opportunity to give an eagle feather in recognition of those who demonstrate these teachings. The good deeds written on the feather is then read over the announcements and the feather is posted on a bulletin board for others to read.

The school is also celebrating our third year as a participate in a Winter Wellness program and purchased several more pairs of trekking poles. We have now purchased a class set of poles for both the intermediate and primary students. ALL students and staff took part in a neighbourhood walk, with the poles being shared among all students throughout the walk. The goal of this program was to promote outdoor winter health and wellness. We also received, for the third year, an Aboriginal Run/Walk grant which allowed us to organize a school-wide 5km spring run/jog/walk. Students participated by running around the school for a minimum of 10minutes three times a week for several weeks before the school-wide run. Students' efforts were rewarded at 5km milestones whereby tokens were placed on individual necklaces. Many students ran over 50km individually.

Scanning:

- Hatzic students are challenged to give their best effort every day. High expectations and support for all students is embedded in our school practices and procedures.

- FSA and classroom-based assessments indicate that most students are meeting expectations in literacy and numeracy. However, we know that *some* students who are not meeting expectations in primary grades continue to do so as they move through the grades, despite our interventions. We would like this to improve. Additionally, we would like students who are "minimally meeting expectations" to move to the "fully meeting expectations" category.

- Technology in the school is increasing. The school now has an intermediate cart and a primary cart. All classrooms have either a Smart Board or a document camera and an Apple T.V. Some staff are using "my blue print" to help with teaching the core competencies and to communicate with parents. We have also had an increase in the staff who are making and using their own school website. Although some staff are still challenged by a gap in their knowledge and ability regarding the use of technology, the gap is closing and an increase in technology is evident. This is very encouraging with the increasing value of technology and the technological literacy of our students, it becomes a resource which is not only in demand but, one which we need to utilize on a consistent basis.

- Students are offered personalized ways in which to learn and deepen their own interests through various initiatives. Teachers are using technology has a way to aid with student learning. For example, voice to text technology is being implemented by numerous students to reduce the amount of handwritten output. Teachers are using a more varied way of assesses student knowledge and giving more choices to show how learning is occurring.

- Students' social and emotional challenges negatively impact learning. Parents are reporting higher levels of anxiety in their children than in the past. Primary Teachers note a significant increase in children with self-regulation challenges. These issues impact attendance, cognitive focus and completion of school days. This year we have introduced the *"move-breath-talk"* method and have continued with the zones *of Regulation* program and *mind up* curriculum to help those students who struggle with emotion regulation. Our school counselor has taught sessions to classes (usually 3) to all primary grades and some intermediate grades, with the focus of self-regulation at the forefront. Many teachers are also teaching their students mindfulness exercises and are organizing their daily schedules and classrooms to create calm learning environments.

- In addition to teachers doing "move-breath-talk" on a daily bases and lessons on the "zones of regulation" program, the school installed decals down its hallways. The decals are coloured shapes that make patterns in the hallway. They are accompanied by wall posters and challenge students to complete a physical movement challenge.

- As a school we have noticed that teachers are requesting more self-regulation material for their classrooms. There is a particular increase in the use of individual headphones, chair bands and "thinking putty". Some teachers have created their own self-regulation zone within the classroom where students can "take a break" to help refocus their attention. We have also noticed a marked increase in students asking for an individual self-regulation items. The number of official referrals has not decreased however, more students are seeing the office as a place that they can decompress and can usually be successfully re-transition back to the classroom. Next year we hope to see less office referrals and students being able to self-regulate on their own and within the classroom.

Focus:

- Continued focus on Foundational Skills (reading, writing, numeracy)
- 21st Century Learning skills through inquiry-based approaches to learning with a focus on the use of technology and innovation
- Social and Emotional learning: focus on self-regulation skills and a healthy school climate
- Continue to build trusting and respectful relationships with students and staff to ensure a feeling of safety and belonging in the school

Inquiry Question:

Will the increase in self-regulation strategies and teachings within the school help students to be more engaged in their learning and therefore increase the number of students meeting and exceeding expectations in their core subjects?

The focus of the collaboration includes:

- "move-breath-talk" strategies in the classroom
- Using the "Don't walk the hallway" decals
- Providing teachers with the tools for self-regulation kits and teachings
- Strategies for teaching and learning in the 21st Century
- Increased use of technology to support teaching and learning
- Embedding Aboriginal culture into the curriculum
- Implementation of the BC Education Plan
- Mindfulness strategies in the classroom
- Zones of Regulation in the classroom

- Creating and maintaining respectful reciprocal relationships
- Attributes of "The Educated Citizen" *see appendix

Professional Learning:

- Introduction to the strategies outlined by Dr. Austin and Dr. Geddes on how to help child who suffered severe trauma
- Continue to build in collaboration time during staff meetings; use the second staff meeting for school wide collaboration
- Utilize Professional Development opportunities such as: contractual Professional Development Days, School and District organized events, and by participating in District and Provincial Learning Networks such as the Early Learning Group, Network of Inquiry and Innovation. Build a "live binder" of teacher created resources
- Continue to collaborate on lesson plans; principal will teach a class while teacher observe other teachers
- Continue to dedicate the second staff meeting a month to collaborative learning
- Continue to participate in opportunities offered through ERAC, NOII and other networking groups
- Continue to encourage staff to attend professional learning opportunities available through the district
- Increase awareness and utilization of Informative Binder – local First Nations (Stō:lò)
- Utilize various apps to aid in student learning and thoughts around inquiry -based questions
- Use of coding apps for all students, Kindergarten through Grade 6
- Provide teacher resources on Mindfulness
- Provide JumpMath Pro-D
- Provide Aboriginal-based Pro-D (Science First Peoples, Embedding Aboriginal Worldviews & Perspectives into the Classroom, Residential Schools)
- Support Inclusion in the classroom

How will we monitor and adjust our actions?

- School Based Team Meetings
- Office referrals
- Teacher request for self-regulation kits
- Reviews of Report Cards
- Attendance
- Student surveys
- Collaborative discussions during staff meetings
- Informal conversations surrounding practice and student achievement

Action Plans:

- Next year create a student leadership club to plan school wide and grade based cultural building activities
- Continue with "move-breath-talk" initiative daily within the classrooms
- Continued focus on extra support for *at risk* students via early intervention by Learning Support and Education Assistants in cooperation with classroom teachers.
- Continue to use a response to intervention model of support
- Continue to use *Zones of Regulation* and *mindfulness* model both in the classroom and outside
- Continue to support our *Eagle Feather program*- continue to support this program and encourage student citizenship in both their school and community
- Continue to support our district wide Jumpmath program to help with student numeracy
- Use of Aboriginal literature in the school and access to Siwal Si'wes online website and library system
- Continue to embed Aboriginal ways of knowing and culture into the curriculum by using the expertise and services of the Aboriginal liaison worker, Halq̓eméylem language teacher, District cultural workers and Aboriginal Mentor Teachers
- Continue to embed the use of technology into the curriculum to engage and deepen student understanding.
- Increasing the time provided to students to read and write in school and encouragement to read at home.
- Continued encouragement of student *effort* vs *achievement*
- Continue to use resources such as the *Spirals of Inquiry* (J. Halbert and L. Kaser), and *Learning by Doing; a Handbook for Professional Learning Communities at Work* (R. DuFour, R. DuFour, R. Eaker, & T. Many), and *The Zones of Regulation*; (Leah Kuypers) as our guides.
- Continued reading programs such as: Little Learners, Reading buddies, and Reading mentors

This school growth plan has been written, reviewed and supported by:

_____ _____

Beth-Anne Cullen, Principal Date

Appendix

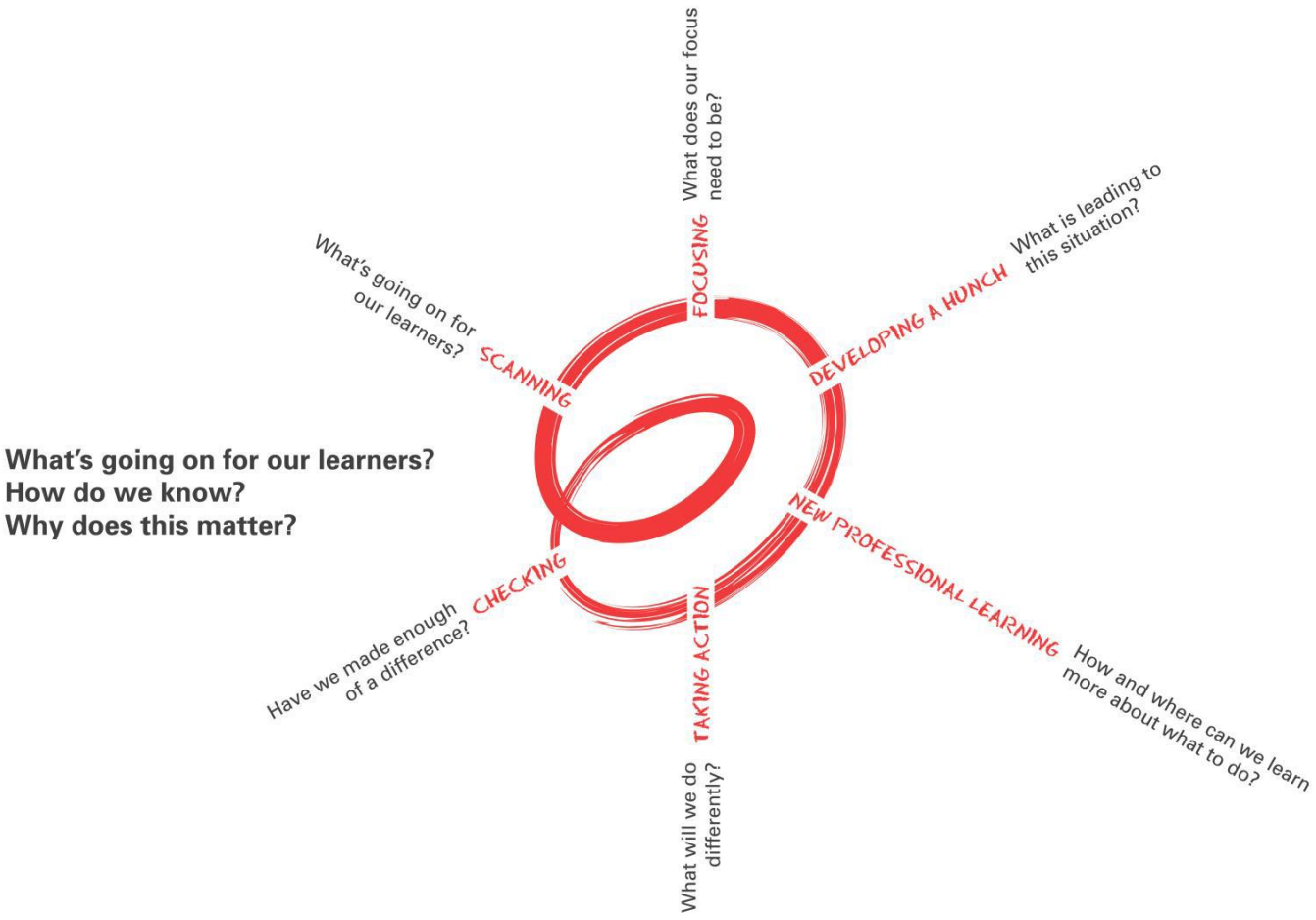
STATEMENT OF EDUCATION POLICY ORDER (MANDATE FOR THE SCHOOL SYSTEM) BC Ministry of Education Governance and Legislation Branch D-89 Authority: School Act, section 169 (3)

*Government is responsible for ensuring that all of our youth have the opportunity to obtain high quality schooling that will assist in the development of an educated society. To this end, schools in the province assist in the development of citizens who are:

- thoughtful, able to learn and to think critically, and who can communicate information from a broad knowledge base;
- creative, flexible, self-motivated and who have a positive self-image;
- capable of making independent decisions;
- skilled and who can contribute to society generally, including the world of work;
- productive, who gain satisfaction through achievement and who strive for physical well being;
- cooperative, principled and respectful of others regardless of differences;
- aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world.

École Heritage Park Middle School
Growth Plan

2019-2020



"Spirals of Inquiry for equity and quality" Judy Halbert and Linda Kaser

École Heritage Park Middle School
Growth Plan

2019-2020

School and Community Context:

We are a middle school consisting of 630 students between Grades 7 through 9. We are a dual track school offering a French Immersion Progam as well as an Intensive Core French (ICF) Program. Halq'eméylem, the language of the Sto:lo people, is enjoyed by our Grade 7 & 8 students on a weekly basis as supported by the Aboriginal Education Department Siwal Si'wes. Our school focusses on Character Education through our Advisory classes. Responsibility, Respect, Courage, Perseverance, Empathy and Integrity are the character traits we work to fully develop in our students. We have an active extracurricular athletics program. As well, many staff members sponsor clubs that foster student connectedness in our school community. We are fortunate to have a supportive Parent Advisory Council that sponsors out athletic teams and school clubs. We are part of the BC Fruit & Vegetable Program provides fresh fruit or vegetable products for our students every two weeks.

MISSION

(Why are we here?)

At École Heritage Park Middle School we empower all learners to strive for success.

VISION

(What do we need to become in order to achieve our mission?)

Our vision is a collaborative learning community where:

~Everyone feels safe, included, and valued as partners~

~All learners are engaged, empowered and motivated~

~Accomplishments are celebrated~

VALUES

(How do we need to behave in order to achieve our mission?)

At École Heritage Park Middle School, we will:

~Set high standards for ourselves and our students~

~Offer a wide variety of learning opportunities~

~Teach and assess in a variety of ways~

~Engage students in activities that encourage critical thinking, collaboration and creativity~

~Provide a nurturing and supportive learning environment~

~Celebrate our diversity of learners and their learning~

~Communicate openly, respectfully, and professionally with students, parents and staff~

École Heritage Park Middle School
Growth Plan

2019-2020

Scanning: (What do you, as staff and community, know about your students – their successes and challenges? What's going on for them?)

Successes:

- ✓ High number of students achieving Honour/Effort Roll status each term
- ✓ Leadership Program
- ✓ Extra-Curricular Fair in September to promote clubs, activities to students
- ✓ Leadership Spirit Days and activities such as Spirit Week before Halloween and Christmas Break, Francophone Festival before Spring Break, and National Character Day Activities and Guest Speakers
- ✓ Character Education through Advisory classes
- ✓ Music Department
- ✓ Drama & Dance Department
- ✓ Counselling Department
- ✓ The Thistlestop (school store)
- ✓ Athletic Teams
- ✓ School Clubs
- ✓ Recycling & Composting Program
- ✓ Highlander Games
- ✓ Ho Ho Hoedown
- ✓ Community Fundraising – Cops for Cancer, Cycling for Diversity, Terry Fox Run

Challenges:

- Mental Health Issues
- Grief/Loss Issues
- Poverty Issues
- Peer Pressure
- Cell Phone Distraction
- Social Media Issues/Cyberbullying
- Attendance/Late Issues
- Class Preparedness (bringing essential equipment to class)
- Apathy/Work Ethic
- Learned Helplessness

Focus: (From what you know, what is the most important work you can do to improve the success for your students? What key area of learning will you focus on?)

- Continued focus on Foundational Skills (literacy, writing, numeracy)
- Character Education through Advisory classes Grade 7-9
- Critical and Creative Competencies using inquiry based approach
- Consider a schoolwide inquiry project
- Continue to provide opportunities for positive connections to the school through involvement in classes, participation in school clubs and athletic teams and through volunteering at school events

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- Provide and recommend ongoing support for students and their families within the school and Mission community
- Adapted Core Academic classes

Inquiry Question: (State what your driving question will be.)
How can we ensure that our middle school students attain the necessary academic skills, social responsibility and resiliency to successfully transition to the secondary school?

Hunch: (What is leading to this situation for your learners?)

- Family generational issues with educational support/success
- Fatigue, hunger
- Lack of organizational skills
- Students need to see the relevance of their learning to real life experiences
- Many students feel that passing is good enough and are not driven to excel
- Increased distraction by technology
- Lack of specialist teachers to ignite passion in learning

New Professional Learning: (Summarize the new areas for professional learning and how you will go about designing new learning for yourself and your staff that will impact your learners.)

- Continued opportunity for teacher collaboration to focus on the new curriculum
- Focus on increasing staff engagement to ensure that all take an active role in ensuring learning takes place for all students
- The shift to the inquiry based approach is based on the goal of improving engagement and the creative and critical competencies
- Explore Critical Thinking Consortium www.tc2.ca
- Explore, develop, enrich school culture and connections
- Deb McNamara and Gordon Neufeld Institutes to learn ways to strengthen connections
- Connect with other schools (MSS and HMS) to explore inquiry, project based learning
- Increase knowledge of technology and its' application in the classroom
- Explore notion of eliminating letter grades – will this help or hinder motivation?
- Guest speakers at staff meetings
- Co-sponsor workshops with community groups eg. Mission Hospice, Fraser Health, Fraser Health
- Book *Study Relationship, Responsibility and Regulation: Trauma-Invested practices for Fostering Resilient Learners* by Kristin Van Marter Souers with Pete Hall
- Integration of WEB program into the school community
- School Wide *Mindful Minute* to begin afternoon classes

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Checking: (Describe how you will know what you are doing works and that you have made a difference for your students? What are you using as your baseline evidence? Please be clear on what you will be using as evidence of growth. How will you respond if you see no changes?)

- On-going teacher collaboration
- Report Card Data for each term
- Numbers of students participating in extra-curricular sports teams/clubs
- Student Connectivity Surveys
- Individual Student Reflection on learning
- Core Competencies Assessments
- If no changes, explore further supports through School Based Team & Student Services

École Heritage Park Middle School
Growth Plan

2019-2020

Achievement Data: Students Achieving Letter Grade of C+ or Better Term 3 Report Card 2016/17

	Total No. of Students	MATH	%	SCIENCE	%	ENGLISH	%	SOCIALS	%
Grade 7	200	121	60.5%	150	75.0%	117	58.5%	123	61.5%
Grade 8	206	117	56.8%	119	57.8%	120	58.3%	123	59.7%
Grade 9	209	104	49.8%	131	62.7%	117	56.0%	113	54.1%

Achievement Data: Students Achieving Letter Grade of C+ or Better Term 4 Report Card June 2018

	Total No. of Students	MATH	%	SCIENCE	%	ENGLISH	%	SOCIALS	%
Grade 7	202	138	68.3%	134	66.3%	122	60.4%	126	62.4%
Grade 8	201	115	57.2%	115	57.2%	94	46.8%	86	42.8%
Grade 9	200	95	47.5%	125	62.5%	130	65.0%	93	46.5%

École Heritage Park Middle School
Growth Plan

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	Total No. of Students	MATH	%	SCIENCE	%	ENGLISH	%	SOCIAL STUDIES	%
Grade 7	205	143	69.8%	147	71.7%	139	67.8%	129	62.9%
Grade 8	202	98	48.5%	134	66.3%	118	58.4%	115	56.9%
Grade 9	230	126	54.8%	122	53.0%	123	53.5%	158	68.7%

Achievement Data: Students Achieving Letter Grade of C+ or Better Term 3 Report Card 2018/19

Target is to consistently achieve 75% of students achieving C+ or better in all academic courses.

École Heritage Park Middle School
Growth Plan

2019-2020

Connection to the District Goals or Directions:
Inquiry based approach supports the District's goal of the *Educated Citizen*

District Goals	École Heritage Park Middle School Connections
• Thoughtful, able to learn and to think critically and who can communicate information from a broad knowledge base	• Project research leading to beginning with an hypothesis and learning how to apply to real world by making presentations in class or school wide • Critical and Communication Competencies
• Creative, flexible, self-motivated and who have a positive self-image	• Character Education through Advisory classes
• capable of making independent decisions	• Critical and Communication Competencies • Personal and Social Competencies
• skilled and who can contribute to society generally, including the world of work	• Digital Citizenship • Use of My Blueprint
• productive, who gain satisfaction through achievement and who strive for physical well-being	• Personal and Social Competencies • Extracurricular athletic teams and clubs
• cooperative, principled and respectful of others regardless of differences	• Character Education through Advisory classes
• Aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world	• Personal and Social Competencies • Social Justice Project in Advisory 9

École Heritage Park Middle School
Growth Plan

2019-2020

~Inspire a Passion for Learning~

Communication Strategies: (How will you communicate your inquiry and your results to the school community?)

- Regular updates to the PAC
- Welcome Back Family/Staff BBQ in September
- Regular updates to all parents electronically through school website
- Auto-dialers messages to parents
- Reader Board Messages
- Local newspaper
- Continued use of Check My Mark

Parental/Community Involvement: (How will you work together as a school community to do this work?)

- Ask parents for input on motivating students
- Invite parents to guest speaker presentations
- Invite parents to staff collaboration sessions

École Heritage Park Middle School
Growth Plan

2019-2020

Submitted by:

This school growth plan has been written, reviewed and supported by:

Linda Ziefflie		May 14, 2019
Principal	Signature	Date
Superintendent	Signature	Date
Board Chair	Signature	Date

Hillside Traditional Academy

Mission Public Schools

School Growth Plan

2019-2020

School Profile

Hillside Traditional Academy opened its doors September 2013. Hillside Traditional Academy follows the 10 Tenants of Traditional Learning.

- **A consistent structured approach:** Among other indicators this will include: Desks in rows, students move from class to class quietly, in an orderly fashion, students stand to answer questions in formal settings.

- **A strong focus on academic achievement:** Academic focus for all subject areas. School goals are striving for excellence in Literacy and Numeracy. Healthy competition encouraged, year-end awards for outstanding students.

- **Teacher-directed Instruction:** Teachers demonstrates excellence in planning and instruction. They stay abreast of current teaching practices, provincial learning outcomes and differentiated learning. Strong classroom management skills are evident. While some co-operative group work may be done, the focus is on the individual learner.

- **Regular Skills Assessment:** A variety of assessment practices will be used to evaluate the individual learner. Criterion based assignments are the norm. Assessments will align with provincial learning outcomes. Assignments, quizzes and tests are to be promptly marked and returned. Assessments and results will be made available for parental review; parents will be provided with easy access to their child's progress record.

- **Emphasis on Solid Literacy Skills:** Early instruction focuses on best practices. Phonics is a useful approach in teaching students to decode words; decoding itself is an important building block to reading. Best practice also means that sight words, context clues, and the like are all part of "reading for meaning" or comprehension. Phonics skills give way to instruction in how words are put together, the etymology of larger, more complex words, and stronger spelling skills. As students progress, levelled books, guided reading and literacy circles are implemented.

- **Regular Homework Policy:** All students are expected to complete homework on a daily basis. Homework is more than unfinished classroom work. Homework assignments are entered into the student planner and "signed off" by parents each evening.

- **Safe Environment:** Behaviour is closely monitored, teachers work "in community" to guide all students, not just their own class. Every student has the RIGHT to learn, to hear and be heard, to be respected and supported, to be safe, to privacy and to his/her own personal space.

- **A Clearly Defined Code of Behaviour:** Maintain high levels of behaviour through positive reinforcement, view mistakes as opportunities for learning, discipline should: show students what they have done wrong, show students how they are accountable for their actions, show students that there are consequences, show students that they can create solutions, keep students' dignity intact.

- **Dress Code:** The standard of uniform dress gives the school a positive and distinctive identity which reflects the values of the school and contributes to the Academy's academic environment. Just as dress codes address professional standards in the workplace, Hillside's Traditional Academy's dress code promotes the purpose of academics. When making decisions about items and personal accessories, parents are asked to ensure that the items, such as jewelry and hairstyles complement the general appearance of the uniform and do not act as a distraction.

- **Parents as Partners:** Parents as partners uphold the values and foundations of the Traditional Academy. They encourage excellence in academics, high standards of respectful behaviour, regular attendance and pride in student uniforms. Parents assist in many aspects of the school life: Parent Advisory Council (PAC), , District liaisons (DPAC), reading with students, coaching sports teams, bulletin boards and displays, arranging for special guest speakers (or are guests themselves), fundraising, book fairs, backdrops and props for theatrical productions, hot lunches, traffic and parking, etc. Parents will be provided with suggestions as to how they may be supportive of their child's learning both with homework and classroom assignments.

District Objectives:

1. Honouring Culture and Territory
    a. Equitable education outcomes for all Indigenous students in Mission Public Schools
    b. Halq'emeylem language expanded
    c. Stó:lō Culture integrated into all schools

2. Student Centred Learning
    a. Positive Learning Experiences
    b. Provide choice of how, when, and where student learning takes place
    c. Students and Teachers collaborate in the learning environment

3. Quality Teaching and Leadership
    a. Highly competent staff in all positions in the School District
    b. Teachers adapt to the rapidly changing educational environment and needs of students
    c. Teachers act as guides and coaches for all students.

4. Effective Learning Environments
    a. Welcoming, healthy, and safe working and learning environments
    b. Students and employees embrace physical, mental, and emotional wellness
    c. Every school is inclusive
    d. Every school is accessible

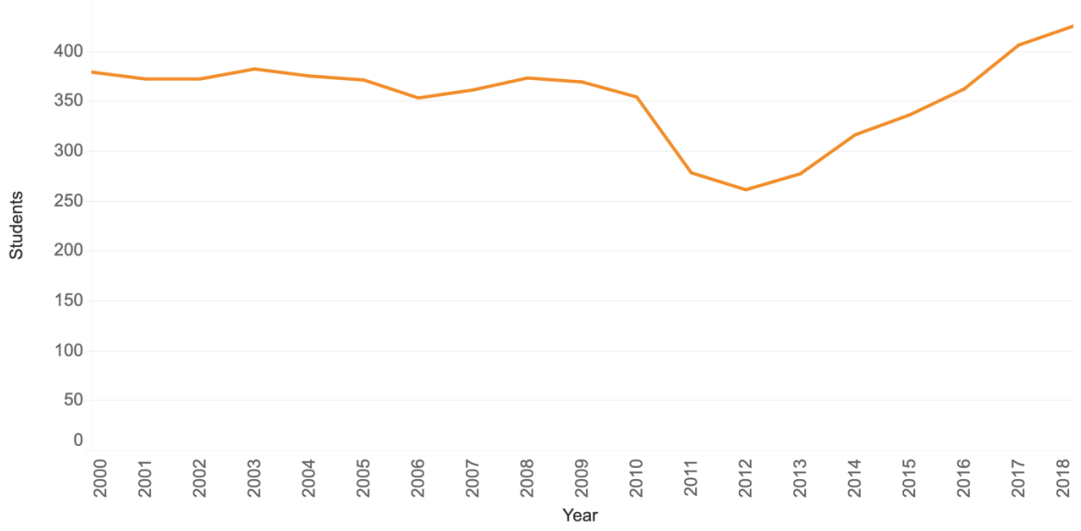
5. Future Orientation
    a. Students are flexible, adaptable, and resilient
    b. Students embrace diversity in a complex and pluralistic society
    c. Learning environments provide contemporary tools to assist learning and skill development

Enrollment

Number of Students Across All Grades 2018/19

Student Group	K	1	2	3	4	5	6	Total
All Students	58	61	67	57	71	57	54	425
Aboriginal		2	4	2	6	1	1	16
Special Needs	3	3	1	1	3	2		13

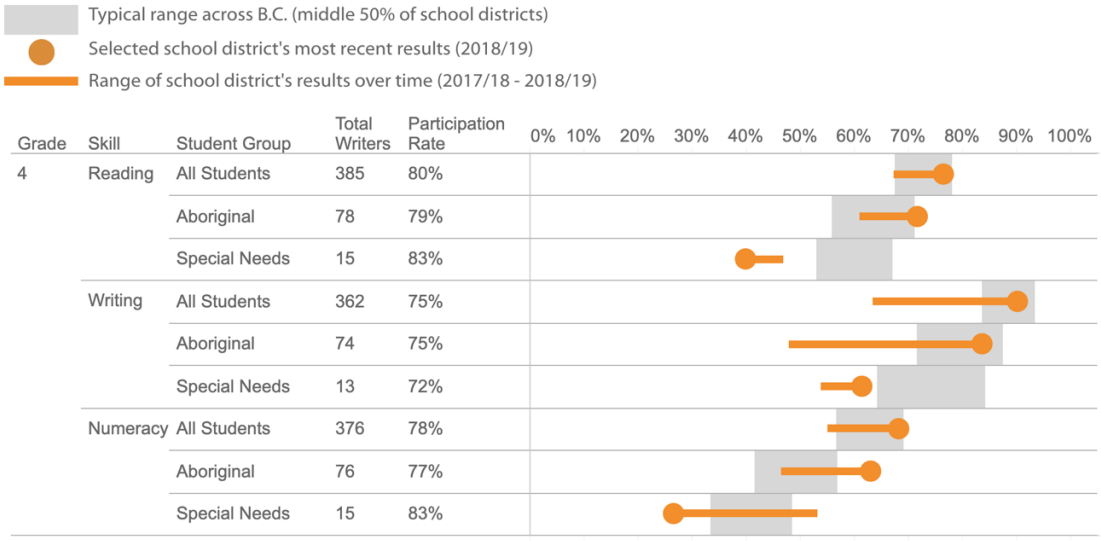
Student Enrolment Over Time



Hillside Traditional Academy

District Grade 4 FSA Results

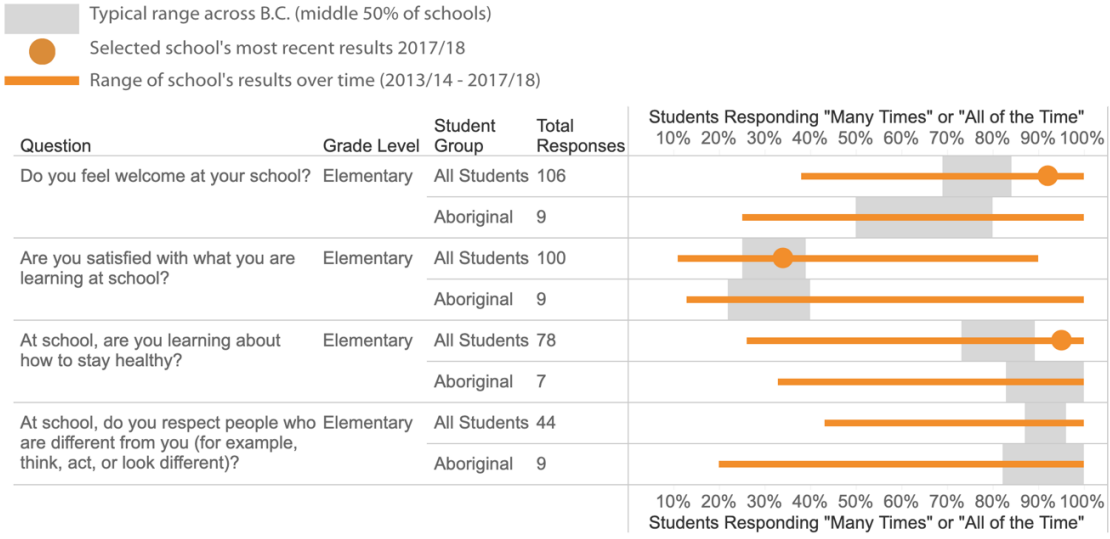
Foundation Skills Assessment



Grade	Skill	Student Group	Total Writers	Participation Rate
4	Reading	All Students	385	80%
		Aboriginal	78	79%
		Special Needs	15	83%
	Writing	All Students	362	75%
		Aboriginal	74	75%
		Special Needs	13	72%
	Numeracy	All Students	376	78%
		Aboriginal	76	77%
		Special Needs	15	83%

Hillside School Satisfaction Survey

Student Satisfaction



Question	Grade Level	Student Group	Total Responses
Do you feel welcome at your school?	Elementary	All Students	106
		Aboriginal	9
Are you satisfied with what you are learning at school?	Elementary	All Students	100
		Aboriginal	9
At school, are you learning about how to stay healthy?	Elementary	All Students	78
		Aboriginal	7
At school, do you respect people who are different from you (for example, think, act, or look different)?	Elementary	All Students	44
		Aboriginal	9

School 2019-2020 Theme

Everyone can THRIVE at Hillside

Inquiry Question

How can Parents and Staff partner together to help Hillside Traditional Academy students THRIVE?

Hillside Traditional Academy

Mission Public Schools

THRIVE for Students

T — TRY your best

- Embrace challenges both inside the classroom, and in the community
- Practice the skills of resilience (gratitude, mindfulness, and empathy)
- Be on time and bring the correct equipment
- Demonstrate accountability by being timely
- Always show a high level of effort
- Use feedback to improve the quality of what you do
- Model your leadership skills

H — Be HEALTHY

- Be in complete school uniform
- Ensure that you have a water bottle in class
- Respect the Hillside environment- keep it clean and use the facilities safely
- Manage your distractions so that you can engage in the task at hand
- Get moving at recess, lunch and in sport
- Fuel your body by eating well and getting a good night's sleep

R — RELATE Well

- Value individual differences
- Be kind, show empathy and understanding
- Communicate respectfully and listen to differing points of view
- Use technology respectfully
- Connect with others by being inclusive and getting to know them
- Encourage others by valuing their contributions
- Work with your teachers to achieve a successful pathway

I — Get INVOLVED

- Engage actively in group work
- Practice problem solving skills (WITS)
- Identify and use your strengths
- Set goals and work towards them
- Participate in our school culture
- Follow your passions and interests in and outside of school
- Seek out ways to get involved locally

V — Live your VALUES

- Take ownership of your behaviour
- Challenge inappropriate behaviour
- Care for yourself and others
- Be helpful and give back to the community
- Communicate with kind words
- Be trustworthy and honest
- Keep an open mind

E — ENJOY positive emotions

- Use coping strategies to manage my emotions
- Acknowledge your achievements and the achievements of others
- Practice mindfulness
- Express your gratitude
- Use your sense of humour to be in the moment
- Smile!

THRIVE for Parents

T — TRY your best

- Support school staff and maintain a safe learning environment
- Work with Hillside Traditional Academy to achieve the best outcome for your child(ren)
- Ensure your child(ren) attends school on time
- Book vacations during school scheduled breaks
- Ensure child(ren) are in complete school uniform

H — Be HEALTHY

- Take care of your own health- you are a powerful role model for your child(ren)
- Ensure your child(ren) is well rested and ready to learn and perform at their best
- Make sure your child(ren) has had breakfast and pack a healthy lunch to fuel them for the day
- Encourage your child(ren) to participate in sports or other active activities

R — RELATE Well

- Treat all members of the school community with respect
- Model positive behaviour and respectful communication to your child(ren)
- Get to know other parents and caregivers

I — Get INVOLVED

- Read newsletter/website for information that will help your child to THRIVE
- Be as involved as possible by attending school events
- Read and sign the planner each day
- Help your child(ren) with homework
- Access resources in the community to help support positive relationships

V — Live your VALUES

- Take an interest and acknowledge your child(ren)'s learning
- Communicate respectfully and constructively with Hillside Staff
- Support Hillside by volunteering your time or skills with the Parent Advisory Council

E — ENJOY positive emotions

- Celebrate the success of your child(ren) and Hillside Traditional Academy
- Make time for the things that you enjoy doing
- Take mindful moments to relax and unwind

Taking Action

Goal

The main initiative of THRIVE is to improve communication and parents as partners. It is proposed that is parents and teachers improve the parents as partners relationship, academic achievement will improve.

Communication Plan

Theme goals will be communicated and/or reflected in the following:

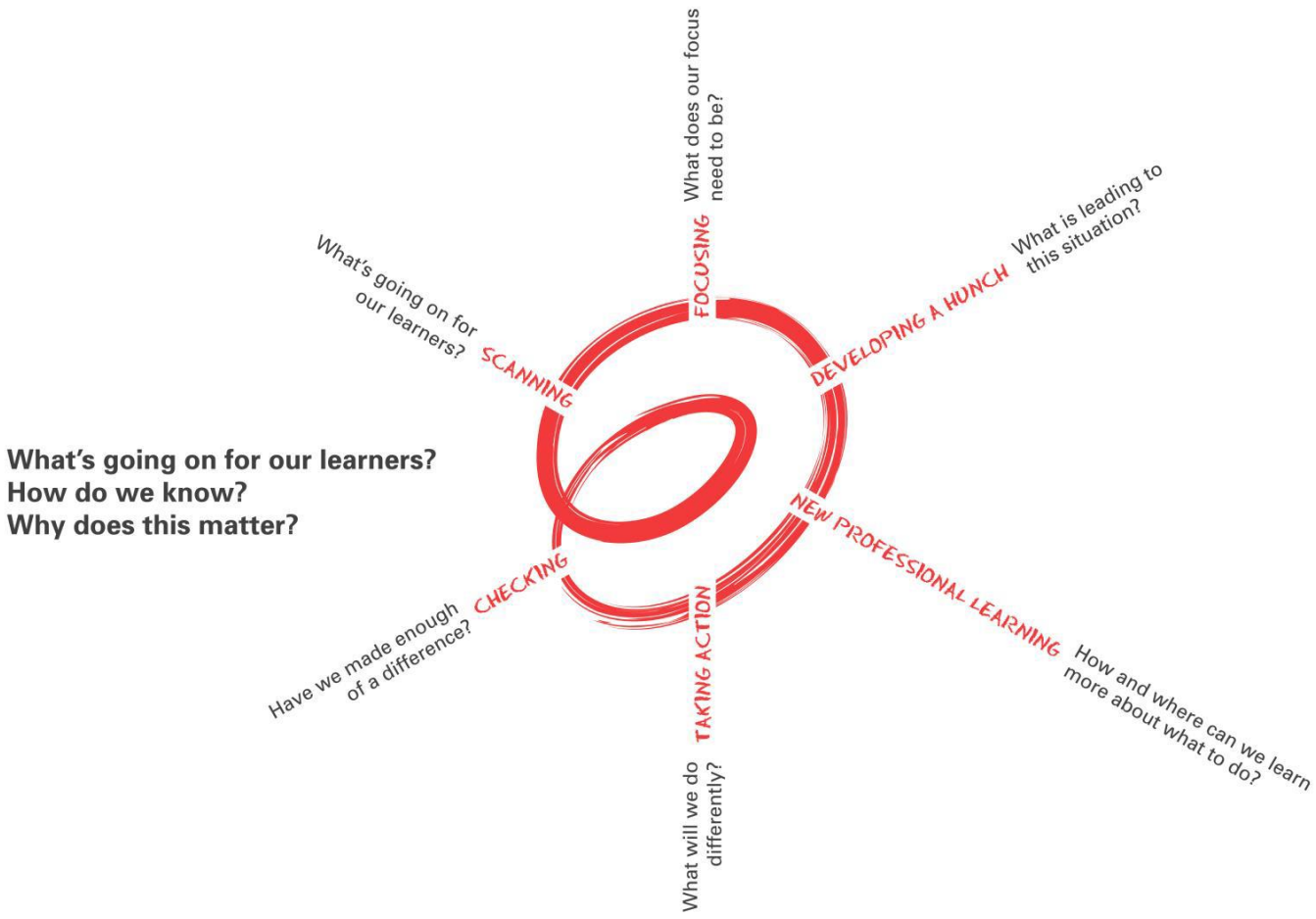
- PAC Meetings
- Staff Meetings
- Monthly School Newsletters
- Social Media (Facebook/Twitter)
- School Website
- Assemblies
- Back to School Barbeque
- School Programs and Displays
- Individual Teacher Newsletters, Website, and/or My Blueprint
- Bulletin Boards and Display Cases

Assessment and Evaluation

- Student/Staff/Parent Satisfaction Surveys
  - Parent Survey- a focus on the reduction of 5% in the don't know category overall
  - Student Survey- a focus on the reduction of 2% in the don't know category that deals with understanding what they are learning about first nations
  - Student Survey- a focus on the reduction of 5% in the don't know category self-assessment questions
  - Student Survey- a focus on the reduction of 5% in the mental health and looking after oneself to keep healthy categories
- Informal and formal observations
- Anecdotal Evidence
- Foundational Skills Assessment for academic improvement

Ecole Mission Central Elementary
Growth Plan

2019-2020



"Spirals of Inquiry for equity and quality" Judy Halbert and Linda Kaser

Ecole Mission Central Elementary
Growth Plan

2019-2020

School and Community Context:

- Strong sense of community with parent and non-enrolling student programs and support from partner groups
- Population of approximately 260 students from Kindergarten to Grade 6 with 35 staff in a diverse community with a variety of learning needs (academic and social/emotional)
- 67 aboriginal students makeup 26% of student population
- Parent Advisory Council volunteers and supports our school daily
- Halq'eméylem, a First Nations language, is enjoyed by our Kindergarten-Grade 6 students on a weekly basis as supported by the Aboriginal Department
- Inclusive Support Program class to support academic and social/emotional needs
- StrongStart Centre for ages 0-5 share resources and gym time with Kindergarten.
- Family Place provides ECE programs to our community
- Summer camp programs partnered with SD 75 Aboriginal Department
- Daily Breakfast Club supported by Breakfast Club Canada and Volunteers
- BC Fruit & Vegetable Program provides fresh fruit or vegetable products for our students every two weeks. Milk program provides milk or soy beverage bi-weekly for all students
- Isthmus program provides food for vulnerable students for the weekend
- Ready, Set, Learn events connect early learners
- Welcome to Kindergarten event for new families
- Club Kids after school care program for students K-6
- Host Riot of Reading Family Literacy Fair
- School participates in adjoining Community Garden.
- Participation in Farm to School Program

Scanning: (What do you, as staff and community, know about your students – their successes and challenges? What's going on for them?)
Successes:

- WITS and SUPER programs
- Many families are accessing the ISP program
- PAC creates a great sense of community through events hosted throughout the year
- Competitive Sports programs
- Student Recognition Assemblies
- School makes great use of the technology in the building
- Outdoor Education and Hikes
- Play based Learning in Primary
- Active/Interactive Learning
- Calm Program in Kindergarten
- Dance Club
- Mindfulness
- Brain Gym

Ecole Mission Central Elementary
Growth Plan

2019-2020

- School Wide Spirit Team program for leadership and community building
- Lego Club
- Knitting club
- Use of Zones of Regulation and Superflex

Challenges:

- Self-regulation
- Lates and absences
- Resources and Development of ISP and Sensory Room
- Access to hands on activities
- More parents indicating anxiety is a concern with their child
- Challenges and anxiety connected to math and literacy
- Accessing Mental Health Support for families

Focus: (From what you know, what is the most important work you can do to improve the success for your students? What key area of learning will you focus on?)

- Trauma Informed Practice – Resiliency Inventory Building
- Social and Emotional Learning
    - Zones of Regulation and Superflex
    - School wide common language and strategies
- Implementation of JUMP Math
- Training and Implementation of Joyful Literacy strategies in primary divisions

Continue to provide opportunities for positive connections to the school through involvement in the class, between classes and with programs, volunteering, clubs and sports.

Inquiry Question: (State what your driving question will be.)
Does a focus on early foundational literacy skills and Social and Emotional Learning lead to an improvement of academic achievement by the end of grade 6

Hunch: (What is leading to this situation for your learners?)

- Referrals to the office and ISP are consisting mostly of students with behavioral challenges related to poor self-regulation or impacts from negative life experiences.
- Self-regulation skills provide the opportunity for students to be ready to focus on learning – Zones of Regulation, Superflex.
- Additionally, Resiliency Inventory Building will help to counteract the impact of adverse childhood experiences (ACE).

Ecole Mission Central Elementary
Growth Plan

2019-2020

New Professional Learning: (Summarize the new areas for professional learning and how you will go about designing new learning for yourself and your staff that will impact your learners.)

- Zones of Regulation including a school wide plan for implementation
- Trauma Informed Practice training during staff meetings and Pro-D
- Non-Violent Crisis Intervention training for all staff
- Common language throughout the school
- Collaboration time for teachers and LST to align LA and Math goals
- JUMP Math professional development for implementation
- Joyful Literacy professional development for implementation

Checking: (Describe how you will know what you are doing works and that you have made a difference for your students? What are you using as your baseline evidence? Please be clear on what you will be using as evidence of growth. How will you respond if you see no changes?)

- Office and School Based Team referrals
- Monitor student progress in Inclusive Support programs, Learning Support programs, English language learners and English as a Second dialect reports and reading assessments
- Attendance and punctuality rates
- Formative Assessment/Continuous assessment
- If no changes, explore further supports through School Based Team such as student learning or behavior plans
- Joyful Literacy Data Collection

Connection to the District Goals or Directions:
Inquiry based approach supports the District's goal of the educated citizen

District Goals	Ecole Mission Central School Connections
• Thoughtful, able to learn and to think critically and who can communicate information from a broad knowledge base	• Emotional and social regulation • Critical and communication competencies
• Creative, flexible, self-motivated and who have a positive self-image	• Creative competencies • Explore Seven Sacred Teachings • Develop skill sets for future learning
• capable of making independent decisions	• Self-esteem building by developing emotional and social learning skills
• skilled and who can contribute to society generally, including the world of work	• Employing the scientific method to learn real world experience in Science • Critical and creative competencies • Develop new skills for the future such

Ecole Mission Central Elementary
Growth Plan

2019-2020

	as computational thinking • Digital Citizenship
• productive, who gain satisfaction through achievement and who strive for physical well-being	• Social and emotional learning • Personal and Social competencies
• cooperative, principled and respectful of others regardless of differences	• The continuous and interactive teaching of Halqemeylem as a way to introduce and develop respect for a comparative world-view • Buddy Reading Program
• Aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world	• WITS program for behaviour • SUPER program • Recycling Program

Communication Strategies: (How will you communicate your inquiry and your results to the school community?)

- Regular updates to the PAC
- Regular updates to all parents by email, newsletters and open houses

Parental/Community Involvement: (How will you work together as a school community to do this work?)

- Engage families through pre-kindergarten programs like Strong Start, Ready Set Learn, Welcome to Kindergarten, and Family Place
- Promote connections to the school such as school wide events like PAC Movie Night, Welcome Back Barbeque, Recognition Assemblies, Christmas Concerts and Sports Day
- Educating parents about the long term impacts of adverse childhood experiences
- Making sure parents have knowledge and support to access community support programs
- Educating parents about self-regulation strategies used in the school
- Educate parents on the most effective use of technology at home

Ecole Mission Central Elementary
Growth Plan

2019-2020

Submitted by:

This school growth plan has been written, reviewed and supported by:

Principal	Signature	Date
Superintendent	Signature	Date
Board Chair	Signature	Date

GROWTH PLAN 2019-20

MISSION SR. SECONDARY

ROADRUNNER NATION

Mission Senior Secondary School

School Information

School Name: Mission Secondary
School Address: 32939 7th Ave, Mission, British Columbia, Canada
School Phone: 604.826.7191
School Fax: 604.826.8187
Web Address: http://mss.mpsd.ca/

Principal: Jim Pearce
Principal Email: jim.pearce@mpsd.ca

Vice Principals: Tom Nguyen Linda Dickenson Lynn Cummings

Demographics

Number of Students: 1353
Percentage of Special Education Students: 17%
Percentage of Aboriginal Students: 14%
Percentage of International Students: 10%

Vision and Beliefs

Our school staff will collectively support all learners to ensure high levels of learning. Students will achieve core and curricular competencies through the new redesign curriculum. Staff will work collaboratively in a vertical team model within the school district and with our educational partners to maximize student achievement and post-secondary enrollment. Staff will participate in a professional learning community and professional development. Effective assessment will be formed through the new redesigned curriculum, so all learners will meet their educational goals.

Expectations:

- Staff will work collaboratively to implement the new redesigned curriculum through collaboration meetings and working side by side with our curriculum coaches.
- Staff will participate in vertical teams within the school, with middle schools, with alternate education schools and with post-secondary institutions
- Staff will have a comprehensive understanding of the new curriculum, coupled with the ability to interpret curriculum appropriately to accommodate individual differences and incorporate personalized learning.
- Staff will work collaboratively with curricular partners on instructional strategies, meeting students' educational needs, and administering and analyzing new assessment strategies.
- Staff will be involved in professional development with an ongoing commitment to learn and implement the new redesigned curriculum.
- Staff will work collaboratively with students, parents and community stakeholders to enhance the school as a learning community.

Where we are now…Where are we going?

As a part of reconfiguration, the district recognized that to ensure success and provide more learning opportunities for our students, we needed to increase enrollment at the high school level. We achieved this by creating one senior secondary school with an enrollment of 1350 students. The consistency in the course catalogue, in the learning support services, and in the common assessment practices for our school community will allow us to target specific interventions to increase graduation rates. The reconfiguration also allowed the school to offer a much more diverse course selection and provided students the opportunity to select the most rigorous academic course selection in preparation for post-secondary institutions. It also provided enriched learning opportunities for all students who had a passion for studying at a deeper level in an academic and/or non-academic area. Moving forward it is extremely important that we embrace the new redesigned curriculum for student engagement to improve and success for all learners

GOAL #1: Improve Graduation Rates and attendance

- Improve overall graduation rate
- Improve aboriginal student's graduation rate
- Increase post-secondary enrollments
- Improve on our attendance and retention rates

Scanning

Collecting baseline data will allow us to implement our strategies to improve graduation rates and student satisfaction.

Focused

Using our RTI model and other interventions, we will focus our attention on improving our graduation rates and attendance.

Developing a hypothesis

If we provide a systematic intervention approach, then graduation rates will improve, and students will engage in their learning.

New professional learning

A majority of teaching and non-teaching staff attended various professional development seminars focused on RTI, professional learning community and assessment strategies.

Acting

Instructional team leaders, along with their departments, have engaged in monthly collaboration meetings to ensure student success

Is there a big enough difference?

We are working on collecting data from MyEd to dive deep into the student readiness from year to year. We will be looking at how many courses students pass on a yearly basis and providing interventions to increase the pass rate.

GOAL #2: Increase Retention Rates

- Increase programs offered to students to improve engagement
- Increase course offerings and academic electives
- Increase student engagement through curricular and co-curricular activities

Scanning

We continue to be challenged with students leaving the school throughout the year for a variety of reasons. We need to expand our programs to meet those students who find it difficult to come to school and or are not successful in their program.

Focused

We are focused on developing programs that focus on the needs of the students and to coach them through their academics as well as their life challenges.

Developing a hypothesis

If we provide alternate programs that are customized for the individual learner, we will improve retention rates.

If we provide a greater number and variety of courses, then students will be more satisfied with their high school experience.

New professional learning

- Continue to work with district staff to build capacity in our programs as well attend Pro- D events
- Group of staff attend their specific content area Pro D.
- Working collaboratively in departments to discuss deeper understanding the new redesigned curriculum and implementation of the core competencies.

Acting

Develop through collaboration with staff on programs that can meet the individual needs of all students

Is there a big enough difference?

We will collect data on the number of students who have left the school this year and are not continuing their learning an reduce the number next year.

This school growth plan has been written and reviewed by:

_____	_____	_____
Principal	Signature	Date
_____	_____	_____
Vice-principal	Signature	Date
_____	_____	_____
Vice-principal	Signature	Date
_____	_____	_____
Superintendent	Signature	Date
_____	_____	_____
Board Chair	Signature	Date

Riverside College

School Growth Plan

2019

33919 Dewdney Trunk Rd
Mission, BC

School Context:

Riverside College was founded in 2001 and was originally housed on the Lougheed Highway. Riverside College moved to its current location and opened the doors of its beautiful new facility in February 2010. Students attending Riverside College are greeted with a warm and welcoming environment which is well-equipped to meet their needs, and a talented and dedicated staff who are proud of their school and the opportunities it offers to students. *Be Remarkable* is not only Riverside College's motto; it is the vision for the school. Riverside College is a truly unique facility in that it serves both high-school age students and adults, successfully combining essentially four distinct types of students within the school and its programs.

Who are Riverside College students? Our population is extremely diverse. Our students include high-school age students who have chosen a career path and do not want to wait until after high-school to learn about the trade or career of their choice. These students are combining high-school graduation with entry level trades or career training, known as the 'dual-credit option'. Riverside College also meets the needs of adult non-graduates to complete graduation requirements. Adult students may also combine trades training with academic requirements, achieving both trades certification and the Adult Dogwood diploma at the same time. Finally, Riverside serves the needs of graduated adults to add secondary courses required for university or college-entrance, or to make a career change by completing a trades or career program.

Program Name	Number of Students
Automotive Service Tech. Level 1	18
Carpentry Level 1	0
CSW/EA	24
Hairstylist Level 1	14
Plumbing Foundations	14
Professional Cooks 1	10
Warehousing	12

Riverside College	2018-19
Self-Funded	33
Adult Non-Grads	3
School Age Non-Grads	32
School Age Grads	37
Totals	105

	Number	%
Aboriginal Students	17	16%
Designated Students	10	9%

Continuing Education	2018-19
School Age Non-Grads	102
Adult Non-Grads	40
Totals	142

	Number	%
Aboriginal Students	55	24%
Designated Students	37	16%

Current Program Options:

- ✓ Automotive Service Technician Foundation (I.T.A.)
- ✓ Business Support Specialist Certificate
- ✓ Carpentry Foundation (I.T.A. / Camosun College)
- ✓ Community Support Worker Certification
- ✓ Construction Electrician Foundation (I.T.A. / Camosun College)
- ✓ Cooks Level 1 (I.T.A. / Vancouver Community College)
- ✓ Esthetics Certification (Vancouver Community College)
- ✓ Hairstylist Level 1 (I.T.A.)
- ✓ Hairstylist Level 2 (I.T.A.)
- ✓ Information Technology Technician Certificate
- ✓ Plumbing Foundation (I.T.A. / Camosun College)
- ✓ Warehouseperson Certificate

Inquiry Question:

1. **How does Riverside College get the right student into the right program for the right reasons?**

Scanning – What is going on for Riverside College students?

Riverside College students enter the school with varying life and educational experiences. Riverside College would like to see every student be successful in their educational endeavors. It is the belief that each student's measure of success is different and that each student starts the school year wanting to attain a certificate in a Career or Trade.

Riverside College staff work hard with the students in their programs. There are numerous supports put in place to ensure student success. Unfortunately, all Riverside College programs deal with attrition. As a staff, Riverside College would like to minimize the number of students that leave our programs. Some of the variables that influence attritions are: academic rigor, attendance, program background knowledge, family and personal issues. Riverside College staff is aware that there are a number of external variables that are out of our locus of control.

Focusing – Where will our energy be better focused? How will we check to see if we are on the right track?

For the 2018-19 school year, Riverside College had each student apply to a Trade Program complete an assessment. The ITA Essential Skills Assessment focuses on

essential skills, which are the foundation skills like reading, math and document use. Each trade requires Essential Skills, but to different degrees. For example, both carpenters and hairstylists use math, but carpenters need trigonometry and hairstylists do not. The assessment can be challenging. The Essential Skills Assessment will give students a realistic look at the skills they need for the job. It uses examples and forms that students would find at work. There is a different assessment for each trade and it automatically adjusts to the student skill level. If the student is getting the correct answers, the assessment will automatically give the student more challenging questions. The opposite is also true. If the student is answering incorrectly, the student will get easier questions. All of the questions are reviewed by a psychometrican - a specialist in the science of testing.

The Community Support Worker / Educational Assistant Program instructor has students attend an information session and has them complete an inventory. These are used as an assessment for program entry.

Riverside College would like to look at the validity of the assessment by tracking the student success rates in their chosen Career/Trade Program with how well they did on their Essential Skills Assessment.

Developing a Hunch - What are our assumptions about what is contributing to the situation?

Historically, Riverside College has struggled to fill most its programs. This past year, Riverside College had more students apply than seats available (for most programs). This was a good problem to have. As the program enrolment is not based on a first-come, first-serve basis, the Riverside College staff needs to be able to evaluate each applicant for suitability in a program.

Finding the right students for each program will attract more of the right students. Prospective students who see peers excited about their learning experiences will take notice and envision themselves in that position.

Riverside College is also cognizant that have the right teacher, is just as important as having the right students. The teacher will be the key driver to the success of the students, and ultimately the success of the program.

New Learning - What research or theory is informing our learning? Why is an approach or principle important?

Re-marketing and re-branding what Riverside College can offer students is starting to pay dividends. With most programs having waitlists, it allows instructors' choice as to

who they believe may be the best fit in their class. Academics, teacher reference letters, ITA Essential Skills Assessment and answering some general questions are currently what Riverside College uses to assess student success. Unfortunately, none of these judge "readiness" for each program. Riverside College staff would like to take the guess work out of "readiness" and ensure that each student chosen to be a part of the programs is successful.

Taking Action - What opportunities are there for dialogue, observation and reflection with others?

Student satisfaction with their program of study at Riverside College is key to sustaining and growing enrolment in all program areas. However, the Ministry of Education Satisfaction survey does not provide students with the opportunity to comment specifically on their experiences at Riverside College. A *Riverside Entrance and Exit Survey* have been constructed for the students to take. The survey is offered online via Survey Monkey. The survey has been completed this year and the data will be analyzed. This survey looks at numerous variables which include: job readiness, student satisfaction, education levels and educational expectations.

Riverside College staff are constantly networking with each other, administration, colleagues in their fields and industry experts to better enhance their teaching. The staff also has open dialog with their students regarding expectations in the school, program and workforce.

Strategies to support Riverside College's inquiry question:

- ✓ Riverside provides counselling support, Aboriginal Liaison support, and Education Assistant support in addition to instructor support.
- ✓ Riverside also monitors program hours and adjusts where needed to enhance student success.
- ✓ Smaller class sizes provide focused support to individuals.
- ✓ Teachers are available for help outside of the scheduled class time.
- ✓ Continue to seek options for program expansion and additions.
- ✓ Work on program articulation.
- ✓ Enhance the role of the Student Union.

Checking - Have we made enough difference?

Riverside College will monitor and assess student success rate (employment or continued schooling). Riverside College staff are always asking, "What can we do better?" and are continuing to challenge the status quo.

Accomplishments:

- ✓ Riverside College, in partnership with Vancouver Community College, revived the Professional Cooks 1 Program for the 2018-19 school year.
- ✓ Riverside College invested over $50,000 in equipment in the teaching kitchen at Heritage Park Middle School.
- ✓ Riverside College received two grants from the ITA for a Youth Discover the Trades. One grant was used for Hatzic Middle School grade 8 students to attend the Regional Skills Competition and the Try-a-Trade Event at the University of the Fraser Valley. The other grant was for Riverside College to host all the grade 9 students from across the district to attend the Riverside College School Tour Day.
- ✓ Riverside College hosted its 18th Annual Open House. Riverside College also toured 100 students from Mission Secondary around the facility.
- ✓ Riverside College hosted an All Candidates Meeting prior to the Mission Civic Election.
- ✓ Riverside College continues to support Community initiatives such as Mission Connect Events, the Stone Soup Initiative and Mission Mental Health Week.
- ✓ Through their work experience, Riverside College students volunteer over 25,000 hours of time in Mission and the surrounding communities.
- ✓ Riverside College has been granted Designated Trainer status from the Industry Training Authority for Hairstylist Level 1 and Level 2 Programs.
- ✓ Riverside College applied and received several grants this past year. These grants include:
    - $30,000 for Youth Work in Trades Grant (ITA)
    - $5,000 for Trades Access Grant
    - $39,537 from Youth Trade Capital Equipment Program
- ✓ Riverside College increased its Youth Train in Trades Grant to $74,400 with the potential to receive an additional $62,000 if these students successful attain their Level 1 Certifications.
- ✓ Riverside College has worked with the School District and Douglas College to offer the Mission Youth Pathways Program - Pre-employment program for students with multiple barriers.
- ✓ Riverside College has signed a MOU with the University of the Fraser Valley which will enable the Mission School District to access programs which are not currently offered at Riverside College.
- ✓ Riverside College is working on another partnership agreement with Vancouver Community College to offer the Esthetics Program again.
- ✓ Enrollment for the 2019-20 school year is quite healthy at this point in the year.
- ✓ Continuing Education numbers continue to increase, and Riverside College is exploring setting up time at some of the local Aboriginal Band Offices.
- ✓ Riverside College is continually looking at how to expand its Youth Work in Trades Program. The number of students continue to grow.

This school growth plan has been written, reviewed and supported by:

Ellie Rychlun	Ellie Rychlun	05/28/19
Student Council Member	Signature	Date
Krista Balogh	Krista Balogh	05/28/19
Staff Member	Signature	Date
WADE POOLEY		05/20/19
Principal	Signature	Date

School Plan for Student Success	# Silverdale Elementary School 29715 Donatelli Avenue Mission, B.C. V4S 1H6
Individuals Involved:	Rob Clark, Terra Warmerdam, Judy McGowan, Jana Schellauf, Angie Bout, Marilyn Kampen, Lisa Taylor, Jo-Ann Schmidt, Katie Pellegrino, Shayla Vinnish, Frank Wachal, Michele McGowan, and Joe Kelly.
School Context	**I am Silverdale** **I am Strong** My strength comes from within, I know who I am, I know that I am only limited by my imagination. I am Strong. **I have Integrity** I do the right thing always, even when no one is looking. I make commitments and I follow through on them. I have integrity. **I am a Learner** No task or assignment is too difficult. I am not good or bad at anything, but I get better through hard work. I am a learner. **I am Valuable** I was made to be awesome, I was made to change the world. I make important and valuable contributions to my school, my community, my province, and my world. I am valuable. **I am an Encourager** I am not only valuable, I see the value in others and tell them about it. I encourage and support those around me to be the best they can be. I am an encourager. **I am Reflective** I think about the world around me, my experiences and my actions to help become who I am meant to be. **I am Daring** I do not let fear stop me from doing what is right, from achieving my goals, or completing my tasks. I am daring. **I am Awesome** I inspire others to do great things because I am inspired to by others to become better. I am admired by others because I act in a way that is to be admire. I am awesome. **I am Loved** I know that at school I am loved. People around me build me up, take care of me, challenge me, and accept me. That is how I know that I am loved. **Every day** I am better than the day before. I know more, I care more, I understand more. Every day, I am better… I am Silverdale.

School Plan for Student Success	Silverdale Elementary School 29715 Donatelli Avenue Mission, B.C. V4S 1H6
Inquiry Question	How can we create a deep, meaningful connections to each other, the school, and the community that will facilitate strong academic achievement for all students?
Rationale	Silverdale Elementary has a strong history in the Mission community. Families in the Silverdale area have deep rooted connections to the school. In many cases, three or even four generations of families have made Silverdale Elementary their home. Aboriginal ways of knowing, principles of learning, content, and worldviews are intrinsic features of a meaningful, relevant, and socially aware education for all students. They engender the core competencies that BC's curriculum focuses on and help students "to engage in deep learning and life-long learning" (Ministry of Education, https:curriculum.gov.bc.ca/competencies). As a school we will always focus on developing the literacy and numeracy skills of our students. We believe that for students to make the most of school they need to be engaged in a way that helps them strive to become who they were meant to be. We feel that the best way to fully engage students is to help them better identify with what it means to be a Silverdale Elementary community member. We believe that a culture shift is necessary.

Strategies (Include LST & ELL)	Who is responsible?	Timeline	What will we do?	Resources
Give students opportunities to create meaningful connections to the school by developing monthly specific foci.	Administration Teachers (including Teacher Librarian, Learning Support Teacher, and Inclusive Support Teacher) E.A.s	September 2019 - ongoing	Monday morning assembly that explains the weekly focus and Friday afternoon thankfulness circle. Monday's purpose is to set a tone for the week. Teachers will include activities and lessons that speak to that focus. Friday is to talk about and share the positive things that happened that week. Students and staff will be asked to share positive experience they have bee part of over the week.	Jay Shetty https://jayshetty.me/ GoalCast https://www.youtube.com/channel/UCc4IYtPKkJLSAHHuJx1GiGQ Each other
Teachers, Administrators, and Support Staff develop and implement project-based learning activities.	Administration Teachers (including Teacher Librarian, Learning Support Teacher, and Inclusive Support Teacher) E.A.s	September 2019 - ongoing	Using an academic mindset, staff will develop and implement a variety of project-based learning opportunities across subject areas which their successes, struggles, and questions will be discussed in	Each other Hacking Project Based Learning ~R. Cooper & E. Murphy Project Based Learning Made Simple ~A. Smith

Strategies (Include LST & ELL)	Who is responsible?	Timeline	What will we do?	Resources
			our PLC meetings (4th Tuesday of the month).	
Develop a model for best practices developed at the school level. What worked, what didn't, and especially Why?	Administration Teachers E.A.s	September 2019 - ongoing	Collaboration Meetings. Ed-Talks – Sharing of best practices as part of each staff meeting Failures of the month- Staff share what went wrong in their class and ask for suggestions of what to do next time. It is meant to encourage and facilitate reflective practices as well as give the opportunity for a peer-to-peer support model for teachers.	Each other

Measuring the Tangibles		
Improved Student Engagement	Teacher-Directed Learning Teachers will assess students who are... • Paying attention (alert, tracking with their eyes) • Taking notes (particularly Cornell) • Listening (as opposed to chatting, or sleeping) • Asking questions (content related, or in a game, like 21 questions or I-Spy) • Responding to questions (whole group, small group, A-B Partners) • Following requests (participating, Total Physical Response (TPR), storytelling, Simon Says) • Reacting (laughing, crying, shouting, etc.)	Student-Directed Learning Teachers will assess students who are, individually or in small groups, • Reading critically (with pen in hand) • Writing to learn, creating, planning, problem solving, discussing, debating, and asking questions) • Performing/presenting, inquiring, exploring, explaining, evaluating, and experimenting • Interacting with other students, gesturing and moving

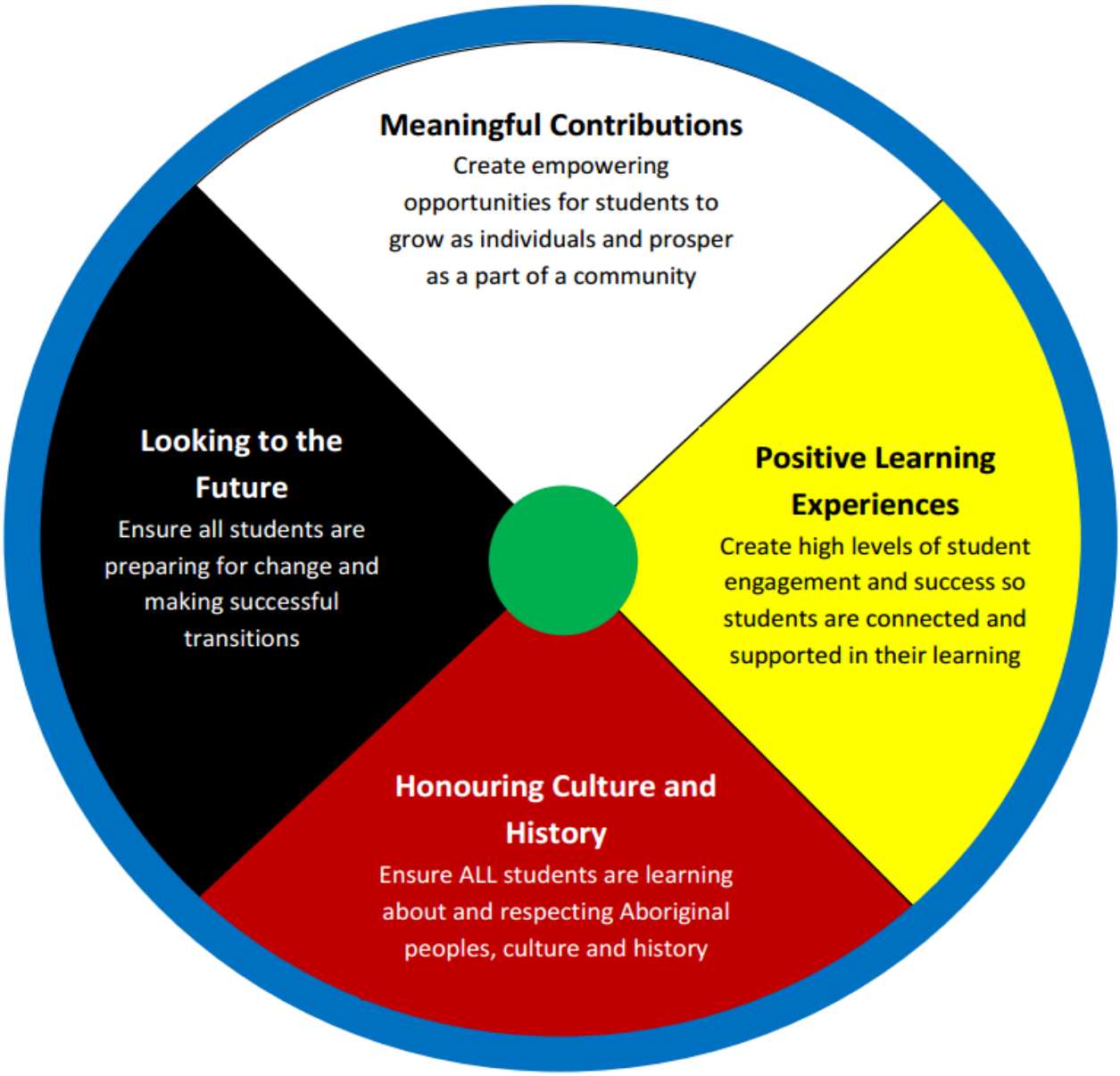
Measuring the Intangibles

The difficulty with this approach is that we are trying to measure school culture. Albert Einstein once said, "Not everything that can be counted counts, and not everything that counts can be counted." Measuring our overall success is best seen in the "feeling" associated with the school. Do students feel safe? Do parents feel welcome? How do outside staff (facilities, I.T., and District Staff) feel as they enter the building? Are visitors feeling welcome? If all have a positive response or feeling, we believe that we are achieving the cultural shift we need.

Connection to the Aboriginal Enhancement Agreement

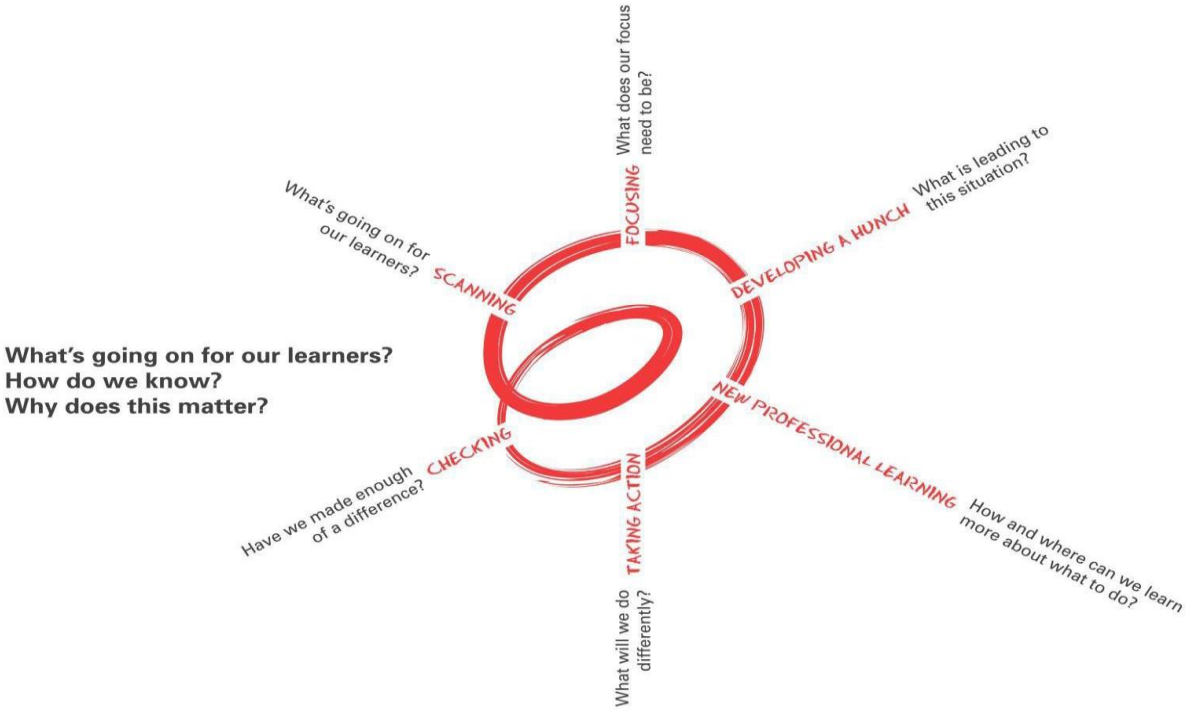
This focus specifically relates to the importance of making Meaningful Contributions where we create empowering opportunities for students to grow as individuals and prosper as part of a community. It also embodies the understanding of Positive Learning Experiences where we are creating high levels of student engagement and success, so students feel connected and supported in their learning.

The weekly focus is related to developing the individual's character that supports the well-being of the self, the family, and the community. That character development relates directly to the understanding that learning requires exploring one's identity and that learning is relational and should focus on connectedness, on reciprocal relationships, and a sense of place.


Meaningful Contributions
Create empowering opportunities for students to grow as individuals and prosper as a part of a community
Positive Learning Experiences
Create high levels of student engagement and success so students are connected and supported in their learning
Honouring Culture and History
Ensure ALL students are learning about and respecting Aboriginal peoples, culture and history
Looking to the Future
Ensure all students are preparing for change and making successful transitions

Stave Falls Elementary
Forest and Nature program of choice
SCHOOL GROWTH PLAN - INQUIRY MODEL
A multi-year plan
School Opening Year 1
2019-2020

Stave Falls Elementary School SD 75
30204 Brackley Ave. Mission, BC
V4S 1E1



*Based on the book by
Judy Halbert
and Linda Kaser:
"Spirals of Inquiry for equity and quality"

School Growth Plan – Inquiry
Stave Falls Elementary School
September 2019-2020

<u>School Context</u>: Stave Falls Elementary has been closed since 2008 with declining enrollment as a contributing factor in that decision. In March of 2018, trustees voted to re-open the school and preparation is well underway. The school is scheduled to open its doors in September of 2019 with an outdoor and cultural focus. Connecting activities for the school have been initiated during the 2018-2019 school year in the form of place-based activities, meet and greets, community events, and technology/social media communications. As such, the future goals are presented in an organic inquiry framework based on past practice and knowledge, foundational school goals, family interactions and observations. The inaugural 2019-2020 year will focus on baseline data collection in foundational skills, social-emotional regulation and the school's concentration on cultural and outdoor learning.

- SD 75 is situated on the unceded, ancestral territory of the Sto:lo people.
- Stave Falls Elementary maintains a positive, professional relationship with Kwantlen First Nations and are actively collaborating on the school opening for September 2019.
- Indigenous pedagogy, resources, and First Peoples' Principles of learning will be integrated into the culture of Stave Falls under the guidance of the Aboriginal Education Department and Elders' Council
- Historically, Stave Falls Elementary was a central hub for the Stave Falls Community in northwest Mission, BC and is anticipated to fulfill that role again
- Stave Falls is opening as a K-6 elementary school. Enrollment is unknown at this time, but is anticipated to be comparable with other rural schools on the district ≤ 100 students
- There are many diverse learning needs (cultural, academic and social/emotional)
- A new 0-5 year old child care centre will be operating out of Stave Falls School building offering infant, toddler, pre-school and school age services.
- School catchment families live in a rural/semi-rural setting or mobile home community.
- Families outside the school catchment have the opportunity to cross boundary into the school.
- Adjacent to the school is both District of Mission and school district-owned outdoor space including forested areas, grassy knolls, trails and a winding creek
- Stave Falls is implementing a school wide community outdoor and cultural program of choice with a focus on ***place-based learning***
- Stave Falls enjoys multiple partnerships and support from the Stave Falls community and the broader Mission/Fraser Valley community
- Stave Falls parents are working with the District Parent Advisory Committee to formulate a constitution and a new Stave Falls Elementary PAC.

<u>Scanning</u>: (What do you, as staff and community, know about your students – their successes and challenges? What's going on for them?)

- Baseline Data on foundational skills (literacy and numeracy) will be completed and compiled as reported on various measures (FSA, DART, FNESC resources, Jump Math SNAP assessments, classroom based assessments, differentiated demonstration of knowledge i.e. oral, kinesthetic, artistic) Data from these various measures will continue to be tracked and monitored
- Anecdotal conversations with parents and current schools of attendance, indicate some students have difficulty with regulating behavior or in their existing school placement.
- Some parents report worrisome levels of anxiety in their children
- The community and the families exhibit positive attitudes regarding outdoor, place based education
- Students and their families are a considerable distance from town and car dependent for all level of services and activities
- Many students and their families live on acreages rather than urban or suburban-like "neighbourhoods"
- All students and their families are transitioning into the school – they are kindergarten age or transferring from existing schools. The inference is that there will be some emotional impact when change occurs
- This is the beginning of a new history – the students and parents have not yet developed school friendships, community, supports and relationships
- The staff will be new to the school and to the families and students

<u>Focus</u>: (From what you know, what is the most important work you can do to improve the success for your students? What key area of learning will you focus on?)

- Building community, relationship, satisfaction and trust amongst staff, students and their families
- Ensure community and school supports are in place and accessible for families specifically with social-emotional learning, student services programs and Mission community services
- Determine data baselines on foundational skills (literacy and numeracy)
- Ensure staff is confident in knowledge and practice of school foci: outdoor education and indigenous pedagogy and provide continued professional development and collaboration opportunities

<u>Inquiry Question</u>: (State what your driving question will be.)

- Will a focus on place-based learning improve the level of student engagement and effort in their learning and thus improve their academic achievement, confidence and satisfaction in school?

<u>Hunch</u>: (What is leading to this situation for your learners?)

- Parents of children enrolled at Stave Falls have reported that areas of concerns within the broad school system are traditional models of learning, social-emotional regulation, rigid teaching models and developing friendships
- Many parents acknowledge their children thrive in an outdoor environment and with flexible spaces
- The community has expressed a desire to engage in indigenous relationships and pedagogy
- Parents have commented that they want their child to "enjoy" school
- Parents understand the benefits of outdoor learning through previous research
- Parents want to ensure that their child will improve in their foundational skills and be prepared for the future
- All students and their families are new and are coming from diverse backgrounds. This may increase levels of anxiety amongst students and their families. The community is undeveloped and there are minimal relationships between families and students in prior years
- High expectations are placed on school and student success in this inaugural year

School Growth Plan – Inquiry
Dewdney Elementary School
September 2017-2018

<u>New Professional Learning</u>: (Summarize the new areas for professional learning and how you will go about designing new learning for yourself and your staff that will impact your learners.)

- Share, tweak and discuss growth plan in September, design an implementation plan, check up in January and June reflection
- Provide regular activities and events to build the school community and culture – these may include, but not be exclusive to BBQ's, parent invitations to classroom learning, parent meetings, school and classroom volunteers both inside and outside the walls
- Collaborate at staff meetings to engage in valuable conversations creating educational experiences that deepen learning and develop relationships
- Develop a systematic and school wide continuum and assessment plan, inclusive of parents, students and teachers, to acquire, strengthen and monitor foundational skills
- Participate in district PRO-D specifically Joyful Literacy and Jump Math/Critical Thinking Classroom
- Engage in professional development as a professional learning community around place-based learning and all its ramifications (inquiry, risky play, safety protocols, teaching in the outdoors)
- Invite elders and knowledge keepers to share with staff and students on a regular basis
- Provide support, accessibility and resources to support indigenous pedagogy (i.e. FNESC literacy and math resources, "In our Own Words", "The Seasonal Round", Aboriginal Perspectives and Worldviews, FPPL)
- Implement Michelle Garcia's Social thinking curriculum and the Zones of Regulation in all levels of RTI

2019-2020 ***Year 1 Reflection – Professional Learning: How did we do?***

2020-2021 Next Steps in Professional Learning

<u>Checking Up</u>: (Describe how you will know what you are doing works and that you have made a difference for your students? What are you using as your baseline evidence? Please be clear on what you will be using as evidence of growth. How will you respond if you see no changes?)

Academic baseline/improvement as measured by….

- Foundational skills baseline with assessments as chosen through the PLC (standardized, class-based, differentiated demonstration of learning, formative and summative, etc)

Reflection Checking up 2019-2020

Community building as measured by….

- Developing community as measured by _____ (attendance at events, anecdotal comments, observations, environmental groups and community services involvement)

Reflection Checking up 2019-2020

Social-emotional regulation baseline as measured by….

- Monitoring of Behaviour Running records for specific students (i.e. Dawn Reithaug)
- # of office behavior interventions (MYED)
- # of specific Zones' strategies used by students
- # of SBT referrals

Reflection Checking up 2019-2020

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School engagement baseline as measured by

- **Satisfaction survey**
- **Sense of Belonging Survey**
- **Attendance and Participation**
- **Anecdotal information**
- **Observations**

Reflection Checking up 2019-2020

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2020-2021 Next Steps -Checking up

- June reflection staff meeting – What's working/What's not/What's next?
- Establish visual baselines for data collected in 2019-2020
- September goal setting/January check up

GROWTH PLAN 2018-2019

SUMMIT LEARNING CENTRE	**Team Members** L. Cummings, L. Roberts. S. Smith J. Baker, C. Gawthorn, A. Heavenor, K. Hickmott, K. Miller, K. Beeby, A Mahil, P Ghag, S. Norum, D. Thiessen, V. Hui
School Context	Summit Learning Centre is a K-12 Distributed Learning (DL) School in the Mission School District, serving K-12 home learners, Gr. 8-12 cross-enrolled students, school age course upgrades, adult age course upgrades, and fully enrolled adults pursuing their high school diploma. Summit offers paper based home learning programs K-7, and online courses Gr. 8-12. See: http://summitlearningcentre.mpsd.ca/ Note: The goals established in the Aboriginal Enhancement Agreement are integrated into the curriculum and the school and revised on an annual basis.
Inquiry Question	How do we foster a sense of community in a Distributed Learning (DL) environment and improve student engagement in the educational program?
Rationale	Student success in the educational program is linked to student engagement in course work. The nature of DL presents challenges for students related to engagement in the learning program.

Strategies (Include ELL & LSS)	Who will be responsible?	Timeline for each phase	How will you assess effectiveness of strategy?	Professional Development and/or Resources
Provide more empowering opportunities for school-organized group activities to build a sense of belonging.	Summit Gr. K to 12 Staff Administration	Ongoing to June 2019	Increase in # of students attending 'Gym Drop In" Increase in # for ArtSmarts activities Increase attendance at school grad ceremony and dinner/dance	Continue develop and implement more meaningful and engaging social interaction opportunities (eg. Secondary gym drop-in, tutorials, drop-off classes at the elementary, learning series, reading-link challenge, Fraser Valley Regional Science Fair, aboriginal cultural events, school spirit activities, virtual egg hunt) Seek professional development opportunities regarding blended learning
Provide more opportunities for PAC organized activities to build a sense of belonging.	PAC	Present to June 2019	Increase in # for PAC activities	Regular meetings between school administration and PAC (eg. Christmas and Halloween events)

Provide more opportunities for District or community organized activities to build a sense of belonging.	All staff	Ongoing	Increase attendance Family of Schools Dinner	Research past events plan for future events for next school year. Foster more opportunities for our students to work with Lifetime Learners (eg. Walk-a-thon Fundraiser)
Continue to collaborate with MSS but also increase collaboration wtih other schools in the School District to improve support systems for indigenous cross-enrolled students	Summit Administration and Secondary Teaching Staff	Present to June 2019	Note: Collection of Baseline Data Needed Increase in # of first evidence submissions compared to enrolment Increase in course completion.	Continue with collaboration meetings with MSS staff Continue to have monthly meetings with ALS workers at MSS. Continue to work with information sharing at School District Vertical Team meetings Communicate opportunities for collaboration with elementary and middle schools.
Continue to build on and also develop new opportunities for one-on-one interaction between students and staff	Summit Grade K to 12 staff	Present to June 2019	Note: Collection of Baseline Data Needed Increase in # of full-time students attending tutorials.	Continue to further develop the Learning Commons model for tutorials, as well as explore options for student work space at Summit.

			Increase in meetings of one-on-one support Increased # of students attending ArtSmarts activities. Increase in one-on-one reading time.	Training around virtual 'face-to-face' tools Re-examine the tutorial model and explore possibility of more staff support during tutorials to meet varied needs of students.
Continue to explore options to support full-time aboriginal students and students considered 'at risk' – with consideration given to the issue of 'Capacity to Support' in DL.	All Staff Administration	Present to June 2018	Monitoring access to LST, EA, ALW and Counselling services Monitor # of students using CYMH outreach service	Continue with regular SBT, and LST meetings, and weekly/bi-weekly "Compass Meeting" Review present LST model, with consideration given to more time, (teacher or EA) to support the growing numbers of students who have IEPs and/or who require additional support, adaptations and modifications. (eg. Sandra's teacher support block) Continue to work with the Community Outreach Mental Health Clinician on Fridays with

				the goal of expanding services. Continue with school counselling support.
Continue implementation of the redesigned BC curriculum in Grade 10 to 12 and Core Competencies and evaluate new curriculum at elementary level.	All Teaching Staff	Present to June 2019		Explore opportunities to collaborate with other schools. Use of District Curriculum Days. Collaborate with Jenn Lane and Rebekah Stenner Use ArtSmarts to support inquiry projects. Build processes for collecting evidence around Core Competencies.
More frequent communications to get feedback for engagement and share opportunities for engagement.	Administration and staff	Ongoing	Increase in parent/student feedback and involvement # of response to surveys to newsletters	Maintain regular school and teacher newsletters Survey Monkey Maintain school website (including more use of teacher accounts), twitter

Progress	
K to 7	•
Grade 8 to 12	•

Connections	**To the District Strategic Plan**	**To …**
K to 7	•	•
Grade 8 to 12	•	•

<u>Communication Strategies</u>: (How will you communicate your inquiry and your results to the school community?)

- Through website, visuals, conferencing, PAC meetings, social media, newsletters and assemblies
- Parent partnership and involvement
- School wide events such as The "Meet the Teacher" evening in September will provide the principal with an opportunity to share with the school community
- Surveys distributed and completed at year end event such as Sports Day
- Regular updates will be provided to the PAC

Reflection Checking up 2019-2020

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2017-2018 Next steps – Communication

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<u>Parental/Community Involvement</u>: (How will you work together as a school community to do this work?)

- Many of the Communication Strategies also serve to provide opportunities for parental and community involvement
- Students and parents will have the opportunity to complete satisfaction surveys and engagement surveys to help drive our plan
- The PAC will help to coordinate opportunities to support parental engagement by supporting school activities and community building events
- Parents will have the opportunity to use their skills alongside the teacher i.e. building bird houses/wilderness survival

Reflection Checking up 2019-2020

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2020-2021 Next Steps Parent/Community Involvement

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Signing Off Page

Submitted by School Planning Council:

	Name	Signature
Principal:		
Teacher:		
Parent:		
Parent:		

Date: April 2016

Approval of the Board and Superintendent:

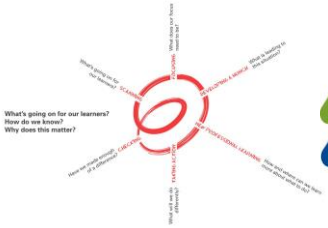
Board Chair

_____
Signature

Superintendent

_____
Signature

Windebank Elementary School Growth Plan 2019-2020



Our mission is to create a positive learning environment which will inspire everyone to believe in their ability to develop a healthy lifestyle and pursue their goal of a successful rewarding future: "If you believe it, you can achieve it."

School Context

- Consistency in student population numbers after a few years of flux
- Diverse student needs (social-emotional, behavioural, academic)
- Teacher staffing has continued to stabilize over the past few years
- Education Assistant staffing had significant fluctuation within the last year, but has started to stabilize
- Difficulty maintaining Parent Advisory Council (PAC) membership; a small core group has been consistently active
- Full time Learning Support Teacher supporting students with high incidence designations and providing Learning Assistance
- Full time Inclusive Support Teacher (with ISP and Sensory spaces) supporting students with low incidence and behaviour designations, as well as students needing social-emotional and/or behavioural support
- Education Assistant support available to students in 50% of classes
- Full time Teacher Librarian supporting students in Technology, Career Education, ADST, and literacy and numeracy skill building, as well as supporting staff in exploring and collaborating on the redesigned curriculum
- Full time Aboriginal Liaison Worker based at our school, supporting student's academic and cultural growth
- Intensive Core French (ICF) Program of choice available to Grade 6 students
- Strong Start Program for children ages 0-5
- Counselling and Youth Care Worker support available daily
- Varied itinerant supports: ELL, Speech & Language, OT, PT, VI Teacher, District Support Teachers and EAs
- Many extra-curricular activities offered throughout the year that has opened up opportunities across all grades: Drawing Club, Walking Club, Intermediate sports, Photography, Lego Club, Knitting & Crocheting Club, etc.

Community Context & Connections

- Varied community demographics: lots of building in the immediate vicinity, some transiency with home purchase and rentals, large catchment because of proximity to program of choice schools
- Club Kids Program (Mission Leisure Centre) offering after school care to our families
- BC Fruit & Vegetable Program provides fresh fruit or vegetable products for our students every two weeks
- Mission Rotary sponsors Starfish Backpack program for vulnerable families
- Ready, Set, Learn events to connect early learners and families with our school
- Welcome to Kindergarten event for incoming students
- Adopt-a-Block program participation

- Communities in Bloom participation
- Hydrotherapy Program with the leisure centre doing Life Skills programming with a variety of students
- Information sharing about student and family activities/events from community resources- i.e. FVPL, MAC, sports camps, MLC, etc.
- Building greater connections with our Middle School- i.e. HPMS Leadership activities at Windebank, Bigger Buddies, early planning and visits as part of transition process, etc.
- Usage of school by community user groups- Girl Guides, Special Olympics, Sports programs, etc.

Scanning

What do we, as staff and community, know about our students –What's going on for them?

The past few years have been focused on developing greater resiliency and social emotional capacity in our students, as well as developing our sense of school community and school culture. Students and staff are beginning to embrace common language, expectations, and school goals collectively, but more work is needed. Problem solving, self-regulation, respectfulness, positive relationships, and personal responsibility are the skill areas that we have been focussing on, and we have made many gains; students and staff are developing more authentic and meaningful inter/intrapersonal relationships, i.e. greeting each other, knowing each other's names, asking meaningful questions and engaging in conversations about each other's lives. Students are also beginning to show a greater sense of pride with their involvement within the school community. However, we believe further work needs to be done to build their sense of connection and belonging in our school as well to establish shared responsibility among all stakeholders to build and support these relationships.

Hunch

What is leading to this situation for your learners?

Students and staff need continued focus on developing students', staff, and families' sense of belonging to solidify their sense of ownership and personal and social responsibility for the school. We believe that this will translate into improved behaviour choices and academic performance, as well as students' belief in themselves and their capabilities. Hence, there has been a blatant campaign for developing school spirit and sense of community at Windebank. Intentioned effort has been put in by staff to build these opportunities for students, and our staff, students, and families have responded positively. Moving forward we aim to put greater effort into bringing our families and community groups in.

Actions

What actions have occurred that may have had an impact (positive or negative) in your attempts to address these concerns?

Successes

- Spirit Initiatives: Spirit Squad, "Windebank Way" incentives, House Team events, Spirit days, school celebrations. The Spirit Squad is an ongoing presence throughout the school, in emails

to families, and presenting at assemblies.

- Aboriginal Education: We have had many great opportunities to learn more about our local Indigenous peoples, places, and cultures, i.e. Aboriginal Games, Peter Gong carving workshop, Halq'eméylem in all classes, Orange Shirt Day, Seven Sacred Teachings workshops
- Staff collaboration: Joyful Literacy, Jump Math, My Blueprint, "podding" for literacy and numeracy activities in primary and intermediate, technology team, etc. Students have had the opportunity to work and learn with a variety of new staff.
- Professional Learning: Greater staff familiarity and understanding of trauma-informed practice and continued work with *Zones of Regulation*. Ongoing discussions about our vulnerable students and families, and efforts to connect them with more people.
- Consistency: Use of common language and expectations by all staff, as well as greater understanding of these expectations by students. Regular, ongoing school-based team supports and procedures for planning and program implementation
- Visibility: opportunities for staff-staff and staff-student interactions outside of the classroom, i.e. being on the field at lunch, hosting clubs, having lunch with students.
- Student leadership: Providing new roles and opportunities for students to take responsibility and ownership for the daily life of the school, i.e. buddy classes, monitors, "S.W.A.T" team (Big buddy readers), blitz buddies (Joyful Lit- flashcard and alphabet practice), the morning show (announcements), recycling team, etc.
- Celebrations: Schoolwide activities and showcases of student collaboration, learning and success, i.e. STEM, Earth Week, Genius Hour, Entrepreneur Fair, core competency Student of the Month Assemblies, etc.
- Relationships: Welcoming and engaging temporary and on-call staff to build relationships and familiarity with the staff, students, and school. Reaching out to them to fill temporary absences in order to have consistency for students, staff, and families.

Challenges

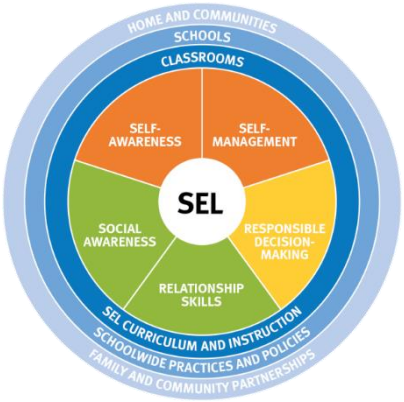
- Accessibility: The limitations of Mental Health supports in the community, difficulty connecting families with doctors, and waitlists for pediatricians and additional assessments are significant challenges. Anxiety, self regulation, and mental health concerns continue to be a growing area of concern for staff and families as well.
- Shortages: Staffing shortages have had an impact on relationship building/connections, as well as programming consistency for students
- Demographics: Shifting population connected to cost of living, housing availability, family stressors, etc., though this has slowed somewhat
- Nutrition: A greater increase in student/family vulnerability in regard to food. We are currently in the process of developing a plan for breakfast/lunch clubs to support in this area.
- Time: Staff are all at different places in their careers and lives. Some have greater availability of time to commit while others do not. We need to be respectful that contributions can and will look different and be appreciative of all efforts, big and small.

Focus

From what you know, what is the most important work you can do to improve the success for your students? What key area of learning will you focus on?

- Continued direct Social-Emotional/Self-Regulation Learning instruction (*Zones of Regulation*)
- New (and continued) opportunities for relationship building (students-students, students-staff,

staff-parents) as well as with community groups
- School-wide focus on Personal and Social Core Competency area being noticed, named, and nurtured across environments
- Consistent dialogue and process development for addressing expectations (and follow-up) from all staff in regard to behaviour, with a focus on proactive intervention
- Ongoing conversations about our vulnerable students and information sharing about how to support them and increase connections to the school
- Continued focus on providing opportunities globally so that students can have experiences beyond their classroom to further enhance sense of connection
- Staff appreciation, recognition, and incentives to show contributions are valued



Inquiry Question

Will an increased focus on developing our school culture and relationships (student, staff, and families) lead to greater engagement, independence, and academic achievement for our school community?

New Professional Learning

New areas for professional learning and how you will go about designing new learning for yourself and your staff that will impact your learners

- In-service on *Zones of Regulation* and selection of professional learning resources focused on trauma-informed practice
- Resources and supplementary materials being purchased and available for planning and program implementation
- Staff collaboration time (X block once a month for grade group or primary/intermediate collaboration time, staff meetings for professional development)
- Supporting and promoting district Pro-D offerings
- Offering lunch and learn sessions

Checking

Describe how you will know what you are doing works and that you have made a difference for your students? What are you using as your baseline evidence? Please be clear on what you will be using as evidence of growth. How will you respond if you see no changes?

- Academic assessment data
- Attendance and punctuality rates
- Sense of Belonging surveys
- Student, parent, and staff Learning Surveys
- School-based activity participation- students, staff, and families
- Leadership participation
- Volunteer recruitment
- PAC membership and involvement
- Office referrals/citations
- Growth mindset evident in assessment and communication of student learning

- School spirit activity involvement
- Fewer Violent Incident Reports
- Fewer Safety Plans required
- School and class developed surveys
- Student, staff, and family feedback
- Joyful Literacy data

Communication Strategies

How will you communicate your inquiry and your results to the school community?

- Regular updates to the PAC
- Regular updates to all parents electronically (website/weekly email)
- Community and PAC Bulletin Boards
- Family surveys and invitations for feedback
- Encouraging greater family/community involvement in the school through mass media as well as personal invitation

Parental/Community Involvement

How will you work together as a school community to do this work?

- Support for PAC and parent led activities at the school
- Family reading programs
- Early learners activities and Strong Start connections
- Promoting greater family involvement in the school through school-based activities
- Building our community network and relationships
- Personal efforts to bring in volunteers and/or family “experts” to lead activities with students

Submitted by:

This school growth plan has been written, reviewed and supported by:

Principal	Signature	Date
Superintendent	Signature	Date
Board Chair	Signature	Date