



# **School District No. 51 (Boundary)**

Regular Meeting of the Board of Education

October 8, 2019 at 6:00 p.m.

Boundary Learning Centre, Midway

## **Agenda**

---

### **Call to Order**

### **Swearing in of Student Trustees**

### **Opening Acknowledgement**

"We would like to give recognition and honour to all the Indigenous peoples and ancestors, including the Interior Salish peoples, who lived here and cared for these lands."

### **10 Minute Comment Period**

### **Adoption of Agenda**

### **Adoption of Minutes**

September 17, 2019 – Regular Meeting Minutes

### **Report on In-Camera Meeting from September 17, 2019**

The Board discussed personnel issues, properties/facilities, business items as well as the Auditor's Report.

### **Correspondence**

### **Business Items**

#### **1. Superintendent/Director of Learning's Report**

- Report for September 2019 (Attachment)

#### **2. Secretary-Treasurer's Report**

- Report for September 2019 (Attachment)
- Enrolment Report (Attachment)

#### **3. Presentations/Delegations**

- Peter Scott, Principal at Greenwood/Midway Elementary Schools – ADST Initiatives

#### **4. Talking Break**

How does ADST engage students in their learning process?

#### **5. Framework for Enhancing Student Success**

- School Growth Plans & Focus (Attachments)

#### **6. Website Update**

**7. Committee Reports**

School Liaisons  
Indigenous Committee  
Finance Committee  
Operations Committee  
Policy Committee

**8. Trustee Reports**

* District Literacy	* BISM
* PAC Highlights	* BCSTA Kootenay Boundary Branch
* BCSTA Provincial Council	* Rec Commission

**9. Around the Boundary**

**Trustee Activities and Upcoming Events**

- Meeting of Board Chair – October 17, 2019
- MOE Partner Liaison Meeting – October 17/18, 2019
- BCSTA Provincial Council – October 25/26, 2019
- BCPSEA Symposium – November 4/5, 2019
- BCSTA Trustee Academy – November 28-30, 2019

**Future Agenda Items**

**Next Board Meeting:**                      **November 12, 2019 at 6:00 p.m.**  
   **School Board Office**

**Adjournment**

**QUESTION PERIOD**

The purpose of this portion of the Agenda is to provide the opportunity to members of the public, press, radio and staff to ask questions or request clarification on items placed on this evening's Regular Meeting Agenda.

Questions which do not arise from the Agenda may certainly be addressed. Points may be raised before or after the meeting days by approaching the Executive Officers or Chairperson. If such queries require formal address by the Board, they can be submitted, in writing, and considered for placement on the Agenda for subsequent meetings. Such inquiries are welcomed as many routine questions can be handled by the staff.

## School District No. 51 (Boundary)

Minutes of a Regular Meeting of the Board of Education of School District No. 51 (Boundary)  
held Tuesday, September 17, 2019 at the School Board Office

---

The Chairperson called the meeting to order at 6:05 p.m.

Present:	Mrs. C. Strukoff	Chair
	Mrs. R. Zitko	Vice Chair
	Ms. B. Bird	Trustee
	Mr. M. Danyluk	Trustee
	Mrs. K. Jepsen	Trustee
	Mrs. J. Massey	Trustee
	Ms. M. Burdock	Secretary-Treasurer
	Mr. A. Lautard	Director of Learning
	Mr. K. Argue	District Liaison
	Mr. J. Williamson	Student Trustee

Absent:	Ms. B. Bird	Trustee
	Mrs. L. Van Marck	Trustee
	Mr. K. Minette	Superintendent

Acknowledgement of the Indigenous peoples and ancestors.

### Presentations/Delegations

Tyler Neels, CPA, CA, presented the Audited Financial Statements for the 2018-2019 school year.

### Adoption of Agenda

MOVED      Danyluk  
2ND          Massey

[“That the Agenda for September 17, 2019 be adopted as circulated.”](#)

CARRIED

### Adoption of Minutes

MOVED      Zitko  
2ND          Jepsen

[“That the June 11, 2019 Regular Board Meeting minutes be adopted as circulated.”](#)

CARRIED

MOVED      Massey  
2ND          Jepsen

[“That the June 26, 2019 Special Open Meeting Minutes be adopted as circulated.”](#)

CARRIED

Agenda

### **Report on In-Camera Meeting from June 11, 2019**

The Board discussed personnel issues, properties/facilities, as well as business items.

### **Correspondence**

Nil

### **Business Items**

#### **1. Superintendent/Director of Learning's Report**

District Liaison Argue gave an update from schools around the District.

The Director of Learning presented her report for September 2019. She highlighted meetings in and out of the District, and in particular the discussion on equitable education.

#### **2. Secretary-Treasurer's Report**

Secretary-Treasurer Burdock presented the Operations/Transportation report for September 2019.

#### **3. Internal Restriction Allocation**

Secretary-Treasurer Burdock presented a Briefing Note and recommendations on the uses of the Unrestricted Operating Surplus. The Board made the following motion:

MOVED      Zitko  
2ND         Danyluk

"That the Board approve the following adjustments to the unrestricted operating surplus:

1. Increase the contingency reserve to represent 3% of annual operating expenditures;
2. Appropriate \$300,000 of the 2019-20 budget as a transfer to local capital."

CARRIED

MOVED      Danyluk  
2ND         Massey

"That the Board approve the Audited Financial Statements for the Fiscal Year 2018-2019, as amended."

CARRIED

#### **4. Talking Break**

Personal highlights from summer were shared.

#### **5. Committee Reports**

Proposed Meeting Dates for 2019/2020 school year were circulated.

**6. Trustee Reports**

- \* BISM - Trustee Zitko shared out on the BISM meeting.
- \* **PAC Highlights** – Trustee Zitko reported on the Beaverdell PAC meeting. Trustee Massey reported out on Perley PAC meeting attendance.

Meeting adjourned at 7:48 p.m.

---

Chairperson

---

Secretary-Treasurer



## September 2019 Superintendent/Director of Learning's Report

### School Visitations

- A significant part of my time has been up at Big White Community School. I have also had the pleasure of joining the Shelley Moore cohort at GFSS and had a delicious pancake breakfast with the students, parents and staff of MES and GES. I was able to enjoy part of an afternoon at the Perley Re-wilding area during the planting session – the intentional connecting with nature was phenomenal. There were so many smiling faces! Finally, I visited Hutton for a planning session for the Health and Wellness Day and was able to reconnect with some students and staff. I am looking forward to visiting all schools in October!

### District Highlights

- A big challenge for us has been the number of substitutes on our casual EA list. We have done a number of interviews and now have a few more people on the list to help support our schools. We will also be looking at a process to recruit more TTOCs for our list as well.
- Our District was fortunate to be selected by the Ministry for an Equity Scan this school year. The goal of the scan is to raise awareness and encourage action towards equity and parity for Indigenous learners. The scan will look at the following four areas: policy and governance; learning profile; learning environment; and pedagogical core.
- We had many planning sessions for the Health and Wellness Day. Representatives from BDTA, CUPE and senior management met numerous times and we have created a dynamic professional development experience that will support wellbeing for SD51 employees.
- Our first Boundary Indigenous Education Advisory Council meeting was productive as we went through the presenters list and discussed how the Equity Scan would be a significant focus this year. We are fortunate to have the guidance and wisdom of BANAC members and Boundary Metis Society members as we seek to support our Indigenous learners.
- The District and BDTA worked together on the District Employee Orientation. This event was supposed to happen after the professional development day in August; however, it had been postponed. There was a meeting with new staff on September 25<sup>th</sup> at the

BDTA office and one is scheduled in west end of the district on October 2<sup>nd</sup>. In the future, the presentation will occur at the end of our August pro-d day.

- I attended the Grand Forks Social Service Advisory Group (GFSSAG) meeting on September 17<sup>th</sup>. GFSSAG is comprised of representatives from the City of Grand Forks, Interior Health, RCMP, School District No. 51, Downtown Business Association, Habitat for Humanity; Whispers of Hope; Boundary Family Services, Service BC, Ministry of Children and Family Development, Citizens for a Better Grand Forks, Boundary Women's Shelter, Victim Services, Boundary Food Bank, and the local faith community. It was formed to provide "real time feedback for emerging trends and potential future risks to facilitate a more nimble and collaborative response to social issues" such as poverty, homelessness and mental health. At this moment, the group is working to secure a space for a winter shelter.
- On September 27<sup>th</sup>, the District Leadership team met. We shared school growth plans and we discussed how we can make these plans "friendlier" for our students, families and the community. There is good work being done by all staff to bring life to these plans and I am really excited to see how this year progresses.

#### Learning 51

- We have had our first session on inclusive practices with Shelley Moore with a cohort of 15 teachers. Most of the elementary teachers have now had the opportunity to work with Shelley, and a lot of the high school teachers have as well.
- WKTEP in situ – we have had 12 teacher candidates from West Kootenay Teacher Education Program making visits to CLES, Hutton and Perley schools this September. This is an early introduction for the TCs to building community in classrooms and building learner and classroom profiles. It is also an excellent professional experience for our teachers: Sarah Stoochnoff, Kirsten Rezansoff, Lori Foy, Erika Thorpe, Malayna Thorpe and Andrew McKinlay, and I want to thank them for their work with these teachers-to-be.



## Secretary-Treasurer's Report September 2019

### Ministry Reporting

Fall is reporting time at the Ministry of Education. These are the reports we have been working on that are due in September and October:

- 2018/19
  - o *Aboriginal Education Targeted Funding Financial Report* - Financial data and commentary on how these targeted funds were spent last fiscal.
  - o *Funding & Allocation - Classroom Enhancement Fund Year-end Reporting* - Financial report confirming teacher FTE/classification and total salaries/benefits paid through CEF.
  - o *PSEC LIGER (Labour Information Gathering & Executive Reporting)* - Public sector employers are required to report compensation for senior and executive employees with a base salary of \$125,000 or more for the period July 1/2018 to June 30/2019.
- 2019/20
  - o *Portable & Modular Inventory Report* - Report to provide information on the number of portables in the District, as well as how they are being used.
  - o *1701 Student Data Collection* - Collection of data on student FTE and Headcount, as well as data on Unique Student Needs categories (ELL, Special Education, Indigenous Education and Adult Education). The data reported drives our basic operating grant, which is confirmed in December. The snapshot date is September 30<sup>th</sup>, with the final verification report due October 11<sup>th</sup>.
  - o *Form 1530* - Collection of data on all employee positions in the District that are paid for through the operating budget. The categories include: Teachers, Principals/Vice-Principals, EAs, Support Staff, and Other Professionals. The snapshot date is September 30<sup>th</sup>, with the final report due October 31<sup>st</sup>.
  - o *Q1 EDAS* - Quarterly report on employee status, YTD earnings, benefits, base salary, FTE etc. The Q1 EDAS is used by the Ministry to calculate the supplement for salary differential that is part of our operating grant.
  - o *1601 School Data Collection* - Reports school demographics information including physical and mailing address, telephone and fax number, email address, name of principal/head teacher, and school organization. This information must be updated at the Ministry on or before October 7<sup>th</sup>.
  - o *Q1 GRE* - Quarterly financial report that is used to consolidate in to the Province's financials.
  - o *Classroom Enhancement Fund Initial Reporting* - CEF is special purpose funding provided to the District to fund additional costs associated with ensuring we are in compliance with the reinstated 2001 language. CEF staffing information as of September 30<sup>th</sup> is due October 18<sup>th</sup>.

### Budget/Finance

#### *Fiscal Year-end & Audit*

Our June 30, 2019 audited financial statements were approved by the Board last month and were submitted to the Ministry.



### ***2019-20 Annual Budget***

The annual budget was set and approved by the Board in June based on preliminary enrolment projections. I've been updating based on actual enrolment and staffing. It will be entered in to the accounting system this month and the Board will be presented with an expenditure report for the first 4 months of the year at the November board meeting.

### **Enrolment**

Per 1701 data collection, total funded FTE is 1,240.9375 compared to projected FTE of 1,244.0000. See attached enrolment report for details.

### **Meetings/Conferences**

We attended the BCSTA Zone AGM September 27-29<sup>th</sup> at Fairmont Hot Springs. It was the first time I've been to that part of the Province - it's gorgeous! There was some great professional development opportunities for myself and the Trustees, as well as an exciting AGM.

### **Operations**

Maintenance has been busy completing work orders related to school start-up, working the final stages of capital projects, and preparing all of our systems and sites for cooler weather. We have added a full-time maintenance position in the West starting in October, and are very excited for the impact this will have.

### **Information Technology**

September in the IT department involves getting all of our new staff set-up with the appropriate hardware and user accounts.

In addition, the IT department has been busy this month with the installation of our new photocopier and desktop printer fleet. Not only are we swapping machines, but also figuring out the implementation of new software. A big thank you to staff as we transition.

As well, the team continues to work with TerraCom Systems on the installation of our new security system, which should be fully activated by the end of the month.

Enrolment by site:

Site	Projected	Actual	Difference
Grand Forks Secondary	359.0000	350.7500	-8.2500
Perley Elementary	225.0000	225.0000	0.0000
Hutton Elementary	223.0000	229.0000	6.0000
Christina Lake Elementary	92.0000	90.0000	-2.0000
Boundary Central Secondary	131.0000	130.0625	-0.1875
Midway Elementary	31.0000	34.0000	3.0000
Greenwood Elementary	37.0000	36.0000	-1.0000
West Boundary Elementary	75.0000	81.0000	6.0000
Beaverdell Elementary	8.0000	7.0000	-1.0000
Big White Community School	32.0000	31.0000	-1.0000
Walker Development Centre	31.0000	26.3750	-4.6250
<b>Total:</b>	<b>1,244.0000</b>	<b>1,240.9375</b>	<b>-3.0625</b>

Enrolment by grade:

Grade	Projection	Actual	Difference
Kindergarten	79.0000	85.0000	6.0000
Grade 1	82.0000	84.0000	2.0000
Grade 2	92.0000	89.0000	-3.0000
Grade 3	82.0000	84.0000	2.0000
Grade 4	99.0000	99.0000	0.0000
Grade 5	92.0000	90.0000	-2.0000
Grade 6	88.0000	92.0000	4.0000
Grade 7	107.0000	109.0000	2.0000
Grade 8	105.0000	104.0000	-1.0000
Grade 9	96.0000	103.0000	7.0000
Grade 10	117.0000	121.5625	4.0625
Grade 11	100.0000	89.3750	-10.5000
Grade 12	105.0000	88.6250	-16.7500
Adult Students	0.0000	2.3750	2.3750
<b>Total:</b>	<b>1,244.0000</b>	<b>1,240.9375</b>	<b>-3.0625</b>

GFSS School Plan 2019-2020

Scanning

What’s going on for our learners?

How do we know?

Lack of clarity interpreting some of the curricular competencies

Uncertainty of assessment expectations

Students have not achieved a level of comfort with language of refreshed curriculum (specifically regarding curricular competencies) yet

Find out the experiences of the learner at school by drawing on a range of information, especially from the perspective of the learner.

Checking

Have we made enough difference?

What’s going on for our learners?

How do we know?

Using proficiency scale for student self-assessment

Using exemplars to help students connect the levels of the proficiency scale with the curricular competencies

Collaborative discussions about the effectiveness of “Taking Action” strategies

Checking can occur throughout a spiral. The involvement of learners and families in the checking process is important to get a fuller picture on the difference being made.

Timperley H., Kaser L. and Halbert J. A framework for transforming learning in schools: Innovation and the Spiral of Inquiry. Centre for Strategic Education April 2014

Focusing

Where will our energy be better focused? How will we check with learners that we are on the right track?

What changes would we like to see?

Continued focus on assessment practices would improve student learning

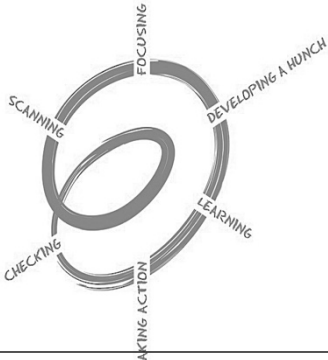
Teachers sharing assessment strategies that focus on curricular competencies

Common learning and language around the proficiency scale, lots of teachers using it so students are familiar with it

Students can provide evidence of proficiency of curricular competencies by using the proficiency scale

Students can articulate the expectations, and what they need to focus on (metacognition)

Set a focus that can be worked on collaboratively and is manageable



Taking action

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

What’s going on for our learners?

How and when can I share my learning?

Developing proficiency scale at junior level for different subject areas in teams

Co-marking

Backward design unit planning collaboratively

Course outlines reflecting Curricular Competencies

Changes to department model

Professional mantra: ongoing sharing and celebrating of diverse pedagogy

Develop exemplars for students to better understand proficiency scale in relation to curricular competencies

Actions are informed and we understand why we are using particular strategies or practices. It’s a process of exploring a new strategy, trying it out, rewriting it with others and modifying it to try again. We need to get expertise to develop our own. This is a process, we need to try something out, reflect on how it went,

Developing a hunch about the focus

What are our assumptions about what is contributing to the situation?

How can we check our assumptions?

Teachers need a better understanding of how the curricular competencies flow from grade to grade

Teachers need support to balance content-based & competency-based assessment, in accordance with the refreshed curriculum

Assumption is that younger / incoming students are more familiar with and have a better understanding of the refreshed curriculum and therefore will have an easier time working with the curricular competencies; younger students are not as grade-focussed, so will adapt well to competency-based assessment

Proficiency scale is easy to use and understand for students and teachers

Proficiency scale bridges the gap between descriptors and a number/letter grade

Keep the focus on what we can do something about.

New Learning

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

How can this learning be collaborative?

Proficiency scale (Tom Schwimmer Webinar series)

Shelley Moore

Explore deep-level thinking assessment strategies

Professional learning library

Discussions and action items to come from ideas generated by collaborative learning

Figuring out what each descriptor means in relation to particular curricular competencies (ex. what does “developing” mean when a student is “expressing or supporting an opinion with evidence”)

Students learning how to use proficiency scale in conjunction with curricular competencies

This is about professional learning and how ideas, theory and research can be used or adapted to make a difference in our environment.

GFSS School Plan 2019-2020

Scanning

What’s going on for our learners?

How do we know?

Small population of disenfranchised students

Lots of students struggling with stress, anxiety, and mental health

Staff connectedness

Find out the experiences of the learner at school by drawing on a range of information, especially from the perspective of the learner.

Focussing

Where will our energy be better focussed? How will we check with learners that we are on the right track?

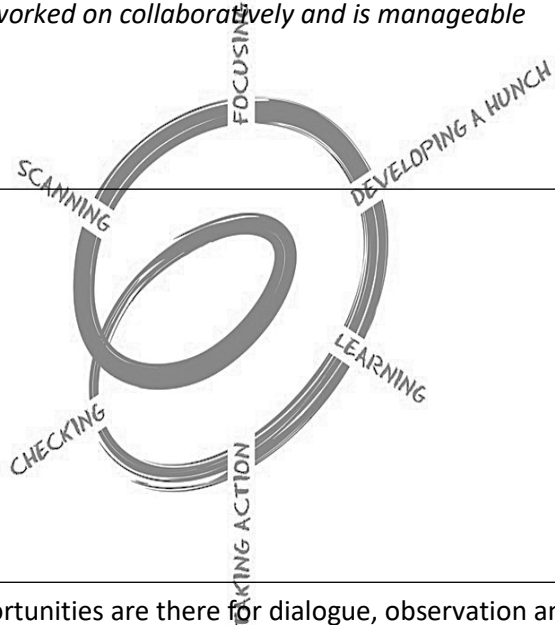
What changes would we like to see?

Growth in school culture to connect to all kids and celebrate more interest groups

Show kids they matter

Increase staff connectedness

Set a focus that can be worked on collaboratively and is manageable



Developing a hunch about the focus

What are our assumptions about what is contributing to the situation?

How can we check our assumptions?

Assumption: Cell phone & vape/smoke pit – new policies (change is hard)

Assumption: Not all students feel valued (if they aren’t a top scholar or athlete, they don’t know that they are valued within the school)

Assumption: not celebrating diversity of interests and successes

Check: Ask students: what would make you excited about coming to school?

Assumption: Intramural opportunities and assemblies improve school spirit in the moment

Check: Clubs fair—increase student awareness and participation

Check: Student panel at August Day

Celebrate staff diverse pedagogy

Checking

Have we made enough difference?

What’s going on for our learners?

How do we know?

Feedback from student focus groups

General feeling and atmosphere in the school

Less students requiring regular support from counsellors, CYCs, etc.

Teachers feeling successful with extracurricular endeavors

Increased enrollment in extracurricular activities

Checking can occur throughout a spiral. The involvement of learners and families in the checking process is important to get a fuller picture on the difference being made.

Taking action: What opportunities are there for dialogue, observation and reflection with others? What’s going on for our learners?

How and when can I share my learning?

Providing more intramural opportunities

Better advertising for different extracurricular groups - Club Day!

Gr. 12 Leadership initiative

Capstone

Student Voice groups

School spirit pop up activities (not sports)

Teacher-led initiative focusing on teen mental health

Look for opportunities to highlight Core Competencies within course curriculum

Community coffee house with a focus on wellness

Increasing communication focusing on school spirit

School mantra: Is it my school or just a high school?

Monthly act of connectedness

Actions are informed and we understand why we are using particular strategies or practices. It’s a process of exploring a new strategy, trying it out, rewriting it with others and modifying it to try again. We need to get expertise to develop our own.

New Learning

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

How can this learning be collaborative?

Shelley Moore – inclusion

Previous school survey results show low-mediocre student connectedness

Strength-based mindset; use this strategy to collaboratively build on our strengths (ex. assemblies, bike club, breakfast program, dodgeball) – once strategy has been employed with teachers, use with students as well

Sean Larson

Growth of professional learning library

Exploring Alternate Ed. programming

Wellness:  
Staff meeting series about teen mental health

Joint NID on wellness

This is about professional learning and how ideas, theory and research can be used or adapted to make a difference in our environment.

Agenda

Timperley H., Kaser L. and Halbert J. A framework for transforming learning in schools: Innovation and the Spiral of Inquiry. Centre for Strategic Education April 2014

# BCSS 2019-2020

## 1 GENERAL SCHOOL STORY (WHO WE ARE)

### WHAT ARE THE UNIQUE, POSITIVE CHARACTERISTICS OF OUR SCHOOL?

#### BCSS Mission Statement

"The mission at BCSS is to provide all our students with the equal opportunity to grow and develop into caring, intelligent, and productive citizens by: achieving academic excellence to the best of their abilities; fostering student physical, social and emotional wellness; encouraging students to pursue diverse pathways based on their passions and interests; embracing and working with change; learning to live and work with others; and developing and maintaining respect for the environment.

We believe this mission can be achieved together through collaboration with students, family, community, and a highly professional staff in a safe and caring school environment. "

Motto: "Whatever it Takes."

BCSS serves a large rural geographic area from Eholt to the East, to Carmi Junction and Christian Valley to the North, to Sidley Mountain to the West. 90% of our students are bussed in to Midway. In this school year, we have approximately 140 students from grade 8-12.

Boundary Central has two feeder schools, West Boundary Elementary and Greenwood Elementary. BCSS parents have opportunity to become involved in our school through volunteer coaching, classroom volunteering and an active Parent Advisory Council

BCSS offers a complete program of studies to enable rural students to move into post-secondary, with a complement of specialty programs in the Emergency Fire Services area. We have strong visual and performing arts, trades and physical education courses and, for a small school, are able to offer a variety of elective courses in response to student interest such as Calculus 12, Sustainable Resources 12, Strength and Fitness 11/12 and Fitness for Life 11/12.

Students from this school have performed consistently well on provincial exams and on report cards. Our Honour roll assembly celebrations are always impressive with the amount of students making one of the rolls. Many go on to Post Secondary.

world cafe feedback.docx

May 26/19

BC Adolescent Health Survey

May 26/19



May 26/19

SD 51 Student Learning

May 26/19

WHAT ARE THE IMPORTANT DEMOGRAPHICS OF OUR SCHOOL AND COMMUNITY?

Yet, Mental health issues are pervasive at BCSS.

Many of our students have experienced significant trauma in their lives. Drug and alcohol appears to be high both in the students homes and on weekends for our kids. Binge drinking on weekends and daily use of Marijauna are common as told to us by our students on the CSTAD and CRAYS Survey

Of our 140 students, 40 are receiving some sort of counselling (more could use it but won't engage). See LINK Report

We have high absenteeism, apathy and poor achievement for a number of our students.

In 2017-18, 3 of our students were hospitalized for psychiatric illnesses.

Lates: On average 10 students are late each day for morning classes. (Office Data)

Absenteeism: On average 15-20 students are away from school each day. (Office Data)

Many students have disclosed that they do not like school Student Learning Survey.

WHAT DO WE CELEBRATE?

Honour Roll Assemblies each term.

Year End Awards.

Newsletters and Social Media Celebrations

Pictures and Stories shared out on "Around the Boundary." District newsletter celebration.

School Facebook and Instagram

School Spirit Club celebrates staff and student accomplishments.

Spectacular (in our opinion) personalized graduation.



WHAT DO WE KNOW ABOUT OUR LEARNERS? (SCANNING)

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

Mental health issues are pervasive at BCSS.

Many of our students have experienced significant trauma in their lives. Drug and alcohol appears to be high both in the students homes and on weekends for our kids. Binge drinking on weekends and daily use of Marijauna are common as told to us by our students on the CSTAD and CRAYS Survey

Of our 140 students, 40 are receiving some sort of counselling (more could use it but won't engage). See LINK Report

We have high absenteeism, apathy and poor achievement for a number of our students.

In 2017-18, 3 of our students were hospitalized for psychiatric illnesses. 2 in 2018-19.

Lates: On average 10 students are late each day for morning classes. (Office Data)

Absenteeism: On average 15-20 students are away from school each day. (Office Data)

Many students have disclosed that they do not like school Student Learning Survey.  
Spring semester -2019. 20 out of 140 students were failing a class.

The 2018-19 grade 8 cohort have had difficulty academically and socially in their grade year and they are a cohort we are concerned about. As reported by the teachers, failure or "I's on their report cards were higher than other grades. In May 2019 our grade 8's completed the Pan- Canadian Assessment Program (PCAP) survey. Results are pending and will be added once we receive them.


Staff and Parents feel that there is a lack of effort from a third of our population which comes out as an overall *apathy* about school. While our overall academic results are sound (at or above district levels in reading and math) we know the overall achievement can be improved especially by the one third who are disengaged learners.

NOTES


May 26/19

WHAT EVIDENCE DO WE HAVE OF THESE STRENGTHS AND STRETCHES?


University of Waterloo CRAYS Study, School Health Profile, 2018  
Canadian Student Tobacco, Alcohol and Drugs Survey, 2019.  
Grade PanCanadian Assessment, 2019. Pending.  
Community Links Report 2018 and 2019 .




May 26/19




May 26/19




May 26/19



May 26/19



May 26/19



May 26/19

BCSS-2017-18.xls

May 26/19

Copy of BCSS-Community

May 26/19

3

WHAT ARE OUR GOALS? (FOCUSING)

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

We will focus on three specific goals this year, growing and expanding on our goals from last year.

Human and Social Goal: Everyone at BCSS will understand, advocate for and manage their mental health.

Intellectual Goal: We need to improve students Academic Social responsibility.

Career Development Goal: Prepare our students for the work force.

Goal #1 Human and Social. Everyone at BCSS will understand, advocate for and manage their metal health.

We as a staff need to know all of our students' stories, help them understand what mental health is, model and teach coping strategies to normalize the ups and downs of life. Provide counselling, support and learning as needed. Continue with professional development in the mental health arena.

Goal #2 Intelctual

We need to improve students Academic Social responsibility. Absences are high, lates are too common and approx. 30-35% of our kids or one third have reported on satisfaction surveys they "don't try their hardest while at school."

Goal #3 Careers

How do we improve our students prepare our students for the work force? Especially those going into the Trades?

We will encourage Trades for our kids as an alternative to university, it is not a less than alternative. We will reach out to Trades people to help with connections.

WHAT ARE OUR SPECIFIC GOALS?

1.Everyone at BCSS will understand, advocate for and manage their mental health.

All our students will be supported. We will closely monitor their mental health and provide assistance. No child will "fall through the cracks."

We need to know all of our students' stories, help them understand what mental health is, model and teach coping strategies to normalize the ups and downs of life. Continue with professional development in the mental health arena.

Goal #2 Intellectual

We need to improve students Academic Social responsibility. Absences are high, lates are too common and approx. 30-35% of our kids or one third have reported on satisfaction surveys they "don't try their hardest while at school." 20 out of 140. 14% were failig a course or more on the 2019 midterm report card.

Goal #3 Careers

We need to help our students be aware of the differences of school and work and help them make connections with future employers eg. apprenticeships, work experiences .



4 WHAT LEARNING AND ACTION WILL WE TAKE?

WHAT WILL TEACHERS LEARN MORE ABOUT TO SUPPORT OUR GOALS?

Learning!

Human and Social Goal #1

Our Team participated in Mental Health First Aid 2019 for both personal an event situations (Emergency First Aid Relief)

In 2019-20 our staff will participate in Trauma informed video series purchased by SD 51during BCSS NID's.

Our entire staff trained in Mandt concepts and CPI NVCI concepts. Continue this work.

Mental health taught in PE classes and *Psychology 11. Rolling out of new Mental Health curriculum for our students*

This year we did a wonderful Pro-d day with Cathryn McCooeye from 4 Nations. We learned more about the effects of trauma and how weaving in the Indigenous ways of learning and knowing can help our kids. We focused on weaving in these values in to and focusing on the Core Competencies, particularly within the social and emotional proficiencies.

Also, this year our staff were part of an amazing presentation on Obsessive Compulsive Disorder and how this can impact our students in its many guises.

Intellectual Goal #2

We have implemented a flex timetable this year, 2018-20. We will continue with this going forward, it needs to be constantly reviewed and adapted. Much learning left on how best to use this structure to get the maximum benefits

Implementing the Flex was a massive paradigm shift requiring teachers to give up control, teach differently as well as continue to roll out the new curriculum. All of which is new applied learning.

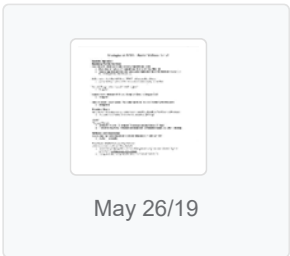
**For 2019-20 New innovation:** Teacher collaboration time for New Curriculum implementation built into the daily schedule or by application basis, during school day as a result of our FLEX timetable.

A number of staff our interested in learning more about the work SD 10 has done around Rethinking Assessment and communicating student Learning. Our question and learning here are to do with if we change how we assess and report with this empower more license to engage in the New Curriculum strategies.

New Curriculum expansion. Explore more project based activities, Ex School Garden. We hope to increase students level of engagement though choice. Students having more choice in how they show they're learning and what they learn we hope for improved Academic Social Responsibility. Again time embedded in the daily timetable for teachers to work on this.

Career goal #3

We have a hunch that if we teach students to be intentional in their planning and understand what is available to them as far as trades, ACE-It and Work Experience they will be more successful in gaining quality (skilled trades) employment. Our learning will involve how to successfully connect students with the Ace-It program, and for staff what the best practices are to offer the program.



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

Actions

Human and Social Goal #1

Our Team participated in Mental Health First Aid 2019 for both personal an event situations (Emergency First Aid Relief)

In 2019-20 our staff will participate in Trauma informed video series purchased by SD 51during BCSS NID's.

Our entire staff trained in Mandt concepts and CPI NVCI concepts. Continue this work.

Mental health taught in PE classes and *Psychology 11. Rolling out of new Mental Health curriculum for our students*

This year we did a wonderful Pro-d day with Cathryn McCooye from 4 Nations. We learned more about the effects of trauma and how weaving in the Indigenous ways of learning and knowing can help our kids. We focused on weaving in these values in to and focusing on the Core Competencies, particularly within the social and emotional proficiencies.

Also, this year our staff were part of an amazing presentation on Obsessive Compulsive Disorder and how this can impact our students in its many guises.

We offer all extra curricular and many clubs. These actions give kids the chance to belong and be a part of something. For many it is the reason they come to school.

We have created a school garden. Place based learning and the joy the outdoors bring.

Our foods program has taken over the hot lunch program based ion foods we grow and are donated. We are exploring providing for Midway Elem as well . The thought behind is the positive feelings students will experience when providing for others. Many of our the students in our foods program have varying degrees of mental health issues and this seems to be giving them good feelings of doing something for others.

Intellectual Goal #2

We have implemented a flex timetable this year, 2018-20. We will continue with this going forward, it needs to be constantly reviewed and adapted. Much learning left on how best to use this structure to get the maximum benefits

Implementing the Flex was a massive paradigm shift requiring teachers to give up control, teach differently as well as continue to roll out the new curriculum. All of which is new applied learning.

For 2019-20 New innovation: Teacher collaboration time for New Curriculum implementation built into the daily schedule or by application basis, during school day as a result of our FLEX timetable.

Our staff ere ver positively impacted by Peter Lidjhal's pro-d. His research based teaching strategies have been embraced by our staff. These are random groupings. Non permanent vertical surfaces etc.


We bought a school set on non vertical surfaces for every teachers

Based on the UBC rural schools think tank in 2018 Bo reported back some interesting innovations . A number of staff our interested in learning more about the work SD 10 has done around Rethinking Assessment and communicating student Learning. Our question and learning here are to do with if we change how we assess and report with this empower more license to engage in the New Curriculum strategies.

New Curriculum expansion. Explore more project based activities, Ex School Garden. We hope to increase students level of engagement though choice. Students having more choice in how they show they're learning and what they learn we hope for improved Academic Social Responsibility. Again time embedded in the daily timetable for teachers to work on this.

Career goal #3

We have a hunch that if we teach students to be intentional in their planning and understand what is available to them as far as trades, ACE-It and Work Experience they will be more successful in gaining quality (skilled trades) employment. Our learning will involve how to successfully connect students with the Ace-It program, and for staff what the best practices are to offer the program.

May 26/19	Teacher collaboration cycle		BCSS timetable Board meeting
	May 28/19		<div>NOTES</div> May 28/19

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

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

- Goal #1. Link Report Showing who is being served and how. Student Learning survey assessing students wellness and updated needs.
- Goal #2. Report card marks ( less failures) Less absenteeism as tracked on MyEd, as well less lates. Student Learning survey questions about student engagement and enjoyment at school.
- Goal #3. Enrolling students in Work experience and Youth in Trades program.  
2 2018 grads enrolled in apprenticeships one in Heavy Duty Mechanics the other in electrical.  
2 students enrolled apprenticeship programs 2019

6 HOW WILL WE SHARE THIS INFORMATION?

HOW WILL WE SHARE OUR PLAN WITH STAFF?

- Regular NID share outs and Staff meetings
- New Staff Collaboration initiative
- Staff Meetings
- Weekly Staff Memos

HOW WILL WE SHARE OUR GOALS WITH STUDENTS?

- Social Media.
- Grade Group meetings
- Assemblies.
- school website
- Looking into electric signs around the school for overall communications

HOW WILL WE SHARE OUR GOALS AND PROGRESS WITH PARENTS?

- PAC Meetings
- Parent group meetings. Example. Grade transition meeting
- Social Media
- school website.
- Newsletters
- Newspaper articles.

# SPIRALS OF INQUIRY – Walker Development Centre (2019-20)

For Equity and Quality



## Human and Social Goal Area:

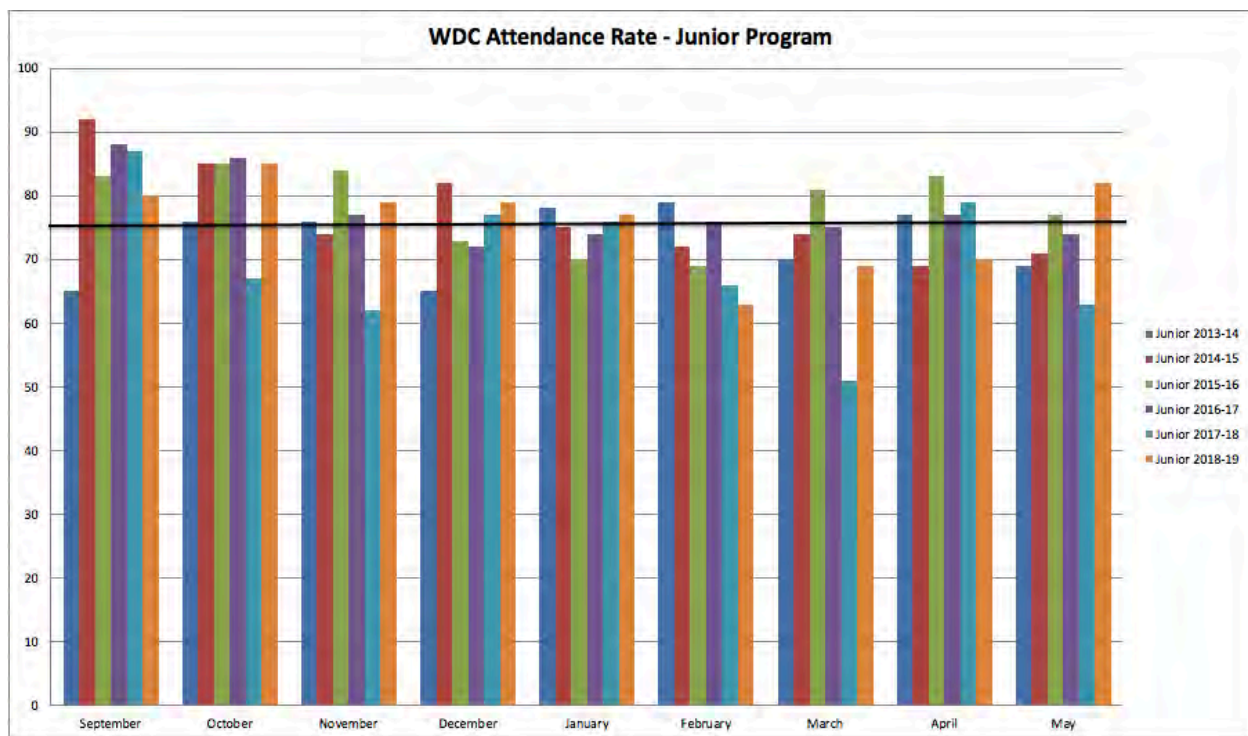
SCANNING: What is going on for our learners?

### Attendance Data:

Our student population are referred to our alternate education centre as struggling learners in the regular school system for intellectual, social-emotional, motivational and behavioural reasons.

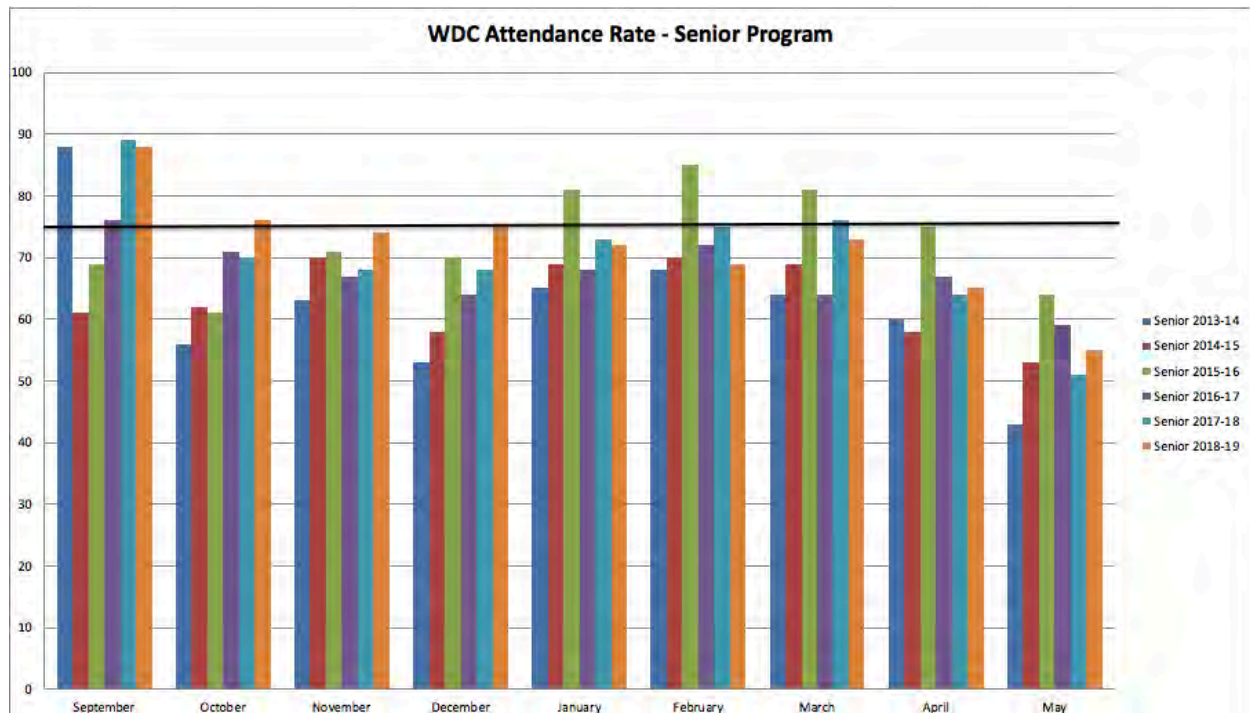
In our Junior Program 62% our students in Grades 7 to 9 have a 75% or better attendance rate. This is a marked increase from the last several years. There are a number of reasons for this occurring; including a population of students with high levels of stress and anxiety, and personal, social-emotional and/or health issues.

In our Junior Program we have found that a number of our students in Grades 7 to 9 had an aggregate attendance rate of **74%** in 2014-15 and has risen to **82%** in 2015-16 and **79%** for 2016-17, down to **70%** for 2017-18, and stands at **76%** for the 2018-19 school year. Less students of Junior Student age are being referred to the alternate school and the many of the juniors of last two years have joined our Senior Program. For the 2018-19 school year, we have attained our goal again of an aggregate attendance rate of over 75% with our Junior Students. Only in the months of February, March and April did we not hit our 75% attendance rate target with our Junior Students.



In our Senior Program we have found that our students in Grades 10 to 12 had an aggregate attendance rate of **67%** in 2014-15 and has risen to **73%** in 2015-16 and **69%** in 2016-17, maintained the **69%** aggregate for 2017-18, and rose to a rate of **72%** for

the 2018-19 school year. We have still not met our goal of 75% aggregate attendance for our Senior students. We have continued to have a much larger number of Senior students than normal in our program this year with 25 students of which only 59% of them attained a better than 75% attendance rate individually.



We believe that the greater the attendance rate of our students the stronger they are attached and have a sense of purpose and belonging at WDC. For our senior students, the September to December months we have been able to hit the target of a 75% aggregate attendance rate for the first time. However, after the Winter Break the Senior Student rate slightly dips below 75% (January, February, and March) and declines to less than 65% for the months of April and May.

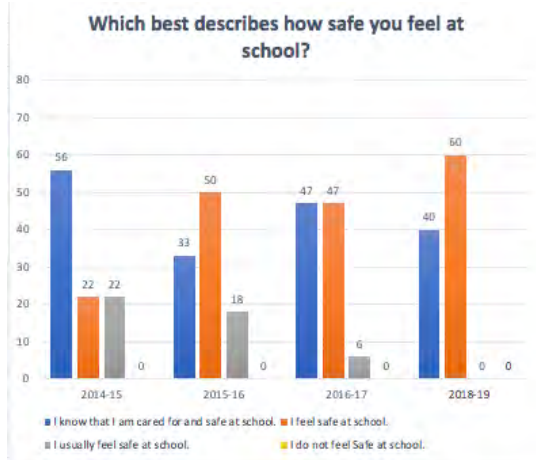
#### Student Survey Data:

(Note we were unable to complete student survey as planned in May 2018 due to the Flooding Incident. It was difficult to get sufficient numbers after the incident to make the data complete. We, again, have student survey data for 2018-19 to compare with previous years)

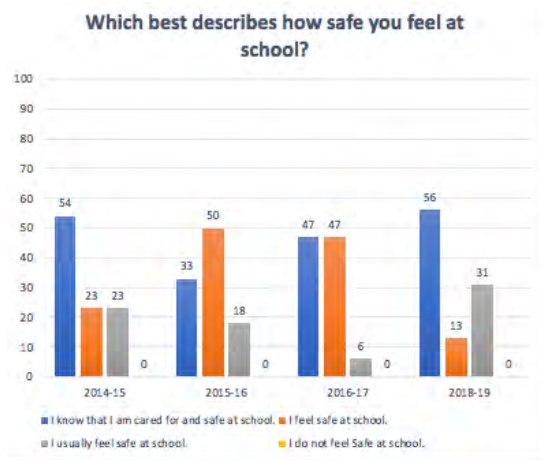
In the Junior program, students continue reporting that they always or usually feel safe at school and know that they are cared for, while for the 2018-19 school year a large increase of 31% of Senior Program students reported only usually feeling safe at school. However 56% of the Senior Program students reported knowing they are cared for and safe at school. As well, students in both programs continue to report high levels of comfort and strong sense of feeling welcome at school.



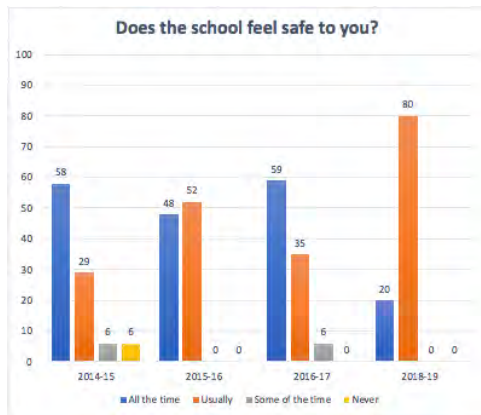
## Junior Students



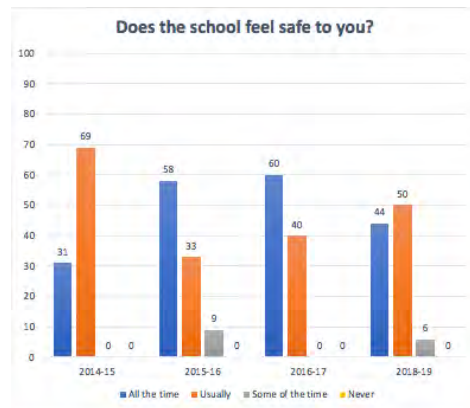
## Senior Students



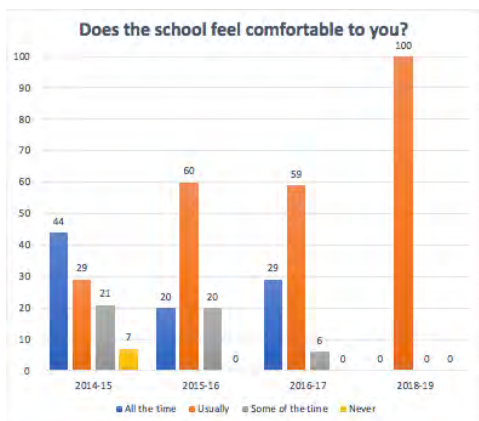
## Junior Students



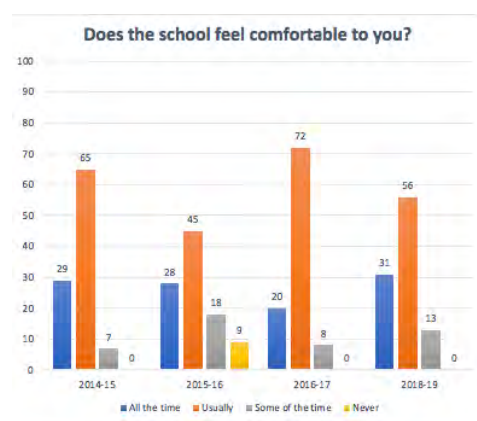
## Senior Students



## Junior Students



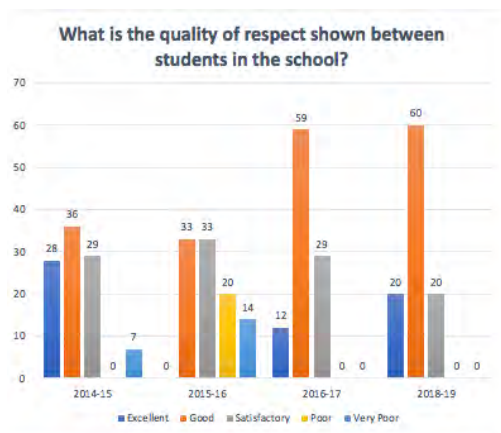
## Senior Students



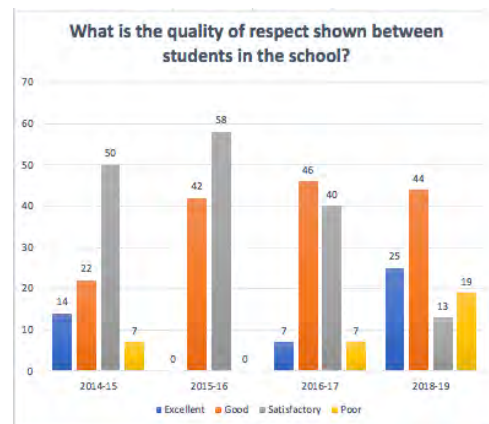


An area of some note for the last two years is that no junior students reported poor or very poor respect shown between students. Almost 20% of Senior Students reported only a satisfactory or poor level of respect between themselves.

### Juniors Students

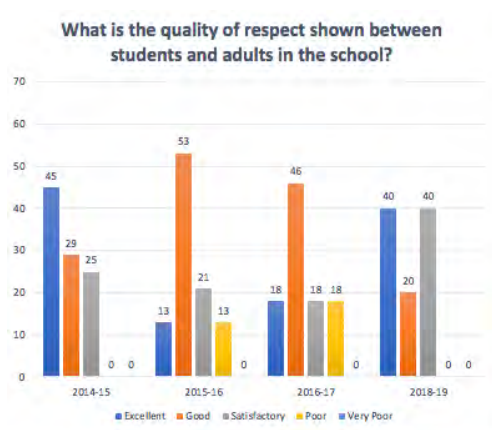


### Senior Students

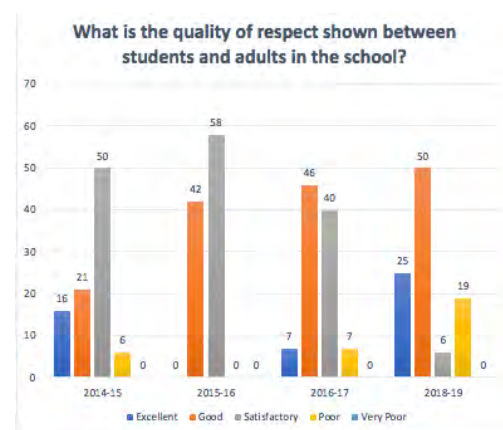


In terms of the quality of respect shown between students and staff, 100% of junior students reported that it excellent, good, or satisfactory (with over 40% reporting excellent), while 81% of senior students reported that the level is excellent, good, or satisfactory (with 48% reporting good).

### Juniors Students



### Senior Students



## **Human and Social Goal Area:**

### **FOCUSING – What does our focus need to be?**

Our goal is to conduct Dialectical Behavioural skills training for emotional problem solving with all of our students through individual and group sessions in combination with Mindfulness skills.

DBT Social-emotional learning curricula are focussed on helping students of all ages acquire and practice the skills they need for successfully navigating stressful life events; coping with emotional dysregulations; and developing/maintaining important family, peer, school and intimate relationships. It is a proactive approach designed to help students develop appropriate skills in decision making and emotional management before they engage in problematic behavior. This year's establishment of the weekly "Coffee House" has been a great success for being the group venue for this work.

## **Human and Social Goal Area:**

### **HUNCH – What is leading to this situation?**

Many of the out-side of school at-risk behaviours are playing out for quite a number of our students. For some of our students, their difficulty of sustaining positive relationships outside of school and negative self-talk impact their belief in themselves as learners.

Through regular DBT exercises and mindfulness activities in individual and group session we can foster more positive self-conceptualization in each of our students.

## **Human and Social Goal Area:**

### **NEW PROFESSIONAL LEARNING – How and where can we learn more about what to do?**

We engaged in learning sessions with Darren Pratt of Boundary Family Services for implementing The Decider program for teachers, based on the research and conceptual framework of Dialectical Behaviour Therapy (DBT).

Further, we have been engaged in Mindfulness skills training ingroup Mind-Up activity sessions via the weekly "Coffee House".

For the 2019-20 school year, the staff has organized sessions with community Indigenous elders to create a mindfulness program using Indigenous knowledge and cultural practices. These planning sessions will begin in the fall of 2019.

## **Human and Social Goal Area:**

### **CHECKING AND TAKING FURTHER ACTION – What will we do differently?**

Continuing and improving the Arts and Culture and Environmental Education programs we feel that these will necessitate students working and learning together collaboratively and as a team. This will allow us to subtly develop skills of co-regulation and pro-social regulation with our students.

Also, increase even more the opportunities for students to interact with community members and visiting, with intent, local natural and cultural places so that students will develop a deeper appreciation of their local community and the positive impact it can have on their lives.

Also, we are hoping that these programs lead to a higher level of students engage and desire to attend school well above 75% of the time. Also, that by engaging in these authentic experiences with their peers and teachers that their sense of belonging as valued members of the school community will increase.

The staff successfully implemented the “Cell Phones on Airplane Mode” policy during the school day and have seen positive differences of student’s ability to concentrate and keep regulated while at school. We will continue with this policy.

We continue our weekly “Café Sessions” group sessions with all in both the morning and afternoon classes focussed on community-building and mindfulness. And utilize The Decider program to support students in individual and group sessions in terms of interpersonal effectiveness skills. We will also implement mindfulness practices from the Indigenous perspective.

We also successfully created a “sensory-quiet room” and a “balance and exercise room” to enable students to utilize regarding individual needs for self-regulation.

## **Human and Social Goal Area:**

Attendance Data will continue to be our greatest indicator of student sense of connectedness at WDC as well as our annual student survey in late April.

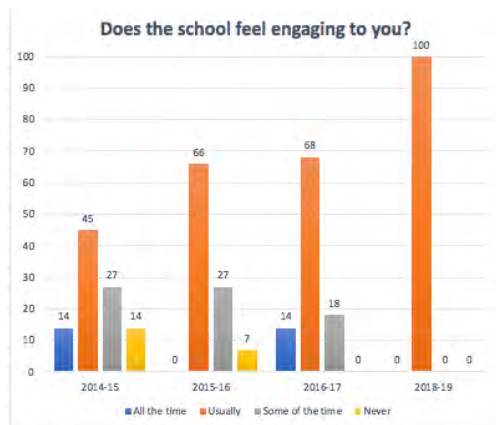
## Intellectual Goal Area:

### SCANNING: What is going on for our learners?

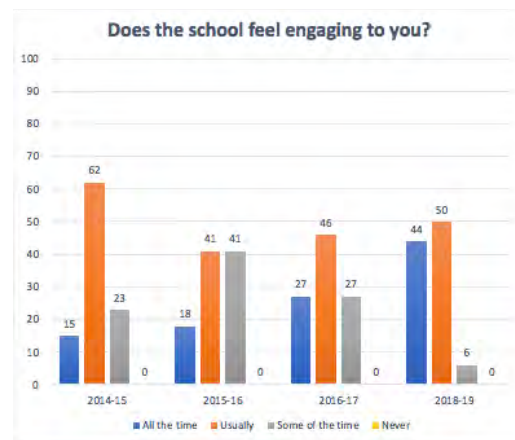
#### Student Survey Data

One hundred percent of Junior Students are reporting that they usually feel engaged at school. This is a positive trend. In the senior program 44% of students are reporting that they are feeling engaged all the time (up almost 20% for 2017-18), and 50% most of the time. The percent of students reporting only feeling engaged some of the time has dropped from 27% to 6%.

Junior



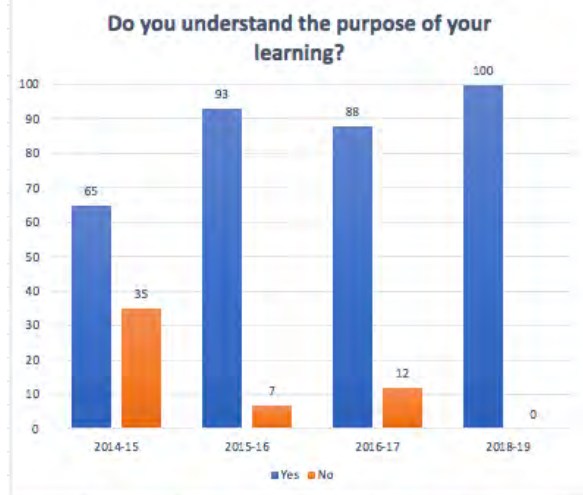
Senior



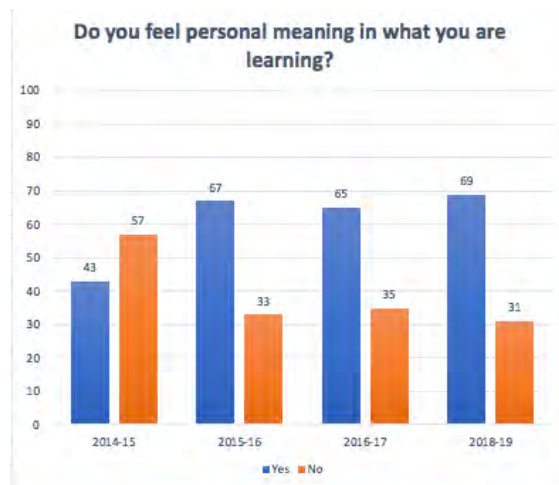
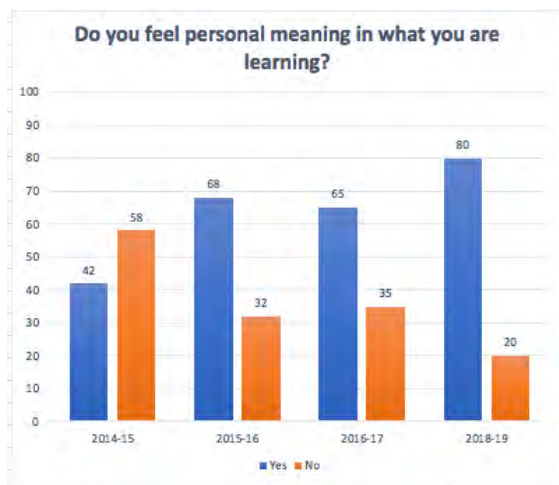
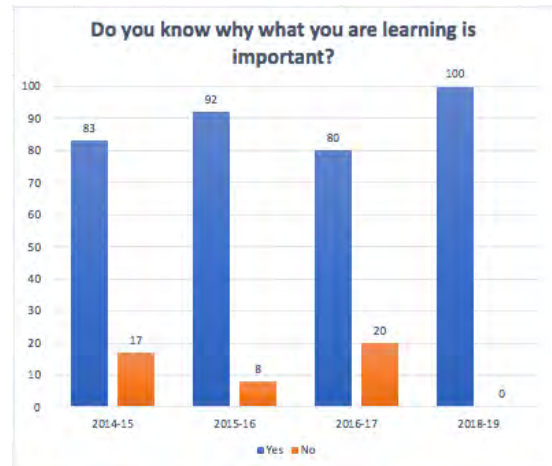
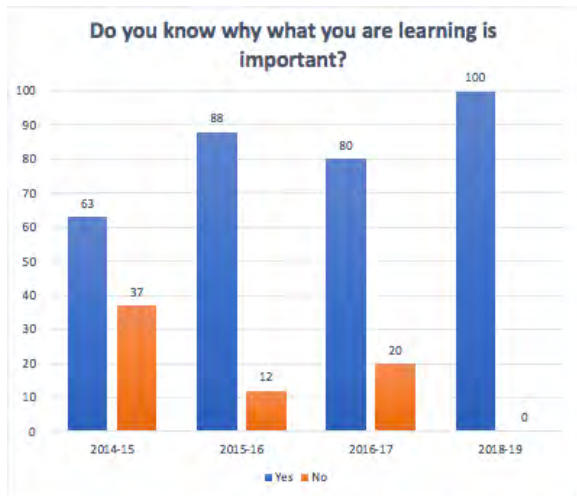
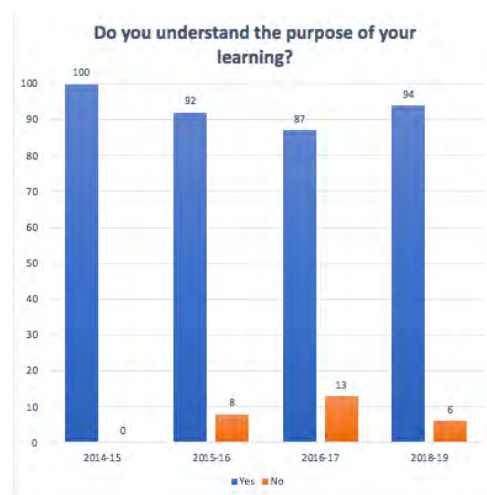
Interesting, both Junior and senior students report high levels of understanding the purpose of their learning, the importance of their learning, and feel they take great ownership of their learning. They also report high levels of having a clear sense of what good learning looks like, that they are making progress in their learning, and feel successful in achieving their goals by attend Walker Development Centre. This has come as a bit of a surprise to the staff, who are often concern about the relatively slow rate of course completion, compared to the regular high-school. It remains true that most of our students continue to take great comfort in paper-based, textbook based learning and assessment and the great majority show little interest or excitement about learning in more hand-on, experiential and authentic ways of learning.

When having conversations with our students, the staff is talking to them about motivation and personal connection of learning to hand-on activities and outdoor experiences. Junior students feel that they are achieving their goals at Walker, but that their goal is not academic learning and academic progress. However, in conversations Senior Students are telling us that the pressure to meet course requirements an completion in the Grad Program is a necessary goal, but that it is "hoop jumping" and has little personal meaning.

## Junior



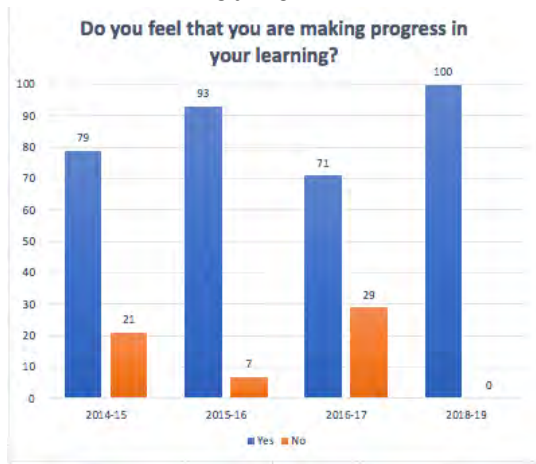
## Senior



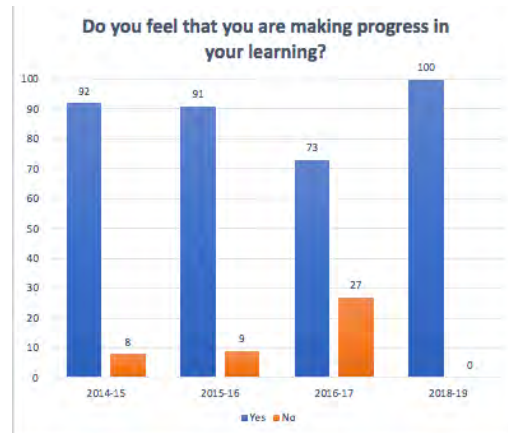
Though the trend is positive for junior and senior students in terms of finding personal meaning in what they are learning, there is still 20% to 30% of the students still reporting not finding personal meaning in their learning.

In all other aspects of student reporting their feeling of success and progress in their goals for learning, the results are also very positive.

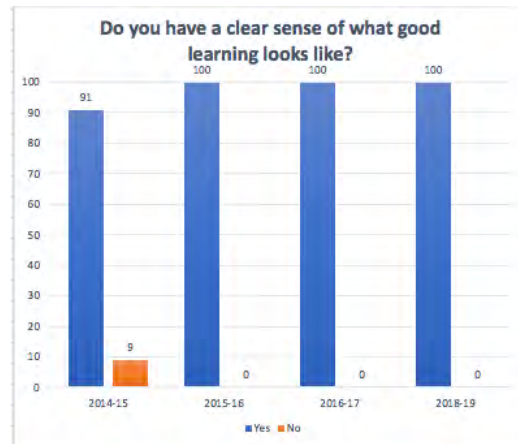
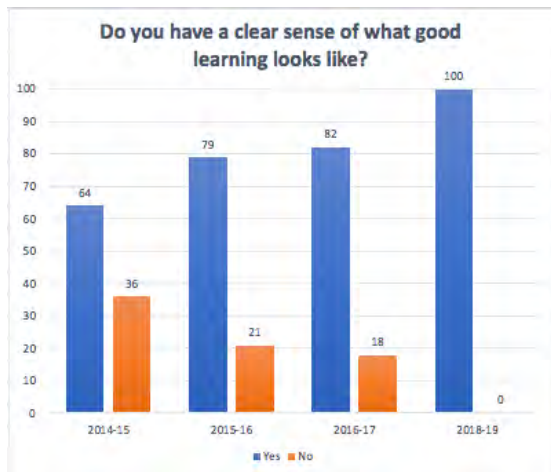
### Junior



### Senior







## Intellectual Goal Area:

### FOCUSING – What does our focus need to be?

Our focus needs to continue to be helping students finding greater personal meaning in what they are learning. We need help our students learn to find more comfort in hand-on, experiential learning away from textbooks and worksheets, which will align more with the Redesigned BC Curriculum and allow student more ways of developing their skills in the Core Competencies.

## Intellectual Goal Area:

### NEW PROFESSIONAL LEARNING – How and where can we learn more about what to do?

Connecting the Dots: Key Strategies that Transform Learning for Environmental Education, Citizenship and Sustainability, by Stan Kozak and Susan Elliot will continue to be our guide for our Arts and Culture and Outdoor Education Programs.

We chose this resource because it fits with the outcomes the WDC staff envisions for a transformed education at our School regard students more authentically engaging with their learning in experiential ways. These outcomes include:

Link environmental, economic and social issues within subjects and across subjects  
 Link knowledge, skills and perspectives through student engagement and action  
 Provide a meaningful context to address numeracy, literacy, character and other educational expectations.

The Key strategies include:

Learning Locally  
 Integrated Learning  
 Acting on Learning

## Real-world Connections

### Considering Alternative Perspectives Inquiry Sharing Responsibility for Learning

The first is an Arts and Culture program that will see our students interacting with local artists invited into the school to share their talents and work with our interested students. Part of this program will be regular visits to local galleries, museums, and cultural centres. Students will be expected to keep regular journal entries of their reflections, learnings, thoughts, etc.

The second program is an Outdoor Education and Leadership program which will have participating students regularly moving their learning into the natural environment within and around Grand Forks. Components of these local experiences will be interdisciplinary in nature with physical education, developing students' deeper consciousness of interacting within and with nature, and environmental sustainability.

Both programs will enable staff to observe students during authentic learning experiences and help students to self-reflect on their core competency strengths and challenges and set goals for growth.

## **Intellectual Goal Area:**

### **TAKING ACTION – What will we do differently?**

Continue with the Arts and Culture program that sees our students interacting with local artists invited into the school to share their talents and work with our interested students. Part of this program will be regular visits to local galleries, museums, and cultural centres. Students will be expected to keep regular journal entries of their reflections, learnings, thoughts, etc.

The second program is an Outdoor Education program which will continue to have participating students regularly moving their learning into the natural environment within and around Grand Forks. Components of these local experiences will be interdisciplinary in nature with physical education, developing students' deeper consciousness of interacting within and with nature, and environmental sustainability.

Both programs will enable staff to observe students during authentic learning experiences and help students to self-reflect on their core competency strengths and challenges and set goals for growth.

Continued Actions from the 2018-19 School Year include:

- Improve the Exit Plan for all students
  - Work effort and completion
  - Positive inter-social behaviours



- Attendance
- Taking “hands-on Learning” activities and giving curricular credit where there are fits Big Ideas, rather than content and Curricular Competencies in action (eg. Thinking and Doing like a scientist)
- 
- New Actions for the 2019-20 School Year include:

## **Intellectual Goal Area:**

### **CHECKING – Have we made enough of a difference?**

All the data from the student surveys show that there are positive trends for the majority of our students in terms of their trajectory as a learner at Walker.

It seems that our Arts and Culture Program and Outdoor Education Program were very good vehicles for having individual discussions of the Core Competencies and self-reflection. Our observations are that the programs have been good vehicles to teach them research skills, perseverance, building passion, and other specific skills without the students even knowing it.

Our students continue, in general, to be apathetic learners and we feel it is important to continue to show them, through hand-on” experiences that they can learn in very diverse ways.

Seniors are still caught in the pressure for grad requirement course completion and the amount of time they can devote to our hand-on’ programs. Many are just focussed on graduation completion alone.

## **Career Development Goal Area:**

### **SCANNING: What is going on for our learners?**

#### **Student Survey Data:**

At the Walker Development Centre, staff encourages students to take certification courses, like food safe, WHMIS, First Aid, etc. to support their efforts to find part-time jobs in the community when they are ready. We are dependent on Selkirk College offering of these courses, which often happen on the weekends. It is often problematic for our students to be able to commit to taking the courses during the weekend. We are turning this trend around by scheduling pathways courses at Selkirk college during the school day and going with one staff member as a cohort. Thus, the survey results seen below.

### Junior



### Senior



The staff also works with students to create resumes to be used in seeking employment. We also help students study and prepare for getting their drivers licenses if they need our support.

From this survey information, during the 2017-18 and 2018-19 school year WDC has been able to offer these “pathways” certification training sessions during the school day in partnership with Selkirk college. This has allowed man of our students to get certified and find part-time work in our community:

Data for May 2018:

- 42% of Walker students have part-jobs.
- 40% of Walker students have Foodsafe Level 1 Certification.
- 35% of Walker students have OFA Level 1 Certification. Three of these students attained their “transportation endorsement”
- 35% of Walker students have WHMIS Certification.
- 3 students completed the two-week “Blade Runner” program at Selkirk College during Spring Break 2018 (certification training to become forest fire fighters)

Data for May 2019

- 36% of Walker students have part-jobs
- 52% of Walker students have Foodsafe Level 1 Certification
- 27% of Walker students have OFA Level 1 Certification
- 55% of Walker students have WHMIS Certification
- 4 of contacts Walker students/classes have with Selkirk College and staff (Foods Safe, WHMIS, Serving it Right, Field Trip to Nelson Campus)
- 18 Community Connections with our Arts and Culture Program, our Outdoor Education Program, and our Coffee House Pogram
- 1 of Walker graduates enrolled in post-secondary programs (academic/trades)

## **Career Development Goal Area:**

### **FOCUSING – What does our focus need to be?**

Our focus for our Junior Students needs to continue to create opportunities for our students to have access to “pathways” programs like Food Safe, WHMIS, First Aid, etc. so that they are building a knowledge and skill set to start in the world of work.

Our focus for our Senior Students needs to be on creating more opportunities for the students to get exposure and authentic experiences to meet the Big Ideas and goals of the redesigned Career Education curriculum.

## **Career Development Goal Area:**

### **HUNCH – What is leading to this situation?**

Many of the students who attend the Walker Development Centre would develop a greater readiness for the world of work with exposure and training in work-place related skills and are able to begin entry into the part-time world of work. We need to help them find these avenues and “pathways” as an alternate school.

To bring authenticity to the re-designed Career Education curriculum, we need our student to have authentic experiences and exploration in the area of Career Education. This can only be done by connecting our students to the community organizations and businesses of Grand Forks.

We think that helping students to be able to make their talents, achievements, and positive attributes visible for prospective employers will allow student to become more self-aware of their strengths and self-reflective in terms of employment readiness and in terms of Core Competencies.

## **Career Development Goal Area:**

### **NEW PROFESSIONAL LEARNING – How and where can we learn more about what to do?**

Our professional learning in this area is focussed on making connections with Selkirk College to have better partnerships that facilitate WDC student connections to “Pathway” courses for greater possibilities for employment.

## **Career Development Goal Area:**

### **TAKING ACTION – What will we do differently?**

Continue to support our students to take Work Experience programs and continue to help individual students find gainful part-time employment in community.

In terms of pathways certificate courses, we are going to pursue bringing in instructors of Food Safe, WHMIS, etc. into the school during school hours to deliver courses to all our students at one time, rather than connecting students for weekend delivery at the local college.

We will continue to improve student connection to myBlueprint in order for them to make their learning, reflections and achievements visible and create digital portfolios for potential use to gain employment or further education.

We will continue to design Digital Literacy opportunities in which all students will complete:

- MyBlueprint online survey of their potential career “fit” and exploration of such careers
- Creation of a Resume (not from template)

We will continue to grow our connections with Selkirk College in Grand Forks, Castlegar, and Nelson and create opportunities for our students to visit College academic schooling and trade training sites in those locations.

## **Career Development Goal Area:**

### **CHECKING – Have we made enough of a difference?**

We will be checking by measuring (by end of 2019-20 school year):

- % of Walker students have part-jobs
- % of Walker students have Foodsafe Level 1 Certification
- % of Walker students have OFA Level 1 Certification
- % of Walker students have WHMIS Certification
- # of contacts Walker students/classes have with Selkirk College and staff
  - Field trips and tours of campuses
  - Connections with our Arts and Culture Program
  - Connections with our Outdoor Education Program
- # of Walker graduates enrolled in post-secondary programs (academic/trades)

# 2019-20 CLES School Plan 2019

## 1 GENERAL SCHOOL STORY (WHO WE ARE)

### WHAT ARE THE UNIQUE, POSITIVE CHARACTERISTICS OF OUR SCHOOL?

We have a strong, positive culture at CLES. Staff, students, and families work hard to build connections that create a family-like atmosphere where students feel supported, safe, and motivated for learning. While we are always adapting and changing to incorporate new research-based practices, our school is steeped in long-standing traditions such as our family-grouping fun afternoons, Sports Day, Music Monday, Fun runs, Maker's Day, weekly Buddy Reading, and Friday PJ days.

CLES Programs: Little Buddies, Computational Thinking, Block Letter, Indigenous Education

CLES Clubs: Choir, Chess, Drama, Reading, Crib, Breakfast

CLES Sports: Volleyball, Soccer, Basketball, Track and Field

CLES Events: 6/7 Overnight field trip, 4-7 Ski Program, Outdoor Community Caroling at Christmas  
School with an Outdoor Classroom



NOTES

Jan 30/19



NOTES

Jan 30/19



NOTES

Jan 30/19



NOTES

Jan 30/19



NOTES

Jan 30/19



NOTES

Jan 30/19




NOTES

Jan 30/19




NOTES

Jan 30/19




NOTES

Jan 30/19



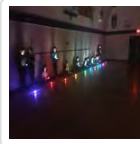
NOTES

Jan 30/19




NOTES

Jan 30/19




NOTES

Jan 30/19



NOTES

Jan 30/19




NOTES

Jan 30/19


WHAT ARE THE IMPORTANT DEMOGRAPHICS OF OUR SCHOOL AND COMMUNITY?

Christina Lake is a recreation community. It boasts the warmest water of any tree lined lake in Western Canada and is a summer time mecca for power boating and water sports. Originally an important fishing ground to the Sinixt, Sanpoil, Okanagan and other tribes, pictographs can still be found around the north-east shore of Christina Lake. Population of the unincorporated area is around 1400 full time residents, however, during the summer months that population can increase to approximately 6-10 thousand. Christina Lake is predominantly a retirement community therefore the school population is only about 70-95 full-time k-7 students.


- Christina Lake Elementary School Website
- CLES - Facebook
- Christina Lake Official Destination Website



Jan 30/19



Jan 30/19



NOTES

Jan 30/19


WHAT DO WE CELEBRATE?

CULTURE / COMMUNITY / TRADITION

CLES celebrates having long-standing traditions and building young leaders with a focus on Growth Mindset. Students participate in many outdoor activities throughout the year.


CLES also does a very sincere job of celebrating staff and their personal achievements. We believe that honoring the work and achievements of others is vital to a healthy school culture.

50+ years of Year-end Pancake Breakfast




NOTES

Jan 30/19



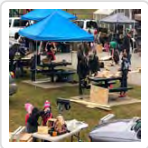
NOTES

Jan 30/19




NOTES

Jan 30/19



NOTES

Jan 30/19




NOTES

Jan 30/19


NOTES

Jan 30/19




NOTES

Jan 30/19




NOTES

Jan 30/19




NOTES

Jan 30/19




NOTES

Jan 30/19




NOTES

Jan 30/19




NOTES

Jan 30/19



NOTES



NOTES

Jan 30/19

Jan 30/19

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

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

Part of our strong school culture is a focus on self-regulation in learning. Generally, our students are motivated learners who engage readily in lessons and tasks, often giving their best effort. We have seen that many students struggle with the important career skills of self-regulation and problem-solving. Students need more opportunities to use these skills in different environments.

CLES students demonstrate strong academic competence in literacy and numeracy. We do notice that using correct spelling and grammar in their writing is a stretch for many of them.

Our students are experiencing the same social-emotional struggles as their peers throughout the province. Being able to manage their emotions and get focused on the task at hand is a necessary skill for future success and they need support to develop that skill. This plays a big part in their ability to self-regulate and then to problem solve when the need arises.

One area we noticed students struggling in 2018-19 was responsibility. Over the year our lost and found grew out of control, students frequently forgot the supplies and things they needed for the day at school, and there was a sense that students were ignoring some of the school expectations that make CLES a great learning environment. In order to maintain the positive culture that is a part of the fabric of CLES, we see a need to focus on responsibility.

WHAT EVIDENCE DO WE HAVE OF THESE STRENGTHS AND STRETCHES?

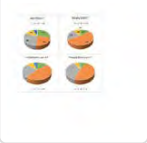
Our strengths and stretches hypothesis is supported daily by teacher anecdotes and observations in classrooms. Students have also provided feedback about the breathing program we implemented two years ago, which indicates that they use what they have learned in class to help them focus and regulate in a variety of situations at home and school.

Our writing data from the District reading and writing assessments as well as our Grade 4 and 7 performance on the FSA indicates that while most students are fully meeting expectations overall for their writing, more of them are on the low end of meeting in the area of conventions.

Teacher anecdotes as well as data such as number of items in the lost and found, number of phone calls home to have forgotten items brought to school, and number of missing permission slips for field trips indicate that responsibility is an area we can improve.


We will use a school-specific version of the SSiS evaluation to identify what social emotional needs our students have this year.






NOTES

Jan 30/19




NOTES

Jan 30/19




NOTES

Jan 30/19




NOTES

Jan 30/19



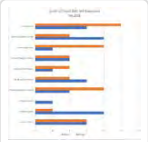
NOTES

Jan 30/19




NOTES

Jan 30/19



NOTES

Jan 30/19



NOTES

Sep 13/19

3

WHAT ARE OUR GOALS? (FOCUSING)

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

In 2019-20 we will focus on maintaining and expanding our self-regulation/managing emotions work; expanding our ADST program to include primary students in order to work on problem solving; and adding responsibility as a goal area across the school.

We expect that this focus on regulation, responsibility, and problem solving will help our students not only in SEL, but in all other content areas.

WHAT ARE OUR SPECIFIC GOALS?

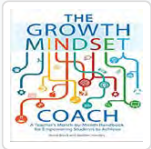
- Our overall goal at CLES is always to develop leaders. This year, we will do that by focusing on the following 3 goals:
1. CLES students will continue to learn and practice strategies for managing their emotions and self-regulating in order to be focused and ready to learn.
  2. CLES students will develop strong problem solving abilities.
  3. CLES students will demonstrate responsibility for their belongings, their attitudes, their emotions, and their learning.

Agenda

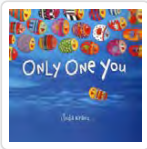
4 WHAT LEARNING AND ACTION WILL WE TAKE?

WHAT WILL TEACHERS LEARN MORE ABOUT TO SUPPORT OUR GOALS?

ProD for all teachers on the next steps of the Social Skills improvement System (led by Toni Hoffman)  
Mindset Activities and Lessons (look at MindUp program)  
Implementing breathing and other whole-child approaches to education. (Continue adding to our work from 2017-18 and 18-19)  
ProD around ADST (Computational Thinking Cohort)  
Using Literature for school-wide social-emotional learning.



Apr 26/19



Apr 26/19



Apr 26/19

NOTES

Sep 13/19

PReynoldsDG.pdf

NOTES

Sep 13/19

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

We will continue to implement daily breathing practice in every classroom.

We will go over all of the school expectations around responsibility in each classroom and with buddies in the first weeks of school. Intermediates will make posters to remind other students about being responsible and teachers will each take responsibility for reminding students of those expectations when they see the need.

Grade 6/7 students will go in pairs to help monitor the primary classes during lunch in order to develop responsibility and leadership.

Grade 6/7 students will continue to be in charge of the weekly school jobs (composting, juice boxes, equipment monitoring etc.)

We will create a "relaxation station" at the end of the office hallway with a lavender diffuser, cushions, and a list of breathing steps on the wall so that students who normally would be sent to "the bench" when they break a rule outside will instead have a place to calm down and centre themselves before they discuss what happened with the adult that sent them inside.

We will review the Social Skills Improvement System (SSiS) program in each class for the first 10 weeks of the school year. Following that, we will expand to the new skills that we didn't get to last year. Students will self-assess as we progress through the units and teachers will identify those students who may need small group instruction to work with our SpEd teacher.

We will have intermediate students create a monthly "Growth Minute" to share with parents and the community about what is happening at CLES around our growth plan.


We will hold our annual Maker's Day, ensuring that students focus on problem-solving and self-regulation in this setting. We will look at adding a second Maker's Day in early 2019 that focuses on baking, sewing, and possibly hair dressing so that students are exposed to more of a variety of trades.

We will expand our ADST program to include a specific 40 minute session each week for primary classes.

We will implement the problem-solving system for students where they need to consider what is working, what isn't working, and what is next before they receive help from an adult.


We will create/implement a set of school-wide lessons and activities based on the book Say Something, by Peter Reynolds in order to work on leadership and social-emotional learning.

We will implement our new reporting practice this year, having students help educate parents throughout Term 1. The focus will be on individual progress, not standardized comparison.




NOTES

Jan 30/19



NOTES

Jan 30/19



NOTES

Apr 26/19

Strength and Stretch Res

NOTES

Apr 26/19

May 1/19

Rules and Expectations

NOTES


Sep 13/19

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

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


Student check-ins (oral and written reflections); time of breathing/sitting still; adapted SSIS assessments (Fall and Spring); Teacher anecdotes and observation; Survey data from students; Ask students on a regular basis Photos and videos of the different ADST activities throughout the year.

Responsibility data such as number of items in lost and found, permission slips returned on time, requests to call home about missing stuff, incidents where expectations are not being followed.



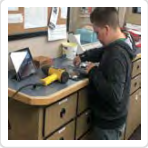
NOTES

Jan 30/19



NOTES

Jan 30/19




NOTES

Apr 18/19

6 HOW WILL WE SHARE THIS INFORMATION?

HOW WILL WE SHARE OUR PLAN WITH STAFF?

Our plan is created from the ground up - staff are involved in each step so they are constantly in touch with the details as they unfold. The plan itself is shared via Better Educate and staff are informed of updates/changes as they are made. Because the plan is driven by staff, much of our Professional Development time is devoted to the learning they identified as necessary during the creation of the plan. This means ProD and staff meetings move the plan along, but teachers are constantly in conversation about the areas we are focusing on.



NOTES

Jan 30/19

HOW WILL WE SHARE OUR GOALS WITH STUDENTS?

Teachers will start the year with an intentional focus on responsibility and school expectations. Students will be told that this is a goal area for us this year.

Through the continued practice of breathing, our relaxation station, and our school-wide activities, students will be reminded that we are also a school that focuses on managing our emotions and staying calm for learning.


Our ADST goal will also be introduced to students and then reinforced through weekly activities and practices.

HOW WILL WE SHARE OUR GOALS AND PROGRESS WITH PARENTS?

Students will create a monthly "growth minute" to share with parents.


The plan will be shared with our PAC and made available to families for input and feedback. Our new reporting practice will be carefully rolled out in order to make sure parents understand it (student created videos, an introductory letter, a visit to the PAC to go over the new report card and discussion at the parent conferences in October)

The student-created videos from last year about what CLES is focusing on are still relevant and will be available to parents for 2019-20.




NOTES

Mar 14/19




NOTES

Mar 14/19



NOTES


Mar 14/19



NOTES

Mar 14/19

Letter to Parent about P



NOTES

Sep 13/19



---

## DR. D. A. PERLEY ELEMENTARY SCHOOL

---

Box 908, 1200 Central Avenue  
Grand Forks, B.C., V0H 1H0  
Telephone: (250) 442-2135 Fax: (250) 442-5913

---



### 2019/2020 Perley Growth Plan

#### School Context

Dr. D. A. Perley Elementary School is a kindergarten-grade seven school of 227 students in eleven divisions. Perley Elementary School is located in Grand Forks in the Boundary region of British Columbia. Originally built as a resource town, Grand Forks has seen fluctuations in population throughout the years as a result of the change in the resource market. Most recently, Perley has seen enrollments from out of district, out of province and out of country with thirteen students registering during September 2019.

The Perley School Population is a diverse group of learners which includes students from a variety of backgrounds and demographics. We have an Aboriginal Department which works alongside classroom teachers to support Aboriginal Students and a dedicated Russian program to support the Russian culture which has been a long-time part of the community culture.

Dr. D.A. Perley Elementary School has an involved PAC which meets on a monthly basis. PAC sponsored events include fundraising for materials and field trips, Family Picnic, Family Fun Night, and I Walk to School.





---

## DR. D. A. PERLEY ELEMENTARY SCHOOL

---

Box 908, 1200 Central Avenue  
Grand Forks, B.C., V0H 1H0  
Telephone: (250) 442-2135 Fax: (250) 442-5913

---



### Scanning

On May 15, 2019, the teaching staff at Dr. D.A. Perley, along with interested parents, joined together to engage in an evening of reflection. The focus of the evening was to embrace the scanning process to help guide future goals and facilitate an avenue of informed decision making. The staff and parents looked at Student Learning surveys (Ministry, grades 4 and 7), MDI results (Grade 4 and 7), teacher anecdotal comments on student learning and school-wide writing and reading assessment data. After looking at the data in small groups of teachers and parents, the whole group discussed the data and what it might mean for moving forward in our school growth plan. The issues discussed included:

- Numeracy results- The Foundational Skills Assessment indicates that of the students who participated in the assessment, only 53% were meeting or exceeding expectations. This is a concern for staff and parents.
- Numeracy continues to be a cause of anxiety for some students (teacher anecdotal)
- The whole group noticed that the connectedness to an adult in the building was an area for need according to student surveys. We are questioning if some of the feedback is based upon how the question was asked. Also, student perception is another piece to question.
- We suspect that ongoing focus on Family Group will help with belonging and we need some further long-term data. We see some need for us to continue family group but need some refinement to improve the engagement and feedback from the older students (teacher anecdotal)
- We have concerns about the number of students who don't feel that the adults know about their life outside of school according to the student survey

At a follow-up meeting on August 28, 2019 the staff had additional time to reflect upon their ideas, thoughts and ideas. During this meeting, much discussion focused on whether Numeracy abilities were the concern or rather, if Numeracy engagement and enjoyment were contributing to the concerning Foundational Skills Assessment results. Queries included:

- Do we have enough reliable and valid Numeracy assessments in place? How can we gain further data on student achievement in Numeracy?
- We suspect that Numeracy engagement and enjoyment is inhibiting students to grow to their full potential in this area
- We have concerns that the Numeracy results and data may not be a reflection of student abilities due to the standardized nature of the assessment delivered
- We suspect that there may be underlying negative stereotypes and notions towards Numeracy from society, parents, school community that negatively impact student interest in Numeracy



## DR. D. A. PERLEY ELEMENTARY SCHOOL

Box 908, 1200 Central Avenue  
Grand Forks, B.C., V0H 1H0  
Telephone: (250) 442-2135 Fax: (250) 442-5913



- We suspect that student attitude and self-esteem in Numeracy may be a barrier to students developing to their full potential in Numeracy

Brainstorming from the August 28, 2019 meeting included:

Successes	Challenges	Resources	Assessments
<ul style="list-style-type: none"><li>• Parent Support</li></ul> Playing games Home practices <ul style="list-style-type: none"><li>• Growing understanding as kids age</li><li>• Differentiated classroom</li><li>• District support and purchase of resources</li><li>• District professional development</li></ul>	<ul style="list-style-type: none"><li>• Parent buy-in</li></ul> New concepts/strategies <ul style="list-style-type: none"><li>• Shifting parent mindset</li><li>• Perseverance</li><li>• Equitable access to manipulatives</li><li>• How do we share? How do we manage?</li><li>• Incorporate family group activities</li></ul>	<ul style="list-style-type: none"><li>• Mathletics</li><li>• Jump Math</li><li>• Fullerton Books</li><li>• Calkins</li><li>• Math Games</li></ul> Cards Dice Board Games	<ul style="list-style-type: none"><li>• Mathletics</li><li>• FSAs</li><li>• DIBELS</li><li>• Student feedback</li><li>• Fullerton</li></ul>

### Focusing

School District #51 is currently supporting a framework which addresses two school-based goals: one for each of the domains, Intellectual and Human/Social. The goals for Dr. D.A. Perley for 2019/2020 are as follows:





---

## DR. D. A. PERLEY ELEMENTARY SCHOOL

---

Box 908, 1200 Central Avenue  
Grand Forks, B.C., V0H 1H0  
Telephone: (250) 442-2135 Fax: (250) 442-5913

---



### Intellectual:

- To improve Numeracy enjoyment and engagement in all students from Kindergarten to grade seven which will in turn result in increased Numeracy skills and results
- Use a universal design for learning and authentic pedagogy to make Numeracy meaningful to students
- To improve students' self-confidence in Numeracy

### Human/Social:

- To continue to build upon our Family Group Framework to build a positive school climate and sense of community
- To reduce anxiety by building school connectiveness and a sense of belonging.
- To continue to develop a strong sense of belonging for students by improving relationships within the school community

---

## Developing a hunch

### Intellectual:

We suspect that low student achievement on the Foundational Skills Assessment in Numeracy is directly linked to the enjoyment and engagement students are demonstrating on Numeracy. Research shows that student enjoyment is directly related to student growth, achievement and success. As teachers are noticing anxiety related to Numeracy, a unwillingness to take risks in Numeracy activities and a quick response to shut down or give up, we believe that this attitude is negatively impacting results.

We are also noticing that much time has been devoted by the district to providing Professional Development in the area of Numeracy including introducing guests (Carole Fullerton) and providing opportunities for collaboration and observation. In order to improve student Numeracy skills, we must place a greater emphasis upon transferring this newly acquired knowledge into the classroom setting and differentiating our new skillset to meet the needs of our unique learning community. We will dedicate time at monthly staff meetings to discuss and review Numeracy practices and work together to build capacity not only for students to develop Numeracy skills, but also build capacity in ourselves to deliver and facilitate the Numeracy curriculum in a way that is meaningful to our students. By making our own learning intentional and meaningful, and making our Numeracy practice differentiated and adhering to a



---

## DR. D. A. PERLEY ELEMENTARY SCHOOL

---

Box 908, 1200 Central Avenue  
Grand Forks, B.C., V0H 1H0  
Telephone: (250) 442-2135 Fax: (250) 442-5913

---



universal design for learning, we believe that we can further develop our students' Numeracy skills while also helping them to build self-confidence and feel successful in this area.

### **Human and Social:**

We are noticing that despite our best efforts in previous years and our ongoing dedication to developing strong relationships and a strong sense of school community, we continue to receive feedback from students on the student surveys which indicate that this area continues to require further development and support. The Dr. D.A. Perley staff believes that supporting students' social, emotional and behavioural well-being will be an ongoing goal and integral to student development. We believe that modeling healthy relationships and developing strong relationships between all members of the school community will help to develop a stronger sense of community, school culture and sense of belonging.

---

### **Learning and Action:**

#### **Intellectual – Numeracy**

The staff noticed that all Numeracy data which was shared on May 15 was derived from the Foundational Skills Assessments at the grade seven and four levels. Because this is only one means of assessment students' Numeracy skills, time will be devoted to discussing formative Numeracy assessment. Teachers will be encouraged to share any assessment tools and strategies which they are currently using. Once appropriate assessment practices are chosen or addressed, the Numeracy results will be added to the summary sheets as a concise way to detail student strengths and stretches to inform instruction. In addition, district staff including the Director of Instruction will be consulted to query appropriate Numeracy assessments which are supported by the district.

Pairing staff for co-planning, assigning mentor teachers, structures to provide regular feedback to students, increased use of student self-assessment and regular learning meetings for teachers are some of the ideas to be considered.

On the October provincial NID, staff are encouraged to focus on an area of our growth plan. Any students attending Numeracy workshops will be encouraged to share their learnings with the staff at a future date (staff meeting or after-school session). Additionally, we will use staff meeting time over the course of the year to share strategies, successes and challenges in regards to Numeracy instruction.

In order to eliminate any barriers to sound Numeracy instruction which may include manipulatives and other hands-on materials, staff will be encouraged to complete a requisition



---

## DR. D. A. PERLEY ELEMENTARY SCHOOL

---

Box 908, 1200 Central Avenue  
Grand Forks, B.C., V0H 1H0  
Telephone: (250) 442-2135 Fax: (250) 442-5913

---



proposal form for funds to support Numeracy instruction through a consistent process to be discussed in September 2019.

### **Human and Social: Building School Community**

A Family Group Committee from the 2018/2019 school year will evolve into a Culture Committee for 2019/2020. This group of interested and passionate staff members will get together once per month to look at ways to improve school culture and sense of committee. While the main focus of the this group will be to plan Family Group days, they also have the flexibility to brainstorm and generate additional methods of building belonging and community. This committee will have the opportunity to present their ideas and suggestions to the staff at every staff meeting.

The first Family Day of the 2019/2020 school year was planned in August so that Family Groupings could begin immediately. Using feedback from the May 15 reflection evening, Family Groups were reviewed and adjusted in August to ensure that siblings are together when that is the best fit and so that all groups have student leaders.

By having older and younger students grouped together at times throughout the year we hope to build a stronger sense of school community where we are all aware of and supportive of one another. This will provide an additional avenue for students and staff to strengthen current relationships and to foster the development of new relationships.

The staff would like to explore further opporutnities to incorporate the Rewilding Area into Family Group Activites during the 2019/2020 school year.

In addition to Family Groups, the staff also recognizes that big buddies are an additional means of developing a stronger sense of community. During the September 19, 2019 Rewilding Planting Day, the classes worked with their buddy classes. This activity continued to foster relationships between students of cross-grades in a fun setting.



---

## DR. D. A. PERLEY ELEMENTARY SCHOOL

---

Box 908, 1200 Central Avenue  
Grand Forks, B.C., V0H 1H0  
Telephone: (250) 442-2135 Fax: (250) 442-5913

---





---

## DR. D. A. PERLEY ELEMENTARY SCHOOL

---

Box 908, 1200 Central Avenue  
Grand Forks, B.C., V0H 1H0  
Telephone: (250) 442-2135 Fax: (250) 442-5913

---



### Checking

As we do each year, we will use a variety of measures to monitor our development and growth in relation to our school growth plan.

These include:

FSA results for grade four and seven students (Now available earlier in the school year because of the adjusted FSA date and framework)

MDI results (grades 4 and 7)

School based survey results (primary and intermediate results)

Teacher anecdotal surveys (learning strengths, challenges)

Ongoing, formative, classroom based Numeracy assessments

Because many standardized assessments including the Foundational Skills Assessment measure student achievement rather than engagement, the staff is currently in the process of identifying methods of attaining data regarding student enjoyment and achievement. Student self-assessment is key to this understanding. At the September 15 NID, intermediate classes shared the student feedback on engagement which was obtained through a Math Engagement Survey. This data will be collated and added to the evidence section of the growth plan to reflect student engagement and enjoyment.

Additionally, in September 2019, primary teachers also engaged in a self-assessment with students regarding their enjoyment and engagement in math. Primary strategies included student interviews, thumbs up/thumbs down surveys, visual representations of their favourite part of math and checklists. This data will also be collated and added to the evidence section of the growth plan to reflection student engagement and enjoyment.

The staff is intending to use the student feedback acquired in September 26 as a baseline to track students' growth in engagement and enjoyment. Additional self-reflections will be gathered throughout the year to track growth.

The growth plan will be available on the school website so that staff and parents can access it throughout the year. As the growth plan is an evolving, living document, it will also be revisited each term. Growth plan growth will be monitored regularly through monthly staff meetings and will be shared with the School Board as requested. We will gather with parents in the spring of 2020 to look at data and discuss survey results.





## DR. D. A. PERLEY ELEMENTARY SCHOOL

Box 908, 1200 Central Avenue  
Grand Forks, B.C., V0H 1H0  
Telephone: (250) 442-2135 Fax: (250) 442-5913



It is at this meeting in May 2020, we will start to formulate goals for the following year.

### Math Engagement Survey

Name: \_\_\_\_\_ Date: \_\_\_\_\_

	Never	Sometimes	Usually	Always
1. I enjoy math.				
2. I feel confident in math class.				
3. I feel comfortable asking my teacher for help in math.				
4. I am good at math.				
5. I like doing computations (adding, subtracting, multiplying, and dividing) in math.				
6. I am good at doing computations in math.				
7. I like problem-solving activities in math.				
8. I am good at problem-solving activities in math.				
9. I prefer to work in a group for math activities.				
10. It is easy for me to complete individual assignments without assistance.				
11. I feel comfortable answering questions aloud during math class.				
12. I learn math better when the teacher uses manipulatives (hands-on activities).				
13. I enjoy using a computer to practise math.				
14. I like to do projects in math.				

5. For me to be successful in math class, I need:

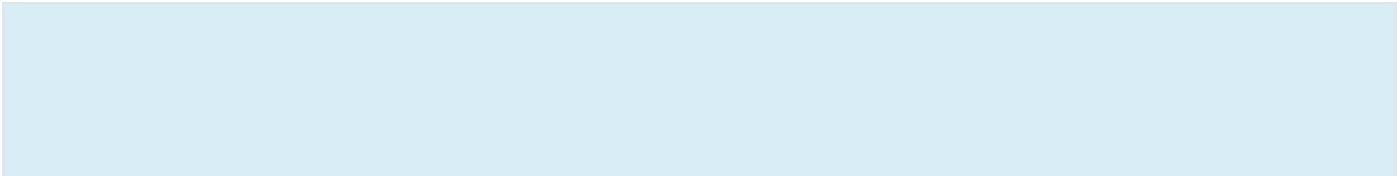
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(c) 2013 J. Runde

# John A. Hutton 2019



1

## GENERAL SCHOOL STORY (WHO WE ARE)

WHAT ARE THE UNIQUE, POSITIVE CHARACTERISTICS OF OUR SCHOOL?

WHAT ARE THE IMPORTANT DEMOGRAPHICS OF OUR SCHOOL AND COMMUNITY?

WHAT DO WE CELEBRATE?

2

## WHAT DO WE KNOW ABOUT OUR LEARNERS? (SCANNING)

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

School Stregths

Staff reflection on growth from Fall to Spring Check: energetic/athletic - growth in stamina; creative; helpful; developing a love/appreciation for reading and writing at the primary level especially - students are aware they are improving which is highly motivating - they are willing to practice and take risks; a school-wide reading focus inspired non-readers and writers to TRY reading/writing something WITH everyone else so they didn't feel isolated; developing trust and confidence; better able to work collaboratively/cooperatively with a variety of students; students continue to develop a growth mindset (more resilient and accepting of mistakes); students enjoy being outside and kinesthetic.

School Challenges:

Staff reflection on growth from Fall to Spring Check: many students continue to struggle making good choices during their unstructured, less supervised (recess/lunch) and free time. Many students continue to create and thrive on social drama; modeling respectful behavior has not transferred to the way students interact with one another; students are coming to school with significant mental health/trauma and challenging family lives; at the intermediate level students are good at reading but don't really want to read but they are struggling with writing

MDI & St. Learning Surveys: students who do not feel connected or safe at school are also not participating in extracurricular; students feel safe and happy at school and know they can get help if they need it; many students continue to struggle with friendships; students understand school expectations but struggle with following the rules, making positive choices and self-regulating, only 50-60% of our students read for pleasure (at least 4 times/wk).

MDI & St. Learning Surveys: the majority of students feel connected to at least one adult in the school however, students who are involved in school & extracurricular activities feel safe at school, feel happy at school, feel included and supported at school (an interesting correlation); students believe they can learn, have something to contribute and are aware they are learning and improving

WHAT EVIDENCE DO WE HAVE OF THESE STRENGTHS AND STRETCHES?

District Reads and Writes

Surveys (MDI grades 4 and 7)

Teacher Anecdotal Surveys

Student Learning Survey



### 3 WHAT ARE OUR GOALS?

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

Disconnect between students knowing the rules/right thing to do and following the rules/doing the right thing (MDI, student learning survey, staff anecdotal); We also want to continue this goal because we see the positive connections students create with the adults in the building that are strengthened through our work with this goal.

Staff anecdotal feedback on learners that students were struggling with reading and that as a result they were refusing to read saying it was "too hard", "not fun"

WHAT ARE OUR SPECIFIC GOALS?

1. Social-Emotional Learning - How will teaching and modeling respectful behavior and manners continue to improve the connectivity and thus the social/emotional well-being of all our learners including both staff and students?
2. Academic - How do we develop independent, resilient, reflective readers?

### 4 WHAT LEARNING AND ACTION WILL WE TAKE?

WHAT WILL TEACHERS LEARN MORE ABOUT TO SUPPORT OUR GOALS?

Academic - Literacy - Reading

Teachers will work together to create literacy groups based on the needs of the individual students.

Teacher teams will do self-directed Professional Development based on the work of Shelley Moore.

District supported training on literacy instruction for primary grades will enrich and extend literacy instruction in primary grades

All teachers are encouraged to be reflective of their practice and pursue professional learning opportunities on their own to enhance literacy instruction in their classes.

Social Emotional Learning

Teachers will collaborate to create school-wide activities to promote and support the feeling of belonging and community with the school. Helping all students to feel connected, valued, like they belong will help to improve the interactions of students.

The Hutton HAWKS (Helpful, Attitude, Working hard, Kindness, Staying Calm and carrying on) program will be reinvigorated, discussed at assemblies and within classes. The language of the HAWKS will be used to reinforce behaviours within the school and to provide visuals in the hallways and classes.

A committee has been struck to look at and plan school-wide "Family Group" activities that will help build community and connectedness with the school

Staff will learn more about being a Trauma Informed school. Building this understanding of behaviours will help in our day to day interactions with students in classes and in the greater school.

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

Literacy support by a teacher at the primary grade level (K-3)

Supporting classrooms, individual students, small groups, teachers in literacy growth and strategies. The areas of literacy we are particularly targeting are: oral literacy, reading, and writing.

The way support looks in each class is different, depending on the strengths and stretches of the students. In kindergarten we will begin the year supporting oral literacy with communication and guidance from SLP Gillian Finlayson. For students in Grades 1-3 we will be differentiating instruction and providing small group learning opportunities for students in smaller teaching break-out groups. At times the groups will be skills-based, others will include a range of student abilities where we will be creating student-driven projects, supporting and fostering independent learners.

Our District Literacy Support Teacher will assisting teachers with teaching and conducting assessment throughout the year.

Key aspects of literacy support include: collaboration with teachers and teaching teams, relationship building with all students, opportunities to change and adapt groups, projects, and targeted skills throughout the year.

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

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

We will collect data that will help us determine growth.

Class reading data

District reading data

FSA data grade 4 and 7

Student surveys - MDI grade 4 and 7

School surveys - all grades

Teacher anecdotal observations and comments

School incidence reports

## 6 HOW WILL WE SHARE THIS INFORMATION?

### HOW WILL WE SHARE OUR PLAN WITH STAFF?

Our staff plan will be shared with all staff and be touched upon at staff meetings.

data will be shared as we collect it in this area.

staff will be able to view the full document here and add evidence as the year progresses.

### HOW WILL WE SHARE OUR GOALS WITH STUDENTS?

We will boil the language down in to two easily remembered statements so all students can access and understand our goals.

Staff will discuss the two goals with students in their classes and display the goals.

They will be mentioned in assemblies and daily announcements when appropriate.

### HOW WILL WE SHARE OUR GOALS AND PROGRESS WITH PARENTS?

We will share the two goals through a document on our webpage, on Facebook, through PAC meetings and in parent/teacher meetings.

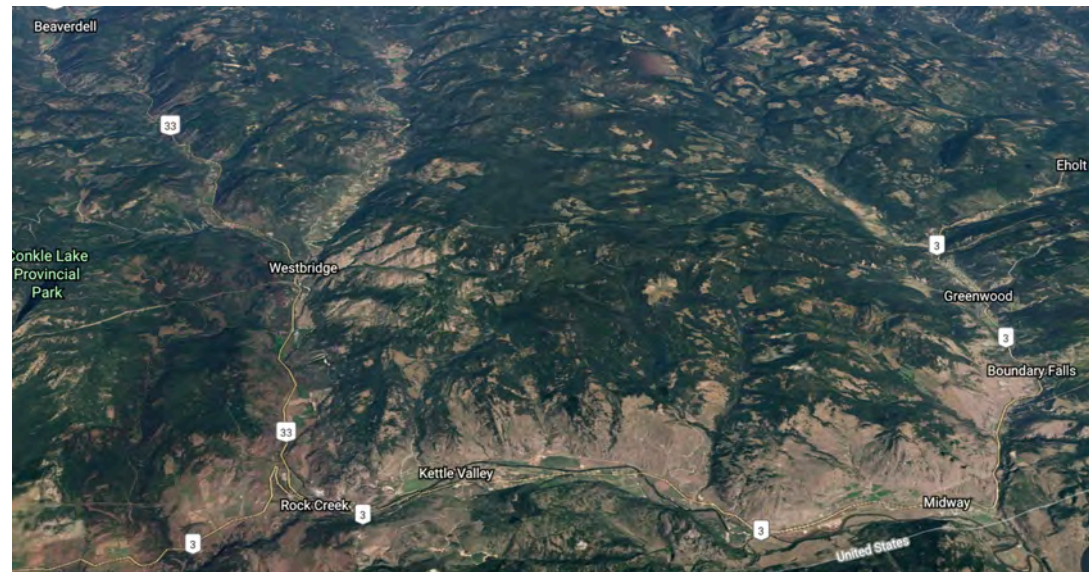
## 2019-2020 4-Schools Growth Plan

The '4-Schools' comprise Beaverdell, West Boundary, Midway and Greenwood Elementary Schools. Each school presents its own unique set of strengths and stretches. However we are bound together by:

- Travelling support staff who work in all four buildings
- Bringing staff and student together regularly for cultural events, field trips, athletic events and celebrations of learning
- A Co-Principalship designed to support both the unique nature of each school and the goals of the '4-Schools'
- An established Professional Learning Community of educators who are committed to collaboration and sharing as we endeavor to grow our pedagogies

With 83 km between schools, our 165 students and 23 educators are connected through meaningful relationships and our common community of The Boundary.

5870 BC-33 Beaverdell, British Columbia



Kettle Valley Rd S Rock Creek, British Columbia



140 Seventh Avenue Midway, British Columbia



Gowrie St Greenwood, British Columbia





## Where we were at...

### SCANNING

#### Human and Social Development

- From the Student Learning Survey (SLS) data "At school, I am learning how to care for my mental health" we had very inconsistent results
- Staff need more time and space to unpack the FPPL

#### Intellectual Development

- Foundation Skills Assessment writing results for both Grades 4 and 7 as well as District Writes indicate we are performing below provincial averages for meeting and exceeding standards
- These results have been trending negatively for the past 5 years

#### Career Development

- From the SLS several students reported negatively to questions around ownership or taking control of their learning

### FOCUSSING

#### Human and Social Development

- A need for more promotion and explicit teaching of First People's Principles of Learning (FPPL)

#### Intellectual Development

- A need to change focus from reading to writing with respect to school goal

#### Career Development

- A need to improve overall understanding of individual student strengths and interests *and* to connect that knowledge with their goal setting

### DEVELOPING A HUNCH

#### Human and Social Development

- If we connect the FPPL to wellness and best practice, will it promote clearer awareness of student mental health needs?

#### Intellectual Development

- If classroom teachers create meaningful writing opportunities and we improve our culture of writing, will that result in improved student writing?

#### Career Development:

- Will using the lens of the Core Competencies improve our shared language about student strengths and relevant next steps?

What's going on for our learners?  
How do we know?  
Why does this matter?



## 4-Schools: Beaverdell, Greenwood, Midway, West Boundary

### CHECKING

#### Human and Social Development

- Most students should be able to answer with examples "How do you care for your mental health?"

#### Intellectual Development

- FSA writing results for Grades 4 and 7 and District Writes should indicate a positive trend

#### Career Development

- From our selected set of SLS questions we should hope for an improvement in overall results

### TAKING ACTION

#### Human and Social Development

- Attend Jo Chirona's 'Beyond the Poster on the Wall'
- Select a FPPL to focus on and demonstrate its connection to wellness

#### Intellectual Development

- Create more meaningful writing tasks
- Celebrate student writing

#### Career Development

- Use the lens of the Core Competencies and their respective profiles to connect student's strengths with their next steps

### LEARNING

- All goals connected via Teacher-Led Inquiry Groups, learning journals, sharing partners, common evidence-based resources and continued use of inquiry process via extra time for teachers to process what they feel their focus should be.

Agenda

### How have we focused on FPPL and connected it to wellness?

Connecting to art and nature

Valuing the idea that learning takes patience and time and is relational and experiential

Holding students responsible and co-creating consequences

Getting students outside x3

Drumming/building drums

Gardening

Visited indigenous exhibit at local museum

Special guests

Exploring ones identity

### How have we created meaningful writing tasks?

Daily writing journals x4

Opportunities to see words/sentence strips x2

Making classroom books with Roots of Empathy or for library

Short Story Writing

“Caught’Yas” as a group

Displaying writing in the hallway

Poetry throughout the year

Personal writing projects x3

Timed Daily writing

Writing outside in ‘Sit-Spot’

Heart Maps

Perspective Historical Writing

### How have we celebrated student writing?

Sharing with others (student/teachers) x5

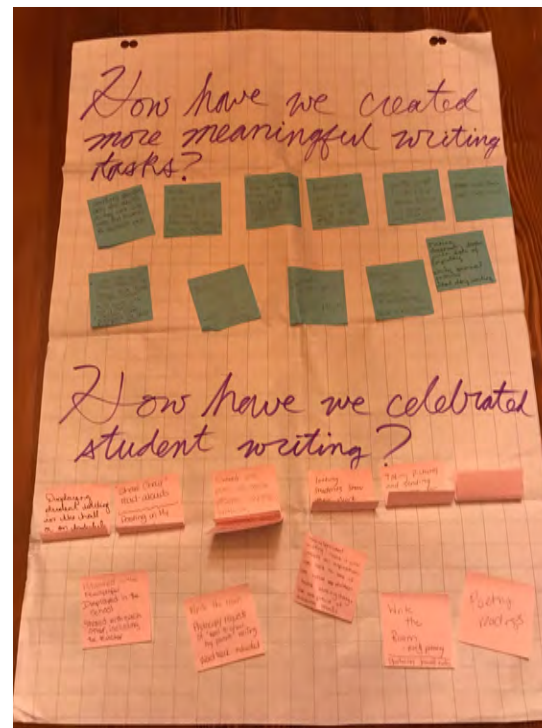
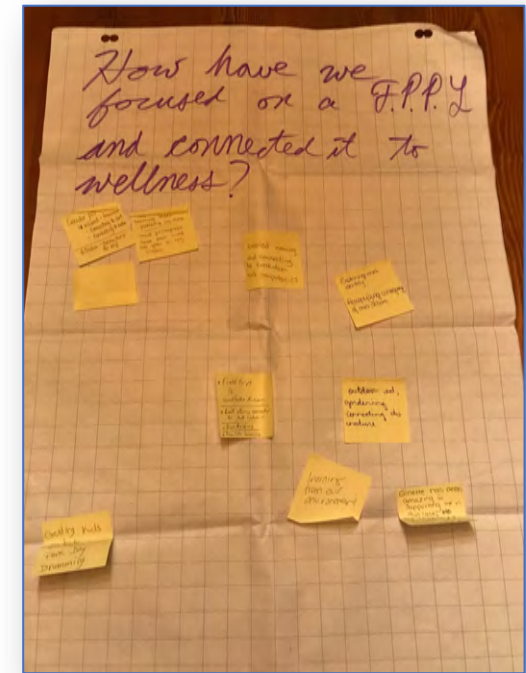
Displaying writing in hall, in classroom x2

Write the room x2

Photocopy journal entries to go home x3

Poetry readings

Published writing in local newspaper



Published in school newsletter  
Sharing aloud  
Sharing in MyBlueprint



## Where we are going...

At our '4-Schools' NID on May 13<sup>th</sup>, we recalled all goals, inquiries and initiatives to piece together our collective learning story. Afterwards, we sorted all of them into strength and stretches. Later in the evening, we wrote our 'next steps'. The following thoughts were collected:

### Teacher Perceived Strengths

Words Their Way  
Outdoor Education x4  
Centres/Choice based learning  
Carole Fullerton  
PBL  
Writing  
Reading Intervention  
Whole school learning projects  
Staff Collaboration x3  
Mental Health & Wellness  
Self-Regulation

### Teacher Perceived Stretches

Shelly Moore x4  
Welcoming parents into the learning process  
PBL  
Carole Fullerton x3  
Jump x2  
FPPL  
Place-based learning  
Co-teaching/planning  
Inquiry-based learning  
Self-Regulation



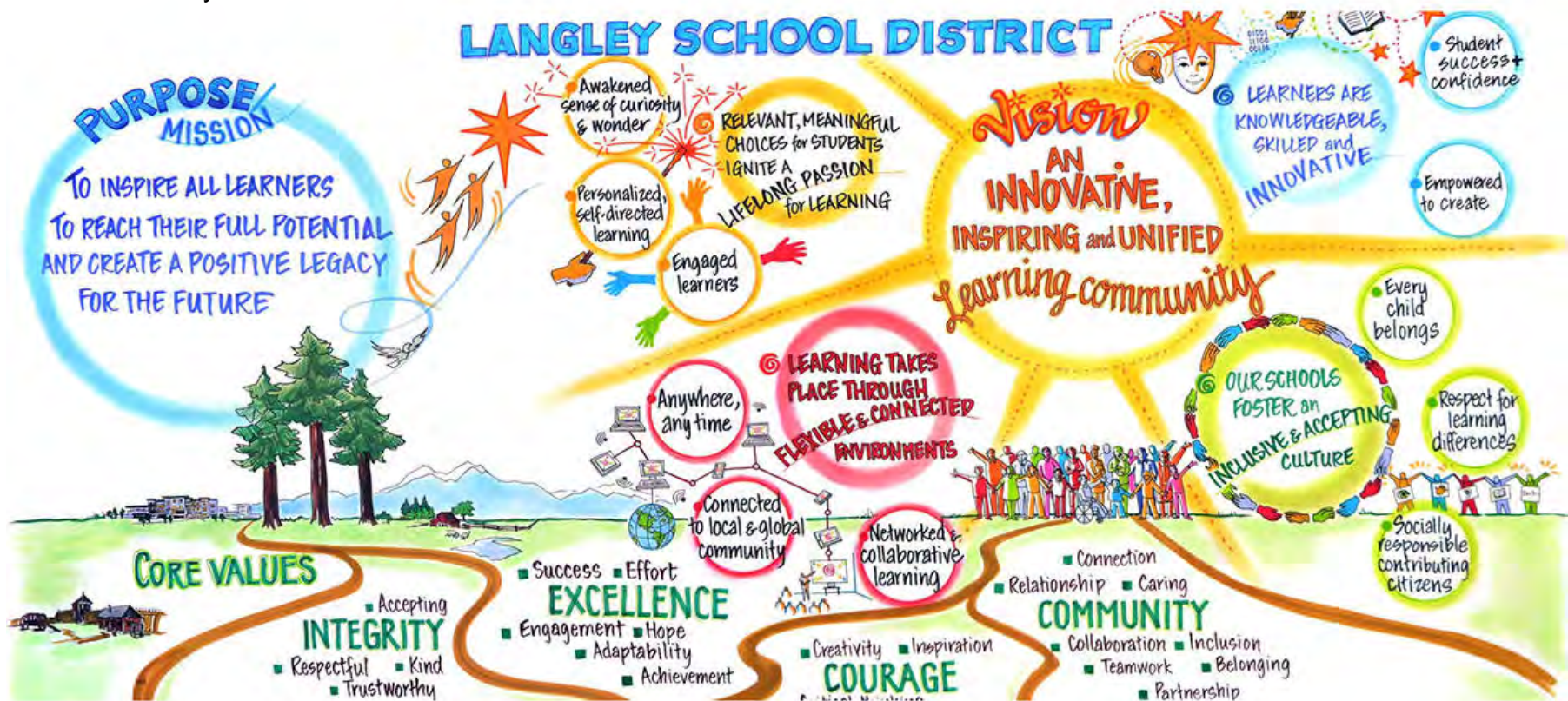


## Teacher Perceived Next Steps

Carole Fullerton x3  
Trauma informed practice x4  
Growth Mindset x2  
Self-Regulated Learners  
Play-based learning  
Shelley Moore

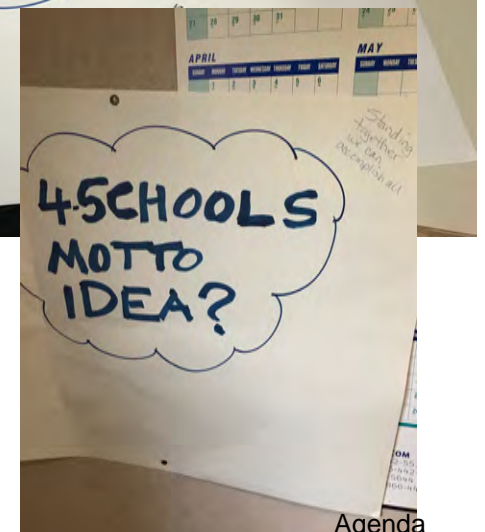
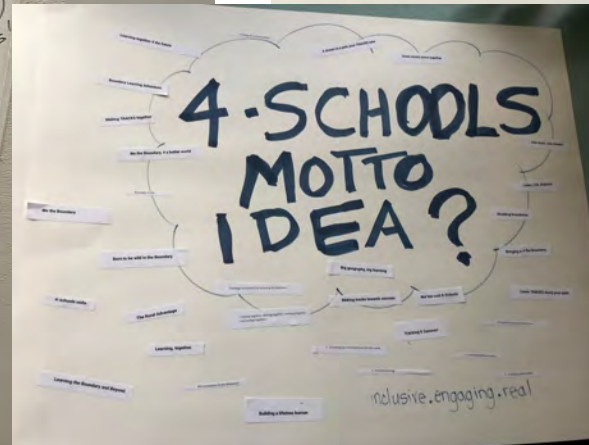
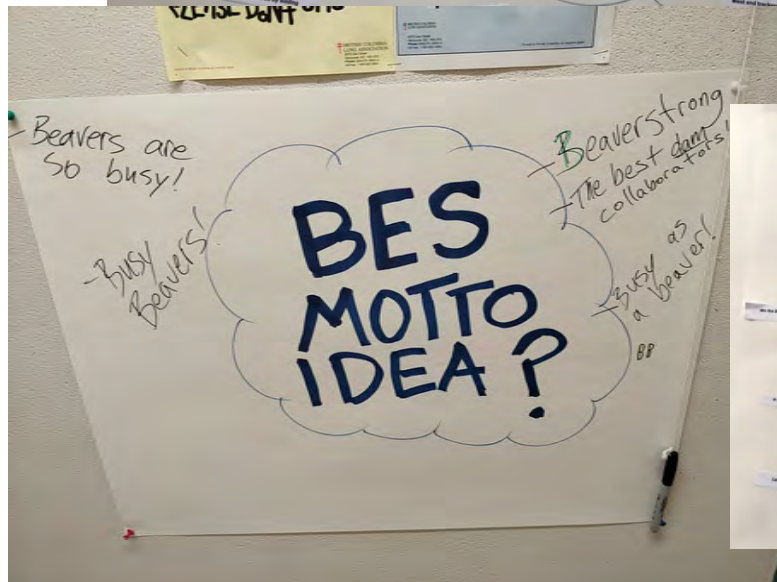
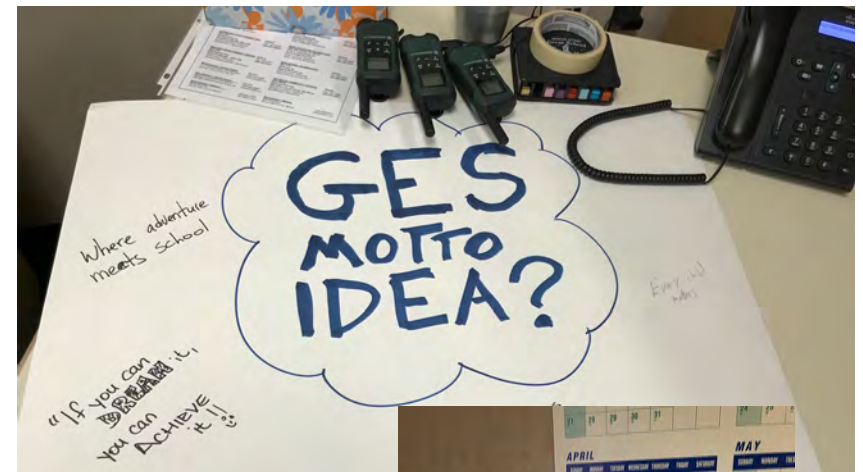
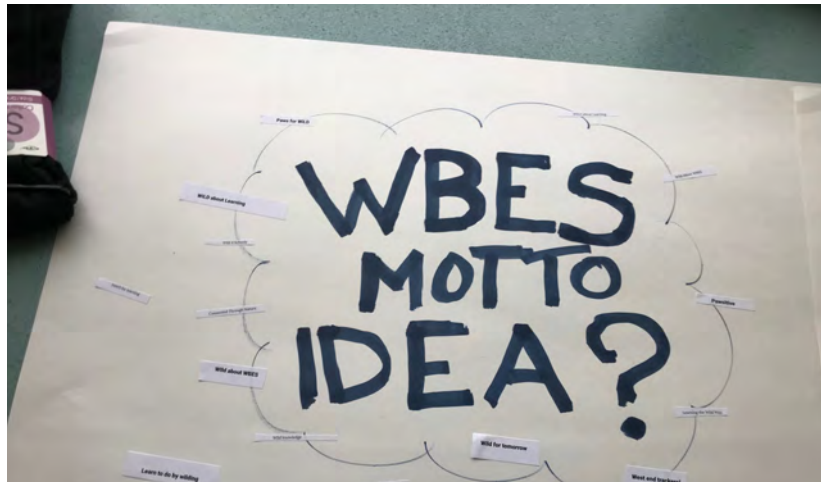
Teacher Collaboration x2  
Communication x2  
Kindness/Acceptance  
Place-based learning x2  
Hands-on learning

We have plans to re-brand our schools in the coming year with either one general or several unique mottos that represent our approach to learning. (For example: "To try is to triumph.") This presents an access point for everyone and will summarize the '4-Schools' purpose or mission statement. Another more visual plan will be developed over the coming year as our teacher inquiries develop. The following visual presents a guide for our 4-Schools to showcase the efforts that will be underway.



## Our Motto Brainstorms

Each of the four schools has been collecting ideas for a unique motto. In addition, each site is canvassing ideas for a '4-Schools' motto. The plan is to collect ideas from staff, parents and the larger community until our next NID. We also have a 'Padlet' open in case a great idea comes while away from the poster. Following the NID, we will have a 'sticky dot' vote to determine the top 3 or 4 mottos. Afterwards, we intend on presenting them to our student body to have the final say via a vote. These mottos will then be printed on everything from coffee mugs to carabiners and cell phone cases to be used as fundraising tools, rewards and general promotion.





## 4-Schools Mission Statement

The process for the mission statement at 4-Schools began in August at our first formal NID. We began by showcasing three questions that we felt summarized what our mission is at school. We posed the questions:

*What do we need for a strong learning community?*

*What attributes do we wish our students to embody?*

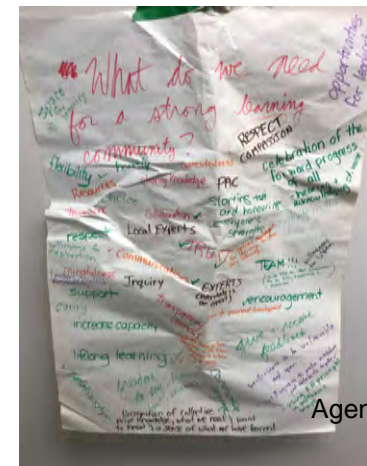
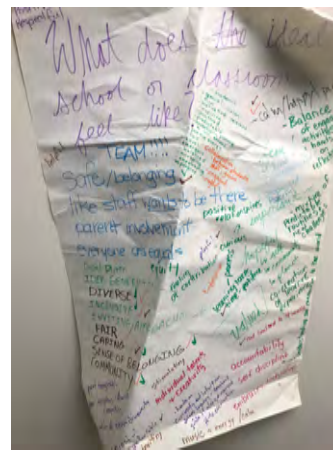
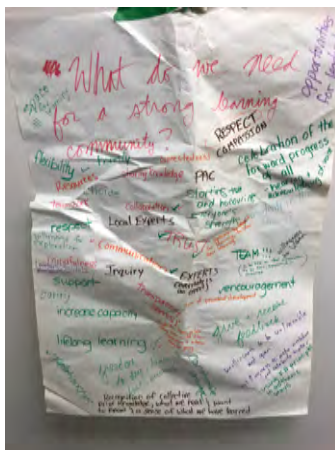
*What does our ideal classroom and/or school feel like?*

Using these guiding questions, teachers wrote words and/or phrases that they felt envisioned and reflected these questions. 3 mission statements for the 4-Schools were then generated from this inquiry and will be given back to all staff via staff meetings, PLCs, and other learning opportunities to be collaboratively analyzed, discussed, and deconstructed to create a new set of mission statements that reflect the school's vision from the educators that work there. From this collaborative process, all stakeholders will have opportunities to provide their voice and insight on the generated mission statements, which in turn will foster a single collaborative 4-Schools mission statement.

*At 4-Schools we believe that the recognition of all voices creates a collaborative and rich inquiry-based learning environment that fosters perseverance, mindfulness, and a passion for life-long learning.*

*The 4-Schools strive to enrich the social and academic experience of all students so that they are goal driven, problem solvers, and have an open mindset to learning.*

*4-Schools is an inclusive learning community that empowers all students to be life-long learners by instilling them with a sense of belonging and ownership over their learning, becoming self-reflective learners, and stimulated by purposeful learning challenges.*



## Working Goals in Progress

In order to begin our collective goal process, we asked our teachers to reflect on the essential scanning question: “What’s going on for our learners?” Following a ‘milling to music’ to share our initial views we continued to narrow down the scope of the question. We did a popcorn activity whereby staff were asked to consider a set of questions and select one that took a wide perspective of learning. One that would involve inquiry and promote evidence-seeking mindsets. Our popcorn yielded pink papers for social/emotional inquiries and green papers for intellectual/academic inquiries. The consensus



was evident. For social/emotional: staff selected “Do learners understand themselves as learners? Are they self-regulated? Are they being increasingly meta-cognitive?” For intellectual/academic: staff selected: “Can learners answer the question, ‘Where are you going with your learning?’ Can they describe in their own words what they are learning – and why is this important? Are we giving learners high quality focused feedback that provides clear directions for improvement?”

## Putting the Visual Plan Together

At our August 27<sup>th</sup> NID, we ideated which visual elements we would like to see in our visual plan. The image of our brainstorm poster is not available at the moment. However, once we have completed our collective mission statement,

mottos and unified academic and social/emotional goals, we will add them to our visual plan that will also feature all elements of our TRACKS program (core competencies). We will have an artist create an image in a scalable format in order to enlist ongoing contributions from teachers. We plan to use Prezi as the platform and will periodically get these posters printed professionally.

# Big White Community

## 1 GENERAL SCHOOL STORY (WHO WE ARE)



### WHAT ARE THE UNIQUE, POSITIVE CHARACTERISTICS OF OUR SCHOOL?

Big White Community School was built in 2004 and is located 56 km (35 mi) southeast of Kelowna in the Southern Interior of British Columbia. Located on Big White Mountain, the highest summit in the Okanagan Highland, an upland area between the Monashee Mountains and the Okanagan Valley. It is the third largest resort in British Columbia, after Whistler-Blackcomb and Sun Peaks.

The mountain summit is at 2,319 m (7,608 ft) with a vertical drop of 777 m (2,549 ft), serviced by 16 lifts. The mountain receives 750 cm of annual snowfall. It has 2,765 acres (11 km<sup>2</sup>) of overall skiable terrain.[1] With 38 acres (150,000 m<sup>2</sup>) of night skiing, Big White has western Canada's largest resort night skiing area. It has a central village classified as a designated place by Statistics Canada, which comprises accommodation, eateries, bars, and shops. The village is 1,755 m (5,758 ft) above sea level.

Community population is currently around 350 permanent residents, however, during high snowfall years, the area can see an increase of up to 20,000 people. The school has 20 different families with 20-35 kids enrolled each year from Kindergarten-Grade 9.

Mr.Oliveira's website for Big White School - <http://mrowbes.weebly.com/>

Big White Community Facebook - <https://www.facebook.com/BigWhiteSchool/?eid=ARBSkoGew5o6S9PN9Wu3mhtcaS8m7Ad7K1x-Bs2PVPYIWkjDvGtR2Aq0kOY9j31GijF9ya5xOmEMIHn>

Official Big White School Website - <https://www.sd51.bc.ca/bwcs/>



### WHAT ARE THE IMPORTANT DEMOGRAPHICS OF OUR SCHOOL AND COMMUNITY?

At Big White School we are proud of our surroundings as we are able to connect with nature daily. We use our surroundings to our advantage throughout the school year. We have a base of local community members that support our school, and we have a transient population spike during the winter months. We are building a community with the resort to create a school that can co-exist together and that helps each other. We are working tirelessly to create and build connections with students, family, and the community at Big White School. Creating a safe environment for everyone is the priority at Big White School. With a safe environment, students will be able to become and stay motivated to learn and volunteer within our school and community.

Big White School has a few long-standing traditions, but we have started brand new ones that we can all share in.

Some long-standing programs at Big White have been the ski program (which we are looking at extending) skating program, Maker's Day, Young Entrepreneurs Show, Terry Fox Run, and Fire Prevention Week.

BWCS has created an identity with a school logo, new school code of conduct (TRACKS), created a sports program that allows kids to be part of school district sports, First/Last Day of school pancake breakfast, movie nights, PJ and Craft day, spirit days (crazy hair day, etc.) Field trips all over the Boundary and Central Okanagan. We have also had community lunches, dances, added daily buddy reading, recognition assemblies, Awards Day opening and closing ski days at Big White Ski Resort, increased outdoor education (snowshoeing, building, nature walks, hikes etc.), a student toy drive to give back to charity, and mystery reading trip.

Finally, we have created volunteer experiences for intermediate kids with the Big White Ski Resort that will see our kids in the community giving back to the community.

BWCS and CLES schools share Administration so it is important that both campuses get together numerous times over the year. We have done this with afternoons at the beach, tubing up at Big White, and combined Maker's Day.

BWCS Programs: Computational Thinking, Mind Up

BWCS Clubs: Choir, Lego club

BWCS Sports: Soccer, Track & Field, Spring Ultimate, Basketball (TBA)



+ NOTES



+ NOTES



+ NOTES



+ NOTES



+ NOTES



+ NOTES

### WHAT DO WE CELEBRATE?

Big White School is transitioning into celebrating students for the character that students represent and how students contribute to our school in areas of teamwork, responsibility, attitude, courage, kindness, and self-regulation through recognition assemblies, Awards Days.

BWCS is creating many experiences, traditions, and opportunities for students to become successful and well-rounded individuals. Students participate in many outdoor activities throughout the year at Big White.



+ NOTES



+ NOTES



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

Part of our school culture is a focus is on self-regulation and culture in learning. This is becoming an important part of our classrooms. Students need motivation and encouragement to participate readily in lessons, tasks, and sharing circles. We have seen that many students struggle with creating positive relationships, self-regulation and problem-solving at Big White so the more students get these experiences and opportunities to use these skills in the school and community, the more positive the environment.

Noticing that only a select few students feel strongly connected to the school and contribute positively to our culture. Most students struggle to contribute to our school and showing leadership.

## WHAT EVIDENCE DO WE HAVE OF THESE STRENGTHS AND STRETCHES?

Our students are experiencing struggles with culture and creating positive relationships within the school. Our smaller population does not aid our mental health and social-emotional struggles Big White School. Being able to manage and express their emotions and get focused on the task at hand is a necessary skill for young students and for their future success and they need support to develop those skills. This plays a big part in their ability to self-regulate and then to problem solve when the need arises. To continue to build strong positive and safe relationships between teachers and students.

Our hypothesis is supported daily by teacher anecdotes and observations in classrooms. Students have also provided feedback about the breathing/stretching/movement program we implemented this year, which indicates that they use what they have learned in class to help them focus and regulate in a variety of situations at home and school.

Our writing data from the District reading and writing assessments as well as our Grade 4 and 7 performance on the FSA indicates that while most students are meeting expectations overall for their writing, more of them are on the low end of meeting in the area of conventions.

Our data for SSIS shows that in Primary that most of the class sits at a level 2 overall indicating limitations on how well they pay attention and engaging in lessons and tasks. A frequent difficulty with communicating and cooperating with others.

Our data for SSIS shows that in Intermediate overall are level 1 & 2 indicating low participation, limitations on how well they pay attention and engaging in lessons and tasks. A frequent difficulty with communicating and cooperating with others.

In Math skills, Intermediates score level varies from 2-4 which indicates inconsistent performance and understanding of content is difficult.

MyBlueprint online portfolios for each student to show off their work, self reflects and be able to show parents in real-time events, experiences, assignments related to school goals for parents to see.

world cafe students .docx + NOTES



NOTES



NOTES

## Shared Comments:

Type your comments...

Send



Patrick Oliveira

3 months ago

I'll have the evidence back up again soon. I like the new format a lot more streamlined. Portfolio evidence is great, working with my parents now to be more involved with this part of my blueprint. Hosted a my blueprint party got them all signed up and want them to be apart of their learning. Powerful real time evidence for the kids and parents.



Ken Minette

3 months ago

I appreciate that you have tied your focus into what you are seeing through tangible evidence. I also am impressed that you are heading towards a more fulsome communication tool of the portfolio that evidences growth far better than grades do.

Load earlier messages

### 3 WHAT ARE OUR GOALS? (FOCUSING)



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

Our focus this year at Big White School is on social and emotional well being of our students. Our continued work on building positive relationships and culture within our classrooms, school, and community. To promote our TRACKS and social skills intervention program to create a common language between teacher, students, and parents.



#### WHAT ARE OUR SPECIFIC GOALS?

Intellectual: We are continuing to focus on writing mechanics. We noticed that we needed a balance from just teaching the conventions to giving students more hands-on ability to write, edit and be exposed to text and reading.

Human and Social: We are continuing to focus on building strong and positive relationships between parents, teachers, and community through various opportunities and experiences so that all students can feel safe and motivated to learn at Big White School. Giving students tools to help themselves build a positive culture that everyone can be proud of at Big White School.

Career Development: A need for more volunteer and leadership opportunities for intermediate students within the school and community. Using experiential learning and opportunities in collaboration with our community to give students an engaging school environment.

### 4 WHAT LEARNING AND ACTION WILL WE TAKE?



#### WHAT WILL TEACHERS LEARN MORE ABOUT TO SUPPORT OUR GOALS?

Pro-D for all teachers on the Social Skills Improvement System (lead by Toni Hoffman) and on creating a positive culture within the school and classroom.

GoNoodle program to aid in breathing, stretching and daily physical activities

Mind Up Program for self-regulation of learners

Amy Allen - Stepping Stones counselor dealing with mental health with students and parents, creating positive relationships giving tools for our teachers to use.

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

We will continue to implement daily breathing practice in every classroom.

We will implement the Social Skills Improvement System (SSIS) program in each class for the first 10 weeks of the school year. Following that, students will self-assess and to determine which skill they could use more time practicing. We will have monthly or weekly review sessions of the skills based on these assessments. The School Based Team will choose specific students for more in-depth assessment and will monitor their progress throughout the program.

We will make more space for reading in our daily programs, including increasing the frequency of our school-wide reading. We will continue to have weekly buddy reading.

We will have intermediate students create movies about CLES traditions and culture to share with other classes and with new families.

We will continue to be part of Maker's Day, ensuring that students focus on problem-solving and self-regulation in this setting. We will continue to work and grow our Young Entrepreneurs Show and similar activities for students to learn from.

We will continue with computational thinking activities from K-7 using spheros, Ipads, lego we-dos.

We will implement the problem-solving system (reflection) for students where they need to consider what is working, what isn't working, and what is next before they receive help from an adult.

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


















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

Intellectual: District writing data (Spring); FSA data; teacher anecdotal notes; classroom writing samples; report cards

Human and Social: Student check-ins (oral and written reflections); time of breathing/sitting still; SSIS assessments (Fall and Spring); Teacher anecdotes and observation; Survey data from students; Ask students on a regular basis; sharing circles

Career Development: Student reflections; digital evidence from events and activities (photos/videos); teacher anecdotes; survey's

 + NOTES	 + NOTES	 + NOTES	 +  NOTES
		 + NOTES	 + NOTES
 + NOTES	 + NOTES	 + NOTES	 + NOTES
 + NOTES	 + NOTES	 + NOTES	 + NOTES

## 6 HOW WILL WE SHARE THIS INFORMATION?



### HOW WILL WE SHARE OUR PLAN WITH STAFF?

Teachers will talk about our three focus areas throughout the year in their classrooms. Checking in bi-weekly, monthly on what is working and what is not. Asking staff to present to me evidence of learning every 2 weeks and making staff accountable for what they are teaching and why.

Weekly meetings including staff and administrator about what is happening, needs, focus for kids.




### HOW WILL WE SHARE OUR GOALS WITH STUDENTS?

Teachers will share with students the growth plan, expectations, and goals. Teachers will combine kids together to create trailers and videos about what the goals and areas of growth are within the school and how we are going about achieving our goals.

Always using the growth plan to drive student instructions - why we are teaching what we are teaching and including students in the progress reporting.

### HOW WILL WE SHARE OUR GOALS AND PROGRESS WITH PARENTS?

The growth plan will be shared with our PAC and made available to all families for input and feedback. Other links and video series are excellent to show and educate parents on what kinds of resources we are sharing with students and staff. Using students to convey the meaning of the goals through media during PAC meetings, via the website, etc.

 + NOTES	 + NOTES	
---	---	--



### Shared Comments:

Type your comments...

Send ↗



**Patrick Oliveira**

3 months ago

Thanks Ken. We have talked with kids about the growth plan goals recently and now we are in the process of having kids put together videos basically to demonstrate to our parent group and to us as a staff what the school stands for and hopefully what we work on at school.



**Ken Minette**

3 months ago

I'm am loving your creativity and inclusive practice in communicating your goals. I think the simplicity of the 6 phase structure is more accessible to all stakeholders too. Very nice!