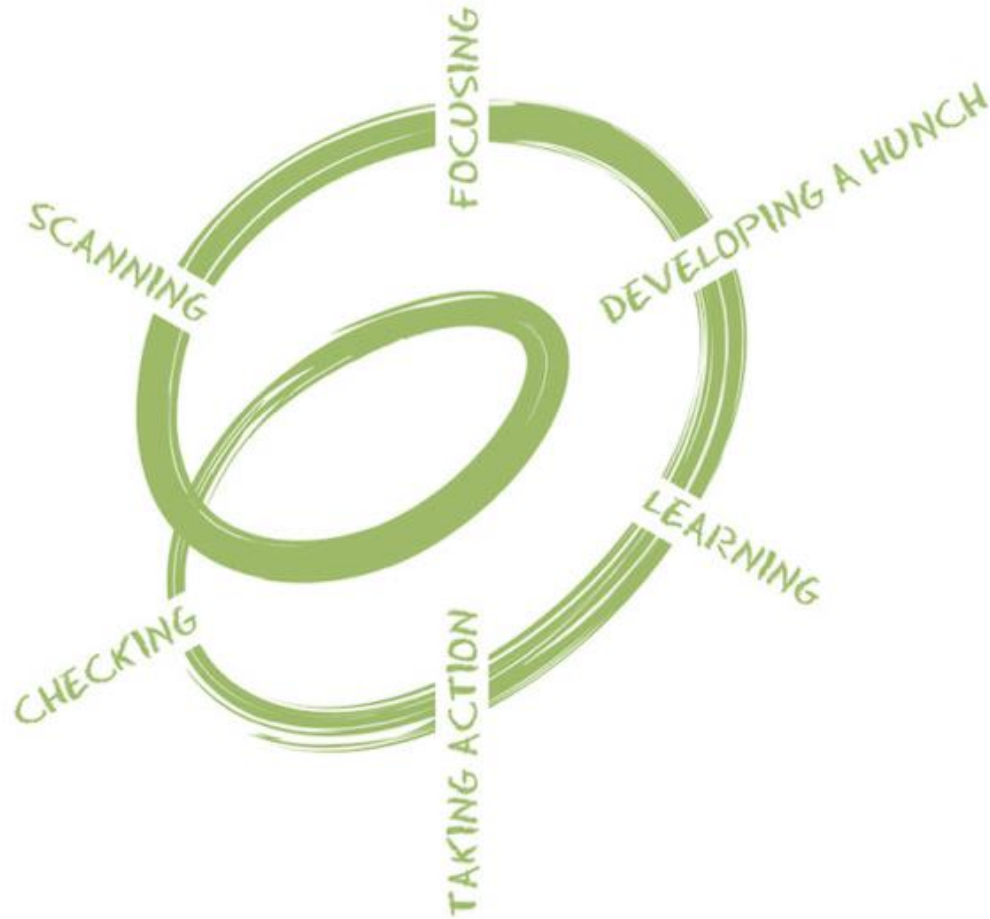


**School District 10 Arrow Lakes
School Growth Plan
2017-2020**



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



School: **Lucerne Elementary Secondary School**

School Context:

- K-12 school of 86 students (K-7: 64 students, 8 -12: 24 students)
- Students attend Lucerne from five rural communities in the north of the Slocan Valley: New Denver, Silverton, Rosebery, Red Mountain and Hills
- Multi-grading strategies are used throughout the program from Kindergarten to Grade 12
- Highly involved and informed PAC and community who value the role of the school in their community
- Staff of multi-talented professionals who take on wide-ranging teaching assignments and are actively involved in professional development opportunities
- A full range of secondary academic programs is offered through either regular classroom instruction, the Facilitated Learning Centre or e-learning
- Majority of students graduate with more than the required number of credits
- A hard-wired/ wireless in secondary only school that is using technology skillfully with Grades K-12 to create multi-media learning experiences
- Hands-on practical skills collaborative practice from grades K-12
- Cross-curricular fieldtrips
- Increased use of the outdoor 'classroom' as an essential learning environment
- Garden and greenhouse are an integral part of the school's learning environment and a celebration of community culture.
- An active student council who lead students in creating a caring K-12 culture

The Mission of Lucerne Elementary-Secondary School is to assist students to reach their maximum academic, social, technical, physical and creative potential in an environment characterized by caring, dedication and respect for individual differences.

Inquiry Question: What do you think is driving your plan for student success?

We're curious to know if increasing resilience through socio-emotional, communication, and metacognition skills will improve student success in mathematics and other forms of literacy. Resilience is not limited to socio-emotional, communication and metacognition skills.

Resilience is the capacity of a social-ecological system to absorb or withstand perturbations and other stressors such that the system remains within the same regime, essentially maintaining its structure and functions. It describes the degree to which the system is capable of self-organization, learning and adaptation (Holling 1973, Gunderson & Holling 2002, Walker et al. 2004).

People are part of the natural world. We depend on ecosystems for our survival and we continuously impact the ecosystems in which we live from the local to global scale. Resilience is a property of these linked social-ecological systems (SES). When resilience is enhanced, a system is more likely to tolerate disturbance events without collapsing into a qualitatively different state that is controlled by a different set of processes. Furthermore, resilience in social-ecological systems has the added capacity of humans to anticipate change and influence future pathways.

Reduced resilience increases the vulnerability of a system to smaller disturbances that it could previously cope with. Even in the absence of disturbance, gradually changing conditions, e.g., nutrient loading, climate, habitat fragmentation, etc., can surpass threshold levels, triggering an abrupt system response. The new state of the system may be less desirable if ecosystem services that benefit humans are diminished, as in the case of productive freshwater lakes that become eutrophic and depleted of their biodiversity. Restoring a system to its previous state can be complex, expensive, and sometimes impossible. Research suggests that to restore some systems to their previous state requires a return to conditions that existed well before the point of collapse (Scheffer et al. 2001).

Theoretical advances in recent years include a set of seven principles that have been identified for building resilience and sustaining ecosystem services in social-ecological systems. The principles include: maintaining diversity and redundancy, managing connectivity, managing slow variables and feedbacks, fostering complex adaptive systems thinking, encouraging learning, broadening participation, and promoting polycentric governance systems (Biggs et al. 2012).

<http://www.resalliance.org/resilience>, accessed 20/06/2016

Gunderson, L. H. and C. S. Holling, eds. 2002. *Panarchy: Understanding Transformations in Systems of Humans and Nature*. Island Press, Washington DC.

Holling, C. S. 1973. Resilience and stability of ecological systems. *Annu Rev Ecol Syst* 4:1-23.

Scheffer, M., S. Carpenter, J. A. Foley, C. Folke, and B. Walker. 2001. Catastrophic shifts in ecosystems. *Nature* 413:591-596.

Walker, B., C. S. Holling, S. R. Carpenter, and A. Kinzig. 2004. Adaptability and Transformability in Social-Ecological Systems. *Ecology and Society* 9:5.

While the set of seven principles is comprehensive to building resiliency, Lucerne School recognizes that working with all seven principles is beyond the capacity of this school growth plan. Therefore, socio-emotional, communication, and metacognition skill building, taken within the context of fostering complex adaptive systems thinking, encouraging learning, and broadening participation will be the focus for the next three years.

Our goal(s); we will...

Goal #1: foster students' self-regulation in learning, communication, and emotional responses through explicit teaching of strategies and implementing cross-grade activities that promote school community

Goal #2: through the teaching of a growth mind-set, foster student engagement with all facets of literacy and numeracy.

Scanning: (What do you know about your students – their successes and challenges - what's going on for them?)

Successes

Students at Lucerne thrive in the outdoor learning environment. They learn best with real life situations, and integrated cross-curricular experiences. They are energetic, willing to take risks, and are comfortable in community. Resources at the school are well used, and are becoming more integrated in all academic as well as elective courses (for example, the greenhouse, garden, and foods program).

The third year of our lunch program has been another huge success, with students partaking and seeking healthy food 3 days per week at lunch, and 1 day per week for breakfast. This assists in reducing behavioral issues due to hunger.

Challenges

Approximately 40% of the student demographic applies to at least one ministry definition of vulnerability. Home support is not available to all students. Low student population creates an environment in which opportunities and challenges both are presented for student relationships.

Transportation and opportunities outside of the Slocan Valley present challenges - these are due to environmental conditions and socio-economic conditions.

In the world there are increasing challenges with self-regulation which makes teaching and learning it more difficult. Skills in communication and socio-emotional regulation are important areas on which to focus.

Focusing: (Identify the most important work you can do to improve the success of your students. On which key areas of learning will you focus?)

Evidence/Data to support:

Staff survey on counseling needs

100% of teaching and support staff indicated a need for elementary counselling support around socio-emotional needs.

Tracking number of referrals to the counselor

2014-2015 school year – referrals of 5 students per month on average

2015-2016 school year – referrals of 2-3 students per month on average

2016-2017 school year – counseling services were ended before data could be collected, but we believe that the referrals continue on much as in 2015 - 2016

Tracking numbers of referrals to the office for misconduct

(Including numbers of students running away from the school)

2014-2015 school year – This was on average 6 per week for the first 4 months of the year. Then it decreased to 2 per week for the remainder of the year. Over the course of the year, the number of serious incidents (requiring parent contact) decreased, with several key students still requiring serious intervention by the end of the school year.

2015-2016 school year – on average 1-2 per week. One VTRA was conducted, and several families were working with the school and community support services to increase skill building around behavioral management and conflict management.

2016-2017 school year – on average 1-2 per month. There can be surges in reports, but generally speaking, the majority of students are improving their ability to self-regulate. We tend to see a lack of empathy towards students who are ‘outsiders’. We also continue to have a few students who will require ongoing consistent interventions that will likely include outside community services.

Staff feedback on school culture

At the beginning of 2014-2015, staff reported a school culture that had large bullying patterns, vandalism, inconsistent discipline, a tendency towards isolation. Staff sent all discipline cases to the office, and did not engage in conflictual situations. Staff reported daily cases of student “runners” and physical violence and/or intimidation.

By the end of 2014-2015, staff reported a school culture where discipline was consistent and promptly dealt with, and staff were dealing with more classroom incidents themselves. Student “runners” were decreased significantly. Staff exhibited desires to refrain from high conflict situations.

At the beginning of 2015-2016, staff reported desires to learn conflict management skills. Increased use of communication, student skills in emotional regulation and communication, discipline transparency, discipline structures, and parent-school-community support structures improved school climate. At the end of 2015-2016, staff reported that bullying had decreased, individual cases were m

In 2016-2017, staff report less bullying, but recognize a continued need for students to learn empathy and inclusion.

Parent feedback on school culture

Parent feedback has indicated that the school culture has improved over the last two years due to consistency of office interventions, increased communications between school and home, and direct skill building with students, staff and parents.

During the 2016-2017 school year, there have been 3 incidents of ‘bullying’ reported by parents.

Ministry of Education Student Learning Survey

This data is inconclusive due to the MSK on the report. Please see attached.

Staff feedback on use of metacognitive skills

Staff indicate student use of planning skills, tracking/prioritizing and other executive functioning skills are low.

Student feedback on use of metacognitive skills

Students have indicated that the homeroom check ins, use of agenda’s and calendars throughout the school, and skill development around NVC are helping.

Grade 4 and 7 FSA

Grade 4

Score	# of Students	%
NYM	1	14.28
MT	4	57.14
EXC	2	28.57

Grade 7

Score	# of Students	%
NYM	1	16.67
MT	4	66.67
EXC	1	16.67

Grade 10 Provincial Examination

2014-2015 Results

Due to small cohort (ie. 1 student), the individual scores will not be reported here. However, the overall trend shows exams scores are lower than school marks by one letter grade.

District Math Assessments

2015-2016

TOTAL PRIMARY (Grade KF, 1, 2, 3)		
Score	# of Ss	%
1 NYM	3	10.71429
2 MM	7	25
3 FM	14	50
4 EXC	4	14.28571
	28	100

TOTAL INTERMEDIATE

(Grade 4, 5, 6)

Score	# of Ss	%
1 NYM	8	42.10526
2 MM	9	47.36842
3 FM	2	10.52632
4 EXC	0	0
	19	100

TOTAL JUNIOR SECONDARY
(Grade 7, 8, 9)

Score	#of Ss	%
1 NYM	6	33.33333
2 MM	6	33.33333
3 FM	6	33.33333
4 EXC	0	0
	18	100

Report Cards

2015-2016

K average final mark	2.5
Grade 1 average final mark	2.9
Grade 2 average final mark	3
Grade 3 average final mark	2.7
Grade 4 average final mark	B
Grade 5 average final mark	B
Grade 6 average final mark	B
Grade 7 average final mark	B
Grade 8 average final mark	B
Grade 9 average final mark	B

Report Cards

2016- 2017

K average final mark	2.5 (these numbers need to be edited once available)
Grade 1 average final mark	2.9
Grade 2 average final mark	3
Grade 3 average final mark	2.7
Grade 4 average final mark	B
Grade 5 average final mark	B
Grade 6 average final mark	B
Grade 7 average final mark	B

Grade 8 average final mark	B
Grade 9 average final mark	B

Key Learnings:

Student socio-emotional needs are extremely high. While having a counsellor for both secondary and elementary has made a large impact, ensuring all staff have skills to assist students on a daily basis is integral. Self-regulation supports students to decrease bullying and conflict, and helps to create safe, calm learning environments. This frees student and teacher energy to be focused on intellectual goals. The FSA, and district assessment data on mathematics shows that students are challenged in this area. Therefore, our energy can be targeted towards all literacy, and especially mathematics learning.

Developing a Hunch: What is leading to this situation?

Lack of socio-emotional regulation, metacognition awareness, conflict management, and communication skills – teachers, students, parents.

Valuing math as a way of thinking, usefulness in communicating with others, how to integrate it into the classroom, how to teach it wholistically in a multi-grade class.

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

Formative assessment, NVC, WITS, Zones of Regulation, Executive functioning, Assessment for Learning, UDL for math are some of the common themes of professional learning. Also, each staff member has developed a personal inquiry rooted in this growth plan to work with in their own environments/settings next year. A teacher resource room has been developed and resources on math literacy (eg. Carole Fullerton books) and SEL, conflict management, communication are available.

Taking Action: What will you do differently?

Upon discussion with staff, the first piece is that all staff members of Lucerne School have developed their own inquiry question to work with in their personal work situation. For teachers, this is in their classrooms. For Education Assistants, this pertains to a student or group of students they work with. For the library clerk, this includes a daily and weekly process that affects the school. These inquiries are included as part of the class review process, and are regularly reflected upon in the staff meetings and school based team meetings.

Further, the timetable is being altered slightly to more closely reflect the needs of the students, and to create space to conduct inquiries into student learning (for example, space for project based learning, regular check-in time for executive functions/metacognition).

“Math as another language” as well as math being a regularly used tool or topic of conversation; math puzzles; math buddies; real world math projects (eg. Solar panel – hydro use).

Direct instruction of ‘mind set’ and ‘self regulation’ strategies

Create regular, brief, computer-based surveys students to track students’ learning and collect data that is reflective of where we are and how we are doing.

Core competency profiles around communication and social and personal responsibility are at the forefront of school wide “Notice, Name & Nurture” strategies in both the secondary and elementary programs.

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

School Growth Plan; bulletin boards, web site, newsletters, PAC meetings, staff meetings, assemblies.

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

Through communication with parents, we will also work with PAC to create Focus groups and workshops for Parents around socio-emotional learning, Non-Violent Communication, and Metacognition. Working with outside community supports (for example, ARC program).

Connection to the District Goals: (How does this plan connect to our 3 district pillars?)

Literacy

Communication via verbal, non-verbal, and socio-emotional cues are critical skills.

Numeracy

Our goals are to increase numeracy success and numerical literacy through a change in mind-set.

Aboriginal Learning

Aboriginal worldviews and experiences are regularly interwoven throughout classes and learning at Lucerne, and in conjunction with metacognition and socio-emotional regulation, this will be incorporated.

Socio-emotional Learning

One of our goals is socio-emotional learning and regulation.

Connection to the 7 Principles of Learning: (How do these principles align with your plan?)

1. **Learners at the centre** – this plan is centered on our students, what they learn and how they learn.
2. **Social nature of learning** – communication and conflict, emotional and social regulation are at the core of this plan.
3. **Emotions are integral to learning** – one of the main pillars of this plan is social-emotional learning.
4. **Recognizing individual differences** – each child responds and learns differently; each child is at a different starting point in their learning, and has to manage different home situations. This plan recognizes these differences and staff are committed to working collectively and individually to meet the needs of all students.
5. **Stretching all students** – these goals reach across the spectrum of students, both personally and academically.
6. **Assessment for learning** – assessment for learning is about having students understand their own learning – this plan incorporates assessment for learning through assisting students to understand and use their own metacognition for guiding their own learning.
7. **Building horizontal connections** – cross curricular connections and connections through how students learn.

Signing Off Page

	Name	Signature
Principal:	Trish Hawkins	
Parent:		
Student:		
Student:		
ALTA Representative		

Date:

Approval of the Board and Superintendent:

Board Chair:

Signature

Superintendent:

Signature