



## EDUCATION PARTNERSHIP COMMITTEE SCHOOL DISTRICT 10 (Arrow Lakes)

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### MINUTES

School Board Office

Date: Tuesday June 13, 2017  
6:00pm

#### PRESENT:

<b>MEMBERS:</b>	L. Brekke, Q. De Courcy, J. Struck, R. Farrell, R. Mcleod, P. Gajda (ALELA)
<b>STAFF:</b>	T. Taylor, L. Newman, M. Grenier, A. Vibe, T. Hawkins, J. Baron, M. Hibberson, J. Baron
<b>REGRETS:</b>	M. Teindl, R. Bardati,
<b>OTHER:</b>	J. Trainor

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#### 1. CALL TO ORDER:

Board Chair L. Brekke called the meeting to order at 6:08pm

#### 2. ADOPTION OF AGENDA:

Moved by R. Mcleod, seconded by Q. De Courcy, that the agenda be adopted as presented.

**CARRIED**

#### 3. PRESENTATIONS:

- a) Wetlands Proposal – Anita Vibe and Neil Fletcher

A presentation proposing a wetlands project behind NES in the forest area.

- b) School Growth Plans

Three-year School Growth Plans were presented by the Principals and Vice Principal of all District Schools.

#### 4. REPORTS:

- a) DPAC  
No Report

- b) ALELA (P. Gajda)

- Nakusp Intermediate Track Meet was a huge success – Thank You to Donna Hicks!
- Grad was a big success
- Emergency services day was a success

c) **STUDENTS**

- Grad ceremonies and banquet was hosted June 9<sup>th</sup> and 10<sup>th</sup>
- GSA Club held a fundraiser at the Saturday Farmers' Market for the Rainbow Crosswalk Project
- Arrow Lakes 'Outfest' happening on Friday June 16<sup>th</sup> at the Arrow Lakes Theatre – entry by donation
- Beach day scheduled for next Wednesday June 21, 2017
- Year-end awards assembly is on June 29<sup>th</sup>
- Exams commence on June 22<sup>nd</sup>

**The EPC would like to thank the students who joined the Education Partnership Committee for the 2016-2017 school year.**

d) ALTA (R. Bardati)  
No Report

e) CUPE, Local 2450  
No Report

**5. SUPERINTENDENT/SECRETARY-TREASURER UPDATE: (T. Taylor):**

a) Superintendent Report presented in detail (report attached)

**6. POLICY MATTERS:**

a) Follow up to May 9, 2017, Policy Recommendations

Board Chair L. Brekke confirmed that no feedback was received regarding the May 9<sup>th</sup>, 2017, Notices of Motion.

**7. OTHER:**

**8. Recommendations to Regular Meeting:**

**9. ADJOURNMENT:**

The meeting was adjourned at 7:41pm.



World Class Learning in a Rural Environment

**June 13, 2017**

**Superintendent/Secretary Treasurer Report**  
*Presented at the Education Partnership Committee,  
 and Regular Meeting of the Board of Education*

My Education BC: Student Enrollment Numbers														
As of:	07-Jun-17													
Grade:	Gr.K	Gr.1	Gr.2	Gr.3	Gr.4	Gr.5	Gr.6	Gr.7	Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	TOTALS
BAS														0
DL	3	2	2	3	3	2	3	0	3	4	2	2	9	38
EES	1	1	1	1	8	3	4	2						21
LESS	8	4	12	6	11	9	5	6	6	7	5	0	7	86
NES	15	23	21	18	27	23	17	33						177
NSS									29	28	24	25	37	143
<b>TOTAL Per Grade</b>	27	30	36	28	49	37	29	41	38	39	31	27	53	
<b>District Total</b>														465

**1. Enrollment notes –**

- There is one fewer student since last month's 466.
- Enrollment projections for next fall suggest: 141 at NSS; 149 at NES; 88 at Lucerne; 22 at EES; 27 at DL, and 4.375 (equal to 14 students) at BAS for a total of 431 FTE (see attached)

**2. Graduation 2017 at NSS and Lucerne**

- 7 students graduated from Lucerne and 36 students from NSS this June.
- Congratulations, graduates! and thanks to all our staff – teachers, education assistants, school secretaries, custodians, bus drivers, maintenance and exempt staff – and our Board of Education -- for your unwavering support of our 2017 grads throughout the years!

**3. Classroom Enhancement Fund**

- In mid-May, as requested, we submitted an application to the Ministry to access the CEF in order to provide additional teachers to restore class size and composition as per the Supreme Court Decision. We await news from the Ministry on this funding.
- The District and ALTA are working closely together on this matter.

**4. Agricultural Land Commission Review**

- The ALC indicates that the Board's application for exclusion from the ALR is now at the review stage with all documentation collected and being reviewed by the Commission
- We look forward to hearing from the Land Commission – should the Fauquier property not be allowed to be excluded from the ALR, the District will approach the RDCK for a lot size variance which would enable us to subdivide off the school building for the community and sell the remaining parcel of land

**5. Excellent May 19<sup>th</sup> Pro-D and Staff Appreciation Day**

- May 19<sup>th</sup> was our final Pro-D day of the year and included a district Celebration of Learning
- Many thanks to our many teachers for sharing their work:
  - Sheena Delong (ArtStarts Design Thinking Project)
  - Katrina Sumrall (Where Does it All Go? School Recycling and Composting Inquiry)

*Superintendent's Report –June 13<sup>th</sup>, 2017*

- Kristin Kipkie, Richelle Johnston, WKTEP teacher candidate, Jared Strand (Student Inquiries into Aboriginal Worldviews and Perspectives)
- Gary Parkstrom, Scott Kipkie, and Signy Fredrickson (Rock Climbing at Skaha Bluffs: Embedding the Core Competencies in the Redesigned Curriculum)
- Chelsea Lada, Sheri Boswell, Brenda McQuair and Erika Momeyer (Changing Results for Young Readers inquiries)
- The Board of Education also hosted a much appreciated Staff Appreciation lunch recognizing all our staff for their dedication to our students, our 2017 retirees and those with milestone experience in the district

## **6. Maker Day film now released**

- SD 10's first Maker Day was held January 2017
- This design thinking and tinkering event has now been captured in a short documentary film at <http://sd10.bc.ca/video> and on our SD 10 YouTube Channel at [https://youtu.be/5g4x4Xf4A\\_Y](https://youtu.be/5g4x4Xf4A_Y)
- The film was created as part of the documentation of student engagement in a Shoulder Tappers initiative, which as well as paying for the nominal cost of the film, also funded over \$5000 in teacher release time, supplies, transportation costs and a student lunch for the 70 Grade 7-9 students from across the district who attended
- Accolades have been received from the Ministry of Education on our film which showcases the innovative structure of the Design Challenge, use of an authentic community expert panel and a requirement that students "pitch" their prototype design to the panel of experts before making
- The Design Challenge for students was to create something that would help our communities be more resilient in the face of disaster such as mudslides, forest fire or power outages and resulted in powerful critical and creative thinking and hands-on learning
- Many thanks to our expert panel of Emergency Management personnel, first responders and the Mayors of New Denver and Nakusp!

## **7. CUPE-District Learning Improvement Fund Negotiations**

- Each year since LIF began, CUPE and the District sit down to negotiate how best to use the CUPE LIF funds as per the SSEAC guidelines
- This year, the Union requested that EA positions throughout the district be from bell to bell so as to improve service to students. The district agreed with this priority and as a result, almost all positions in the 2017-18 school year will be bell to bell.
- In order to achieve an extra hour per week for EAs at NES and Lucerne, one EA position was reduced, and then five hours of LIF funds added to that 14<sup>th</sup> Education Assistant position
- All Education Assistants will receive an additional 1.2 hours per week through the LIF funding beyond the bell schedule to directly assist students, and work with colleagues to support students

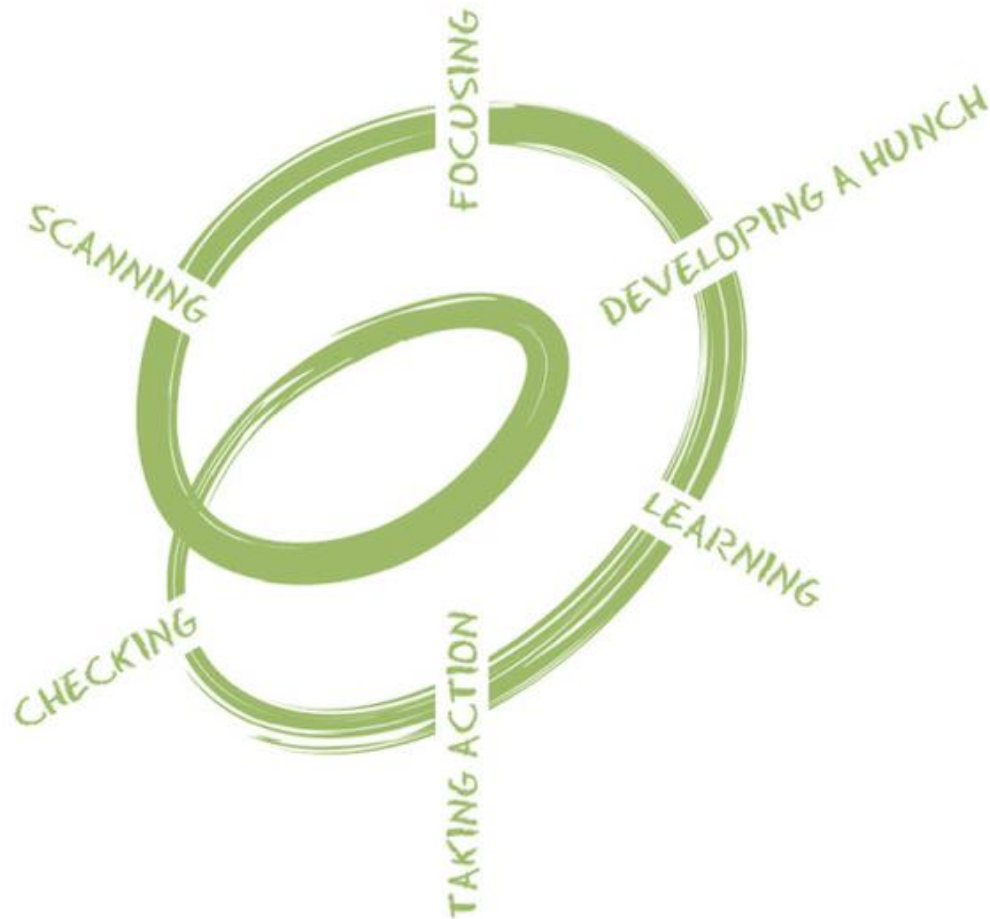
## **8. Welcome Nick Graves! – June 19<sup>th</sup> – first day at Lucerne**

- After a year of waiting, we are pleased to welcome Lucerne's new Principal, Nick Graves, who will begin his principalship on June 19<sup>th</sup>, giving him two weeks of time before the end of the school year to get to know the students, parents and staff
- Nick, his wife and young son look forward to joining the community of New Denver and SD 10

## **9. International Education Program Update**

- We are thrilled to be hosting three potential International Education students in the 2017-18 school year
- Students from Japan, Spain and China are currently pursuing registration and there also is possible interest from a student from Germany
- Thanks to Director of Learning, Ms. Lorna Newman, for her leadership in working through the registrations and search for homestays

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



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



# Edgewood Elementary School

## School Context:

Edgewood Elementary School (EES) is located in the beautiful West Kootenay village of Edgewood, British Columbia. With its scenic views and endless outdoor opportunities, EES is surrounded by a pristine natural setting that provides excellent learning opportunities for its students.

EES serves a school population of 22 students from Kindergarten to Grade 7 with a professional staff of 5 educators each serving within different capacities and teaching times. The 2016-17 grade arrangement at EES is: a multi-grade K-3 classroom and a multi-grade 4-7 classroom. The EES staff is a very vibrant pedagogical group that actively participates in Professional Development to hone their teaching skills. Students at EES benefit from a group of excellent and devoted educators.

The school itself has a fully operational library, and gymnasium. There is also one room that has been created into a wonderful “Learning Commons Room” that caters to all special occasions, group projects and doubles as a lunch room. Attached to the building is a Strong Start classroom that offers a range of pre-school activities. The Strong Start incorporates lots of resources within the school to diversify the program and to provide a helpful transition for preschoolers who may be enrolled at EES in upcoming years. The playground at EES provides a vast open field with an attached community forest. Nearest to the entrance of the school is an excellent community jungle gym with new fencing.

Day to day, EES is a very busy place! Members of the community are in and out of the school constantly which really reflects the openness of the learning environment. Students are given ample amounts of opportunities to extend their learning outside of their classrooms. This is largely due to the staffs strong and positive connections within the community. Numerous dress-up theme days and activities are offered throughout the year for all of the students at EES. The Inonoklin Valley Reading Centre has a shared use agreement with EES and the volunteers help out with book selection and purchasing.

## An Inquiry Question and Scanning

Scanning is the action taken to see what is going on for our learners. School Assessments were looked at in the areas of District Reading, Writing, and Numeracy. Because Edgewood has such small grade sample groups, it is very difficult to get an accurate read on trends. Of course quantitative data is not the only factor to be considered in a school of this size. Staff qualitative input is another source of valuable data. Regarding quantitative data, instead of looking at each grade as separate groups, the whole school was considered to see any patterns or needs in areas from the District Assessments. Below is a breakdown of two years of assessments to guide the discussion.

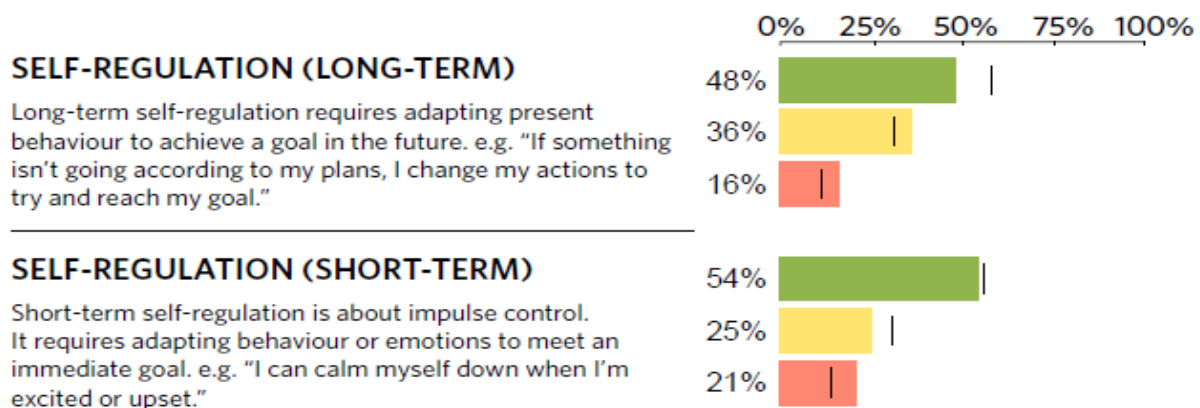
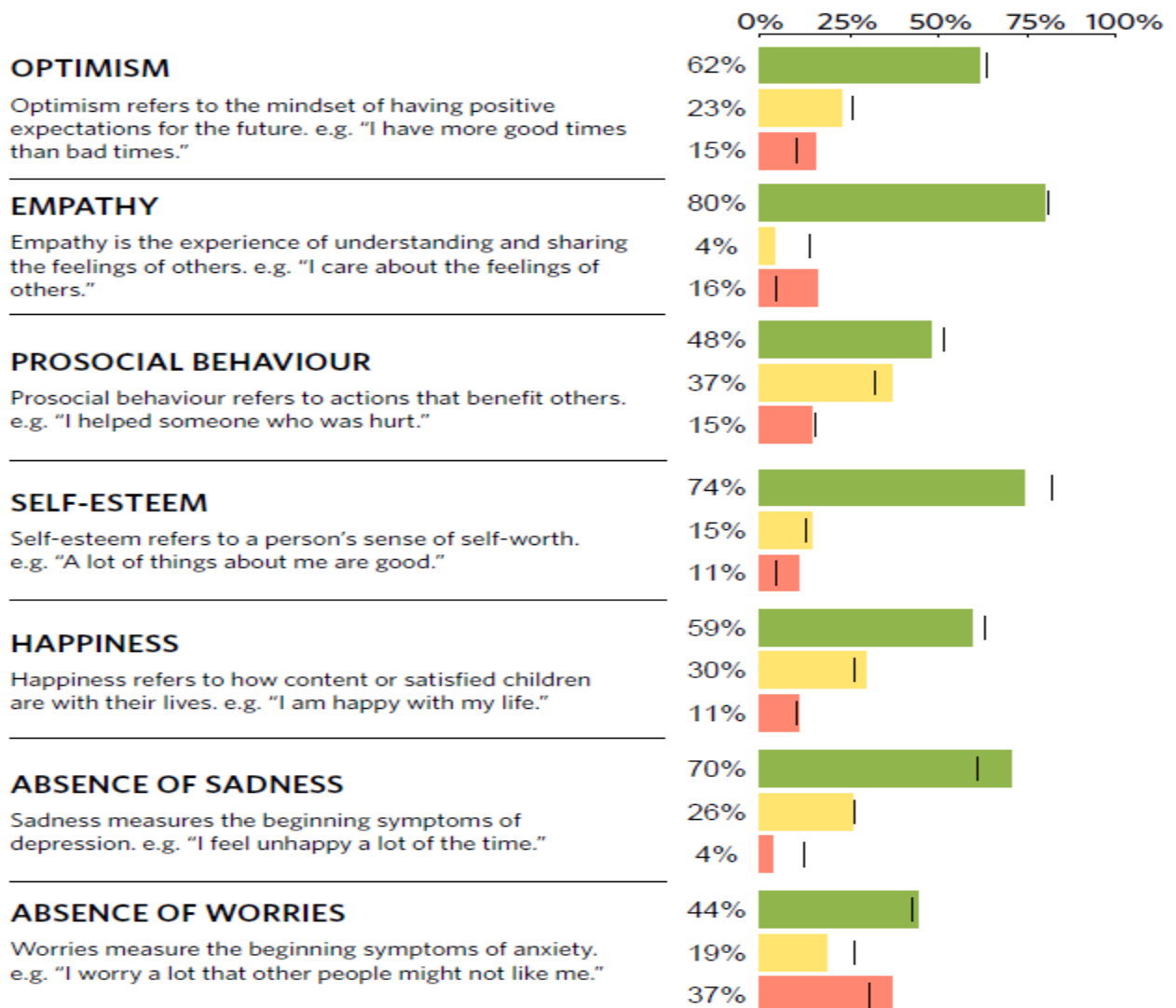
Assessment Data:

District Assessment Reading 2015-2016	District Assessment Writing 2015-2016	District Assessment Numeracy 2015-2016
7% Not Yet 40% Min Meet 27% Fully Mt 27% Exceed Exp.	6% NY 50% MM 25% FM 19% EE	12% NY 41% MM 29% FM 18% EE
District Assessment Reading 2016-2017	District Assessment Writing 2016-2017	District Assessment Numeracy 2016-2017
7% Not Yet 47% Min Meet 33% Fully Mt 13% Exceed Exp.	% NY % MM % FM % EE	29% NY 29% MM 29% FM 12% EE
FSA Reading 2015-2016	FSA Writing 2015-2016	FSA Numeracy 2015-2016
NA	NA	NA
FSA Reading 2016-2017	FSA Writing 2016-2017	FSA Numeracy 2016-2017
30% Not Yet 70% Fully Mt 0% Exceed Exp.	40% NY 20% FM 40% EE	20% NY 70% FM 10% EE

Looking at District Assessment Data from 2015/2016, it is evident that Numeracy is an area where our students need continued support given that 12% of our students were not meeting expectations. This trend is continued looking at the data from 2016/2017 District Numeracy assessment with a larger cohort again showing that 29% are not yet meeting expectations. Although the FSA data is somewhat more positive, this reflects a different type of assessment.

## 2016/2017 MDI Data

The data below is taken from the MDI Grade 4 district assessment conducted in 2016.



## Scanning continued

In April 2017, the staff of EES met together to discuss the foundation and direction of our three-year School Growth Plan. The template for discussion was based on the Spiral of Inquiry created by Linda Kaser and Judy Halbert.

Staff were asked to discuss the current *strengths and stretches* of our elementary school based on the following five categories: **Numeracy, Literacy, Social-Emotional Well Being, Aboriginal Education, and Student Services**. As such, the driving question was:

**Based on these five areas: what are the current strengths and stretches we have experienced at our schools, and where are we going to focus our attention for the next three years?**

After the *inquiry question* was proposed to staff, discussions then focused upon these five areas. Essentially, the staff had then switched into a *scanning* mode where both the strengths and stretches of these areas were discussed at length.

The ultimate goal of these conversations was to assess what is working and what needs some revisiting. Staff was then asked to collectively decide on two focused and manageable goals for the next three years.

**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?)**

EES staff decided that the two main goals for the School Growth Plan of 2017-20 would be:

1. **Numeracy-** Improve our students' mathematical thinking; specifically, understanding math in conceptual ways.  
Students shall acquire numeracy skills and build proficiency in math language so they can apply their skills to solving problems and making real world connections. They will be able to express their math understanding through words, numbers, symbols, real life problems, graphics, models, and manipulatives.
2. **Social and Emotional Well Being-** Help our students to develop positive interpersonal skills and provide opportunities for individual personal development contributing to emotional well-being.  
Students with the ability to self-regulate emotionally are better able to focus on their studies. Students who are empathetic and able to build and maintain positive social relationships are better able to contribute to a constructive learning environment.

## Developing a Hunch: What is leading to this situation?

In terms of a rationale as to why these are the two focus areas, the following strengths and stretches based on staff discussions are provided below.

The EES Staff came to a consensus on these two areas being the focus for the upcoming School Growth Plan at a staff meeting at Edgewood. Numeracy was selected because

- Assessment results show a need in this area for our students
- Math in multi-grade classroom is particularly challenging
- The current curriculum espouses new pedagogical techniques for Math instruction
- Professional development in this capacity is available

Staff felt there was a definite need to focus on Social and Emotional Well Being.

- Given the small peer group, positive and inclusive interpersonal behaviors are essential
- Given the remoteness of our school, transitions after elementary school are particularly challenging
- There are not a lot of local programs to meet the needs of diverse learners and opportunities for students to develop their individual talents.
- Developing self-regulation and a growth mindset are viewed as keys to academic and social improvement. The MDI information, based on self-assessment, reflects a need to work on this area.

### **Numeracy**

Current Strengths	Current Stretches
<ul style="list-style-type: none"> <li>-Pro D from Carole Fullerton</li> <li>-The Northern Lights Assessment</li> <li>-Conversations about Math Instruction between staff</li> <li>-Students engagement in discovery Math.</li> <li>-A balanced approach through a variety of methods and strategies</li> <li>-Smaller class sizes</li> </ul> <p>These approaches align well with the new curriculum and approaches to math and contribute to meeting the diverse needs of multi-age classrooms.</p>	<ul style="list-style-type: none"> <li>-Collaboration time after focused pro-d to integrate and implement the current practices</li> <li>-Helping parents to understand and appreciate the value of the new curriculum and approaches to Numeracy</li> <li>-More literacy connected math resources at both the primary and intermediate end</li> <li>-Making real world connections</li> <li>-Meeting the needs of all students given the wide range of multi-grade classes</li> <li>-Positive mindset and persistence with task</li> </ul>

### **Social and Emotional Well Being**

Current Strengths	Current Stretches
<ul style="list-style-type: none"> <li>-Whole class interventions and opportunities for one on one discussions with counsellor</li> <li>-Outdoor based activities</li> <li>-Hosting "Take Me Outside day"</li> <li>-Intramural activities at lunch hour</li> <li>-Extra-curricular activities through both school and community</li> <li>-Strong Aboriginal Education Program, with consistent attendance of a specialist instructor</li> <li>-Art Starts program</li> <li>-Exploration learning through ADST</li> <li>-NSS students coming to organize activities at EES</li> </ul>	<ul style="list-style-type: none"> <li>-Apprehension from some parents about having children talk to a counsellor</li> <li>-Short lunch hour for activities</li> <li>-Supporting students with anxiety and helping them to build coping strategies</li> <li>-Small peer group makes social interactions at age level more limited</li> <li>-Engaging community members in school activities more frequently</li> <li>-Few opportunities for athletic outlets including district wide events and field trips.</li> <li>-Prepare students for transitions after Elementary and reduce anxiety about</li> </ul>

<p>-Walking Wednesday</p> <p>These activities provide diverse learning opportunities and social interactions for our students. Place based learning provides opportunities for outdoor connections and links with the community.</p>	<p>alternate social interactions through increased interschool activities</p> <ul style="list-style-type: none"> <li>-Developing positive mindset</li> <li>-Self-regulation skills in the areas of emotions and study habits</li> <li>-building positive inclusive interpersonal behaviours</li> <li>-Assessing the Personal and Social Core Competencies</li> </ul>
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### **New Professional Learning:**

**Numeracy** - As previously mentioned, staff have found this year's professional development in Numeracy informative and helpful. The work done with math consultant Carole Fullerton has been very well received. Staff will continue to work with Ms. Fullerton this upcoming year and look forward to using and learning from the new math assessment piloted in April. Continued Professional Development in this area is desired by staff. In addition, collaboration time with grade level teachers and EA's would compound the benefits provided by Ms. Fullerton's instruction.

### **Social and Emotional Well Being–**

As core competencies have now become more of a focus in the curriculum and in the reporting order. Training and collaboration in how to assess and support self-assessment in these areas is desired by staff.

In response to the stretches observed in interpersonal relationships, professional development in school wide training (staff and students) in programs such as WITS, Zones, MindUp, or Friends is also requested.

### **Taking Action:**

**Numeracy** – As mentioned above, EES staff will continue to focus on improving students' math understandings by stepping deeper into instructional practices and concepts being shared by Ms. Fullerton. Part of this is accessing opportunities to collaborate with district staff to share instructional planning that consistently promotes mathematical understanding through play, inquiry, and problem solving. One particular area of concern across many grades was challenges with making real life connections based on numbers. One of the ways this could be addressed is through hands on challenges and other activities connecting Math to everyday life.

**Social and Emotional Well Being–** Despite its small size EES has a diverse range of learner needs. Staff are committed to a continued effort to ensure that these students are provided the support they need to be successful in school. This year through the Art Starts program students have had access to a variety of Art specialists from the community. There has also been the consistent weekly presence of a counsellor this year facilitating the WITS and Zones programs. We have seen some progress in terms of interpersonal relations as a result and this

type of programming should continue. Additionally, Aboriginal education has been well supported this year through a specialist teacher and First Nations Elders, this has provided a relevancy that improves the impact of the program. Introducing growth mindset strategies is one area to introduce. Staff will continue to foster social interaction through Friday challenges and other team building activities including outdoor activities.

### **Collecting Information:**

**Numeracy** – Results from the new piloted assessment will become a new baseline of data to help inform future pedagogical instruction in math. FSA results will also help to give an idea of how student learning is progressing.

**Social and Emotional Well-Being** – The “I can” statements found in the new BC curriculum Personal Awareness and Social Responsibility sections offer targets for evidence of positive development of emotional self-regulation. These self-assessments will be completed before the final summative report and can be used as transitional data. Additionally, the MDI assessment will be useful for collecting data on emotional well-being.

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

As it is always encouraged and promoted, parents are always welcome to help with any school initiatives. EES will continue to collaborate with parents (based on whatever situation) as they have always done so. Parents have had input into this growth plan through the PAC. Continued efforts to include local specialists through the Art Starts Program and Aboriginal Education program allow for increased community integration into our school.

Communication about happenings at EES will continue to be sent home via individual teacher communicative practices, through school website, and newsletters.

### **Connection to the 7 Principles of Learning**

- 1. Will an additional focus on making real life connections to numeracy assist students in a deeper understanding of numeracy?**
- 2. Can students and staff become more connected to school and therefore more successful by improving their social and emotional well-being?**

If we use the above 2 questions as the lens to focus our Growth Plan, we need to be mindful to connect to the 7 Principles of Learning. Our plan will connect as follows:

**Learners at the Center** means students need to be truly engaged in learning and with more hands-on learning and cross curricular approaches this will happen

**Emotions** and self-regulation with the help of the Zones of Regulation Program and building their Social-Emotional skills and well-being through the WITS program

**Individual Differences** is always a key element of a multi-grade classroom and will continue to be so at EES. This also overlaps with our focus on Social and Emotional Skills

**Stretching all students** with the whole school Challenges and Hands-On learning to supplement academic work

**Assessment for Learning** will be a key part of the plan on a daily basis. The informal assessment will be used by teachers to guide lesson planning for greater successes

**Horizontal Connections** are a key part of the focus as making 'real world' connections in numeracy was a stretch in the last Numeracy assessment rounds and we realize this needs more emphasis

## Preliminary suggestions for Taking Action

Taking Action	Strategy to implement	How have we done?
<b>Numeracy</b>	School Wide Challenge Events with focus on Numeracy	
	Project Based Activities in Numeracy	
	Increasing the real-world content of Math lessons	
	Developing positive mindset and collaborative approaches to problem solving	
<b>Social Emotional Well Being</b>	Counsellor in class more for social games	
	More multi-school activities – Take Me Outside Days	
	Increased diverse learning opportunities to meet the needs of students	
	More visits to NES and NSS for planned onsite activities	

## Signing Off Page

	Name	Signature
<b>Principal:</b>		

<b>Parent:</b>		
<b>Parent:</b>		
<b>Student:</b>		
<b>ALTA Representative</b>		
<b>CUPE Representative</b>		

**Date:**

**Approval of the Board and Superintendent:**

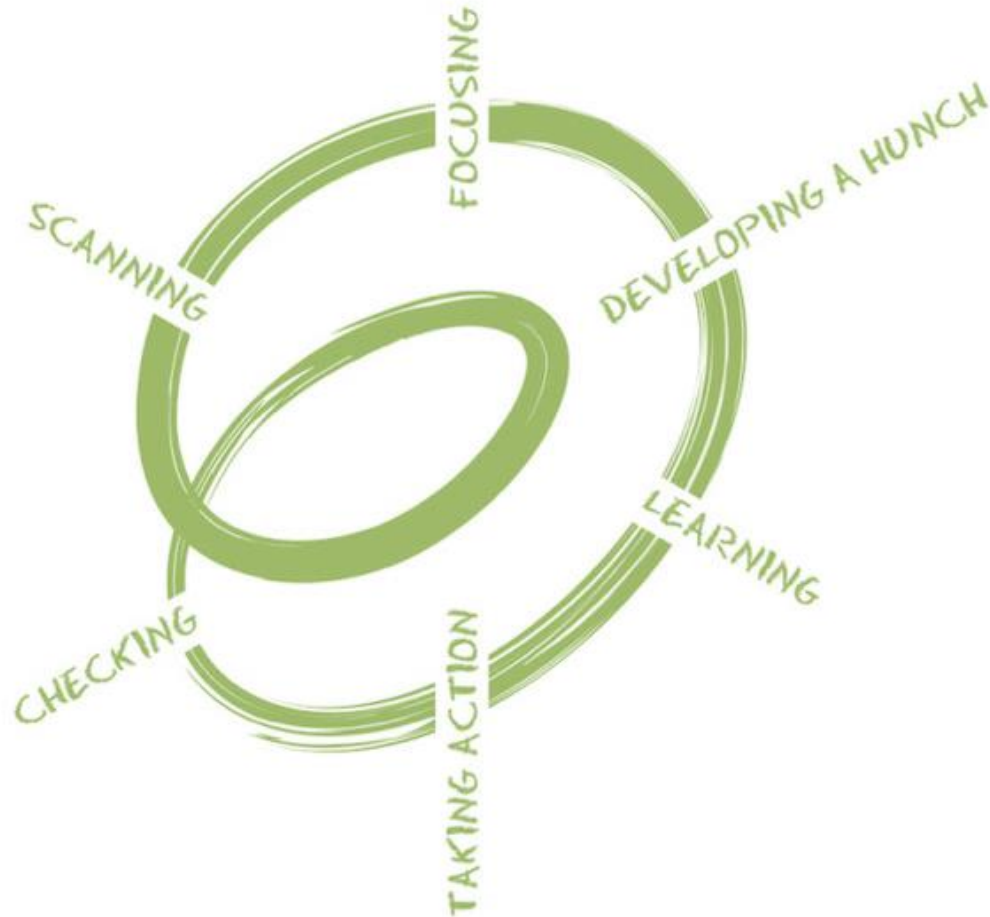
**Board Chair:**

\_\_\_\_\_  
**Signature**

**Superintendent:**

\_\_\_\_\_  
**Signature**

# 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 Slokan 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
<b>Principal:</b>	Trish Hawkins	
<b>Parent:</b>		
<b>Student:</b>		
<b>Student:</b>		
<b>ALTA Representative</b>		

**Date:**

**Approval of the Board and Superintendent:**

**Board Chair:**

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**Signature**

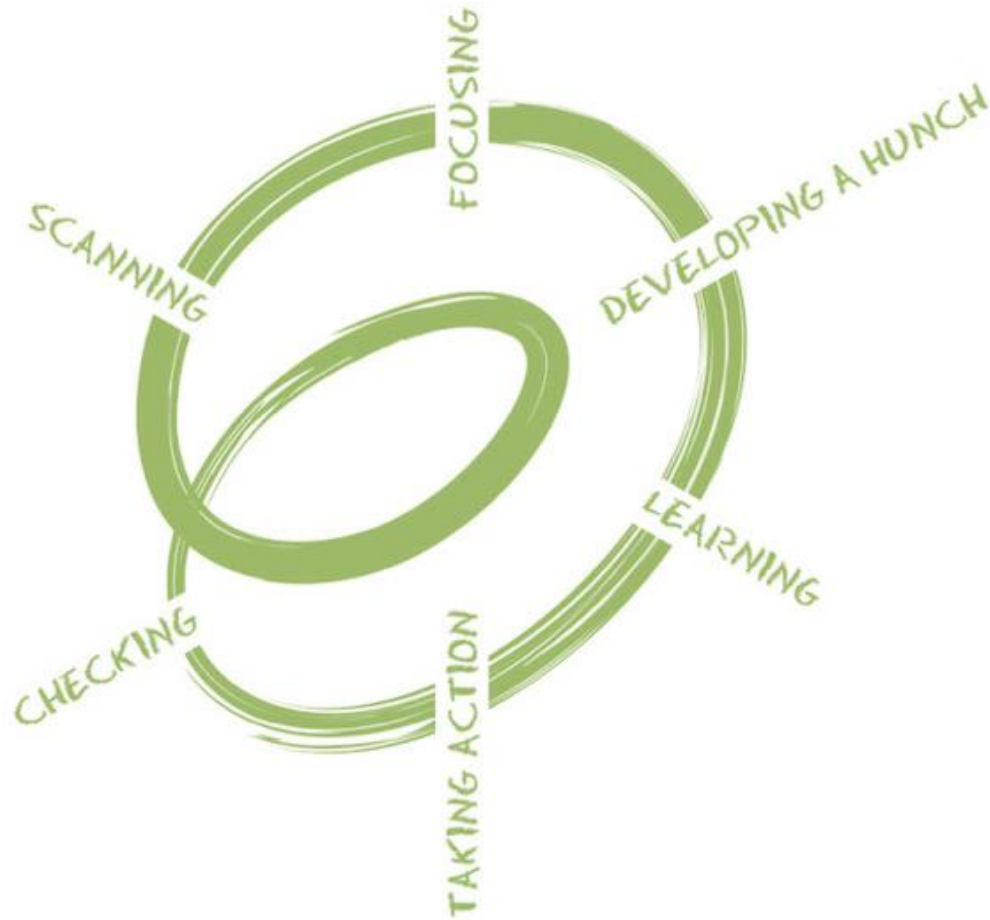
**Superintendent:**

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**Signature**

**DRAFT**

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



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

# DRAFT



## School: Nakusp Elementary School

### School Context:

Nakusp Elementary School (NES) is located in the beautiful West Kootenay village of Nakusp, British Columbia. With its scenic views and endless outdoor opportunities, NES is surrounded by a pristine natural setting that provides excellent learning opportunities for its students. As such, the school motto "Learning is in our Nature" is very much a reality at NES.

NES serves a school population of 173 students from Strong Start to Grade 7 with a professional staff of 24 educators each serving within different capacities. The current grade arrangement at NES is: a straight K-4 classroom, a 4/5 split, a 5/6 split, and two separate Gr. 7 classes. The NES staff is a very vibrant pedagogical group that actively participates in Professional Development to hone their teaching skills. Students at NES benefit from a group of excellent and devoted educators.

The school itself has a fully operational library, gymnasium, and computer lab. There is also one room that has been created into a "Sensory Room" that caters to our students with particular sensory needs. However, the room has been widely used across the school for students who need a kinesthetic opportunity within their days. Teachers have been excellent at incorporating these supervised sessions into some of their students' regular schedule. Attached to the building is a Strong Start classroom that provides a rich learning environment for our early learners aged 0-5. The Strong Start incorporates lots of resources within the school to diversify the program and to provide a helpful transition for early learners to have success in Kindergarten. A full auditorium is attached to the school called "The Bonnington". This space is used by the school daily and is also a venue for community events. The playground at NES provides a vast open field with an attached community forest. Nearest to the entrance of the school is an excellent community jungle gym that has just recently been upgraded thanks to an initiative from the NES Parent Association Council (PAC). There is also two large concrete play areas, one with tetherball poles and the other with basketball hoops.

Day to day, NES is a very busy place! Members of the community are in and out of the school constantly which really reflects the openness of the learning environment. Students are given ample opportunities to extend their learning outside of their classrooms. This is largely due to the staffs strong and positive connections within the community.

# DRAFT

## Scanning

Staff met together to discuss the direction of our three year School Growth Plan. The discussion was based around the *Spirals of Inquiry* framework by Linda Kaser and Judy Halbert.

Staff first began a scanning process by looking at their own classroom context. Through an inquiry lens, students were looked at to see what particular trends were particularly apparent within each classroom setting. In consideration of many different focus areas, this information was shared with the school principal to see what trends were popping up across the school. These trends were shared and became the basis of discussions moving forward.

In reflection of these trends, staff continued to collectively scan student clientele based on the following sources of information:

- District Assessments
- Middle Years Development Instrument (MDI)
- Foundation Skills Assessments (FSA's)
- Classroom Assessments - both formative and summative

## Focusing

After a careful and collaborative study of the data available, the staff determined that the two following areas that would be focused on for the upcoming School Growth Plan would be:

- Social and Emotional Well-Being
- Numeracy

As a way to narrow the focus further, two goals were derived from these areas which will become the inquiry-based study for the following three years:

### Goal #1

**--Improve our students' social and emotional well-being according to the Core Competencies.** *Each class will use the Class Review process to identify the competencies and apply strategies they will focus on. Evidence of growth will be reflected by classroom assessments and the annual administration of the Middle Year Developmental Instrument (MDI).*

### Goal # 2

**--Improve our students' mathematical thinking; specifically, understanding math in conceptual ways.**

*Students shall acquire numeracy skills and build proficiency in math language so they can apply their skills to solving problems and making real world connections. They will be able to express their math understanding through words, numbers, symbols, real life problems, graphics, models, and manipulatives.*

# DRAFT

## Developing a Hunch

### *Social Emotional Well Being*

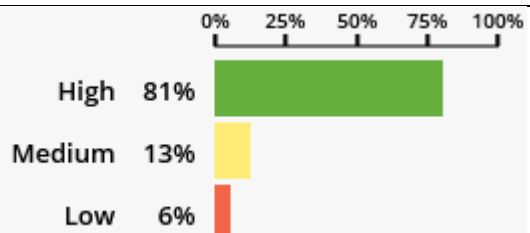
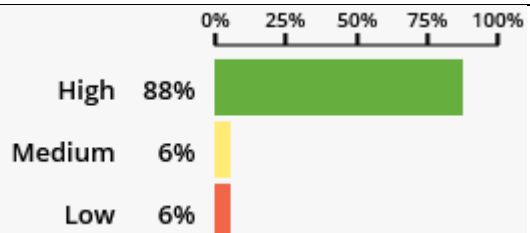
What is leading to this situation? Staff has been very cognizant of the social/emotional challenges of our students. Staff are concerned around the high levels of anxiety displayed by some of our students, challenges being dealt with from home environments, and how a great population of our students need some support in creating healthy relationships.

NES this year introduced the WITS/LEADS program to our students and it has been met with varying levels of success. Students have been equipped with the WITS language as a part of their daily social toolkit, but staff are wondering about its overall effectiveness with the areas of concern stated above.

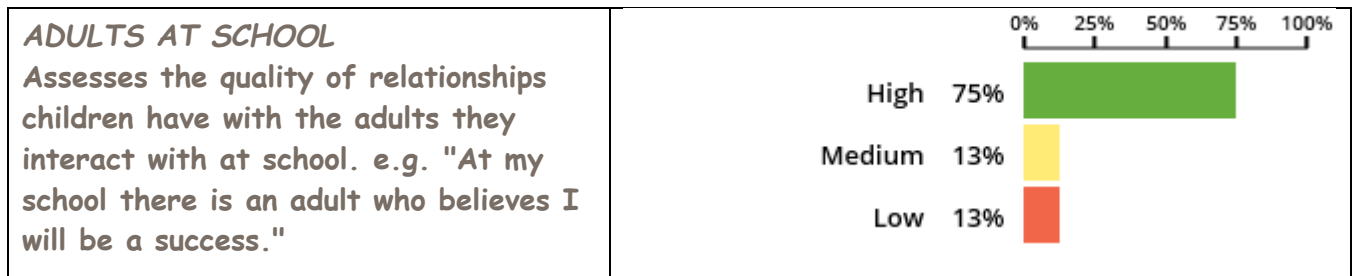
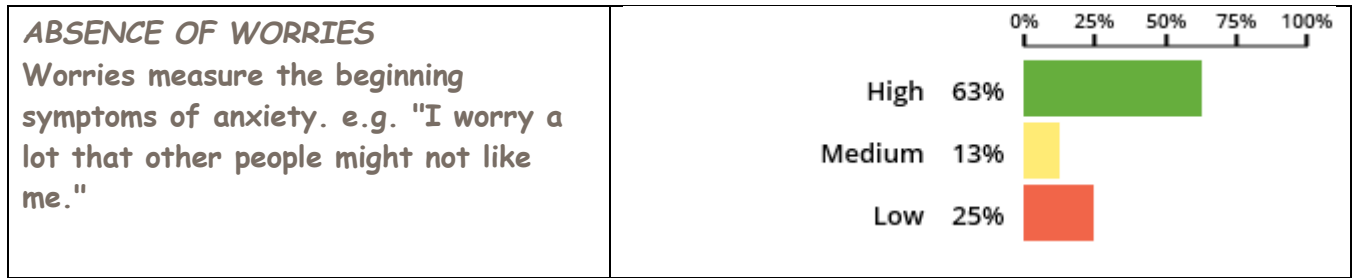
The introduction of the MDI assessment will be used as a general baseline next year. As interventions are provided through the exploration of the curricular Core Competencies, staff will review information on an annual basis to see where greater interventions need to be in place for positive growth in the subsequent year.

For the reader's consideration, here are some strengths and stretches revealed by the MDI assessment from the 2016/2017 school year. A green indication means a positive measure where red means an area of concern:

### **Grade 4**

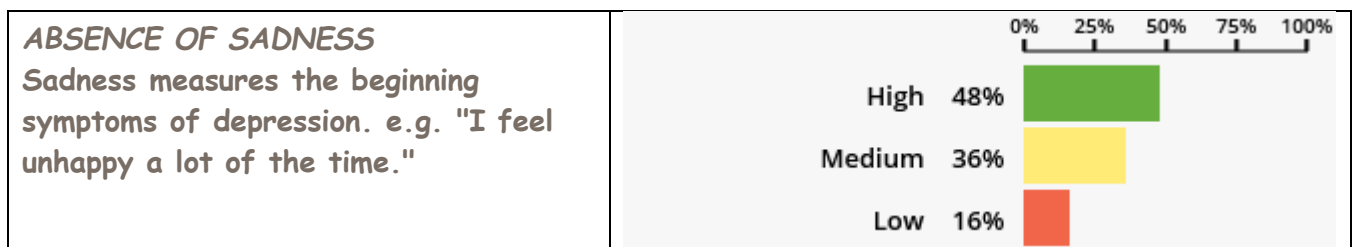
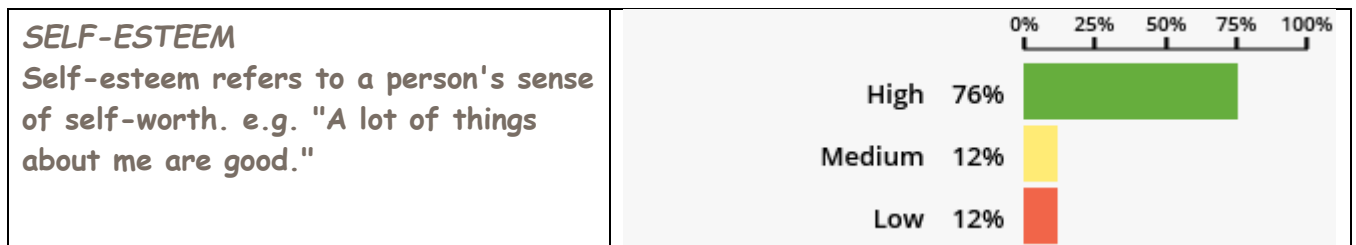
<b>SELF-ESTEEM</b> Self-esteem refers to a person's sense of self-worth. e.g. "A lot of things about me are good."	 <table><tr><th></th><th>0%</th><th>25%</th><th>50%</th><th>75%</th><th>100%</th></tr><tr><td>High</td><td>81%</td><td></td><td></td><td></td><td></td></tr><tr><td>Medium</td><td>13%</td><td></td><td></td><td></td><td></td></tr><tr><td>Low</td><td>6%</td><td></td><td></td><td></td><td></td></tr></table>		0%	25%	50%	75%	100%	High	81%					Medium	13%					Low	6%				
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Low	6%																								
<b>ABSENCE OF SADNESS</b> Sadness measures the beginning symptoms of depression. e.g. "I feel unhappy a lot of the time."	 <table><tr><th></th><th>0%</th><th>25%</th><th>50%</th><th>75%</th><th>100%</th></tr><tr><td>High</td><td>88%</td><td></td><td></td><td></td><td></td></tr><tr><td>Medium</td><td>6%</td><td></td><td></td><td></td><td></td></tr><tr><td>Low</td><td>6%</td><td></td><td></td><td></td><td></td></tr></table>		0%	25%	50%	75%	100%	High	88%					Medium	6%					Low	6%				
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# DRAFT

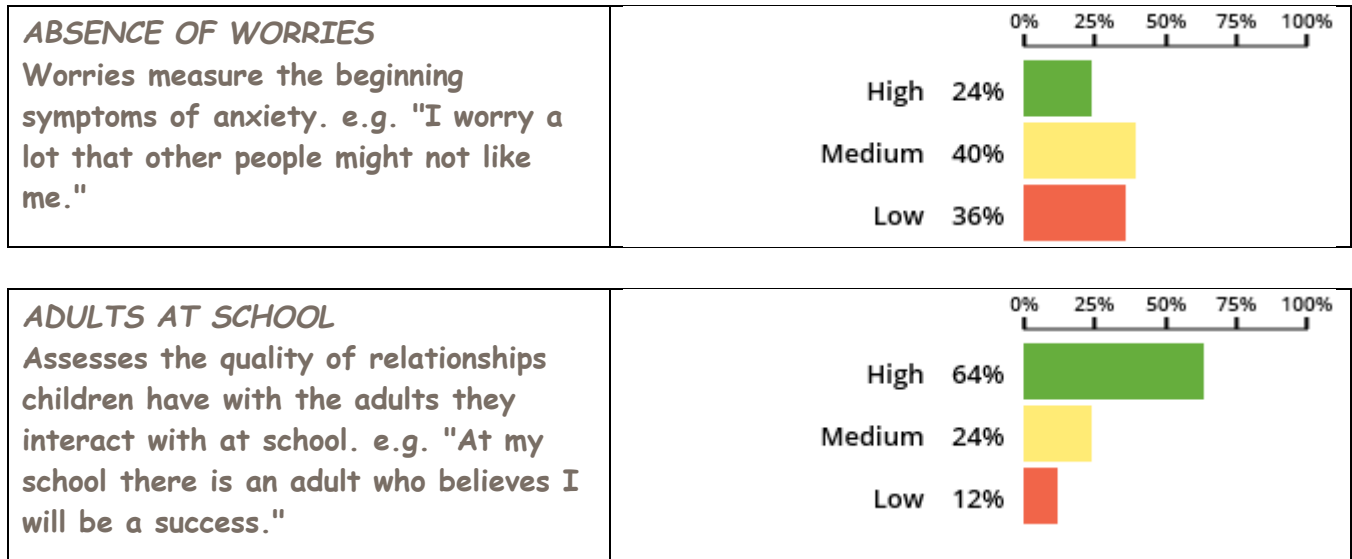


As what one can see from the table above, while our Gr. 4 cohort is generally content there is a high percentage of students feeling some levels of worry. There is also a positive percentage of students who feel that "there is an adult who believes I will be a success." The same tables for the Grade 7 cohort are shared below:

## Grade 7



# DRAFT



## Numeracy

As stated above, the staff is interested on making our students stronger 'math thinkers'. The complicated task at this point is what source of information will be most supportive and telling to help show growth in this area over time. According to 2015/16 FSA results, students are doing quite well with their numeracy skills:

### FSA 2015/16 Numeracy Results

	Not Yet Meeting	Meeting	Exceeding
Grade 4	6%	28%	67%
Grade 7	15%	63%	22%

This leaves the staff with the use of a new and updated (as of this year) district math assessment to gather information. There are a few things to consider beforehand based on this math assessment:

- This new math assessment is in its second year running. It was changed since last year and there still needs to be some greater understanding of the assessment for future implementation.
- The format of the assessment is still something teachers need to get more familiar with.

District baseline data will be collected at the end of the 2016/2017 school year.

# DRAFT

## Taking Action

The following specific actions will be taken as initiatives moving forward on the school goals come in place:

### Numeracy

- Use of formative assessment to guide instruction.
- Collaboration with school LRT to determine best instructional steps moving forward.
- Focus on instructing math in more conceptual ways.

### Social and Emotional Well Being of Students

- Use of formative assessment to provide insights on students' social/emotional needs
- Focus on curricular Core Competencies. Discuss and collaborate on connecting these students with the competencies through various instructional means. Check in's throughout the year on how students are connecting with these competencies will provide 'fuel' for discussions during staff meetings.

## Parental/Community Involvement

As it is always encouraged and promoted at NES, parents are always welcome to help with any school initiatives. NES will continue to collaborate with parents (based on whatever situation) as they have always done so.

Communication about happenings at NES will continue to be sent home via individual teacher communicative practices, through social media, and newsletters.

## Connection to the 7 Principles of Learning:

### **1. Learners at the center**

- Students are, entirely, the focus of the School Growth Plan. All conversations within this plan have been crafted with NES students in mind and how we, as a staff, can better serve them to meet their educational needs.

### **2. Social nature of learning**

- For students to function well at school, they need to feel safe and secure. They need to know that the adults in the building are there for them. The focus area of this growth plan is meeting the social and emotional needs of our students. We know as a staff that learning can more adequately take place when students are in a healthier state of mind and are connecting well with their peers.

### **3. Emotions are integral to learning**

- As mentioned above, efforts will be taken to consider the emotional state of our students day to day as they enter the building and assess and instruct as needed.

### **4. Recognizing individual differences**

- Classrooms within the public school system are filled with a diversity of learners. This growth plan recognizes the spectrum of students at NES, with a particular

# DRAFT

focus on social and emotional well-being and numeracy. NES staff are very cognizant of this and are very aware of the individual needs within the school. The focus areas of this plan were based in full recognition of diversity of clientele we serve at this school.

## 5. Stretching all students

- Efforts will be taken to stretch student both academically (looking at different ways students can be supported and challenged with their numeracy skills) and socially (how to interact with their peers in positives ways).

## 6. Assessment for learning

- Formative assessment practices will be used within both of these focus areas. In terms of building a greater numeracy capacity, assessments will be used to determine next best instructional steps. Being aware of how students understand curricular Core Competencies will be a central focus next year.

## 7. Building horizontal connections

- This plan was created as a collaborative, reflective, and student minded approach to meeting educational and emotional needs of our students.

### Signing Off Page

	Name	Signature
Principal:		
Parent:		
Parent:		
Student:		
ALTA Representative		
CUPE Representative		

Date:

Approval of the Board and Superintendent:

Board Chair:

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Signature

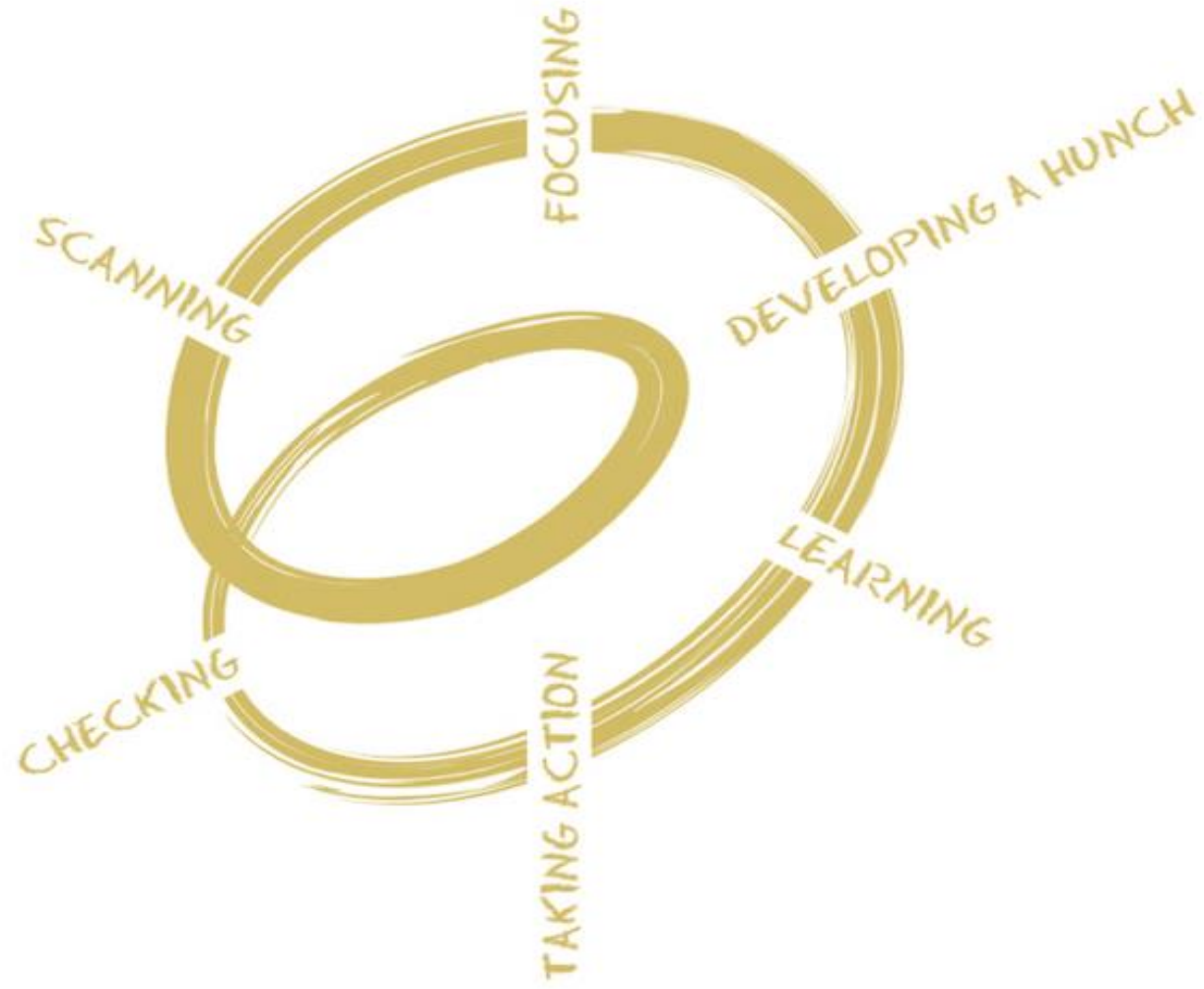
Superintendent:

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Signature



# **Nakusp Secondary School Growth Plan September 2017 - June 2020**





# INQUIRY QUESTION

Will academic achievement improve in our school when we focus on success for all learners?



# GOAL #1

We will build better connections between teachers, support staff, school administration and students in order to support students in developing the emotional well-being for learning.



## GOAL #2

Literacy attainment for students will improve.



## GOAL #3

Numeracy attainment for students will improve.

# KEY LEARNINGS FROM DATA

- Students at NSS are succeeding close to the provincial average with a slight strength in English and a slight weakness in Math.
- Math as a subject is weakest in provincial courses and in district assessments.
- Students despite not gaining higher than the provincial average still choose to study academic science courses.



# KEY LEARNINGS FROM DATA

- Students are strong in writing across the board.
- Students have a reasonable chance of accessing curriculum reading material at grade level as the majority are minimally meeting expectations or better.



# PROFESSIONAL LEARNING

- Teacher Tuesday's
- Development of Core Competency Assessment



# PROFESSIONAL LEARNING

- Development of School Wide Numeracy Assessment
- Develop of Scope and Sequence for Literacy Skills in all subjects



# TAKING ACTION

- BUILDING RELATIONSHIPS
  - Climate and Culture

# TAKING ACTION

- ASSESSMENT
  - Learning Outcomes
  - School-wide math



# TAKING ACTION

- MATH INTERVENTION



# TAKING ACTION

- Personalize learning pathways



# TAKING ACTION

- SCOPE AND SEQUENCE FOR  
BASIC LITERACY SKILLS



# TAKING ACTION

- FIRST PEOPLES PRINCIPLES  
OF LEARNING



# QUESTIONS?



# **Burton Academy School Growth Plan September 2017 - June 2020**

# Challenges

- No PAC
- No school plan last year
- Only two courses
- Data collection

# GOAL

- Increase enrollment in Senior Outdoor Education Program



# PROFESSIONAL LEARNING

- Diversify Staff & Skills
- Professional Certifications

# TAKING ACTION

- Increase GSAR activities
- New Entrepreneurial projects
- Community Outdoor Ed Initiatives
  - Canoes
  - Climbing wall



QUESTIONS?