



School: Lucerne Elementary

Principal/Vice-Principal: Mitchell Hemphill/Justin Bisson

A. Inquiry Question (Please identify which priority of the strategic plan your inquiry question aligns with).

How can we create meaningful opportunities for 4-7 students to build and integrate community and demonstrate leadership by empowering them to collaborate and build on their individual and collective strengths?

Competency and Collaboration- building their leadership capacity- solving problems and making decisions, influencing and assisting others, managing the work, displaying drive and purpose, increasing capacity to learn, increasing self-awareness, communicating effectively, valuing diversity and difference, building and maintaining relationships, managing effective teams and working in groups all while applying this to their studies.

B. Rationale (Why was this inquiry chosen? What qualitative and quantitative data did you use to determine your focus and inquiry question?)

Looking at MDI data we want to continue to strengthen social and emotional development, physical health and well-being, and connectedness with adults at school and community all while stressing peer belonging.

We want:

- to foster community-building skills amongst the 4-7s using opportunities to work with each other, the wider community and the k-3s. This may parallel and sometimes overlap with the high school leadership goal.
- to see that students are taking ownership of their learning and experiences, relationships and environment.
- to encourage even more leadership roles to support their needs and those of their peers.

C. Strategies and Structures (List specific actions, school- and district-level resources or structures required.)

- Student council: We have a strong group of students who are wanting the opportunity to get involved with a students' council. Elected Intermediate representative to high school Students' Council meetings
- Partnerships with Strong Start, k-1 Buddy Reading, lead games for elementary
- Community wide volunteering (Pavilion visits, senior luncheons etc.); create an active list of leadership opportunities to build capacity
- Direct instruction: Weekly time set aside for intermediate classes to meet to discuss community
- public recognition and appreciation of leadership being demonstrate

SCHOOL GROWTH PLANS 2025/2026 GRADE 4-7



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D. Evidence/Evaluation/Feedback (How are you measuring success? What are your feedback mechanisms? What is emerging in your inquiry?)

Witnessing positive interactions with students at work and play.
Student engagement
Lifelong connections
Have students create their own feedback form they do at beginning, middle, and end of year.

E. Promising Practices: (What are you most proud of?)

We are proud of the relationships and connections we have with our students. This is evident in morning check-ins with students. We want to have that same level of connectedness every day where students feel that their peers, staff, and community are here for them.

We watched them engage with seniors in our community in delightfully positive ways: conversations/interviews, games, and dining experiences.


Principal/Vice Principal


Superintendent


Board Chair

SCHOOL GROWTH PLANS 2025/2026 K-7



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A. Inquiry Question (Please identify which priority of the strategic plan your inquiry question aligns with).

How will using writer's workshop, literature centres, and project-based writing increase confidence and promote development in our students' writing skills?

COLLABORATION and COMPETENCY in the STRATEGIC PLAN: Collaboration allows fellow educators to meet, share insights, create cohesive plans, and work together effectively. Identifying educational practices that consistently help students of all abilities across classrooms and content areas. Provide a safe environment in which teachers and students build healthy relationships and develop a common understanding and vocabulary for expectations and school culture, sharing responsibility for student success and ensuring that all voices are heard and respected in professional settings, meetings and the classroom.

B. Rationale (Why was this inquiry chosen? What qualitative and quantitative data did you use to determine your focus and inquiry question?)

Ongoing assessment of student writing throughout the year demonstrated a need to continue to focus on this area as we are building a foundation for students to become writers. The process involves teaching students to write in a variety of genres, encouraging creativity, and incorporating writing conventions. Improving communication and reading. We continue to look at FSA and Spring Assessment 2025 data. We want to continue the amazing growth and momentum from POPEY, Early Learning Assessment team and the work we see in our students.

C. Strategies and Structures (List specific actions, school- and district-level resources or structures required.)

Writer's Workshop

Promotes Competency:

- Encourage a structured yet flexible approach to writing that supports all learners through mini-lessons, independent writing time, and personalized feedback. (loose parts, story play kits, word cards – nouns, verbs, adj, story dice, prompt cubes, felt/flannel creations)
- Students build core writing competencies—planning, drafting, revising, and editing—at their own pace, which fosters ownership and confidence. (supplies/time to create individual writing folders, time to create writing tubs)

Encourages Collaboration:

- Peer conferencing and shared writing sessions promote constructive feedback and shared responsibility for learning. (post it notes, special editing markers)
- Teachers collaborate in developing writing rubrics and sharing exemplars, ensuring consistency and clarity across grade levels. (time to collaborate, resources how to build an effective rubric)

Literature Centres

Promotes Competency:

- Engage students in diverse reading and response activities, which strengthen comprehension and vocabulary—the building blocks of effective writing. (magnetic letters, magnetic trays, sand trays, sound boxes, reading rods, Elkonin boxes)
- Encourage critical thinking and interpretation, helping students develop voice and style in their writing. (non-fiction texts for beginner readers)
- Teachers collaborate in curating rich, inclusive texts and designing responsive literacy tasks that connect across curriculum. (insert resources needed here)

Project-Based Writing

Promotes Competency:

- Students write for real audiences and purposes (e.g., letters to the mayor), which increases motivation and clarity. (recipe cards)
- Integrates cross-curricular content, helping students apply writing skills in meaningful contexts. (waterproof booklets for outdoor learning, clipboards)

Encourages Collaboration:

- Teacher's co-plan interdisciplinary projects, aligning outcomes across subjects and ensuring a common language of success. (Time to collaborate)
- Projects often require group planning, research, and writing, fostering teamwork and accountability.

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D. Evidence/Evaluation/Feedback (How are you measuring success? What is your feedback mechanism? What is emerging in your inquiry?)

Increase of School Culture and Environment

These practices **create a safe, student-centered environment** where learners can take risks, reflect, and grow. Teachers and students together **develop shared norms** for giving feedback, respecting diverse ideas, and celebrating growth—enhancing both voice and equity. Professional collaboration among staff nurtures a **culture of continual learning**, where best practices are refined together, and successes are shared. Evidence in the form of writing portfolios and their learning continuum binders.

E. Promising Practices: (What are you most proud of?)

Any time we have collaborated as a staff, it has resulted in dynamic planning of innovative learning experiences for students. We have given students multiple opportunities to write and share their pieces, supporting their passions and goals. We want to continue the student's love of writing. We feel we are just getting started on this goal even though we have accomplished so much.

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Superintendent

Board Chair