

SD52 Vision: A Community of Learners

SCHOOL DISTRICT 52 SCHOOL PLAN TO STRENGTHEN LEARNING

SD52 Mission:

Ensure each student successfully completes their educational program with a sense of hope, purpose and control.

Aboriginal Education Mission:

Our partnership is a shared responsibility dedicated to creating a community which values, respects and appreciates Aboriginal languages, cultures, histories, knowledge, skills and people as integral to the education system and life-long learning process.

Name of School: Pacific Coast School- 2015-16 School Improvement Plan



Vision Statement: Su Sit'aatk – “New Beginnings”

Mission Statement: To personalize learning so each student is engaged, feels cared for and finds success.

Context: Pacific Coast School provides an alternative learning environment for students in Prince Rupert. The school is located downtown in the Ocean Centre Mall. Students are working on courses from Grades 9 through 12. The school also provides an Adult Graduation Program for students over 18 years of age. Each student has a personal education plan (PEP) which reflects their learning needs and may include both online courses and face to face classes. Personal Education plans include goals and objectives as well as transition and exit plans for each student. Teachers engage in differentiated instruction that is responsive to the diverse learning needs and preferences of individual learners. Each student brings unique gifts and talents to the school which are recognized and celebrated by staff and other students. Students are encouraged to consider their gifts when determining course selection and post- secondary education upon the completion of high school. The school, by nature, has a fluctuating school population and students are able to work at their own pace

The school boasts a program called TREC² which recognizes the importance of teamwork, respect, environment, community and culture. Students are able to work towards learning outcomes in an active format that also encourages their social and emotional growth.

We are on Ts'msyen Territory and so the language and culture of the Ts'msyen people is acknowledged and connections are made in as many subject areas as possible. Our District Aboriginal Principal supports the school by providing a fluent Sm'algyax teacher, a Sm'algyax teacher once a week for cultural understandings, an Aboriginal Resource Worker one and a half days a week and an ELD Teacher one day a week. The partnership between our School District and the Aboriginal Education Council ensures that we are looking after the varied needs of our students.

The majority of students at Pacific Coast School have not found success in a traditional school model and are vulnerable. Many of our students come from families struggling with poverty issues and about 88% of our students are of aboriginal descent. The school works closely with the different agencies that support our students to ensure they are being cared for. We believe that our students can learn when their basic needs and concerns are addressed.

<p>Goal: To create a relevant and engaging learning environment that encourages students to attend school and participate in their own learning and to ensure students feel like they are safe and they belong at Pacific Coast School.</p>	<p>Objectives:</p> <ol style="list-style-type: none"> 1) To determine if Information Communication and Technology 11/12 (Spectrum 21) increases daily school attendance and course completion. 2) To use project-based learning to connect the interests of the students to the curriculum and increase student engagement, attendance and course completion! 3) To create numerous hands-on learning opportunities for our students. 4) To make as many connections as possible to community organizations to make learning relevant for our students.
--	--

<p>Connections to District Achievement Contract:</p> <p>The focus at Pacific Coast School is on the success of each individual learner as Personalized Learning Plans are reviewed with students four times a year.</p>	<p>Connections to Aboriginal Education Partnership Agreement:</p> <p>Culturally relevant resources and support personal from Aboriginal Education Department are utilized and integrated across various subject areas at Pacific Coast School. For example: drumming session for special events, , artists- Kelli Clifton , Sm’algyax language teacher and speaker, fieldtrips to historical sites – Nisga’a – Lava Beds, Metlakatla wilderness trail and Khutzeymateen Valley, Hartley Bay – Kiel seaweed camp</p>
<p>Evidence-Based Rationale</p> <p>We believe the following items or events provide evidence that we are finding some success with our goal and subsequent objectives;</p> <ul style="list-style-type: none"> • School attendance • Course completions • Graduation numbers • TREC² attendance • Personal Education Plan Meetings attendance • Positive relationships and connections • Connection Time attendance • Demonstration of Respect – Loomsk • Community connections made throughout the year 	<p>Assessment tools and processes to assess progress on goals and objectives</p> <p>The following are used to assess progress;</p> <ul style="list-style-type: none"> • Report Cards <ul style="list-style-type: none"> - School attendance - Course completion - Provincial exams - Student portfolios – Art and Planning • Personal Education Plans • Graduation numbers • Post- Secondary applications
<p>Instructional strategies to be implemented to impact goal, worded as an action research question that relate to your goal. <i>NOII Inquiry:</i> Will the course: Information Communication and Technology 11 /12 (Spectrum 21) help students engage in school and make graduation requirements and successfully transition into the workforce or post- secondary? Focus on First Peoples Principles of Learning: : Learning involves patience and time, Learning is holistic, reflective, experiential, and relational(focuses on connectedness, on reciprocal</p>	<p>Structures to be implemented to impact goal (s), which may be worded as an action research question that relate to your goal.</p> <p>Structures: Co-teaching Collaboration Wednesdays Online courses-UDL- Moodle Face to face teacher classroom instruction Fieldtrips and off site work experience Group work</p>

<p>relationships ,and a sense of place).</p> <p>Will project based learning improve achievement for our aboriginal students?</p>	
<p>Plans for staff development and collaborative work that relate to your goal:</p> <p>Moodle Course Development with Rob Wahl and Jeremy Janz Monthly staff meetings to plan TREC² outings.</p> <p>Collaboration Time- effective – teachers are engaged with one another</p> <p>Student specific meetings, Education Assistant collaboration time: 45 minutes each week.</p>	<p>Parental and community involvement strategies that relate to your goal.</p> <p>Regular monthly PAC meetings</p> <p>Parent/Teacher/Student interviews are connected to a Potluck Luncheon twice a year.</p> <p>Community speakers invited to attend as special guests during our morning Connection Time. Topics relate to our school goal and Planning 10-12 curriculum.</p>
<p>Communication Strategies (students, staff, community)</p> <ul style="list-style-type: none"> ● Connection Time with students – 8:45 am – 9:30 am (Lounge) ● Lounge whiteboard has the schedule of events listed for the week ● Monthly Newsletters ● Synervoice messages ● The school website is currently used as a message board for students. ● Potluck Luncheons 2 times during the year are used to communicate and connect with our school families. ● Email or text students if attendance is a concern or if staff would like to communicate other information. 	<p>Monitoring Dates Plan</p> <p>SIP meeting with staff – September 2015</p> <p>February 2016-PAC meeting</p> <ul style="list-style-type: none"> -revisit the plan with the School Planning Council and talk about changes that may need to be made -share these ideas with staff and get their input ● April 2016 -prepare the SIP Draft -share with SPC and Staff for revision ● June 2016 -submit for review by Board of Trustees ● June 2016 celebrate improvements

<p>Summary</p> <p>This was a challenging year due to the enrolment audit in February 2016. The staff was informed that for an alternate school, Pacific Coast School minimally meets expectations. Recommendations included: more evidence of differentiation of instruction, clearer Learning Plans with goals and objectives as well as a transition or exit plan. Additional services for each student – eg. Youth worker, community involvement in addition to what the school already provides needs to be in place.</p> <p>We can celebrate that we had the highest number of graduates this year – 22 students graduated. We also saw a number of grade 9 students from CHSS come to Pacific Coast School in February and can report that a majority have made a successful transition and are doing well at the school.</p>	<p>Where to next</p> <p>The consensus of the staff is that we will strive to meet or exceed expectations for an alternate school next year. At our June staff meeting we brainstormed some changes we would like to make for the next school year. We have one less teacher, as a result we will blend a few of our classes to allow for the continuation of the majority of our courses. We will move away from the 5X6 timetable and allow students more flexibility to work on their courses at their own pace when it suits their lifestyle. One of our extra classrooms will be a Maker space for projects next year. Rather than Connection Time each morning, students will be invited to participate in DPA or P.E. 10 for the first 30 minutes of the day. Some changes will be made with the setup of the school regarding the placement of furniture and technology. As a result of the audit, the intake process for new students will be much more stringent and time consuming. Students will be required to bring a parent /guardian or support person to the intake meeting. The meeting will take up to an hour to complete. Attendance/course progress concerns will be addressed immediately and a plan of action will implemented to support students regularly work on their courses either on or off site depending on each students learning plan.</p>

2. DATA

	Course Completion at Pacific Coast School				
Year	Enrollment September	Courses Completed	Graduates	# Students we saw enrolled at PCS	
2009-2010*	42	40	5		
2010-2011*	66	52	2		
2011-2012	97	117	11		
2012-2013	97	168	11	143**	
2013-2014	92	190	14	145**	
2014-2015	81 (October 15 th) Current enrollment- 103	171	18	161**	
2015-2016	91		22		

*Old location

Note: **This is new data to reflect how many students are in and out of the school each year.

Course Completion- data to be compiled by the end of June 2016

3. Signatures of SIP Members

Susan Kobza, principal _____

Tammy Robinson , parent _____

Rachel Hewer, parent _____

Diane Brown, parent _____

4. Two School Successes

1. **Monthly Special Lunches-** Our newly elected lunch committee . This idea came from the suggestion box last year. We noticed on the days that we held special lunches, student attendance was significantly higher.
2. **Committed fundraising** efforts from students and staff – the extension fundraising done by staff and students allowed for 2 out of town fieldtrips: Smithers and Hartley Bay. These 2 fieldtrips were well attended and students have fond memories of the connections they made with staff and other students on these trips.

5. Three Important School Initiatives

- 1 **Purchase of six i pads.** The age of our laptops are showing. The new i pads allowed for faster technology and the ability to download some apps for math skill building. The adaptations available on the ipads helped students with reading and speaking text.
- 2 **Truth and Reconciliation Project** with Mrs. McNeil Clark and Mr. Campbell. The students truly enjoyed this project- it went on for at least one month. Tiles were created by students and later 4 dream catchers were made for display on our school windows facing 2nd avenue.

- 3 **Guitar Club** – Mark Ciccone, a community musician works with students 2 times a month. Students receive credit for fine arts if they participate in guitar club. Each session saw on average 8-10 students. This initiative created a positive vibe in our school. Students looked forward to guitar club every second Friday afternoon. Mark has been working with students for the past 2 years. This year the students were able to produce 2 songs. A song was written for our 2016 graduating class and was performed at the graduation ceremony on June 13th.