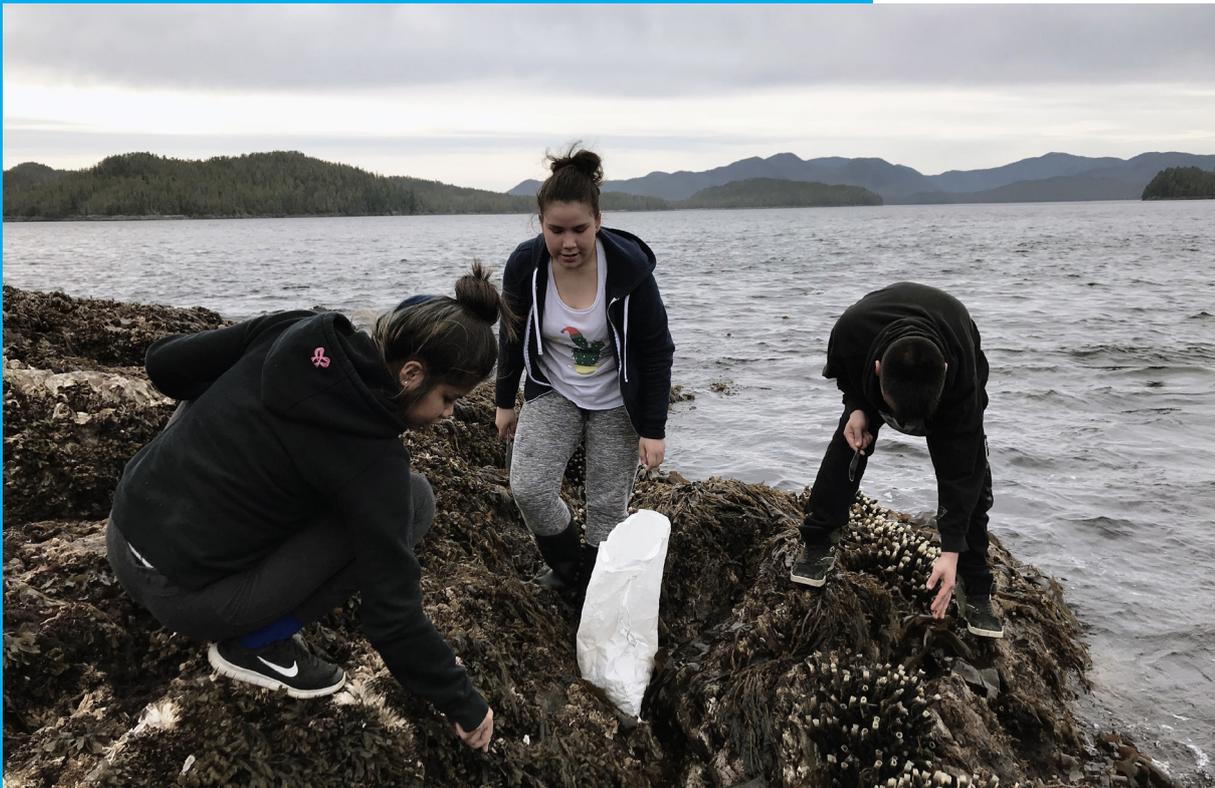




Differentiate
Personalize
Learning Engagement

INNOVATE ALTERNATE EDUCATION



**School
Improvement
Plan**

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School District 52
School Board and Trustees
Prince Rupert, British Columbia

Differentiate

Personalize

Learning Engage-



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Pacific Coast School is based in the small seaside city of Prince Rupert in British Columbia. Its goal is to provide engagement and opportunity to all learners the school encounters.

CONTEXT

Traditional school structure is based on an industrialized model which was meant to move people and societies from agrarian to industrial. This model was methodized in a way which focused on the averages of society and many were left behind. In contrast Pacific Coast School offers a personalized and differentiated model.

Pacific Coast School, otherwise referred to as PCS, resides on the traditional and unceded territory of the Ts'msyen people. Its student body is primarily made up of indigenous learners from around the north coastal region of British Columbia, Canada. PCS is physically located in Prince Rupert's downtown area at the Ocean Centre Mall.

The school offers a complete stream of courses from Grades 9 to 12. Enrolment at PCS is not guaranteed and students need to apply and meet particular criteria in order to be enrolled. Our school focuses primarily on at-risk-youth and/or students with social or mental health challenges. We have fostered a strong connection with the Ministry of Child and Family Develop-

ment (MCFD), Child and Youth Mental Health (CYMH), Northwest Inter-Nation Family and Community Service Society (NIFCS), North Coast Transition Society and other community agencies.

Our students have not found success within the traditional school structure. Trauma, poverty, addiction, chronic absenteeism, homelessness, severe anxiety and depression are just some of the challenges faced by our students. Pacific Coast School offers these students a safe space in which they can find success and work on their social-emotional health and wellbeing. No matter what a person's background, they all want to find success and/or have their children be successful. PCS is here to facilitate that success.





**TEACHERS PROVIDE
MULTIPLE ACCESS
POINTS TO
EDUCATIONAL
MATERIALS.**

INTRODUCTION

Pacific Coast School utilizes a multi-pronged approach to the engagement and learning of students. Our first step is relationship building with the students. In conjunction with that, we work on regular goal setting through quarterly Learning Plan Meetings and weekly goal setting. Teachers provide students with multiple access points to educational materials through a mix-methods, personalized and differentiated curriculum delivery. Additionally, PCS is integrating more school based learning projects and utilizing team teaching.

PCS also has a program called TREC² which gives students an opportunity to experience new activities and brings learning outside the classroom and into the land. Finally, we work at providing monthly community luncheons for all family members of PCS Students. This deepens the relationship between staff, parents and students.

OBJECTIVES & GOALS

Pacific Coast School is passionate about giving all students an opportunity to engage in learning and improve their life potentials. Every student PCS encounters is unique and an individual. They have different histories and personal stories which has brought them to us. Thus our primary objective is to provide a place and space in which students feel safe, connected and engaged. Once students take on these core beliefs then learning can begin.

Our intrinsic task is to move beyond the concept of grades and meet students where they are at. Thus, PCS works at developing personalized curriculum models for each individual student. Some of our students have had significant gaps in their education and they need to work on core skills. Our objective with each student is to move them from the place that they are at towards a place which makes them more employable and engaged citizens of Canadian society. Ultimately, we want students taking responsibility for their learning and becoming life long learners.

CO-TEACHING AND SCHOOL UNITS

Over the course of the 2018/19 school year we will be changing the school schedule to incorporate regular co-teaching units which engage the entire school. We expect this to increase skills and understanding.

HOMEROOM AND PROGRESS CHECKS

Our revamped time table will include regular time or homeroom check-ins. During this block, students will check in with their homeroom teacher. Teachers will also be responsible for getting a list of at-risk students who need further interventions.

CURRICULUM BASED TREC²

While some of our TREC²s will still be connecting with students, providing experiences and developing relationship, there will be a new focus on curriculum based TREC²s. These TREC²s will have multiple school based classes which will inform the learning while on the TREC²



Finally, PCS desires to provide experiences for students which they might not receive elsewhere. This could be anything from going kayaking and skiing to harvesting clams and cockles or making drums.

ULTIMATELY, WE WANT STUDENTS TAKING RESPONSIBILITY FOR THEIR LEARNING

PBIS - POSITIVE BEHAVIOUR INTERVENTION STRATEGIES

Positive Behaviour Intervention Strategies will be further integrated by developing an online student tracking system for teachers and staff. PCS will also further develop an acknowledgment-based system for good behaviour and learning.

Part of providing a well rounded education within Ts'msyen territory, and British Columbia in general, is integrating indigenous ways of knowing and understanding. Our school is working towards fluidly incorporating the First Peoples Principles of Learning. Additionally, we offer multiple local cultural experiences for students to get out onto the land and learn by doing.

TS'MSYEN CULTURE AND INDIGENOUS WAYS OF BEING ARE IMPORTANT

CONNECTIONS

FRAMEWORK FOR ENHANCING STUDENT LEARNING

In order to work more effectively for students our district has developed the Framework for Enhancing Student Learning. Pacific Coast School incorporates this vision into its program delivery and structure.

In addition to the Framework, School District 52 also has an Aboriginal Partnership Agreement. We are very proud to support our indigenous learners and work at realizing this important agreement.



**EQUALLY IMPORTANT IS PCS'S FIRM COMMITMENT
TO THE ABORIGINAL PARTNERSHIP AGREEMENT.**

IN WHAT WAYS DOES PACIFIC COAST SCHOOL CONNECT ITS PLAN TO THE DISTRICT FRAMEWORK AND ABORIGINAL EDUCATION AGREEMENT?

The staff at Pacific Coast School works collaboratively as a school to meet the guiding principals of the framework. These guiding principals create the bedrock for our school outlook and design.

Equally important is PCS's firm commitment to the Aboriginal Partnership Agreement. We have consistently worked with the Ab Ed department and local First Nations Bands in the region.



AUTHENTIC LEARNING

PCS gives students choice in what they learn and how they learn it. This student directed learning model creates authentic learning.



SOCIAL & EMOTIONAL

PCS provides students with counsellors and has a strong connection with CYMH. We help students with strategies.



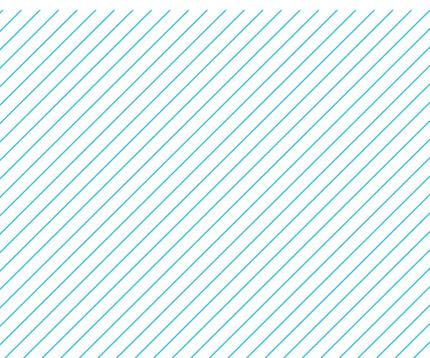
EXPERIENTIAL LEARNING

Our mission is to provide students with hands on projects which reflect our local place. This is done through TREC² and other outlets.



ACADEMIC ACHIEVEMENT

PCS teachers work hard to provide a curriculum which both challenges students and gives them success.



INDIGENOUS WAYS

Integration and understanding of our world through a local indigenous lens is important. PCS works with elders and Ab Ed.



SM'ALGYAX & LANGUAGE

We have a Sm'Algyax teacher come once a week. Our staff has been working at integrating Sm'Algyax into their curriculum.



COMPUTATIONAL THINKING

PCS is working hard to integrate computational thinking throughout its courses with a particular focus on Math/Science.

EVIDENCE BASED

Pacific Coast School measures its success by analyzing, through continual observation, how their students are developing socially, emotionally and academically.



Success for each student looks very different. Our student body comes from diverse backgrounds and have very diverse needs. For some of our students, working on regular attendance is a success. PCS utilizes our aboriginal support workers, youth worker and making connections with parents as strategies to increase student attendance. Other students struggle with anxiety, crowds and asking for help. Pacific Coast School offers those students access to counselling, strategies

**WITHOUT EVIDENCE
WE CANNOT KNOW
OUR STRATEGIES ARE
WORKING AND
EFFECTIVE FOR OUR
STUDENTS.**

**IDEATE,
GATHER EVIDENCE,
RE-ASSESS.**

SUCCESS IS AN INDIVIDUALIZED JOURNEY

to managed their anxiety and opportunities to challenge themselves. Academic success is measured by observational and recorded student advancement in what they are learning. Another strategy that we use to increase success is to use goal setting. PCS uses both quarterly goals and weekly goals for our students.

HARD FACTS



WE SURVEY OUR STUDENTS TO COLLECT DATA



WE SURVEY OUR PARENTS TO COLLECT DATA



REGULAR ANALYSIS OF ATTENDANCE



TEACHERS KEEP DETAILED RECORDS



TRACKING STUDENT BEHAVIOUR



STAFF DISCUSSIONS ABOUT STUDENTS



SCHOOL BASED RECORD KEEPING ON STUDENTS



GRADUATION RATES AND COMPLETION

SOME CORE COMPONENTS IN EVIDENCE BASED DECISION MAKING

How we collect our evidence dictates its level of accuracy and the evidence's ability to inform our decision making.

KNOWLEDGE

Analyze, observe and record different parameters to gain knowledge of when, and how, success is happening for each student.

COMMUNITY

Connecting with parents, grandparents and guardians to discuss challenges and achievements of our students. PCS holds monthly luncheons with our community members.

ACCURACY

Utilizing both quantitative and qualitative data will provide us with the most insight as to how we are best serving our students and moving them forward towards civic citizenship.

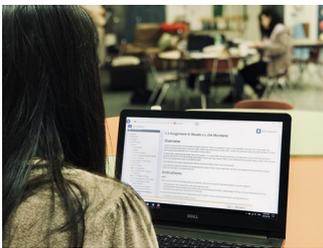
WORK HARD

Evidence collection is a hard process at times; but if we do not work hard everyday, we will fail in our duty to our students and possibly upset the balance of a persons life.

INSTRUCTIONAL STRATEGIES

DIVERSITY IS KEY TO SUCCESS

In an effort provide our students with the most success PCS uses a variety of instructional strategies. Our goal is to meet students where they are at. Through instructional diversity we can engage students who might not have found success before.



SELF-PACED / ONLINE

Moodle Platform

Students can access course content through our Moodle Learning Management System. Teachers design course content online and students move through it with some instruction from the teacher.

Individualization

Teacher Instruction

Computer Based

Project-Based



DIRECT INSTRUCTION

Face-to-Face

Teachers work with students face-to-face. This includes providing off-line alternatives or working with students on differentiated assignments. Teachers are also working towards providing more projects.

Individualization

Teacher Instruction

Computer Based

Project-Based



GROUP INSTRUCTION

Teachers and Students

Our school uses small groups or team teaching to give our students access to curriculum. We will be implementing a team teaching unit once a month for next year.

Individualization

Teacher Instruction

Computer Based

Project-Based



MULTIPLE ACCESS POINTS

PCS's goal is to give students multiple access points to the curriculum and allow them to express their learning in a variety of ways. Our goal is to build our student's skills in a variety of areas to increase the life chances of each student. Some of the skills we work on with our students are outlined below.



DIALOGUE

Interpersonal communication.



NAVIGATION

Life skills to navigate and contribute to society.



DECODING TEXT

How to extract information from a variety of sources.



VISUALIZATION

Creating visualizations of abstract concepts..



HANDS-ON

Moving theory into practical application.



TECHNOLOGY

Technological skills for an emergent world.



LIFE SKILLS

Budgeting, credit, cooking and other practical life skills



RECOGNITION

Celebrating success and overcoming challenges



PROBLEM SOLVING

Critical thinking skill for innovative solutions.



WRITTEN OUTPUT

Communicating learning through writing & visuals



SOCIAL EMOTIONAL

Developing positive social & mental health skills.



MEDIA DESIGN

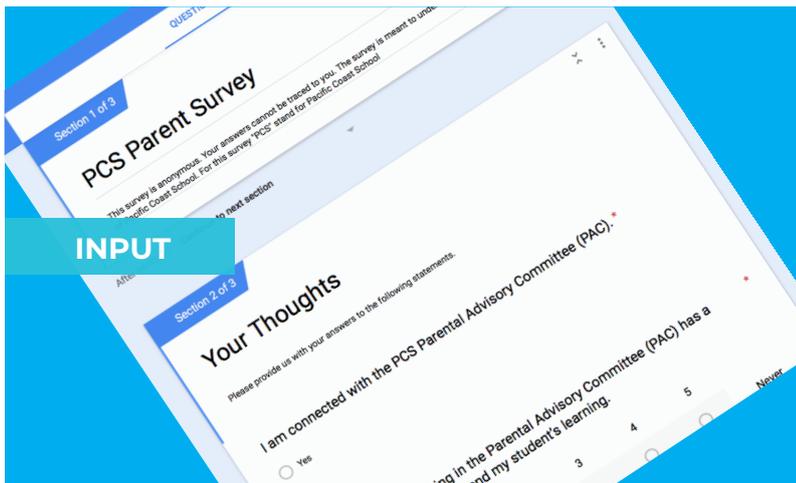
Understanding modern media and design.

STAFF DEVELOPMENT & PARENT ENGAGEMENT

STAFF DEVELOPMENT AND PARENTAL INVOLVEMENT IS KEY TO STUDENT SUCCESS. PCS PRIORITIZES PARENT PARTICIPATION AND STAFF EXPLORATION.

MONTHLY LUNCHEONS

Sharing food and dialoguing is an important part of the parental engagement process. Our students cook a meal each month for their parents, guardians, grandparents and siblings. This process allows students to give back to their families in a concrete way.

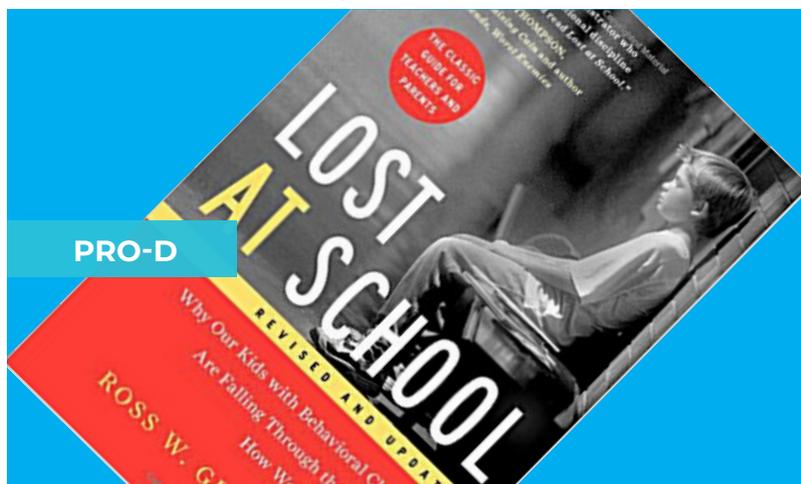


PARENTAL INPUT & SURVEYING

PCS seeks out the perspectives and ideas of our parents, guardians and grandparents in how we can better serve our students. This is done through conversations with our stakeholders and using surveys to better understand the challenges or supports our students need.

STAFF DEVELOPMENT

PCS staff is always seeking new ways to engage our students. Each year our staff brainstorms new ways to organize the school and assesses aspects that worked well and those that did not. We participate in a staff "book club" and discussions during staff meetings. PCS staff also works towards a group Pro-D once a year.



COMMUNICATION

Communication is essential for student success. This means maintaining openness and dialogue with students, parents and stakeholders on a variety of levels. It also means maintaining a robust tracking system of our students so that we can communicate accurate and pertinent information. PCS is always attempting to innovate new ways in which to track, assess and communicate those assessments. We have moved to a case load system for better student tracking and as-

essment. Each teacher in our school takes on a home-room which is essentially one grade level. That teacher follows that cohort through subsequent school years. Teachers are responsible for tracking attendance, academic progress, learning plans and communication with administration and parents/guardians. PCS is additionally working towards safely digitizing this information to provide easier and more fluid access and record keeping.

PCS Newsletter

Halifax sika'ask - 2017 - May

IMPORTANT DATES:

- Bottle Drive all month. Bring your bottles.
- May 1st 5:30 - 7:30 - Parent Teacher Meetings
- May 2nd 1:00 - 3:30 - Parent Teacher Meetings
- May 10th & 11th - Grad Bake Sale
- May 17th - Community Luncheon
- May 22nd - Grad BBQ

What's Going On This Month...

Welcome to the month of May. There are only two months left of school until summer break. This is plenty of time for students to get through what they need to before summer break. However, students need to be attending and participating in their education while at Pacific Coast School.

PCS has a pretty full month. We are beginning with our Parent Teacher meetings on May 1st and 2nd. There will be a Bake Sale for our grads, May 10th and 11th located at the mall close to The Source. On the 17th of May we will have a BBQ run by the grads. Also, prepare for the PCS grad ceremony which will be on June 14th at the Lester Centre for the Arts. Everyone is welcome to attend.

Bottle Drive! Bring your bottles to PCS over the course of May. The grads are collecting bottles for their bottle drive to raise money for their Graduation dinner.

Quilts

The textiles class has had quite the interesting year. The students learn by completing smaller projects like...

By completing these three projects, the students learned to cut out a pattern, insert a zipper, hand finish, attach buttons, use interfacing, and attach finishing binding.

After the Christmas break, students started their quilts. They had a choice of three patterns - an Irish Chain, a Fence Rail, or a Crossroads. They could use the fabric donated to the school, or purchase their own fabric. By choosing the fabric donated to the school, they learned about the history and the origins of quilt making, using up scrap fabric, and recycling fabric and clothes. Quilts were a way of using what you had, and the ultimate in recycling.

Kiel TEC:

It is safe to say that this was one of the most epic trips of the year for the students who participated. Students who participated are now going through Kiel Withdrawal. We had an opportunity to harvest 15 tons (chitons), seaweed and halibut. Students were able to not only thrive without internet but, dare I say it, thrive. There was lots of opportunity to run out on the boats and explore the...

Continued on next page...

WAYS WE COMMUNICATE

In addition to communicating with our students it's equally important to dialogue with our parents, guardians and stakeholders. We do this through a variety of ways which are outlined below. Our goal at PCS is to

utilize a multiplicity of communication methods. It is our belief that this method will provide better success for our students. It increases accountability of students and staff.

01. NEWSLETTERS

Our newsletter goes out on a monthly basis at the beginning of the month. It highlights both what has gone on in the previous month and what will be going on in the next month. Each month has a teacher contributor as well.

03. PHONE / EMAILS

Phone and emailing are important ways in keeping in touch with parents, students and staff. Administration and the aboriginal support workers regularly phone home and communicate with parents. Newsletters are digitally emailed out monthly.

05. FACE-TO-FACE

While this does not happen as often as we would like, PCS prioritizes face-to-face communication with parents, guardians and stakeholders. Luncheons and parent teacher meetings are a great opportunity to get that face-to-face interaction.

07. WEBSITE / FACEBOOK

Our school is working towards being more connected to our students, parents and stakeholders through digital media. The website is regularly updated and we are developing a further online presence with Facebook.

02. REPORT CARDS

Student will receive three report cards throughout the year with a final report card at the end of the year. Our report cards highlight the amount of the course finished with a grade for that completion. Contrary to the traditional system we do not grade work that has not been completed.

04. PARENT TEACHER

PCS has two parent teacher meetings each year. The first one is usually towards the end of October or beginning of November. The second one happens around the beginning of March. This is a great time for teachers and parents to discuss strategies.

06. LEARNING PLANS

Three times a year our teachers meet with our students to check in with them and make a plan for their future. This includes both short and long term goal setting. We set measurable goals that a student can do between now and the next Learning Plan, graduation and after graduation.

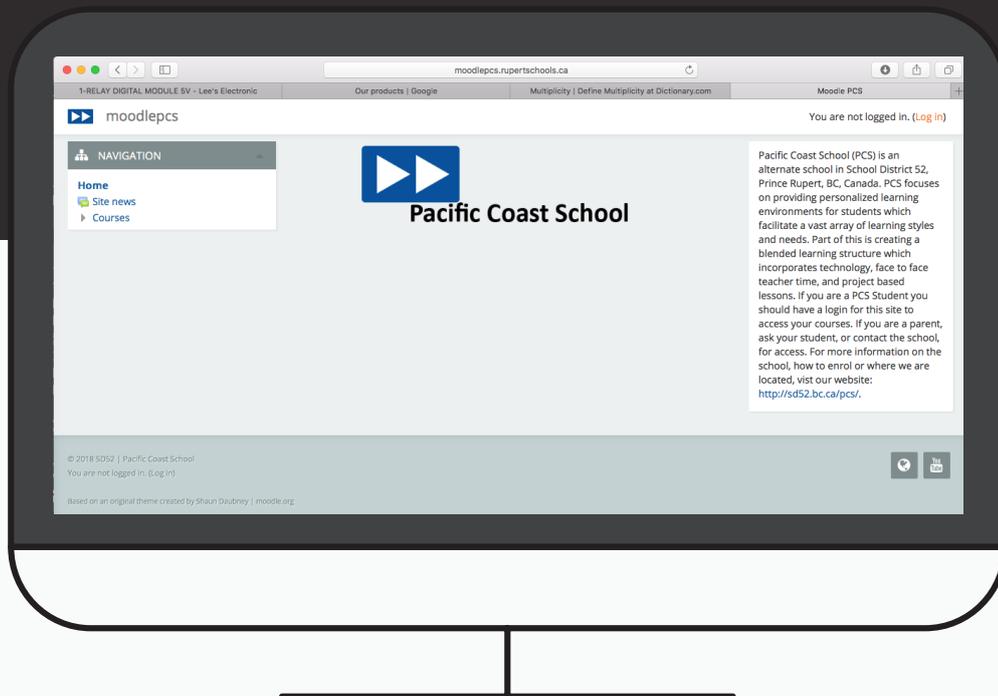
08. HOME VISITS

PCS has two Aboriginal Support Workers and a Youth Worker attached to its school. These staff members communicate with the teachers and administrator on a bi-weekly basis to come up with a list of home visits. This is generally to connect with students who have not been seen in days.

SCHOOL SUCCESSES AND INITIATIVES

CONTINUAL DISCOVERY...

It is important for our school to continually re-assess and tweak its program and delivery. The world and society is not static. As such our program has to be responsive to society and its changes.



**WE HAVE CREATED A MORE
VIBRANT LEARNING
ATMOSPHERE DURING OUR
TREC²S.**

SCHOOL SUCCESSES

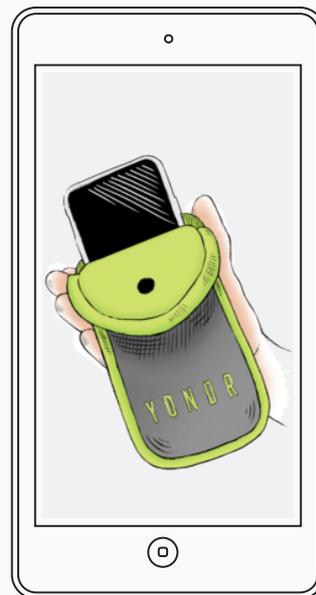
PCS has seen a lot of success over the past year. Our lunches have been very popular and well attended. Cellphone distraction has been reduced through the use of our cellphone pouches. We have successfully run our own Moodle server for two years without any significant problems. This has saved our school and district money. Teaching units before a number of TREC²s has created a more vibrant learning atmosphere during our TREC²s. Finally, the successful graduation of our grads is always something to celebrate.

SCHOOL INITIATIVES ARE IMPORTANT FOR MAINTAINING THE RELEVANCE OF PACIFIC COAST SCHOOL AND FOR PUSHING THE BOUNDARIES OF EDUCATION.

We have been working on a number of initiatives over the course of the year. Additionally, PCS will be starting a number of new initiatives over the course of next year.

Cell Phones

Our students are growing up in a world where they are rarely disconnected from the digital world. Students can have significant anxiety about not being able to access their phone. Parents communicate with students despite being in class. This can be challenging from an educational point of view. Hence, PCS students "pouch" their phone.



CELLPHONE POUCHES.

Co-teaching

This year PCS began having teachers develop one unit that would be taught to the whole school with the collaboration of other teachers. We did this before a number of TREC² as well as some units independent from the TREC²s. Next year PCS will be expanding this to one week long unit once a month. Teachers will be responsible for 3 units.

PBIS

Positive Behaviour Intervention Strategies (PBIS) is an initiative that PCS started on last year. We implemented a token based system in addition to a behaviour form a staff member fills out when they have received challenging behaviour which could not be resolved in class. We are expanding this reporting system and create digital behaviour tracking.

Homerooms

PCS's big initiative next year is implementing a case-load system to improve outcomes for our students. Each teacher will take on a cohort defined by grade. Teachers will stay with this cohort until they finish grade 11. The teacher will have a number of responsibilities like tracking student attendance, academic progress and Learning Plan Meetings.

DATA

Tracking both quantitative and qualitative data is important to gauge our schools effectiveness. The insights that data gives us is used by the staff and administrator to inform our schools Initiatives. We are working at expanding our data collection to get as much information as we can.

One of our primary sources of data collection is the quantitative data of enrolment, courses completed, and number graduates. For enrolment, we consider both our September enrolment in addition to how many students were enrolled and withdrawn throughout the year. There has been a significant drop in course completions. This is most likely due to a change

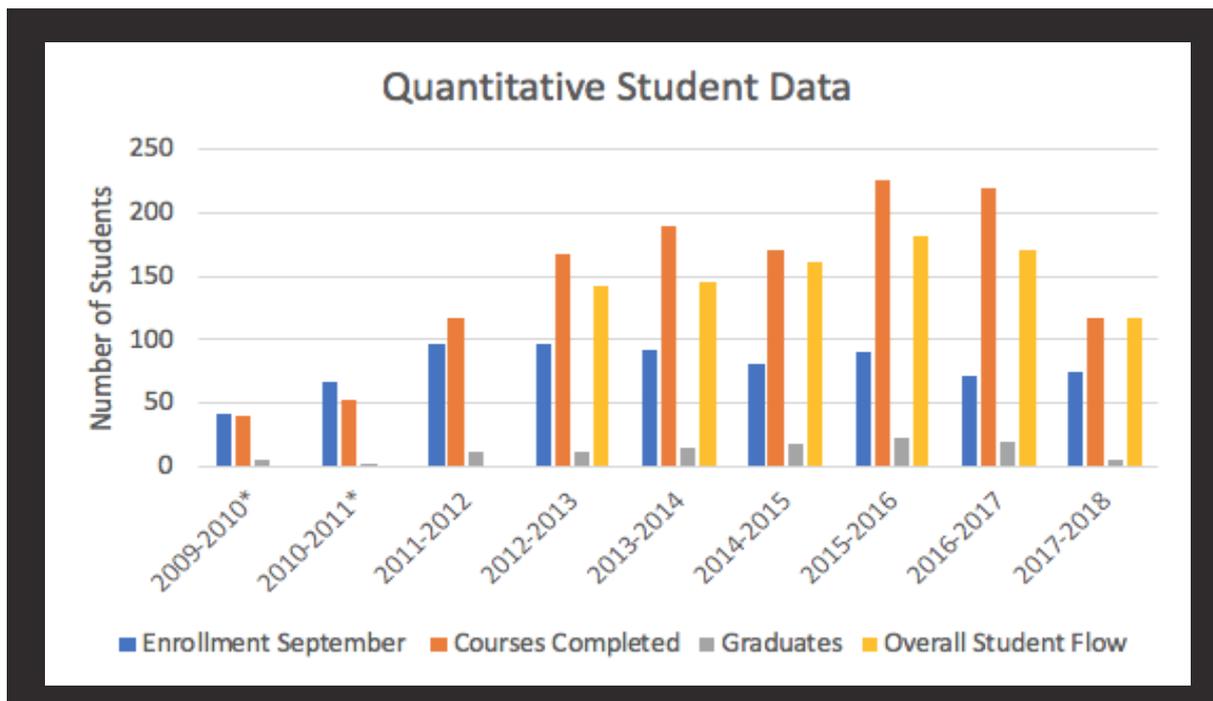
in staff, all our teachers are new this year, and a shift towards skill mastery rather than content completion. We are keeping students in courses longer to develop deeper understanding of the concepts. Overall student flow is also down. This shows that there is more stability among the student population. Students are more likely to enrol, attend and stay.

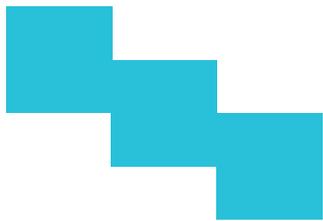


STATISTICAL DATA

Year	Enrolment September	Courses Completed	Graduates	Overall Student Flow
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	171	18	161
2015-2016	91	226	22	181
2016-2017	72	219	20	171
2017-2018	75	77	6	117

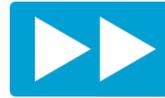
*Old location







Thank you to all who made this such a great year.



Pacific Coast School



INNOVATE ALTERNATE EDUCATION



Pacific Coast School

A New Beginning

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