

Sea to Sky Learning Connections (LCS) - School Improvement Plan  
Version 4.0 – October 11, 2018

**LCS Mission Statement:**

**We are proud to be a unique set of "choice" schools/programs that are rooted in connecting students to innovative, meaningful, authentic, and relevant learning experiences in everything we do.**

Our revised School Learning Plan has been reviewed over the past 3 years and has continued for the 2018-19 school year. It is intended for staff, students, and students of all Sea to Sky Learning Connections programs will be represented on this committee. For all programs, staff have been engaged in “refreshing” past goals in refining their “Theories of Action” for this year. Using the “If (strategy/pedagogy) and (learning)” template, the revised “Theories of Action” have been developed over the course of this year during summer professional development days, September & October staff meetings, and in individual program meetings.

This year, our School Improvement Committee has determined the areas of our plan where we would like to seek input and consultation and established timelines for developing and refining our School Learning Plan on a yearly basis. Parents and students will be engaging through online surveys and student forums.

Our goal is to have a comprehensive, data-based, consultative School Improvement Plan that combines all schools and programs under the Sea to Sky Learning Connections umbrella including Aya7ayulh Chet (Cultural Journeys), Learning Expeditions, & Sea to Sky Alternative School. We are currently in the process of “focusing” our program inquiries using the “Spirals of Inquiry” model.

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2018-19 REVISED THEORIES OF ACTIONS

Aya7ayulh Chet (Cultural Journeys):

***If we continue to practice the First Peoples “Principles of Learning” as a foundation in everything we do, then we will continue to foster a “culture of kindness” (and thus improve student achievement & well-being).***

Learning Expeditions:

***If we create authentic community orientated projects, then our students will develop as engaged, capable, & compassionate citizens.***

Sea to Sky Alternative School:

***If we prioritize the growth of a safe learning culture at our school, then our influence on readiness (attendance & engagement) will increase.***

These Theories of Action were developed through the lens of supporting **every student in all of our programs**. One criterion as we developed them was **“Does this Theory of Action support/impact every student?”**

Our learning goals must first focus on the **“learning as a foundation”** skills of Communication, Health and Wellness, and on the **“learning as a process”** skills as we know deeper learning cannot move forward until these foundations are supported or in place. We know that using the strategy of purposeful and relevant instruction to engage all learners in all programs in developing the 21<sup>st</sup> century learning competencies of **thinking critically, collaboration, contribution and creativity and innovation**.

More specifically, the areas of student learning of most concern for each program are:

#### **Aya7ayulh Chet (Cultural Journeys)**

- to read & write at grade level
- to be number fluent at grade level
- to engage in learning and to collaborate with others
- the ability to self-regulate in class to support learning intentions

#### **Learning Expeditions**

- to engage in learning
- the ability to work independently
- the ability to work independently and collaboratively with peers
- to independently manage time and work loads
- the ability to self-regulate in class to support learning intentions

#### **Sea to Sky Alternative School**

- to empathize
- to attend on a regular basis (4-5 days per week)
- to engage in learning
- to develop functional self-regulation skills
- to be functionally numerate and literate
- to learn skills that will support students outside of school (ex. postsecondary, workplace, etc...)

What does the large-scale data dashboard tell you about the achievement of ALL students in your school?

**Cultural Journeys**

**1) Academic achievement tracking:**

**- School Wide Write**

Class/Level	Meeting	Minimally Meeting	Not Yet Meeting
K-2	39%	44%	17%
2-5	36%	36%	28%
4-6	61%	22%	17%

**- Reading (Fluency & Comprehension)**

Class/Level	Meeting	Minimally Meeting	Not Yet Meeting
K-2	33%	56%	11%
2-5	36%	36%	28%
4-6	83%	9%	8%

**- Numeracy**

Class/Level	Meeting	Minimally Meeting	Not Yet Meeting
K-2	N/A	N/A	N/A
2-5	29%	57%	14%
4-6	70%	9%	21%

**Learning Expeditions:**

**Term Progress Report Summary (2017/18)**

Work Habits	Meeting	Minimally Meeting	Not Yet Meeting	Not Enough Data
Promptness	75%	10%	3%	12%
Independent Work	45%	23%	20%	12%
Collaboration	50%	23%	15%	12%
Project Achievement	50%	25%	13%	12%

**School Wide Write (2017/18)**

Meeting	Minimally Meeting	Not Yet Meeting	Absent/Excused
29%	48%	8%	15%

## Reading Fluency/Comprehension (Dec 2017)

Meeting	Minimally Meeting	Not Yet Meeting	Absent/Excused
45%	15%	15%	25%

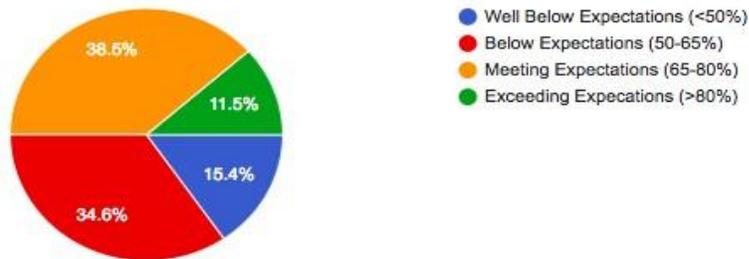
## Numeracy

Meeting	Minimally	Not Yet Meeting	Not enough data
45%	9%	20%	26%

## Sea to Sky Alternative:

### Attendance

26 responses



### Readiness (Attendance & Engagement) Tracking Data

- Currently in progress. Data will be presented on site at SIP presentation.

## SPECIFIC GROUPS OF STUDENTS OF MOST CONCERN

A majority of our students in all of our programs would fit into a category of groups of students of most concern. We still see students in all of our programs struggle to:

1. **demonstrate empathy**
2. **engage in learning**
3. **work independently**
4. **regulate their behaviour**

More specifically, the specific groups of students of most concern by program include:

### Cultural Journeys

- Students who lack the understanding of “what is the purpose of school?”
- Students who lack understanding of empathy and respect for others, including adults (especially guests or TTOC’s)
- Students not being able to meet expectations in a multiage-classrooms with such a broad range of learners (ie. Gr 2-4)
- Students with exceptionalities not receiving enough community and/or family support for specific needs, which impacts learning of self and others.

## Learning Expeditions

- Overall student “well-being” index (including pro-social behavior, self-esteem, happiness) demonstrates concerns and can have negative impact on learning
- Overall student “well-being” index of our students compared to students at other school aligns with students belief in themselves as learners
- Student’s lack of collaborative skills impacts their ability to work on projects in groups
- Students who are unable to work independently due to lagging skills creates constant struggle of asking students what they are working on when we also are not always confident (rotating teachers)
- Maintaining the balance between PBL and content-based learning for core subjects (ie. Math)

## Sea to Sky Alternative School

- 1) **Safety of our Most “At-Risk” Students** – This group of students include: Aboriginal students, students with acknowledged substance use, students with acute mental health concerns (especially those untreated),
- 2) **Attendance & Engagement** - Attendance continues to remain an ongoing concern at the alternative school. We have a number of students that are regular attenders. However, there are still students who are on the fringes. While students are arriving at the school there are still some disconnect with engagement. We are doing a better job at supporting our most at-risk students within the context of the day program. This change is rooted in the hiring of a teacher whose role it is to support our vulnerable learners that are on the fringes of the day program (through inclusion and transitions).
- 3) **Challenging Behaviours** - Following directions from staff regarding respecting each other and the code of conduct, substance use, peer interactions, mental health, and child protection concerns continue to be ongoing issues.
- 4) **Field Trips** - It has become more challenging to take students on field trips and to provide them with engaging learning opportunities.
- 5) **Social Emotional Supports** – Despite best efforts from staff and connecting with community supports, students still struggle to access supports for depression, addiction, self-harm, suicide, stress management, and education to support healthy eating habits.
- 6) **Physical Environment** - Students and staff are struggling with the state of the building and the size of the building (lack of quiet spaces, work spaces, de-escalation, counselling, etc).
- 7) **Graduating Students** - Our Grad Rates for Outreach Students are lower than our programs overall. (see disaggregated evidence section below)

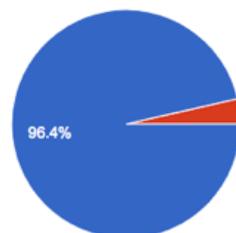
## DATA DASHBOARD OF DISAGGREGATED EVIDENCE

### Cultural Journeys

#### Student Survey re: Safety, Purpose, Kindness

Do you feel safe at school?

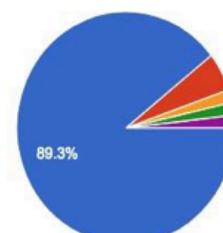
56 responses



Are there adults in the school that help you feel safe at school?

56 responses

● yes  
● No

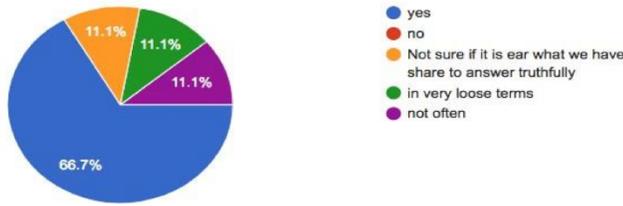


● yes  
● no  
● sometimes  
● my ferends  
● kinda

## Parent Survey

Do you initiate conversations with your child about the purpose of school?

9 responses



## Learning Expeditions

MDI Data - Well-Being Index (compared to whole district)

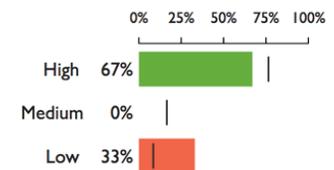
### PROSOCIAL BEHAVIOUR

Prosocial behaviour refers to actions that benefit others. e.g. "I helped someone who was hurt."



### SELF-ESTEEM

Self-esteem refers to a person's sense of self-worth. e.g. "A lot of things about me are good."



### HAPPINESS

Happiness refers to how content or satisfied children are with their lives. e.g. "I am happy with my life."



#### High Well-Being (Thriving)

Children who are reporting positive responses.



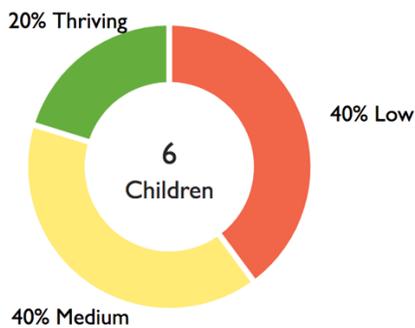
#### Medium to High Well-Being

Children who are reporting neither positive nor negative responses.

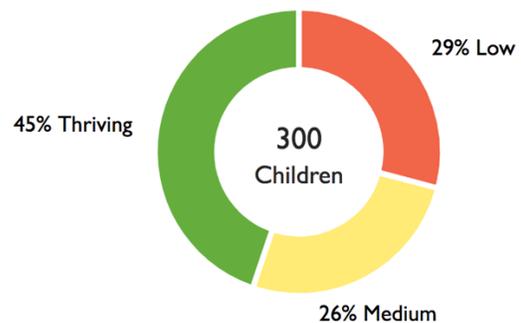


#### Low Well-Being

Children who are reporting negative responses.



STAWAMUS SCHOOL



SEA TO SKY

**Sea to Sky Alternative School**  
**Grad Rates**

	Total Grads	SSA South Grads	WSS Outreach	NOP Grads	Reg Grads	Adult Grads	Evergreen	Total Non- Grads	Gr 12 Grad Rat
2009-2010	0	0		n/a	0	0	0	0	n/a
2010-2011	2	2		n/a	1	0	1	10	17%
2011-2012	19	19		n/a	7	12	0	11	63%
2012-2013	24	17		7	15	9	1	12	66%
2013-2014	22	16		6	13	9	0	15	59%
2014-2015	18	13		5	9	9	0	11	62%
2015-2016	22	17		5	14	8	0	19	54%
2016-2017	21	11	2	8	16	5	0	17	55%

**Ministry Designations**

Year/Designation	D/F	H	Q	K	R	Total
2015-2017	2	19	7	1	5	34 (49%)
2016-2017	4	19	4	2	3	32 (43%)
2017-2018	2	19	5	1	1	28 (36%)
2018-2019	3	14	1	0	1	19 (32%)

**DESIRED KNOWLEDGE AND SKILLS FOR STUDENTS AND STAFF**

Students should be able to demonstrate growth in levels of safety, engagement, health and wellness. They should demonstrate growth in functional oral, written and visual communication. They should demonstrate growth in the competencies of thinking critically, collaboration, contribution, and creativity/innovation.

Staff should be able to demonstrate growth in their understanding and practice of differentiation of instruction and assessment strategies to meet the needs of all learners. They should demonstrate growth in their understanding and application of attachment-based approaches and strategies to meet the health and wellness needs of all learners. They should demonstrate growth in their understanding of purposeful, authentic, relevant learning design to engage and develop 21<sup>st</sup> century competencies in all learners.

**SOURCE OF EVIDENCE**  
**Key drivers of action**

ASSESSMENT EVIDENCE

**Learning as a Foundation** - Our key sources of evidence for health and wellness will be our attendance data, behavior data, health survey data, work habits data, self-efficacy data. For communication our key sources of data will be our grad rates, year-to-year transitions (readiness), course marks, presentations of learning assessments, school wide write data, passport data.

**Learning as Process** - Our key sources of data will be our presentations of learning data, social-emotional data and assessment data.

**What research have you considered in selecting your chosen instructional strategies and structures?**

We primarily use the work of Gordon Neufeld (Attachment based strategies) and International Institute of Restorative Practice as a foundation for our school's approach to developing the health and wellness of our students. In addition, we have used the following work to guide our practice:

- **Ross Greene** (Collaborative Problem Solving)
- **Judy Halbert & Linda Kaser** (Spirals of Inquiry)
- **Carol Ann Tomlinson** (Differentiated Instruction)
- **Tony Wagner** (Isolation to Collaboration, Reaction to Purpose and Focus; Compliance to Engagement)
- **Ron Berger's** work on PBL, critique process, expeditionary learning
- **5D Framework of Effective Instruction** (University of Washington)

**What instructional strategies and structures are currently working in your school?****Cultural Journeys:**

- Targeted multi-level reading and pre-reading instruction is improving literacy achievement
- Targeted multi-level numeracy instruction is improving literacy achievement
- Purposeful community atmosphere and teachings about "kindness" are improving the general culture of the school
- Teaching the importance of bringing back the culture that was lost through the residential school system by living, sharing, and practicing it has resulted in the students becoming more engaged with the culture.

**Learning Expeditions:**

- Incredible amount of choice within projects
- Electives are going well (Robotics, Sustainable Foods, Fine Arts, Leadership/Mentorship)
- Positive connections among students and teachers
- Community expert connections with student learning
- Fostered sense of care and inclusiveness

**Sea to Sky Alternative School:**

- **Daily "Readiness" Tracking** - Students are actively engaged with goal-setting around their behaviour, attendance and engagement.
- **Advisory** – Each teacher at SSA holds two advisory periods per day to "check-in" with students in identifying personal and academic goals. This data is then brought to weekly SBT to be dissected by the whole team.
- **Lunch Program:** Our lunch program continues to have a large impact on the health and wellness of our students. They have time to prepare a healthy meal with a caring adult each day and then sit down to lunch together. Circle process twice daily continues to be an essential foundation to the day programs to build community and attachment.
- **Purposeful, Relevant Learning Design:** Co-planning, co-teaching, and co-assessing continues this year at SSA. Teachers work together to co-plan learning that is relevant and purposeful for our students.

**What new strategy or structure are you most excited about? Why?**

**Collaborative Support Teachers** – The addition of a collaborative support teacher in each program has had immediate impact on student learning. We believe that this teacher, if used effectively, acts as a conduit between all teachers in fostering collaboration in the co-planning, co-teaching, and co-assessing of student learning. It also allows teachers to have another Tier 1 level of support when dealing with challenging behavior.

**Spirals of Inquiry & NOII Symposium** – This model enables our teachers in each program collaborate on a common "problem of practice" to guide their professional learning. This learning has led to the foundation of our school learning plan and guides our professional practice.

## What is your professional learning plan for staff?

- 1) **Spirals of Inquiry & NOII Symposium** - The Network Symposium is an annual event attracting educators from all over the world. The event highlights current innovative approaches to educational leadership, including keynote speakers and intimate sessions showcasing real-life examples of the [Spiral of Inquiry](#) in action from BC schools and beyond. The Symposium is designed to flow at an engaging and quick pace, while offering attendees plenty of time for focused learning as well as discussions and networking.
- 2) **FNESC Conference** - Showcasing innovative curriculum, inspiring people and excellent networking opportunities, the First Nations Education Steering Committee (FNESC) Annual Aboriginal Education Conference draws over 800 educators each year
- 3) **BC Alternate Ed Conference** – All SSA Staff are made available for this conference by closing down the school for 2 days. This conference is a great opportunity to network with fellow Alternate Ed staffs across the province.
- 4) **ERASE Bullying Training** – VTRA (Violence, Threat, Risk, Assessment) Training is made available to all admin and teaching staff.
- 5) **High Tech High Residencies** - Many teaching staff had the opportunity to go to High Tech High for a 2-day visit last winter. We are looking into sending more staff this -year but budget constraints may postpone this to another year
- 6) **Attachment Based Strategies Refresh** - All staff will have the opportunity to join a Gordon Neufeld Intensive Level 1 training next year in the Fall. Administration will be coordinating a group that combines online learning with live discussion with a Neufeld Institute Facilitator.

## How is your budget aligned with this School Learning Plan?

The budget aligns in terms of creating supports for all learners' health and wellness. Small class sizes, high ratio of adults to students, supports for students (counselors and youth care workers.) Professional development money is targeted to support School Learning Plan strategies

## RESPONSE TO INTERVENTION (RTI)

### How does your school plan to monitor student success and intervene when students struggle with their learning?

The Pathways to School Based Team (SBT) is used to identify students who are struggling with their learning and/or Socio-emotional and/or behavior needs. At SBT, we collectively review students' histories, current interventions and the effect, and discuss new interventions.

Students in alternative programs like ours generally struggle with their learning and/or socio-emotional needs daily. Our approach, with high adult to student ratios per class, is to do our best to be always at the ready to intervene, to connect students to learning concepts, to provide supports when needed.

### How are you using Collaborative Models of Support to differentiate for students' needs and plan for safe inclusive settings?

Our Learning Services teachers work with students and teacher to create effective "push-in" models of support, student learning plans and/or Individual Education Plans for our most vulnerable students. Learning Services teachers provide feedback and support to classroom teachers to help them provide appropriate support and adaptations for each student.

We have also hired Collaborative Support Teachers for all our programs this year in hopes of building capacity among our teaching staff to support all our learners through regular collaboration, co-planning, co-teaching, and co-teaching.

### What authentic classroom information is being used by your teacher teams to support planning for responsive instruction?

Classroom Mapping is used throughout all programs to identify all classroom & student-specific needs by classroom.

## School Learning Plan - *District Visit Overview*

### Stawamus School - Cultural Journeys & Learning Expeditions:

**9:00-9:15am** – Welcome Song, Acknowledgements, & Introductions

**9:15-9:45am** - Brayden to lead discussion around School Improvement Plan

- a) Theories of Actions
- b) Data Measures & Results
- c) Provide document for feedback

**9:45-10:30am** - Tour of Aya7ayulh Chet (Cultural Journeys) & Learning Expeditions

Station 1: Lindsey's Class (Grades K-2)

Station 2: Jenna's Class (Grades 2-5)

Station 3: KM's Class (Grades 4-6)

Station 4: Learning Expeditions (Grade 7-12)

**10:30-10:45am** – Coffee Break

**10:45-11:15am** - Student Panels

- a) Aya7ayulh Chet (Cultural Journeys)
- b) Learning Expeditions

**11:15-11:30am** - Discussion, Questions & Answers

**12-12:45pm** – Staff Recognition Lunch @ Stawamus

### Sea to Sky Alternative School:

**12:45-1:00pm** – Welcome, Introductions, & “Barometer Activity” (outside the building)

**1:00 – 1:30** – Class Observation & YCW Discussion

**1:30 - 2:00pm** - Staff & Student Discussions (Kitchen)

- a) Theories of Action
- b) Addressing “Safety”
- c) Data Measures & Goals
- d) Class Observations
- e) Program Discussions

**2:00-2:15pm** – Closing Circle with Students

**2:15-2:30pm** – Break

**2:30-3:00pm** – Sea to Sky Online Presentation