



School: Lucerne Elementary Secondary School
Principal/Vice-Principal: Mitchell Hemphill/Justin Bisson

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 goal chosen? What qualitative and quantitative data did you use to determine your focus and inquiry question?)

Ongoing assessment of student writing throughout the year demonstrates a need to focus on this area. The writing process involves teaching students to write in a variety of genres, encouraging creativity, and incorporating writing conventions. Writing helps you become a better communicator, and it also improves your reading. This process can be used in all areas of the curriculum and provides an excellent way to connect instruction with provincial writing standards. We used the Foundation Skills Assessment (grades 4&7), and Spring Assessment 2024 data.

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

Writer's Workshop- "Dive into getting ideas on paper"
Literature Centres - stations designated for specific learning purposes
Collaboration Time - will be built with admin/LST/ taking students while teachers collaborate
Project-Based Writing - expose students to different writing genres (all cross-curricular projects)
POPEY (Provincial Outreach Program for the Early Years) Residency K-3 teachers involved
Pro D days - What does each individual teacher need? Primary and Intermediate Learning
New Assessment and resources from the District Assessment Teams - both primary and intermediate
Writing continuum - what pieces do K/1 focus on? 2/3? 4/5? 6/7? Developmentally appropriate



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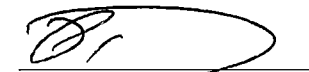
D. Evidence / Evaluation / Feedback (How are you measuring success? What are your feedback mechanisms? What is emerging in your inquiry?)

Writing portfolio - evidence of growth
Author's chair - voluntary sharing
Writer's Coffee House - invite parents
Assembly "Author's chair" - whole school writing being displayed in picture frames in hallway

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

Any time we have collaborated, 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.


Principal/Vice Principal


Superintendent



School: Arrow Lakes Distributed Learning
Principal: Mitchell Hemphill

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

Can ALDL students feel more connected to brick-and-mortar schools and their community while still participating in online learning?
At secondary, can ALDL work with NSS and Lucerne to offer more blended learning options to enrich students' learning?

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

Now that all ALDL students are all in-district, it is essential to provide diverse in-person learning opportunities for elementary students to participate in if they desire.
Currently, in-person learning opportunities are not fully subscribed.

Secondary students need to take advantage of a blended learning model where they can take courses in both DL and at NSS and Lucerne. An effort needs to be made to promote blended learning as a viable option for students.

Students' feedback indicates that they do not feel connected if they are enrolled in DL. Staff of ALDL continue to advocate for the program and highlight the merits and need of such a program in our communities.

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

Change online learning platform from Moodle to D2L
Update parent and student handbook
Examine a "regional" approach to DL
Greater collaboration with NSS and Lucerne Secondary to promote more blended learning options for students
Provide an array of in-person learning opportunities for elementary students and increase communication around promoting those events.



School: Arrow Lakes Distributed Learning
Principal: Mitchell Hemphill

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

Examine cross-enrolment numbers between ALDL and NSS/Lucerne, and examine what courses students are taking in DL vs in-person
Track attendance at in-person learning opportunities for elementary students
Develop and implement an ALDL student and parent survey to determine if needs are being met (Steph does personal feedback each year and forms for students to fill out)

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

The REACH program offers an opportunity for students to connect across the district from a variety of schools (ALDL, NSS, Lucerne) and participate in hands-on learning experiences. It provides a connection for students who may feel disconnected, in-person learning for DL students, and an opportunity for a diverse community of learners to come together.

(REACH is a forward-thinking program that aligns with the 'new' curriculum and lends itself to cross-curricular learning experiences that focus on the whole student – aligning learning and assessment practices that may be 'out of the box' thinking for some as it doesn't fit within the traditional school model. It allows for students who may feel that they need a 'break' from the traditional brick and mortar schools, a place to explore learning in different ways in a variety of environments. REACH has arguably kept several of our vulnerable students connected to SD10 in some way. We engage in many community activities such as hikes, learning about the area's history, connections to the land, Indigenous learning, yoga, SEL activities and games, belay certification, bear safe course, first aid course, sexual health, art therapy and much more!

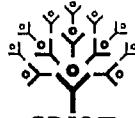
Current in-person activities offered for elementary include:

Art workshops, hiking, rock climbing, gym time, canoeing, science and tech classes, math workshops, breakdancing, cake decorating, museum visits, parkour, circus school lessons, x-country skiing, snowshoeing, downhill skiing, skating, mushroom picking/ecology lessons)


Principal


Superintendent

SCHOOL GROWTH PLANS 2024/2025



School: Lucerne Elementary Secondary School SD10E

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 build and foster student leadership skills to promote holistic well-being across the curriculum and grade levels at the secondary?

Competency and Collaboration - building their leadership capacity - solving problems and making decisions, influencing others, managing the work, displaying drive and purpose, increasing capacity to learn, increasing self-awareness, communicating effectively, developing others, valuing diversity and difference, building and maintaining relationships, managing effective teams and work 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?)

There is a need to build student engagement and interest in **learning, school-related activities and initiatives**. We want students to take ownership and pride in their work completed in all subjects. Teacher feedback indicates a need for more focus on completing assignments on time and pride in student work. Student feedback during conversations suggests that more rigour in coursework is needed.

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

Combining work experience with new leadership components to help identify what types of leaders these students are.
Mentoring opportunities are offered school-wide and grade-wide.
Community-wide volunteering.
Staff Pro D to research areas of leadership styles and how they can engage, and empower students.
Have an active list of leadership opportunities for students.
Invite guest speakers for students to motivate them.
"Into Learning" sessions focused on leadership opportunities for students to gain experience from experts.
More public appreciation and recognition of leadership being shown

SCHOOL GROWTH PLANS 2024/2025



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SDIO

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

have a measurement of students' understanding of leadership- questionnaires /exit slips / reflection on learning – artifacts from INTO Learning – gather baseline data in September – after each into learning session and yearend follow-up survey.

Student involvement in various activities.

Students plan some school events - Remembrance Day/Sports Day/ Fundraising/Terry Fox/Orange Shirt Day/Carnivals/Earth Day/Community Clean Up.

Youth Leadership class/course/training.

House Team events and activities.

Possible creation of a student council.

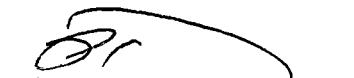
Intramurals.

Capstone Presentations – how did your leadership journey evolve this 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 during our INTO Learning weeks. What can we do moving forward to have that same level of rigour and relevance every day? Students are taking ownership and more leadership roles to support their needs and those of their peers. Supporting students' passions and goals -into learning, work experience, flexible learning environments, and course offerings based on student interest.


Principal/Vice Principal


Superintendent