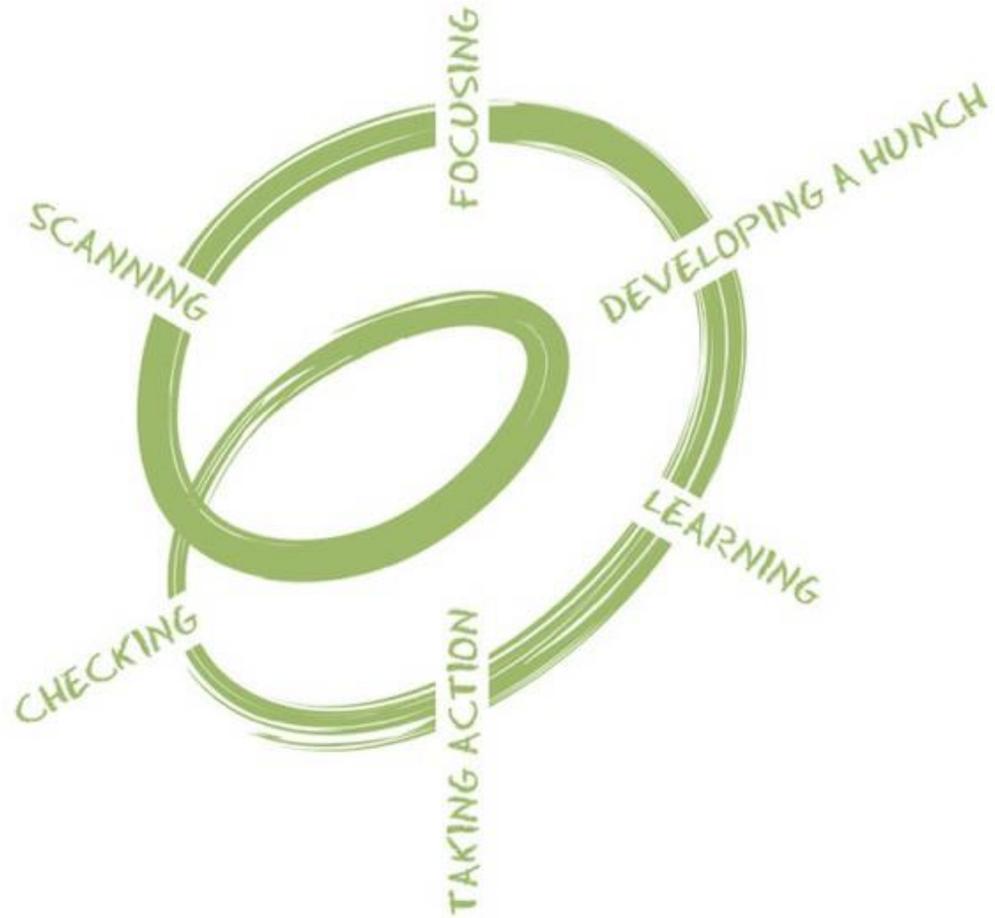


**School District 5 Southeast Kootenay  
Action Plan for Enhancing Student Learning  
2016-2019**



*"Spirals of Inquiry for equity and quality"*  
Judy Halbert and Linda Kaser

October 2018

## School: FERNIE SECONDARY

### School Context:

*Fernie Secondary* is a public secondary school with a September 2018 population of approximately 359 students, 13 international students, 23 teaching staff and 14 support staff. Fernie Secondary School, built in 1998, offers a variety of courses for grades seven through twelve, including a French Immersion program. We have a student services team who support 38 designated students as well as a substantial number of students who require learning assistance support. The school is located near the downtown area of Fernie and serves the majority of the grade 7 - 12 students of Fernie, as well as some grade 11 and 12 students from Jaffray. The school enjoys strong community support and responds to high expectations in a diverse community.

#### This School:

- understands the success of our school depends on a deep belief in--and commitment to ensuring--that all students can learn
- values student connectedness and engagement
- provides personalized supports to help ensure students celebrate social-emotional and academic success
- values social-emotional learning as part of a fundamental skill set students need to lead a happy and healthy life
- continually strives to develop teacher collegiality, reflective practice and collaborative planning
- values and encourages parental support and involvement
- is committed to making decisions that are data driven

### Inquiry Question: **What do you think is driving your plan for student success?**

The entire school staff, as well as students and parent representatives took part in creating a new Code of Conduct (implemented September 2016) and we have committed ourselves to a three to five-year action plan. We are currently starting our third year. The code is based on the principals of Positive Behavior Intervention Support, with a core tenet of teaching the behaviors that we wish to see rather than assuming all students know what appropriate behaviors look like. We are also committed to recognizing and celebrating positive behaviors when we see them, rather than always reacting to students' poor behavior choices.

As a staff, we are wondering if a school-wide commitment to our FSS PRIDE Code of Conduct will result in a more positive school climate, and a higher achieving school?

As a staff, we are also committed to continuing to explore and utilize inquiry-based instruction in our classrooms to see if we see improved engagement in all learners.

## Our goal(s); we will...

Seek to improve both school climate and academic achievement through a third year continuation of our School Code of Conduct that is aligned with Positive Behavior Support.

Seek to improve our comfort-level, familiarity and understanding of Inquiry-Based Learning to meet the challenges that are contained in the new curriculum.

**Scanning:** (What do you know about your students – their successes and challenges - what's going on for them?)

## Successes

Fernie Secondary students continually do well in their studies. We enjoy a high rate of grade-to-grade promotion plus course completion and graduation. We acknowledged a 100% graduation rate for the 2017-2018 school year.

We celebrate a diverse group of learners.

Student leadership opportunities have expanded greatly in recent years.

Fernie Secondary has expanded its community connectedness in the past several years, becoming more involved with community initiatives and local charity work.

Inquiry Based Learning with community support is becoming a part of our daily routine.

## Art Project

[https://vimeo.com/297891059/f653c0f028?fbclid=IwAR1k-Q1xqjS9qluJFXxcUx8JSX0MKPotbT2VR\\_xP8BIdpISCrSfD1zTjftl](https://vimeo.com/297891059/f653c0f028?fbclid=IwAR1k-Q1xqjS9qluJFXxcUx8JSX0MKPotbT2VR_xP8BIdpISCrSfD1zTjftl)

## Bat Project 2017-2018



Grade 7 Inquiry exploring bats, fundraising and building bat houses. The City of Fernie helped erect these bat houses within Fernie Parks.

## Grade 8 Inquiry 2018-2019

How has human impact and geological process shaped the Elk Valley?

How does the movement of Earth's tectonic plates cause observable changes and effects?

Does our immune system work the same as fish?

## Challenges

There has been a noticeable drop in socially responsible, respectful behavior from a core group of students that may be permeating to the larger group.

Some students do report being bullied and not feeling connected to their school in our annual survey results.

Student engagement for all learners is always a challenge. We hope that with a new focus on Inquiry-Based Learning/Project-Based Learning we can see improvements in this area.

There has been a long-standing problem with tardiness to classes and absences in the school that is impacting student success.

**Focusing: (Identify the most important work you can do to improve the success of your students. On which key areas of learning will you focus?)**

### Evidence/Data to support:

We will look at behavior incident referral rates and types and compare them to last year to determine if we are seeing improvements in overall student conduct.

We will also survey both staff and students to determine if we are seeing an overall improvement in school climate and safety.

Student Learning Survey Question (many or All the Time Responses)	Grade 7 Spring 2018	Grade 10 Spring 2018	Grade 12 Spring 2018	Grade 12 Students in Grade 10 Spring 2016
Is the school Code of Conduct and expectations clear?	64.5%	51.2 %	69 %	No Data
Do you feel like you belong?	51.1 %	32.6 %	66.7 %	No Data
Do adults treat all students fairly?	48.9 %	34.9 %	54.8 %	40.0 %
Do you feel welcome?	72.3 %	48.8 %	66.7 %	61.0 %
Do you like school?	29.8 %	48.9 %	38.1 %	No Data
2 or more adults care for me at school	59.6 % %	51.2 %	66.7 %	68.0 %

We will also look for opportunities to have staff explore and experiment with Inquiry-Based instructional strategies. We continue with district initiatives in the delivery of new curriculum and the communicating and reporting on student learning.

Will we see fewer absences, tardiness, and failing student grades?

Staff members have applied to continue with a Collaborative Inquiry Project that will help improve student successes focusing on Positive Behavior Intervention Strategies.

### **Developing a Hunch: What is leading to this situation?**

**Taking Action: (Describe the actions that you propose to take related to your inquiry. What will you do more of, less of, or do differently to improve outcomes for your students?)**

Continue to work with the PLC group with the implementation of Positive Behavior Support. Explore research around Growth Mindset and how it may play a role and help to shape third year implementation. Are students feeling more connected? Will continued teaching of the FSS Code of Conduct help student in day to day interactions? Are they helping?

Will the work staff is doing to apply inquiry into class teachings be an indicator of student engagement and an improvement of academic success.

Will the new reporting standards for grade 7-9 help to engage students in their learning?

**New Professional Learning: (Summarize new areas for professional learning and how you will go about designing new learning for yourself and your staff that will impact your learners.)**

We have a PLC that is focused on the implementation of Positive Behavior Support in our school. As this is the model upon which our new code of conduct is built, they will play a lead role in educating and leading our staff.

As a staff, come to an understanding of the new reporting standards for grades 7-9. We will educate ourselves as we implement School District 5 Communicating Student Learning Pilot.

We plan to continue seeking methods to implement new curriculum for our senior grades. New curriculum learning and exploration is a part of this year's Curriculum Development and Professional Days for FSS – continuation from previous year's sessions.

### **Taking Action: What will you do differently?**

Throughout the year we are committed to taking time to explicitly teach students the behaviors that we are seeking to see, by reviewing and brainstorming how we can make FSS PRIDE a part of the daily routines in our school. We are also committed to recognizing and celebrating instances where students are exemplifying the behaviors outlined in our new Code of Conduct.

Staff and administration is also committed to working together to take a consistent approach to dealing with behaviors, both positive and negative. We recognize the importance of communication with home in this process. We have committed to developing a stronger working relationship amongst staff recognizing we have had many staffing changes since we developed the new Code of Conduct.

We are also committed to improving our own instructional practices in relation to the new BC curriculum. We plan on making Inquiry-Based Instruction a part of this year's staff meetings and hope to incorporate this learning in professional development. We will incorporate the grade 7-9 district pilot in our reporting.

### **Communication Strategies: (How will you communicate your inquiry and your results to the school community?)**

We will present the School Action Plan to our Parent Advisory Council.  
We will make regular updates via our webpage, facebook page and newsletter.  
We will maintain an open line of communication with parents.

### **Parental/Community Involvement: (How will you work together as a school community to do this work?)**

Communicate through newsletter, website, facebook page and Parent Advisory Committee meetings.

Welcome parents to attend school functions.

Invite grade 7 parents to an Orientation Evening.

Invite grade 7-9 parents to a Communicating Student Learning Evening.

Invite grade 10-12 parents to an Evening Meeting to discuss New Curriculum and the changes to the graduation program with numeracy assessments, literacy assessments and the upcoming capstone projects.

Send personalized emails home to parents to recognize their children's positive behavior choices.

Keep parents informed on changes to curricula.

**Connection to the District Goals: (How does this plan connect to our district vision?)**

**Improving achievement of all students – each and every student!**

***To enable all students to graduate with purpose, choice and hope for the future***

***To foster the growth and development of literate, numerate and socially responsible students in all areas of their education.***

We feel strongly that working to improve school climate and connectedness, as well as working together to gain familiarity and competence with the new BC curriculum (and Inquiry-Based Learning) will link directly with the District goals.

We will be tracking student/parent response to our work to determine if we are on the right track or if changes will be required.

**Connection to the 7 Principles of Learning: (Which of these principles align with your plan?)**

- 1. Learners at the centre**
- 2. Social nature of learning**
- 3. Emotions are integral to learning**
- 4. Recognizing individual differences**
- 5. Stretching all students**
- 6. Assessment for learning**
- 7. Building horizontal connections**

We are confident that our plan aligns with all of these principles.

Our work to make positive changes to school climate will enable our students to feel safe, supported and cared for at Fernie Secondary. We learn together so we need to be able to work together in an environment where differences are valued.

We are committed to integrate inquiry-based/project-based opportunities for students. To better understand Aboriginal Perspectives, we are committed to continue our own journeys as a staff. We believe these commitments will better enable us to provide authentic and engaging learning for our students.