

School Growth Plan



Fraserview Learning Centre

2016 - 2017

Submitted by: Kevin Watrin, Principal of Frasersview Learning Centre

Contents

Contents 1

PART I - Overview of Fraserview Learning Centre

School Context..... 2

Measuring Success..... 3

Appendix A: FLC Staff Notes 6

Appendix B: 9 Principles in Detail 8

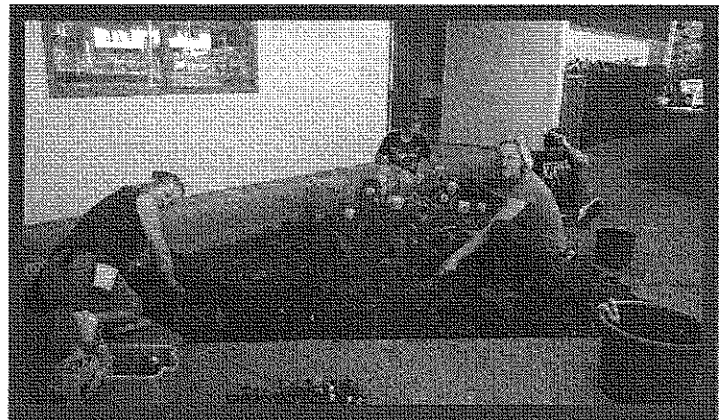


PART I - Overview of FLC

School Context

Fraserview Learning Centre (FLC) is an alternate middle/secondary school where students primarily work on competency-based, individualized, and self-paced programs. Many students attend full time while others have various part time schedules. Classroom instruction is done to whole class, small group, or “side-by-side” teaching. FLC has students working on 2004 Dogwood and Adult Dogwood Diplomas.

We have benefited from numerous outside organizations and agencies here at FLC. Our students work regularly with seniors from the Lifetime Learning Centre. We hold joint functions and events that are beneficial to both groups: Easter and Remembrance Day Teas, knitting, gardening, and technology leadership are some of the occasions where our students have an opportunity for inter-generational connection and to demonstrate social responsibility. Fraser House, Mission Community Services, RCMP, Mission Fire Fighters, Fraser Health, MCFD, and the Fraser Valley Women’s Resource Society come into our building to meet with individuals and groups of students on a regular basis.



FLC students gardening with Lifetime Learning seniors

Enrollment	2013-14	2014-15	2015-16	2016-17
September Enrollment	30	43	100	100
Peak Enrollment	60	90	120	116
Internal Referrals				24
Internal Transfers		43		2
DRC Transfers			4	6
Transfers Outside of MPSD				11
Academic Success				
Courses Completed		145	210	198
Graduating Students	0	11	11	12
Students Transferred to Grad		1	3	7
Student Exits				
Students Withdrawal				15
Student Removals				23

Measuring Success

Quantitative and qualitative methods are both important tools to measure student success. Quantitatively, alternative programs need to work towards improving student attendance, course completions and graduation rates. These goals need to be measured against a baseline of data collected prior to the student entering the program. If a student didn't attend school previously and now is attending 50% that demonstrates success. If attendance, course completion and graduation rates are not viewed within this greater context, the data is skewed and unfair to the students who have worked hard to improve their lives but haven't reached the same level as other students in the district.

Qualitative assessment is also an important tool. How do students feel about themselves and their lives since attending the alternative program? Has their self-esteem and self-confidence improved? Have they learned to take greater responsibility for their lives and feel more in control of their lives? Has their family or social relationships improved? The literature is extremely clear that successful alternative programs offer their students a voice in their programming. Periodic staff, student, and caregiver interviews and surveys should be included as part of the overall assessment of an alternative program's success. Along these lines, we have begun to implement pre and post FLC surveys. We are working towards surveying students as they enter FLC and then as they graduate.

9 Guiding Principles of Alternate Education in BC

A 2016 Provincial quality review resulted in the Nine Guiding Principles of Alternate Education in British Columbia. They are:

1. Supportive Culture
2. Clear Student Transitions
3. Flexibility
4. Staff Connections
5. Relationship Based Programs
6. Community Supports and Partnerships
7. Engagement
8. Food
9. Sense of Legitimacy/Viability

The Fraserview staff has spent some time reflecting upon these nine principles and the extent to which they are evident at our school. Staff were also asked to rate each area. The average of staff rating is provided in the left hand column in Appendix A. For each guiding principle staff were asked to provide a self-reflective score based on the following criteria:

- 1 – Currently not a strength of the school Improvements and supports are required
- 2 – Some initial strategies have been implemented. Still requires some focus for improvements and supports
- 3 – Progressing quite well. Relatively pleased with the various strategies implemented in the school
- 4 – Very pleased with where the school is with this guiding principle

Out of this review we determined that the three we want to focus on for the 2017-2018 school year are:

1. Engagement
2. Sense of Legitimacy/Viability
3. Clear Student Transitions

Guiding Principle	What we plan to do in 2017-2018 to address these areas:
Engagement	
	More engaging curriculum:
	Implementation of Self-Efficacy Course
	Digital Photography and Yearbook Courses
	Maker Spaces/ Imagination Station
	New BC Curriculum for Science
	Experiential/Place-based learning opportunities
	Art/music/food teaching
	Work Experience opportunities
	Implementation of common student self-regulation language
Sense of Legitimacy	
	Facility improvements
	Additional spaces available for groups and outside agency
	Utilize/maximize shared spaces in the building
	Utilize change room spaces
	Improve washroom signage and access
	Update FLC website
	Continuing education of district staff
Clear Student Transitions	
	Connect students with Work Experience opportunities
	Connect students with Secondary School Apprentice programs
	Connecting grads or aging out students with Workplace BC case manager
	Graduation/aging-out exit interviews/survey to help transition to life beyond school

Communication Strategies:

- Regular updates to the PAC
- Regular updates to all parents electronically

Submitted by:

The school growth plan has been written, reviewed, and supported by:

Principal	Signature	Date
Superintendent	Signature	Date
Board Chair	Signature	Date

Appendix A: Notes from FLC staff review of 9 Guiding Principles

	Comment
Supportive Culture: 2.875	<p>Doing well Aboriginal content School relationships/Staff + Student -Staff collaboration Provide students access to supports (Dan, Tami, Chris, outside agencies) Groups: -we run various groups where students feel they have a voice in a safe place -more outside agencies need to come and instruct or give input in groups</p> <p>Needs improving -more student leadership -more supports as demand is large</p>
Clear Student Transitions: 1.75	<p>Doing well -intakes have/are a good practice for introductions/building relationships</p> <p>Needs improving -implementing life skills beyond school graduation -teaching coping skills for after FLC -create programs that recognize life situations and commitments -exit interview (for movement within or outward) -to work, post-graduation -grad paths -school breaks -minimizing barriers</p>
Flexibility: 3.5	<p>Doing well -unlimited scheduling/placement options -range of paper based, computer led, whole class/ small group/individual teaching, outside activities -social emotional needs met -prioritizing mental health</p>
Staff Connections: 3	<p>Doing well -debriefings 3x per week -staff often collaborate for betterment -mixing classes -baseline of expectations</p> <p>Needs improving -staff mental/physical health</p>
Relationship Based	Doing well

<p>Programs: 3</p>	<ul style="list-style-type: none"> -groups: Sr. Guys, Jr. Guys, Girls, LGBTQ -Lifetime Learnings connections with gardening, Tech Time, Knitting, Art -RCMP/Mission Fire Fighters play basketball every Thursday with FLC students and staff -Fraser House staff come in to work with clients at FLC -MY House staff attend term assembly -prioritize relationship and then focus on academics -buddies at West Heights and Silverdale -Aboriginal Department/Siwal Si'wes connections, cultural activities, and field trips <p>Needs improving</p> <ul style="list-style-type: none"> -more outside supports and space for them
<p>Community Supports and Partnerships: 2.5</p>	<p>Doing well</p> <ul style="list-style-type: none"> -LLC -RCMP/Mission Fire Fighters -Fraser House -MY House -CYMH -START Program <p>Needs improving</p> <ul style="list-style-type: none"> -would be nice to have a health nurse in more often -more of a SW presence in the building
<p>Engagement: 2</p>	<p>Doing well</p> <ul style="list-style-type: none"> -first aid/food safe courses offered to FLC students -intergenerational programs with Lifetime Learning - Weekly RCMP/Mission Fire Fighters PE activities <p>Needs improving</p> <ul style="list-style-type: none"> -more engaging curriculum -more space -work experience
<p>Food: 3</p>	<p>Doing well</p> <ul style="list-style-type: none"> -access to breakfast program <p>Needs improving</p> <ul style="list-style-type: none"> -more healthy options -skill building around food -students prepping and distributing food -foods class (to sell in store)
<p>Sense of Legitimacy/Viability: 2</p>	<p>Doing well</p> <ul style="list-style-type: none"> -“image” is improving in the district – people are understanding better what we are working to accomplish here <p>Needs improving</p> <ul style="list-style-type: none"> -facility is a major issue, both in terms of room and quality/access to facilities -not accessible to all students – ramps, doors -need more space for groups and individual supports

Appendix B: Nine Principles in Detail

