

Enhancing Student Student Learning Plans 2017-18

School: PASS/WOODWINDS ALTERNATE SCHOOL

What we know about our learners - Key Features of our School Review that have Guided our Actions in 2016-17

School Information from "Enhancing Student Learning Plan 2016-17":

- PEP - LEAP - school visits to Courtney, Sooke and Saanich to explore best practice and how some of the practice and strategies can fit with our students
- Re defining how the LEAP program will be structured and the process to attend
- Taking a look at where our students are. Our demographics have changed and we need to re structure to meet the needs of our returning students
- Non grads management is very tricky especially amongst the at risk students
- When we have the at risk students here what can we do to keep them engaged
- How can we develop more course options to engage students
- Tom McEvay facilitation on helping to structure the school to make sure as many needs as possible are covered. JW
- Alt. Ed. Conference
- We know our learners are complex: mental health/cognitive challenges/socio-economic barriers/trauma history and all can disrupt ability to learn; upcoming pro-d will hopefully bring some new strategies for increasing their sense of safety and regulation so better able to learn
- We know when we build on strengths our students' confidence increases and success follows; need to create diverse opportunities to "shine" (art, mentoring, cooking, adv. Ed etc.) - need to further build through community and other schools' resources
- Continue to re-connect students through Work Experience- if students are not at school are they working?
- Build a "Learn to Work" program-skills to "get", "maintain" and overall keep their employment-work ethics/skills
- Employment/Skill based transition plan- "what is the next step" -education/skills /training/ employment/ goals/challenges
- We know that responsive teaching requires effective communication amongst staff, with outside agencies, and structured time and channels in which to do so.
- Discussion/planning for acknowledging and addressing learners' strengths/needs related to the 40 Developmental Assets of Adolescents <http://www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18>
- We know that our (potential) grads (adult/school age) need significant support in identifying, planning for and accessing realistic/individualized post-secondary plans -- whether it be secure/meaningful work, certification/diploma programs, university etc. we have to ensure that our students know why THEY want to graduate (what is their NEED for a diploma?) and how can what they have learned with us benefit them in the next stage of their lives.
- Many of our students face numerous challenges to their education including drug abuse, physical abuse, hunger, disruptive home environment, etc. . For many of these students' academic achievement is not a priority if you come to school hungry or are under the influence of alcohol or drug abuse. The challenge our school has to face is how to provide a supportive environment in which these external factors are dealt with to allow our students to progress academically. The provision of a foods program allowing meals to be provided to those who are hungry and support services to deal with drug or physical abuse is a necessary step before developing a positive and supportive learning environment.
- The provision of daycare for single parents should be addressed. This would allow some of our most at-risk students to complete their education with the understanding there will be supports in place to take care of their children while they work towards meeting their graduation goals.

Additional Observations Since Fall Conversations:- What have we done around the above findings?

Notes on LEAP program by Marusha:

One major observation is that our students are actually doing school work! They do more school work now than ever before. Each student has a plan in place when behaviours are becoming out of control, and the strategies that we have in place are working.

The addition of new students in our program has turned out to be very positive. They change the dynamic of classroom and bring in a few twists that children in typical schools experience all the time.

One thing I think is extremely important is consistency. Kate and I are on the same page, we understand each individual student well, knowing their strengths and challenges. I strongly believe that we have a good team where everyone uses the same language and issues direction similarly. It takes a long time for our kids to build a trusting relationship with staff. If we could keep the same staff for the next school year, who already know what works and what doesn't work will help to transition students to their home schools more effectively and I believe in a more timely fashion. This will also help to make room for new students who need our help.

keeping engaged: different learning opportunities (small group, large group, projects (collaborative art, social justice, gardening, community outings, courses (FoodSafe) rags & jewelry making etc), , finding ways for students to make meaningful contributions

PASS

- Provide choice in many assignments/tasks - highlight/utilize student strengths and interests
- One on one/small group support
- Flexible due dates/schedule to accommodate student needs outside of school (work, cross enrollment, child care, etc.)
- Mentorship groups - adult/student connection **and increased staff to staff to communication regarding student progress and need**
- Cross curricular connections wherever possible **with ongoing planning for more robust curriculum-focused "pre-learning" components to activity-based ("opportunities to 'shine'") learning opportunities**

SCHOOL-IDENTIFIED FOCUS AREAS		Actions	Successes	Challenges	Learning
Mentorship Groups	<p>Student mentors participate in a variety of activities with LEAP students.</p> <p>Teacher/student mentor groups - each student is assigned a staff mentor to track student progress and contact students when necessary. New students to PASS begin gradual entry with assigned staff mentor</p>	<p>This has been a win/win success for all involved. Providing experience for mentors, and positive role models for LEAP Students.</p> <p>This has helped to foster student/adult relationships, all students are tracked by mentor and contacted when necessary (to discuss course progress, school opportunities, attendance, etc.)</p>	<p>Consistency. Students who would like to mentor need to understand that our young children develop emotional relationships with their mentors and if they do not honour their commitments, this will disappoint our students. This often can provide a trigger to our students and lead to emotional stress.</p> <p>Up to date contact information for students, especially those that we do not see often</p> <p>Increased/consistent/structured efforts needed with students across each mentor's mentorship group -- too many students still without meaningful/consistent relationships with an adult in our school</p>	<p>Discussions in how we can best use mentor groups going forward (meetings, accountability, regular check ins, roles/checklist for mentor meetings, ect.)</p>	
Shift of students from WW- PASS	WW : Students preparing to enter Pass to spend time in Pass room(s) in Spring to support engagement in the program for the fall	WW : Student's identified to enter Pass engaged with Pass teachers through academic support to facilitate this transition	WW : The program currently has a number of students who do not have the academic, social, or developmental skills needed for the Pass program	Scheduled times for students to begin transition into PASS	
DISTRICT STRATEGIC PRIORITIES		Actions	Successes	Challenges	Learning
Personalization of Learning	<p>Social Justice 12: student led projects/initiatives, flexible means of demonstrating learning (often discussions) and gaining knowledge (workshops etc.)</p> <p>Leadership/Mentorship 12 -- allows students opportunities to "shine" through interactions (mentorship) with each other -- incredible bonding/connectivity moments which strengthens our school and improves the climate of our building</p> <p>WW : Student's identified with extensive learning needs were provided one-on-one support through teacher and/or YCW when possible during academic learning times</p> <p>The LEAP program is fortunate that they can develop personalized learning plans for each individual student. The program offers flexibility for teacher to teach multiple grade/age students the same content at different levels. Academic demands for these students can often be a trigger so our ability to provide one-on-one support is invaluable.</p>	<p>Students maintained a commitment to course</p> <p>Students are taking positive action in our community</p> <p>WW : Student's completed academic work successfully</p> <p>The nature of the personalized learning plan approach implemented by LEAP, allows for all students to be successful individually while allowing students to feel a sense of belongingness in the classroom and school community as a whole.</p> <p>Using student interests to help lead instruction/assignments</p>	<p>Some students struggled with needing to be at school each week at a specific time</p> <p>Closed class due to nature of group building eliminated on-going enrollment option</p> <p>WW : Inconsistent attendance</p>	<p>On-going discussions regarding accountability to attend this course led to applying it to other areas, students thrived in the small group learning environment taking risks & experiencing success</p>	

	Choice and variety in assignments and materials where applicable, flexible due dates, self paced learning, one on one and small group learning opportunities			
Flexible and Responsive Structures	<p>WW: adapted FoodSafe Program course delivery</p> <p>WW : Community outings during school time to support continued academic learning</p> <p>Tried 2 collaborative group lessons (Art//English/Social Justice and Social Studies/Social Justice)</p> <p>LEAP offers a flexible daily routine, based on the needs of the students or addition learning opportunities that may arise.</p>	<p>Students learning material and feeling proud</p> <p>WW : Student's engaged actively in completing academic learning when provided support throughout their day for brief community outings students experienced larger group learning, gained marks for numerous courses at once, brought students together that don't always mix</p> <p>The way the LEAP program has evolved of the last several months is that incentives and motivations behind individual success has moved from being less extrinsic to intrinsic rewards, increasing more self guided with fewer prompts needed from outside sources.</p>	<p>inconsistent attendance, trying to do "catch up" sessions</p> <p>WW : Inconsistent attendance</p> <p>students not in attendance on that day at & at that time miss out</p> <p>The environmental situations of each individual student can often bring additional challenges for staff in that it is not always the students that require support. LEAP staff has observed that this can create lengthy delays of progress in students. There should be some amendment to include mandatory parental support and guidance. Without this some students will never experience success.</p>	<p>students feedback was that they enjoyed the lessons, liked the chance to get a lot done in 1 ½ hours. Perhaps same lesson offered again the following week?</p>
Social/Emotional Learning	<p>WW: "waffle wednesdays" making breakfast together & group learning (positive communication, healthy relationships etc.)</p> <p>WW: whole class goal to go to Victoria including jewelry making/sales and expanding rags project</p> <p>WW : Breakfast Tuesday's - making breakfast for the entire school (working together, being part of the school community, healthy relationships, skill building)</p> <p>Weekly LEAP outing on bus</p> <p>Introduction of dedicated S/EL programming -- monthly Mental Health cross-program meetings; yoga; anxiety group; dedicated, trained student counselor...</p> <p>* LEAP has developed a program which includes the use of Self Regulation and social skills programs which have been very successful for students.</p> <p>Staff/Student relationship building, gradual entry for new students to PASS</p>	<p>students "bought -in" to routine, increasingly all students are sitting together & engaging in topics</p> <p>Students are motivated and collaborating</p> <p>WW : Student's participating in this activity feel accomplished in their skills with cooking. They have developed strong connections with other staff and student's .</p> <p>therapeutic benefits of being in nature and extended play - opportunities to discover strengths, build confidence and practice positive communication and social skills - older mentors sharing their strengths</p> <p>Evidence of this success includes their increased ability to self regulate across multiple formal and informal settings. Evidence also includes transitions back to home schools.</p>	<p>routine changes due to unforeseen circumstances really threw some students off when attached to this being a part of their week</p> <p>Time to spend on the project</p> <p>WW : Lack of focus with some students</p> <p>Again, environmental situations of each individual student can often bring additional challenges for staff in that it is not always the students that require support. LEAP staff has observed that this can create lengthy delays of progress in students. There should be some amendment to include mandatory parental support and guidance. Without this some students will never experience success.</p> <p><i>Home schools in all capacities need to understand the principles behind the LEAP program without prejudice.</i></p>	<p>students enjoy this type of group learning and it is a way to build skills for communicating within the class</p> <p>students who don't have confidence with academics can "shine" as leaders in project life skills - "real world" experiences (talking to customers, making a product consistently, money management, goal setting) being a part of a team</p> <p>Building a new, positive individual identity is supported by successful experiences "in the world" which can then be reflected upon & used in other contexts.</p>
Engagement Through Technology	LEAP has received additional technologies in the	Students have experienced high levels of success	LEAP: It would be ideal for each student to have	

	<p>form of computers that allow students the opportunity to engage in alternative methods of learning using a variety of learning tools.</p> <p>Use of Chromebooks/computers ta attain and complete work, availability of Google apps such as Google read and write, audio and/or digital formats for readings/novels</p>	<p>learning how to navigate through the curriculum using on-line interactive media while building word processing skills and general computer knowledge</p> <p>All PASS/Woodwinds' math and science courses have integrated on-line learning supports to enhance course offerings. These include sites such as Khan Academy, Math Master, Microsoft Math, as well as other on-line applications designed to support student learning.</p>	<p>access to individual computers (Not Chromebooks). At this point in time we require two more additions workstations.</p> <p>Ease/availability/access to audio and digital formats, student willingness to try something new (variety of apps/programs). Using chromebooks for other activities other than completed school work</p>	<p>How to create rules around technology usage, how to create student willingness to try apps/programs available</p>
Communicating Student Learning	<p>developing portfolios for WW students to follow them through high school years anecdotal reporting added to WW reports developed self assessment for WW students re: core competencies</p> <p>WW : Parent meetings - to support continued communication between home and school The philosophy behind the LEAP program is ongoing communication between teacher/EA parents, students and other school and district employees. Formal parent teacher portfolio reviews occurs three time per school year and in addition to ministry report cards are completed each school year. In addition teach is communication via email, phone and in person with parents regarding daily progress. Program teacher also develops IEPs for each students and reports on said reports three times per school year. Outside agency communication regarding individual students is also ongoing.</p> <p>Course progress in all Math and Science courses is monitored on a daily basis and is available on-line for both students and parents to access.</p>	<p>WW : Increased communication between home and school to support continued student learning</p> <p>Each student in LEAP and family members have definitely shown progress in their ability to open the lines of communication and maintain contact in the best interest for their child.</p>	<p>WW : Some communication with parents has been inconsistent.</p> <p>Open and honest communication between staff and parents continues to present challenges. Not all parents understand the emotional needs of their children and often this again prevents some students from moving forward.</p> <p>Regular, structured communication with students/families/caregivers needed -- not solely during times of concern ... any moves from each student's baseline behaviour should be noted and discussed</p>	<p>Create ways for student "buy in" with portfolios (Scholantis)</p>

MINISTRY DIRECTIONS	Actions	Successes	Challenges	Learning
Redesigned Curriculum Implementation	LEAP follows all new curriculum guidelines	Moving away from old school teaching methodologies provides a more enhanced and personal learning experience for all.		
CORE Competencies???WW				
English				
MATH/ Science	primary focus on Personal and social competency with WW students, working each day on how to best care for themselves & those around them. From the basic of learning to "check in" with themselves on needs (food, water, sleep, exercise, care/listening from an adult) to the	Using discussions of videos and "teachable moments" to encourage students to consider their values, recognize experiences have contributed to who they are now but also see their role in shaping their future. Specific activities/projects that have been	Working against long held beliefs that may be contributing negatively to student's growth, such as beliefs that are self-deprecating, racist or perhaps held onto due to traumatic experiences	Creating new norms that encourage growth takes time and persistence. Routines, consistency and a safe space foster positive change.
Social Studies				

Electives	<p>point of contributing positively to a group learning activities & recognizing their own strengths. Self-assessment being used. Daily acknowledgement and opportunities to reflect on progress or challenges with YCW or Teacher</p> <p>The new curriculum for SS11 gives the teacher more options in course content and how the curriculum is delivered. It gives students more flexibility in how they complete assignments. ART: Continuing to allow for our students to express their creativity in the manner that best suits them, promotes engagement in art.</p> <p>MATH/SCIENCE New curriculum content has been fully implemented for all grade 8/9 Math/Science courses. Development and modifications to reflect the new grade 10-12 curricular offerings is an ongoing process that will reflect the changes required in the new Math/Science curriculum. These courses will be good to go as mandated for the 2018-19 school year.</p> <p>All Math/Science courses will be available on a continuous entry basis with an emphasis on flexible learning environments that can best accommodate student's individual learning styles and pace of learning. Students can receive credit for previous unit completions without repeating the entire course as is often the case in the traditional school setting.</p> <p>Students will be encouraged to take a direct role to help plan and direct how they will meet agreed upon curricular goals. These goals will be supported and positively encouraged by the teacher.</p> <p>Grade 8/9 students are given a numeracy assessment to determine baseline levels for instruction and focus areas for remediation.</p> <p>Adult students are provided with math upgrading courses to allow them to meet the current demands of the Math 11 curricular offerings. A baseline assessment determines what area of remediation is needed.</p>	<p>successful in supporting the development of Personal & Social Competency: "waffle wednesday", responding to videos through group discussion, collaborative group fundraising, regular outings in the community as a group, opportunities to make food to share with school (baking cookies for pink day) photos of students in joyful moments, taking time in morning to "shift" into day - talking, eating, walking --learning to notice whatever is needed</p> <p>Students are definitely more actively engaged in the new curriculum. Some who would have struggled with our old booklet/text book social studies course have really excelled with the new course. Our artwork is currently on display at the PCCC during May and June.</p> <p>MATH/SCIENCE Most PASS/Woodwinds students have adapted well to the new 8/9 curriculum. A number of students have completed 2 grade levels this year.</p> <p>The transition process from Woodwinds to PASS has been facilitated by a shared grade 8/9 math/science curriculum and teacher.</p> <p>Incentives such as course completion certificates have contributed to the positive self-image of many students who have seldom experienced any kind of success in the traditional school environment.</p> <p>The new curriculum allows for multiple means of expression and acquiring information and meeting course objectives. Students can demonstrate what they know in conventional ways such as an assignment/test format or more unconventional methodology that are project based or incorporate oral or video presentations.</p>	<p>MATH/SCIENCE For many of our students a positive learning environment is negated by external and personal factors such as poverty, substance and sexual abuse. In addition many of our students have diagnosed mental and personal issues such as autism, fetal alcohol syndrome, severe anxiety, learning disabilities, gender identity issues, and attention deficit disorders. All these factors act as an impediment to a positive learning experience for many PASS/Woodwinds' students no matter what the new curriculum is designed to achieve.</p> <p>Therefore it is vital that student, parents, and PASS staff develop pre-requisite and on-going IEP that develops an understanding of the profiles of students with the necessary social-emotional supports.</p> <p>With these supports our students can better cope with the science and math curriculum and achieve success and a positive self-image. If students feel good about themselves and their achievements it will contribute to the long term goals of helping our students develop self-management and self-control, improve relationships, reduce conflict and improve attendance. When these goals are addressed students will have a better chance of success in meeting math and science curricular objectives.</p>	<p>Will all options for new English curriculum be offered...if so, how to implement and how to manage the number of options. Will this begin in the coming year or the year after. Discussion and planning needed in how this will look for us going forward.</p> <p>MATH/SCIENCE There has to be a coordinated effort by PASS/Woodwinds staff to integrate numeracy and literacy supports for students. For example students may have good basic math skills but lack the ability to do word problems as a result of a gap in literacy skills.</p> <p>Curriculum should be relevant to the needs of our students. As a general observation the math/science curriculum has to have some meaning or purpose in helping them achieve academic success. For example, for those students hoping to enter the trades a math course that helps them prepare for the Trades Assessment Exam has direct relevance to their future employment goals. Other units of financial literacy may develop independent living skills. These include budgeting and borrowing dangers as they relate to credit cards, pay-day loans, or other forms of consumer debt.</p>
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QUESTIONS FOR REFLECTION				
Shared beliefs and understandings can solidify purpose and sustain motivation for a learning community (Sharratt and Planche). What are the shared beliefs and understandings that you are cultivating with your staff?		Where are you seeing the greatest “Knowing to doing” shifts in professional practice in your learning community?		
How are you leveraging collaboration and inquiry to promote staff growth and enhance student learning/achievement at your school? Cite both opportunities created and structures implemented.		Based on the impacts of your collaborative work with staff to this point in the year, where are you seeing the biggest gains in terms of student growth, learning and achievement? What are the performance measures that you would point to in support of this observation?		

Name:

Date: