

Enhancing Student Learning Plan 2021-2022

School: École Ballenas Secondary

What We Know About Our Learners

Key features of our School Review that will guide our actions and directions in 2021-2022

We know that all of our learners need *social, emotional, and academic* connection – this was critical during the past year(s) with Covid-19. We will continue to focus on student transition, retention, and success through connection, inclusive practices, engagement, agency, and personalization.

Scanning for Learning

What have you come to know about the learners in your school this year?	Evidence
Grade 8 and 9s benefitted from orientation (transition work) Grade 8s are a strong cohort Grade 9s are a large cohort: predominant theme: executive functioning and regulation support Grade 12s are on track; early plans in place Mental health across all grads	Grade 8/9 Orientation Feedback Survey Class review process; class support goals Class review process; class support goals Grad checks and counselling conversations Sept – Oct Conversations with counselling team; outside agency support referrals

For The Spring Conversation, what evidence will you use to know you have reached your target?

Our target: be intentional about connection to support the well being and success of all of our students

How will we know?

Grade 8/9: Class review document as a living document – will update throughout the year. Class support plans as living documents to guide the goals and supports in grade 8 and 9 cohorts.

Grade 10-12: Connection through CLCs and with key adults: grade-based admin (visible, accessible), counselling team, careers, CYCW

Learning Hub: retention – constant learning process and feedback loops: Who are our learners? What do we need? Responsive, proactive, supportive

Identify an area of the work in your learning community that appears to be indicative of a knowing/doing gap? How will you move forward in seeking to address this dynamic?

UDL/Inclusive Practices

- Named during class review and support plan process
- Will be the focus of whole staff learning through collaboration/aligned with staff meeting professional learning/woven through staff collaboration (continuing on/looping back to learning started in 2019-2020)
- Starting the year with a staff survey to help us model and get to know where we need to focus our learning opportunities this year

Work with Shelley Moore – inclusion (Quest Program)

Variability conversation; reframing gaps (class review conversations, SBT meetings, support, whole staff learning, staff meetings)

Quality Teaching and Leadership - Where do you need to be more focused in this regard and what do you see as the desired learning progression?

- New teacher session(s) at Ballenas – T&L staff – assessment practices, proficiency scale, feedback cycle
- UDL focus – whole school learning
- Grad focus (dignity, purpose, options, wellbeing)

What steps are you taking to ensure that Indigenous understandings are being woven into the fabric of learning for all students at your school?

Mi cep nuwilum – this is Ballenas (messaging)

NOIE Group – about to embark on new transition study. Focus will be on supporting all learners through TRC calls to action and supportive/intentional structures and supports

EFP 10 – 12 – this is growing; 10-12 progression

Whole school lesson focus (CLC doc: Truth and Reconciliation, The Indian Act, Remembrance Day, Moosehide, MMIWG); ongoing, embedded, Indian Act as foundation

Focus Area 1: District Strategic Priorities (can be brought forward from your spring conversations)

Actions and directives planned for 2021-2022

Student-centered Learning (Learner Focused)	Quality Teaching and Leadership	Social/Emotional Learning
<ol style="list-style-type: none"> 1. Assessment: individual feedback for students and families in specific, learner centered ways using a triangulated approach 2. Common platform to meet students, families, and teachers' needs. We feel that Google Classroom and Scholantis are key platforms and are now focusing on how to use them to communicate learning with our families 3. How are we using technology to support learning? Ubiquitous, necessary, and invisible. Redefining BYOD? What tool is ideal? 4. Continue to increase student agency across and throughout the curriculum – what does learning look like at BSS? Inquiry, cross-curricular, UDL, VOICE being key 5. Dignity, purpose, options and WELLBEING 6. Culture of LEARNING 	<ol style="list-style-type: none"> 1. UDL re-focus – designing LEARNING with knowledge of learners at the centre 2. Inclusive practices in action – focus on universal supports 3. Student learning that embraces the curriculum (big ideas, competencies) 4. Assessment practices that reflect individual learning and give feedback that is timely, specific, and moves learning forward 5. Adaptive, responsive learning community 	<ol style="list-style-type: none"> 1. Refocusing on connection through structures: Grade 8/9 linear offerings, CLC, FLEX 2. Proactive response and intervention: thoughtful planning for September and focus on mental health in a (post?) Covid world 3. Learning Hub visioning 4. Transition work (Grade 8s) and week – focus on welcoming back, reestablishing connections

Focus Area 2: Curriculum (can be brought forward from your spring conversations)

Actions and initiatives planned for 2021-2022

<ol style="list-style-type: none"> 1. CLC refocusing/reconnecting: vehicle for connection, building common understanding, sharing experiences 2. Further development of Capstone and integration of key learnings from process 3. Continued focus on bringing design back to the big ideas 4. Student assessment of Core Competencies throughout (8-12) 5. Highlight indigenous focus (90% acknowledge they are being taught Indigenous Education in SLS) – need to focus on language learning; place-based learning

Focus Area 3: School-identified Focus Areas

Actions and initiatives planned for 2021-2022

<ol style="list-style-type: none"> 1. Inclusive school community: safety, belonging, connection, allyship – INCLUSION (Ballenas Learners) 2. Assessment and feedback (students, teachers, parents) – accessible platform 3. Common understanding and support of numeracy and literacy across curricular areas, and the development throughout the years – structures and strategies to support ALL students 4. Learning Hub: PATH process and SEL focus

Literacy

Lessons Learned from school and provincial evidence. Please include what you know about your Indigenous learners.

<p>FSA data – for 7s. General trends: stronger than provincial average at reading, at provincial average for writing Grade 10 Literacy: - FESL notes Grade 12 Literacy: this will be new for us this year. We will spend time with our staff and our Grade 12 cohort in advance of this Indigenous learners: FESL notes</p>
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Next steps in support of those lessons learned

<p>Continue to support provincial assessment: exposure, intentional CLC, open spaces for support, writing in class groups with teachers Support Daily 5 structures in Grades 8 and 9 Class support plans – literacy focus “Department” focus – what does our team need to support students?</p>
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Numeracy

Lessons Learned from school and provincial evidence. Please include what you know about your Indigenous learners.

<p>FSA data – for 7s. General trends: not as strong as literacy Grade 10 Numeracy assessment – FESL notes Indigenous learners: FESL notes</p>

Next steps in support of those lessons learned

Numeracy 8-12

Jeannie De Boice sessions – foundations have been implemented in grade 8/9 teams. **What is next?**

T&L team

Increased flex support: numeracy

Department focus

Student Learning Survey Data

Lessons Learned from data on safety, belonging, adults who care, and feeling welcome

Grade 10 (2020-2021):

- Belonging: sometimes – all of the time = majority
- Identity and representation: high
- Adults who care: less than 20 identify none; none = more than Grade 12s
- Welcome: span of all; majority = many times
- Safe: span with some indicating at no time; sometimes to all of the time = majority
- Learning how to care for mental health: span; agree = least

Grade 12 (2020- 2021):

- Belonging: sometimes – all of the time = majority; lower than district average for all
- Identity and representation: high
- Adults who care: very few identified none to one; many 2+
- Welcome: sometimes to all of the time = majority
- Safe: sometimes to all of the time = majority
- Mental health strategies: disagree = most

Lessons learned from local knowledge

Learning hub, CLC adults, CLC focus on mental health strategies (Grades 8 and 9) – what do we need to do for 10-12?

Next steps in support of those lessons learned

Refining hub – ongoing conversation. What is organic, emerging need. Constant looping in and back – now that we know, what can we do? What learning do we need to do as a team?
CLC connections – teacher mentorship, grades 10-12 (Grades 8 and 9 homeroom)

SECONDARY ONLY

Transitions

Lessons Learned from grade-to-grade transition data, completion rates, and PSI transitions

Articulation conversations are important and valued – constantly refining
Grad rate – focused, proactive vs. reactive
Grad (6 year) – see attached
Grad (5 year) – working with information we knew from June
Data: supported when moving to higher grade (SLS): agree/strongly agree (Grade 12)
Data: preparing for post-secondary education: few to many = majority

Lessons learned from local knowledge

Counselling survey from last year: where are you going – helpful in determining next steps as a collective for all students (last year: strong group of students headed to multiple pathways)
Grade to grade transition conversations = important
Early counselling connection (10-12) = important
Non-grad list is lower and lower each year

Next steps in support of those lessons learned

- Continued support and education for PSI transitions: information sessions, visits (in person and virtual), counselling and career centre education, grad checks and plans via Grade 12 counsellor
- Continued counselling and grade-based admin support and connection to grades: transition conversations, opportunity sharing, grade 8 to 9 and grade 9 to 10 transition conversations and CLC groupings

Principal Name (Please Print): _____

Staff Representative Name (Please Print): _____

PAC Representative Name (Please Print): _____

Principal Signature: _____

Staff Representative Signature: _____

PAC Representative Signature: _____