

Enhancing Student Learning Plan 2022-2023

School: École Ballenas Secondary

What We Know About Our Learners

Key features of our School Review that will guide our actions and directions in 2022-2023

<p>From our school review:</p> <ul style="list-style-type: none"> - Dignity, purpose, options, WELLBEING - Class support plans – continue. Shared discussion and alignment between planning and support doc for our 8/9 teams and students. <i>(Dignity, Options)</i> - Universal supports – connected with UDL learning. Who, what, WHY. Student understanding and ownership of learning. <i>(Dignity, Options)</i> - UDL – focus on engagement through whole staff collaboration. Link with literacy/numeracy. <i>(Purpose, Options)</i> - Mental health – where to next: ownership, accountability, JOY. Student agency, connection, ownership – returning to vibrant activities, engagement, and compassionate action <i>(Purpose, Wellbeing)</i> - School culture – who are we at Ballenas? Mi Cep Nuwilum – PRIDE. <i>(Dignity, Purpose) (Student Learning Survey)</i> - Post-pandemic shift – this is where we are now. <i>(Wellbeing)</i>
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Scanning for Learning

What have you come to know about the learners in your school this year?	Evidence
Learners are resilient and trying to make sense of our world; they've done very well with navigating the expectations of the last few years – they are seeking to find a new “normal.”	Students took Covid-related responsibilities this year very seriously. Students are caught in a shifting world – living online, face to face, and personal connection impacted. Need to reconnect with purpose.

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

The feeling in the building – connection, purpose. Students feeling connected to the school and to one another – and to a greater purpose. Student articulation of future thinking, graduation plans and next steps.

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?

Engagement – continue to work together through knowledge of curriculum, inclusive practices, and collaboration with one another re: strategy building. Need examples – school, district, beyond – stories that share successes, challenges, and needs.

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?

Reframing technology use and purpose. Equity, variability, ALL

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

Continuing with our whole staff/student learning focus via our HR/CLC structures; listening and witnessing (see separate NOIIE document).

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
Class Support Plans – Grades 8 and 9 HUB – wrap around support Re-structure/revive FLEX Timetable/schedule considerations	Ownership of students – levels of support Technology re-frame Collaboration time: framed, norms – action Equity scan goals and next steps – pedagogical core (knowing stories)	Counselling focus Role of CYCW Connection with adults

CLC – continuum – real life examples (student feedback – survey) Equity scan goals and next steps ((learning environments – investigating bias)		
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Focus Area 2: Curriculum (can be brought forward from your spring conversations)

Actions and initiatives planned for 2022-2023

Planning focus with current curriculum through UDL Lens – whole school collaborative time Whole school focus on literacy and numeracy trends – they are ALL our students – what does this look like in Humanities 8 – Chemistry 12?

Focus Area 3: School-identified Focus Areas

Actions and initiatives planned for 2022-2023

HR/CLC – rethinking: connection and intention Learning Hub – year end survey Learning Support next steps: Equity in Action
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Literacy

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

Provincial Assessment trends – incoming – have done work with staff @ staff meetings to understand/shared ownership Colleague/collaboration focus Keep the door open with new teachers – connecting them to colleagues, and supporting their growth and development Grade 8/9 – Teaching and Learning Team and assessment/teacher owned/instrument What do we do with the information now – how does it inform next steps? Shared “departments” and continuum vs. silos Indigenous learners: supported in classes – shared responsibility – what are the stories? Building blocks of literacy – UDL through a literacy lens with explicit examples
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Next steps in support of those lessons learned

Collaboration focus “Department” focus Provincial assessment sharing
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Numeracy

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

Area of opportunity – pick up from the Val Edgell Staff learning focus with T&L Team – vertical surfaces and beyond Continued work with Jeannie Deboice – link to provincial assessment

Next steps in support of those lessons learned

Think about 9-10 transition Continue professional development and conversations regarding supporting numeracy and foundations – link to provincial assessment data: what is THE area of focus? What is the ACTION?

Student Learning Survey Data

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

Pending – YDI survey results – discuss and break down WITH our students Student Learning Survey: Grade 10 – most students can name two or more adults who they feel care about them; students generally feel welcome; most feel safe; most feel they respect people who are different from them Grade 12 – most acknowledge safety at school, most acknowledge that they feel welcome; adults who care (majority = 2 or more); belonging = opportunity

Lessons learned from local knowledge

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Next steps in support of those lessons learned

SECONDARY ONLY

Transitions

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

Continue with 7 to 8 transition; articulation – data to teachers in advance
Continue with specific grad focused conversations and priority learners – involve counselling team in the conversation – early, often
Non-grads: we know their story (can't vs. won't conversation)

Lessons learned from local knowledge

Shared conversations as a district team are supportive – shared knowledge and perspectives
Equity scan stories

Next steps in support of those lessons learned

Continue meeting on a regular basis - keep the conversation going and a priority

Principal Name (Please Print): _____

Staff Representative Name (Please Print): _____

PAC Representative Name (Please Print): _____

Principal Signature: _____

Staff Representative Signature: _____

PAC Representative Signature: _____