

# Enhancing Student Learning Plan 2019-20

## School: CEAP

**What We Know About Our Learners.**

Key features of our School Review that will guide our actions and directions in 2019-20

<p><b>SUCSESSES/GROWTH THIS YEAR:</b></p> <ul style="list-style-type: none"> <li>-very strong TIDES cohort class sizes and retention to next year (based on roll over of confirmed enrolment)</li> <li>-continued growth in specialized PE programs</li> <li>-continued growth in "out of district" enrolments in programs such as Dance, IDS Refereeing, and Summer School</li> <li>-more responsive assessment practices</li> <li>-an increase in project based and inquiry based curriculum development</li> </ul> <p><b>STRENGTHS/ GOALS:</b></p> <ul style="list-style-type: none"> <li>-continued growth in Senior Tides 10-12 to augment strong Junior Tides 8-9 enrolment</li> <li>-multi-use learning spaces in classrooms/computer labs</li> <li>-new AER for elementary classes</li> <li>-new AER for blended TIDES classroom</li> <li>-focus on core competencies for K-9 and student self reflections tied to core competencies</li> <li>-increase in project/inquiry based approaches in both blended and DL (BCLN) based moodle courses.</li> <li>-full integration of up to 6 courses in blended cross-curricular approaches in TIDES environment</li> <li>-increase into district wide learning events for all grades</li> <li>-greater integration of district and school provided Student Support services for designated students and those in need of extra support.</li> <li>-process changes and timelines for sections 1-4 to better support higher student completion rates</li> </ul> <p><b>NEEDS / CHALLENGES:</b></p> <ul style="list-style-type: none"> <li>-increased complexity of DL and Blended student profiles</li> <li>-number and complexity of designated students</li> <li>-number of students from bricks and mortar schools turning to DL as an answer to "non engagement" in traditional settings</li> <li>-number of students seeking enrolment with CEAP with mental health complexities such as anxiety and depression.</li> <li>-complex enrolments involving CEAP / ISP / out of district for programs such as Global Roams, Summer School, and Dual Credit Courses.</li> </ul>
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**Focus Area 1: District Strategic Priorities**

Actions and directives planned for 2019-20

Student-centered Learning (Learner Focused)	Quality Teaching and Leadership	Social/Emotional Learning
<ol style="list-style-type: none"> <li>1. Student choice in their learning</li> <li>2. Student choice in their assessment methods</li> <li>3. Student voice in the design of learning</li> <li>4. Indigenous understandings at the forefront</li> <li>5. Recognition of and support for unique needs</li> <li>6. Flexible and responsive structures and programs</li> <li>7. Varied and differentiated learning environments</li> <li>8. Multiple pathways to success for learners</li> <li>9. Inter-disciplinary approaches to teaching and learning</li> </ol>	<ol style="list-style-type: none"> <li>1. Learner-focused instruction and support</li> <li>2. Multiple points of entry to learning for students</li> <li>3. Differentiated instruction</li> <li>4. Competency-based focus for teaching and learning</li> <li>5. Commitment to the new curriculum</li> <li>6. Improved assessment and evaluation practices</li> <li>7. Continuous communication of student learning</li> <li>8. Instruction oriented to "next steps" in learning</li> <li>9. Support for experiential learning experiences</li> </ol>	<ol style="list-style-type: none"> <li>1. All learners "bringing themselves fully" to learning</li> <li>2. Use of a trauma-informed lens in service to children</li> <li>3. Focus on belonging, inclusion and connection</li> <li>4. Commitment to health and well-being of all</li> <li>5. Focus on supports for self-regulation of learners</li> <li>6. Support for learners developing resiliency</li> <li>7. Taking a growth-oriented approach to all learning</li> <li>8. Ensuring optimal supports for vulnerable learners</li> <li>9. Accessing all available resources in our communities</li> </ol>

<p>10. Co-curricular (complementary) learning opportunities 11. Technology as an embedded component of learning</p> <p>-TIDES 8-9 / TIDES 10-12 blended delivery model. -Increased project and inquiry based learning in standard BCLN DL courses. -Specialized programs: a. Dance b. Equine c. Swimming d. Football e. IDS (Independent Directed Studies) increase -TIDES timetable mesh with KSS to allow cross-enrolment or full enrolment -Specialized programs all built to work in KSS/BSS timetable as needed. -School classroom environments rebuilt to reflect multi use of space. -Widespread elem coding, maker space, ADST, chromebooks and freshgrade in elementary. Use of google classroom, GAFE, chromebooks and scholastic portfolios in secondary.</p>	<p>10. Commitment to self-reflection as part of learning 11. Use of technology as a support for learning 12. Collaboration with colleagues</p> <p>- all programs (TIDES, DL, Elem) offer more one on one support opportunities than bricks and mortar. -students can join programs at any time, at any grade level depending upon individual needs. -increased focus on student self-reflection / core competencies for TIDES and Elem programs. Competencies used for Rubric creation. -all programs using new course structures as implemented. -AER committee work comes to CEAP staff monthly to ensure assessment protocols are followed. -Widespread use of Proficiency scales whenever possible. -Removal of assessment barriers (time limits, no retesting) to focus on demonstration of learning. -Formative assessment focuses on "next steps" and growth mindset -Further elaboration of Inquiry showcases for TIDES and increased Moodle project possibilities in new WCLN course structures. Rubric co-creation for such learning opportunities.</p>	<p>- significant staff training in SOGI, Trauma-Informed Lens, and Neuro-Sequential Brain based education. -regular delivery of classes in self-regulation, mental health, SOGI for TIDES classes -significant investment made in quiet, comfortable, focused learning spaces. -proposed removal of cell phones in classrooms next year in an attempt to increase focus and depth of thinking. -regular monitoring of student formed progress plans in longer term inquiries to increase planning skills. -significant support and scaffolding for students in social problem solving peer to peer and peer to teacher (large focus for homeschoolers). -focus on growth, with multiple attempts allowed for demonstration of learning, and accompanying changes in assessment needed. -use of a very high functioning school based team to support cohorts and individuals throughout the year. This includes widespread use of CYCW and community supports.</p>
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**Focus Area 2: Redesigned Curriculum**

Actions and initiatives planned for 2019-20

1. Integrated curricular approach in line with new curriculum expands in TIDES to grades 8-12.
2. Core competency reporting in grades 8-12.
3. WCLN courses coming on line in Fall of 2019 to address new 10-12 curriculum.
4. Grade 8-9 WCLN courses to increase use of inquiry-based and project based approaches.
5. In CEAP redesign of Math and Science courses to increase diagnostic / formative evaluation in courses.
6. Applied Design to increase at the Elementary levels with expansion of coding and design thinking curriculum. Weekly maker space days will continue.
7. Development of GISP (Global and Intercultural Skills Program) at district level to integrate with SD69 and ISP student connections.

**Focus Area 3: School-identified Focus Areas**

Actions and initiatives planned for 2019-20

- More meaningful learning environments.
1. Integrated Blended learning in TIDES for grades 8-12 next year.
  2. Invigorate our garden teaching spaces with increased outdoor student space, and more activity areas.
  3. Increase in "multi-use" learning spaces beyond basic computer lab.

4. Ability to address individual learning needs with quiet spaces, social collaboration spaces, better furniture for wider range of learning needs, more range in lighting levels.

Assessment/Reporting/Evaluation processes

1. New AER for secondary blended classroom including wider application of proficiency scales.
2. New AER for elementary program, including parental use of proficiency scales.

Move to higher order thinking in project-based and inquiry-based learning.

1. Changes in curriculum approach in math/science to more project based and formative feedback.
2. WCLN coming with new courses/approaches in 2019-2020 to coincide with new grade 10-12 curriculum.
3. Full integration of 4 core in TIDES classes, with range of up to 6.
4. Wider focus on Core Competencies in TIDES 8-9.

Student Support

1. Student support services integrating with district supports to serve needs of students better (both blended and DL)
2. Support of "at risk" grads and 5+ year grads, with an aim of collaborating with district "bricks and mortar" schools to support non-grads.

Student course completion and timing

1. Moving of Section supports 1-4 to better reflect yearly completion processes. A further reduction in W or F as final course marks.

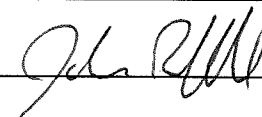
School environment / identity for both secondary and elementary students / programs,

1. Elementary inclusion in district wide events.
2. Secondary inclusion in district wide events.
3. Increased visibility of CEAP "brand" in elementary level and TIDES..

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