SCHOOL IMPACT PLAN: 2024-25

FOR PASS/CEAP

SECTION 1 - OUR CONTEXT:

Our school community is made of two separate programs with students from K to 12. Both programs have been created for those who wish to have or require a non-traditional school experience. One program focuses on experiential learning and the other uses an on-line platform. Both programs have flexible schedules, alternate learning environments, and value the support of community being a part of the students learning experience.

SECTION 2 - OUR AREA(S) OF FOCUS/RATIONALE: Student Engagement

- Over the past years we have moved to a cohort-based model with 4 days of mandatory attendance based on a district review process.
- Students, staff and parents were interviewed on multiple occasions. This was completed both in person and on-line. Information was gathered though meetings, casual conversations, on-line surveys, personal interviews, and student learning plans.
- We are able to gather data through the following:
  - *Attendance rate was low. Graduation rate was low. Completion rate was low. We are seeing a significant increase at PASS*
  - *Some students refused to participate in Provencal Assessment and chose to obtain an adult graduation certificate.*
  - *Many of our students started with us in grade 7 or 8 and stayed with the program rather than returning to a standard school setting.*
  - *Some students continue to struggle with academic requirements and ability to work with others and choose an adult graduation certificate.*
  - *On-line learning is successful for those who have a connection with a teacher/school.*
  - *Many of our students struggle with mental health, addiction and criminal activity creating gaps in their learning.*

The sentence stem for the last sentence of this section can be:
As a result of what we are observing in our classrooms and our data/evidence, our instructional challenge is engaging students/families who have been disengaged with school in the past.

Through meaningful connection with our students our plan is to increase student engagement. This intern will increase attendance, course completion and graduation rates.

OBSERVABLE VISION FOR SUCCESS IN INCREASING STUDENT ENGAGEMENT

When our students and our educators are being successful in this area of focus, you will observe the following in our classrooms:

Our (S) students would be…	Our (E) educators would be…	Our (T) tasks activities and assessments in our classrooms would look like…
S1: Starting and completing tasks S2: Regular/consistent attendance at school or on-line S3: Student able to state what they are learning and why S4: Students will be completing tasks based on their learning needs with multiple ways to demonstrate their learning and understanding	E1 ✓ Providing engaging tasks based on student choice ✓ Providing choice of how students show their leaning ✓ Working along side students and providing continuous feedback E2 ✓ Connecting daily with those missing class ✓ Removing barriers for attendance when possible ✓ Daily small group check ins ✓ Weekly small group check outs E3 ✓ Tasks for the day will be observable ✓ Learning intentions for those tasks will be written clearly and simply ✓ Connection to core competencies written/shown ✓ Daily/Weekly reflection opportunities. E4 ✓ Choice boards available for task completion ✓ Compensatory strategies/tools available	T1 ✓ The majority of curricular content will be learned through experiential tasks ✓ Students will be given options on how to show their learning ✓ Assessment will be triangulated T2 ✓ Connecting with families biweekly for attendance when required ✓ Parent/student meetings when required T3 ✓ Daily use of template for our shape of the day and learning intentions T4 ✓ Direct teaching of compensatory strategies with regular review for all students ongoing throughout the year. ✓ Be flexible and accommodating on how learning is presented

OUR OBSERVABLE EVIDENCE TO CONNECT OUR ACTIONS TO IMPACT IN

INCREASING STUDENT ENGAGMENT

The data that will allow us to connect our Learning Plan to Observable Impact will include (select from list below):

(NOTE: try to keep these to a limited number of highly observable descriptors written in audience-friendly language.)

Our student-based data/evidence (SD)	Our educator-based evidence (ED)	Our task/activity-based evidence (TD)

SD1 – Task completion rates
SD2 – Attendance reports
SD3 – Student responses
SD4 – Students handing in assignments in relation to their learning plans.
   - Student reflections
	ED1 – Number of tasks with choice and voice
	ED2 – Tracking sheets for contact and strategies
	ED3 – Use of template for lesson planning
	   - Use of choice boards
	ED4 – Regular workshops
	   - Learning plan reflection and updates
	   - Task completion rates
		TD1 – Number of students successfully starting and completing tasks
		TD2 – Consistent tracking of support provided
		   - Weekly attendance/completion reviews
		   - Monthly staff meeting reviews
		TD3 – Tasks listing both purpose and success criteria with time for reflection
		   - Use of new single-track rubrics for Planning listing learning outcomes
		TD4 – Bi-monthly learning plan reviews
		   - Move to a quarterly system for electives
		   - Use of PASS/Port for tracking of student assignments

OUR IMPACT STATEMENT AND LEARNING PLAN:

To address this instructional challenge in our classrooms, we have developed the following impact statement and learning plan for our staff.

If we do the following…

- *Make regular connections with students and families*
- *Keep track of those who are struggling and be in regular contact with families*
- *Review students regularly at staff meetings and more regular SBT meetings*
- *Make tasks/activities/assessment based on choice and voice*
- *Be flexible about learning*
- *Be flexible and transparent about assessment*

So we can design and implement…
- *Using structures and strategies from the book "Seen, Heard and Valued" to develop lessons*
- *Working closely with our Learning Support Teacher and Counsellor in the classroom and developing lessons with teachers*
- *Data collection based on CUSN from Cale Burk to measure engagement (colour coded system)*
- *A comprehensive tracking and communication system to be improved using Ed Plan Insite*

Then we will observe educators DOING AND DEMONSTRATING:
- Co-creating structured, experiential based lessons for students to incorporate lessons that cross-curricular and relevant to students.
- Detailed tracking of student support
- Collecting data on student engagement weekly
- Teacher collaborating on engagement strategies and review of data collected

And we will observe TASKS, ACTIVITIES AND ASSESSMENTS including:
- Lessons with visible learning intentions
- Lessons with visible success criteria
- Student choice in voice in tasks and assessment
- Smaller chunking of heavily academic lessons/units

And as a result, we will observe learners DOING AND DEMONSTRATING:
- Regular attendance
- Starting and completing tasks
- Enrolling and completing courses
- Obtaining a meaningful Dogwood

And our DATA/EVIDENCE will show:
- Consistent use of Learning Intentions and Success Criteria to increase student engagement
- Increase use of choice boards
- Increase in task completion
- Increase in course completion
- Full dogwood graduation rates.
- Tracking attendance and level of engagement increases
- Tracking parent communication
- Collaboration between teachers
- All students having equitable access to academic subject areas

MAINTAINING MOMENTUM - OUR ONGOING CHECK-IN/REFLECTION PLAN

To ensure we are moving forward, and our staff is receiving the support they need, we will make ongoing staff learning visible by doing the following:

- ✓ *Regular check in and reviews of process at staff meetings – tracking sheets, observational data, course completion rates*
- ✓ *Monthly cohort meetings*
- ✓ *PD around engagement*
- ✓ *Use of UDL strategies suggested in "Seen, Heard and Valued"*
- ✓ *Staff will collaboratively with multiple staff members for the success of all students in the programs*