

Enhancing Student Learning Plan 2018-19

School: PASS/WOODWINDS/LEAP

What We Know About Our Learners.

Key features of our School Review that will guide our actions and directions in 2018-19

We believe that all students, especially those at-risk, need to know they are in a safe and caring environment; this year is no different. That's why our school is great for our youth with anxiety, PSD, and such. WE need to continue to make those connections with students before we are able to tackle academic work.

We know that in order to be most effective we have to "divide and conquer" We need to work with students in smaller groups and schedule them with staff members who can be most effective with them

We know that students have come here with a lack of confidence and respect for the school system. We need to help them understand that we are here to support them. When they have the confidence/trust in us, then we can help. We try and focus on strength-based student success and positive attributes rather than negative attributes and failure.

We know many of the learners are struggling with drug and alcohol use (themselves or witnessing family members'/friends' struggles) and negotiating conflicts with their parent/guardian relationships.

Many of our students face numerous challenges to their education including severe anxiety, drug abuse, physical abuse, hunger, a disruptive and chaotic home environment, homelessness, etc. For many of these students academic achievement is not a priority.

The challenge of PASS/Woodwinds is how to provide and maintain a supportive environment that deals with the negative external factors that are limiting academic achievement and success.

We know that every year when new students come, we need to connect with them as soon as possible and thus have to continue with a gradual entry system to build that trusting relationship.

We know that our LEAP students are coming with a variety of challenges and it is becoming increasingly challenging to meet their needs when they do not meet criteria/profile of the students we were designed to support.

We know that our Woodwinds program is going to be a challenge because of the age/skill gaps within the group of students who are placed in this program.

Focus Area 1: District Strategic Priorities

Actions and directives planned for 2018-19

Personalization of Learning	Flexible and Responsive Structures	Social/Emotional Learning	Engagement Through Technology
<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>Leadership/Mentorship 12 -- allows students opportunities to "shine" through interactions (mentorship) with each other -- incredible</p>	<p>Community outings during school time to support continued academic learning have been a huge success, need to continue</p> <p>LEAP offers a flexible daily routine, based on the needs of the students or additional learning opportunities that may arise.</p> <p>Continue with collaborative group lessons (Art/English/Social Justice and Social Studies/Social Justice)</p>	<p>Continued work on Mentor Groups</p> <p>Regular outside agency connections and continued monitoring for students and their connections</p> <p>Focus on student success and positive attributes rather than negative attributes and failure.</p> <p>WW: "Waffle Wednesdays" making breakfast together & group learning (positive communication, healthy relationships etc.)</p>	<p>LEAP has received additional technologies in the 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 to attain and complete work, availability of Google apps such as Google read and write, audio and/or digital formats for readings/novels</p>

<p>bonding/connectivity moments which strengthens our school and improves the climate of our building</p> <p>Student driven SLP's and Mentorship conversations</p> <p>Work experience and career prep courses offered at PASS have been successful part of the program's curriculum. Co-op programs such as Blade Runners and Head Start have provided an opportunity to acquire need skills to enable our students to enter the job market..</p>	<p>Many of our adult students have benefited from trades assessment upgrading courses that are offered as a supplement to the regular curriculum. These have been successful in helping adult students prepare for specific entrance into the trades offered by VIU, NIC, or other colleges.</p>	<p>Breakfast Tuesdays - making breakfast for the entire school (working together, being part of the school community, healthy relationships, skill building)</p> <p>Introduction of dedicated S/EL programming -- monthly Mental Health cross-program meetings</p>	
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Focus Area 2: Redesigned Curriculum

Actions and initiatives planned for 2018-19

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 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

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.

Group Learning/ increased Tuesday participation (underlines that students are part of a learning community -- greater social connections between diverse students/groups)

Specific activities/projects that have been 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 Shirt day) photos of students in joyful moments, taking time in morning to "shift" into day - talking, eating, walking --learning to notice whatever is needed

Presentations by Carrie/ liaisons
 -Carrie working with our PASS/WW group each Wednesday during outings, integrating Indigenous knowledge
 Students gaining knowledge and understanding through participation within, rather than observance of learning opportunities (support of the play "Home"; lahal...). Doing/feeling it rather than seeing/hearing it.

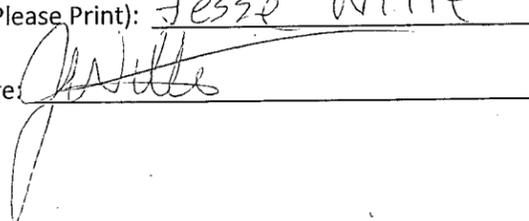
Focus Area 3: School-identified Focus Areas

Actions and initiatives planned for 2018-19

To continue to build on portfolio work that has been developed

To continue to work on Mentor groups and work with student learning plans.

To make sure that students with needs are having their needs , whether by school staff or Ministry Agencies. Need to continue with the tracking sheet for all students with supports.

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