École Ballenas Secondary School
2023-2024

Located on the shared territories of both the Qualicum and the Snaw'naw'as First Nations, École Ballenas Secondary is a dynamic learning community of approximately 950 students and 100 staff. Ballenas strives to create opportunities and structures for connection. Our Grade 8/9 program is linear, and focused on connection. We have a weekly homeroom model to also foster supportive connection and belonging amongst our staff and students. All students have multiple extra-curricular options to consider, and we are working with student feedback to be responsive in our offerings. Flexible learning (built into the timetable) provides students with time in their week for additional academic support, or to explore an area of interest. This structure also provides teaching staff with the opportunity to collaborate around areas of instructional challenge and share their professional learning with colleagues.

We are grateful for the support of our community, and are very proud of our Ballenas students.

SECTION 2 - OUR AREA(S) OF FOCUS/RATIONALE: STUDENT ENGAGEMENT

This focus area was identified going into the 2022-23 school year. Coming out of the Pandemic, we noticed and named the following:

- *People were out of practice with being together socially, having been kept apart and due to online learning*
- *Attendance rates dipped due to availability of online learning, illness, and other pandemic related causes*
- *Online learning added considerably to student 'screen time'*
- *There was a deep desire among students and staff to 'return to normal' with extra-curricular activities such as school sports and clubs*
- *Some community extracurricular clubs and groups were slow to start and some student athletes had been kept out of their sports for multiple seasons*

"We are story. All of us. What comes to matter then is the creation of the best possible story we can while we're here; you, me, us, together. When we can do that and we take the time to share those stories with each other, we get bigger inside, we see each other, we recognize our kinship – we change the world, one story at a time…"

~Richard Wagamese

As a result of what we are observing in our school and in the school community, our instructional challenge student engagement and involvement in the Ballenas Learning Community. We need to know our students – their story - and provide responsive learning opportunities.

OBSERVABLE VISION FOR SUCCESS IN 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 – Students start and complete learning tasks S2 – Students demonstrate regular and consistent attendance at school S3 – Students are able to state what they are learning, why they're learning it, and what their next steps are S4 – Students are completing tasks based on their learning profile and needs	E1 – - Providing engaging tasks based on student input and choice - Providing access points for all learners - Providing choice in representation of learning - Connecting with students through the learning process: working alongside, and providing ongoing and specific feedback in a timely manner E2 – - Connecting with students who are missing class in a proactive manner (referencing BSS Levels of Support Document) and using pre-existing systems to support (IE: SBT) - Understanding barriers to attendance, and working collaboratively to remove these	T1 – - Students will have options in how to access and represent their learning - Assessment will be varied T2 – - Families will be contacted proactively and regularly regarding attendance - SBT will be utilized a needed - BSS Levels of Support Document will be utilized - HR/CLC lessons supported and encouraged by all; use of staff meeting time to discuss

	- Regular check ins as whole class and small group or individual - Intentional connection via CLC/HR groupings E3 – - Intention/goal for the day and steps to reach the goal(s) are clear - Core Competency language is used, and visible in classroom spaces (magnets with ONE) – students can - Ongoing opportunities for reflection and self-assessment E4 – - Class profiles created in September and updated regularly - Data via assessments, surveys, incorporated into profile - Universal supports available for all; essential supports available and in place for those who need - Encouragement of self-advocation skills - "Normalization" of supports	T3 – - Daily use of learning intentions/goals - Core Competency language infused: notice, name, nurture T4 – - Class profiles as living documents - External data sources included - Articulation of decisions made based on profile information - Use and visibility of universal and essential supports

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…
- *Collaboration time: focus on instructional challenge strategy/model – continually gathering evidence for presentations of impact*
- *Staff meeting plan: profiles and models shared in the beginning of September and kept as a standing item through each staff meeting with discussion, sharing, and updating time*
- *Book club: learning lunch structure with book focus: (TBD) - short ignites at staff meetings*
- *Department meetings: focus on instructional challenge strategy/model - connected to BSS' Vision of a Learner and themes within class profiles. Focus on shared data points: survey results, assessments, class profiles*

So we can design and implement…
- *Clear processes for student/class profiles*
- *Engaging, flexible learning opportunities based in profiles: story/data/curriculum*
- *Short and long term plans for ALL*
- *Assessments to support learning moving forward*
- *Structures and opportunities for continuing to expand our connection as a community*

Then we will observe educators DOING AND DEMONSTRATING:
- Continually updating class profiles with new information and **designing learning from information sources - realizing that profiles are fluid**

- Sharing reflections from profiles and impact on design
- Identifying instructional challenges from information within profiles and using collaboration time to explore
- Sharing presentations of impact based on instructional challenges identified

And we will observe TASKS, ACTIVITIES AND ASSESSMENTS including:
- Learning tasks and activities clearly linked to class profile and referencing curricular goals
- Assessments that are guided by profile work

And as a result, we will observe learners DOING AND DEMONSTRATING:
- Engaged in their learning; seeing themselves represented in learning and extracurricular options at Ballenas
- Increased connection (rebuild) = attendance rates
- Common, shared understanding of a vision of a learner at Ballenas - who we are, what is important to us, and what we do

And our DATA/EVIDENCE will show (enter evidence sources):
- Student/staff feedback (ongoing via Student Voice, staff/department meetings, HR/CLC themes) – will provide feedback on opportunities within the school and student/staff perceptions of profile work
- Attendance/engagement – will this increase given profile creation and consideration?
- Staff presentations of impact (January and May) – instructional challenges name, and impact shared via PLC 2.0 questions
- Survey results (Student Learning Survey, YDI, BSS Surveys)

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:

Formative checkpoints will be during staff meetings, and during January/May presentations of impact from staff collaboration groups. Protocols that we will use will be:
- Presentations of impact (Collaboration Groups)
- Instructional Challenge Focus Tool (Departments)
- Collaboration groups guided by PLC 2.0 Questions
  - What is our co-created vision of a learner?
    - Choose one that BSS has come up with that is an area of focus
  - What is our evidence-based reality?
  - What is our learning? (resources needed?)
  - What is our action and observable impact?
  - What's our reflection?
  - What's our customized support?

OUR INTERNAL, SCHOOL-BASED PRESENTATIONS OF IMPACT DATE(S): January 2023 and May 2024
LINK TO PRESENTATION TEMPLATE/STRATEGY REVIEW

OUR DISTRICT PRESENTATION OF IMPACT DATE: May 9, 2023

OUR OBSERVABLE EVIDENCE TO CONNECT OUR ACTIONS TO IMPACT IN
CULTURE AS STORY: STUDENT STORY
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 SD2 – Attendance data SD3/SD4 – Student feedback/voice/self-reflection .	ED1 – Tasks that involve choice ED2 – Teacher contact with parents (track), SBT consults ED3 – Visibility of intention/goal/Core Competencies in class ED4 – Profile creation and sharing, professional learning, collaborative group presentations of impact	TD1 – Task completion TD2 – Parent/guardian contact, regular attendance reviews TD3 – Use of language, student self-reflections TD4 – Decisions based on learner/class profile