

Enhancing Student Learning Plan 2020-2021
School: PASS/Woodwinds

What We Know About Our Learners.

Key features of our School Review that will guide our actions and directions in 2020-21

The number one feature of our school going forward is with the way the district will approach Woodwind potential students and younger. From findings through the District Alt Review the recommendation was to operate “sift alt” programs out of the two neighboring secondary schools. With that came a cut to the WW staff which could potentially have a huge impact on how the whole schools operates. Another feature is the ongoing review of the LEAP program and how those students will be enrolled and where they will be enrolled. Locating the program in the “right” spot will be a process that needs to be completed in the school year 20/21. An ongoing concern is the transition/intake of students into PASS and how we can connect them through the referral/intake / mentorship connections.

Focus Area 1: District Strategic Priorities

Actions and directives planned for 2020-21

Student-centered Learning (Learner Focused)	Quality Teaching and Leadership	Social/Emotional Learning
<p>Student Learning Plans will be more developed . First part will be a district wide document to be used with all the WW programs in the district. Also there will be more time given during intake to go over SLP's. We will also be using a google form similar to the Covid Learning Service tracking form to track out contacts with students at PASS Choices in subjects and flexibility in schedule allow for students to choose when and where they will work on their course-specific assignments. Within courses, students can choose many of the materials (eg. stories/novels/etc...) that interest them as well as choosing a product that best shows their learning in a style/format that works for them.</p>	<p>When ever possible curricular offerings will be linked to the students’ interests and real-life experiences. For example, some of our students do not live at home, and have a job to support themselves Professional development opportunities for staff. Resource sharing opportunities such as the Alternate School Conference, Trauma Workshops, etc. help staff gain insight on new learning and teaching approaches to alternative education PASS/Woodwinds has gone through an extensive review process and we hope to work through some of the recommendations with guidance from the DIR and building on the teaching and learning process that is occurring.</p> <p>Indigenous Studies: Social Studies, studying units on Residential schools, Indigenous Rights, and volunteers who fought for Canada. Strat everyday in a circle to share experiences and challenges. set the tone for the day. Inclusion through introducing indigenous activities and culture to all allow opportunities to learn about indigenous people.</p>	<p>We are very excited for the first time we will have the same support team of our Counselor and Learning Service teachers. We have made great strides in support students in the past year and it is very encouraging to be able to continue with this team. Overall- one of the strengths at PASS/Woodwinds- staff use of “tools” to connect and engage with youth at school on a daily basis- meeting the students at “their level of needs” to support and promote individualized growth within a communal learning environment- supporting students within the school to have the tools to be successful in the community – example- personal “life skills” to maintain employment in the community We began each day with a check in and usually a group activity. Some students needed to begin their day with a check in with the counselor. Not all students began their day at the same time or in the same manner. In all that we do Offering students with anxiety a place where they feel safe, are allowed to move if needed, and where they can express themselves without feeling judged. Using tools in art for high need students such as the potter's wheel, or clay sculpting, or painting - it can tell you a lot about a student, and it has a very settling effect on them</p> <p>Lots of non-judgmental listening, and understanding that students may not be ready at a particular moment for what I have planned and adjusting, investing time to develop a relationship with students and being aware that what is often labelled as negative behaviour is often learned adaptive responses Yes, Bruce Perry, Mind-mapping. Teachers are aware the students come from backgrounds of high number of ACEs, and approach service from a trauma informed lens on almost all occasions</p> <p>SOGI- weekly meetings (2 in regards to my cooking class and work experience. I speak in both classes about racism , inclusion and SOGI, in regards to right to respectful workplace, and the right to refuse unsafe work- including the unfavorable work environments. These are important conversations to have with students and are part of transitional conversations to both workplace and post secondary institutions.</p>

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Focus Area 2: Curriculum

Actions and initiatives planned for 2020-21

First Steps in Mathematics – Secondary

First Steps in Mathematics examines mathematics within a developmental framework to deepen teachers' understanding of teaching and learning mathematics. As teachers internalize this framework, they make more informed decisions around instruction and assessment to advance student learning, including identifying lagging skills, teaching targeted mini-lessons/inquiries, and providing specific descriptive feedback. These sessions will also be clearly tied to BC Curriculum's mathematical curricular competencies and content.

Plan:

Audience:

- Grades 8 and 9 teachers
- Learning Support teachers
- Alternative Ed teachers
- Possibly additional interested teachers, depending on what learning looks like this Fall

Language Arts-

- Scheduling students to work in similar groups
- Moving back to Weeblys has the Scholantis product is not meeting our needs
- Continuing with making learning more relevant to transition goals

Career Ed

- Continue to help students find meaningful employment
- To help transition into extended learning opportunities

Technology

- Will continue to use technology to try and meet learning needs of students with IEP's
- Will keep improving and adding to online opportunities as students continue to access learning online
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Focus Area 3: School-identified Focus Areas

Actions and initiatives planned for 2020-21

- Continue to update and re work the intake process
- Work with VC and the other schools around Woodwinds processes and curriculum development for that program
- Initiate a tracking google form for mentors to keep track of student contacts and extra supports for the mentor groups

Principal Name (Please Print): _____

Staff Representative Name (Please Print): _____

PAC Representative Name (Please Print): _____

Principal Signature: _____

Staff Representative Signature: _____

PAC Representative Signature: _____