

Enhancing Student Learning Plan 2020-2021

School: Springwood Elementary

What We Know About Our Learners.

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

Successes:

We notice that our learners quickly and seamlessly adapt to change. Many of our learning environments are blended. Our blended environments leads to a deeper understanding of our students' strengths and challenges; enhances relationships with our students and promotes a strong sense of community. As we conducted our fall reviews, we noticed that our students genuinely like coming to school, and they are supportive and accepting of each other. Our students like to learn in our Learning Teams, work in buddy classes, enjoy our exploratory experiences, enjoy our outdoor learning experiences and promote an inclusive community. We recognize we have a proactive and supportive PAC. Also, the majority of parents are excited to have their children attend Springwood. Between Spring break and June our students were involved with the Continuity of Learning through remote learning opportunities (ZOOM, Google Meet). Our teachers observed that the majority of students attended virtual learning opportunities and participated in work completion. However, concern was raised that some of our most vulnerable students did not participate in the remote learning.

Challenges:

At Springwood, we recognize a broad spectrum of abilities in all areas. We also know that as a team of professionals, we need to continue to build our culture and community, deepen our understanding of our of Indigenous culture and establish and sustain relationships. Another area to continue to develop is our understanding of the complexities of our population. During the school year we spent time examining the characteristics of FASD.

Focus:

We feel that the most important work we can do to improve success for our students is to develop connections, build community, continue to promote an understanding of children with unique needs, deepen our understanding of Indigenous culture and develop common language. Specifically, we have a code of conduct with clear language, expectations that guide our learning experiences and visuals so all our learners can understand our expected behaviour. Additionally, we have focussed on a common and effective learning structure, Learning Teams, as a vehicle to develop connections between students, staff, parents and community members. Our next steps are to continue to deepen our understanding of truth and reconciliation; create a tool for our students to solve problems peacefully; continue to build community; and further our understanding of children with unique needs. This work was started during the 2019-20 school year and will continue into 2020-21.

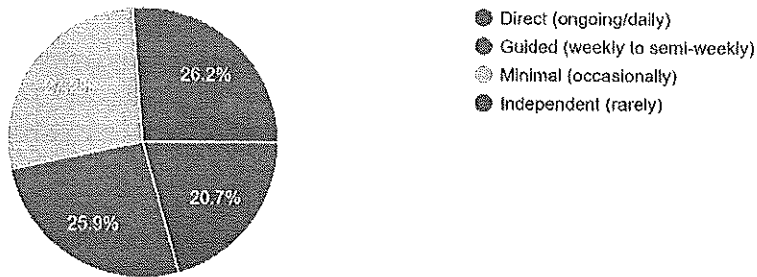
Hunch:

Our hunches are based on data collected about our learners from reviewing elements from January's Point of Progress, looking at trends based on our class reviews and class observations, FSA results, Thought Process results, Student Learning Survey results, informal conversations and from what research tells us. The following quotes support our directions:

"The rising level of anxiety among children of all ages and the sense of disconnection among young people are serious concerns. Many inquiry-oriented practioners in BC are taking the initiative to address these concerns through an increased focus on social-emotional learning and mindfulness practices. Greater attention is also being paid to ensuring stronger self-regulation. There are many connections between Indigenous principles of learning and the development of greater self-regulation and emotionally connected learning communities. We are encouraged by the initiatives of many BC educators who are using Indigenous principles to create more imaginative and engaging learning environments." Taken from Spirals of Inquiry by Judy Halbert and Linda Kaser.

Another area of focus will be numeracy. This is based on formal and informal conversations with staff, FSA results, trends from class reviews and class observations, Janaury points of progress and data taken from the spring transition forms-46.6% of our K-gr 6 students need direct or guided support.

Indicate amount of support generally needed in numeracy
401 responses



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
1. Develop focus areas for numeracy.	1. Continue our work with Learning Teams, with a focus on numeracy 2. Continue to promote effective strategies to teach numeracy in blended environments. 3. Continue our learning around Truth and Reconciliation.	1. Introduce Ready, Do, Done 2. Continued wide spread use of visuals and social stories. 3. Focus on students self-regulation and mental wellness

Focus Area 2: Curriculum

Actions and initiatives planned for 2020-21

1. Continue our work with Learning Teams, with a focus on numeracy 2. Continue to promote effective strategies to teach numeracy in blended environments. 3. Continue to learn about self-regulation and mental wellness.

Focus Area 3: School-identified Focus Areas

Actions and initiatives planned for 2020-21

1. To create and implement a functional curriculum for our students with unique needs. We hope to collaborate with parents so that we are providing opportunities for students to bridge learning between home and school. 2. To implement Ready, Do, Done. Executive Functioning Skills are stretches with many of our intermediate students. Providing opportunities for teachers to implement Ready, Do, Done will provide scaffolding and support for students struggling in this area and will promote common language throughout the school.

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