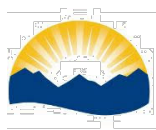




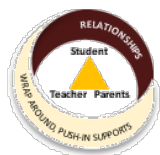
Graduation Routes Other Ways and GROW Continuing Education



Ministry of Education Framework: A shared commitment to **improve** student success, equity and inclusivity of learning **outcomes for all students** with a particular focus on Indigenous students, children and youth in care, and students with disabilities and diverse abilities.



District Plan for Learner Success: School Plans for Learner Success are aligned with the goals and focus areas for improvement of the District plan. Unique priorities, needs, and strengths of the school community are reflected in the school-specific plans.



SD 27 Framework for Collective Responsibility: support for students is the responsibility of everyone in the District. It is guided by a framework which includes common information, effective team structures and processes, strategic responses, and collaborative relationships.



Circle of Courage: (Brendtro, Brokenleg, Van Bockern, 1990) emphasizes the four growth needs of all children: Belonging, Mastery, Independence, and Generosity. This model informs teaching and educational decision-making in the District and is expected to be considered in school planning for learner success.

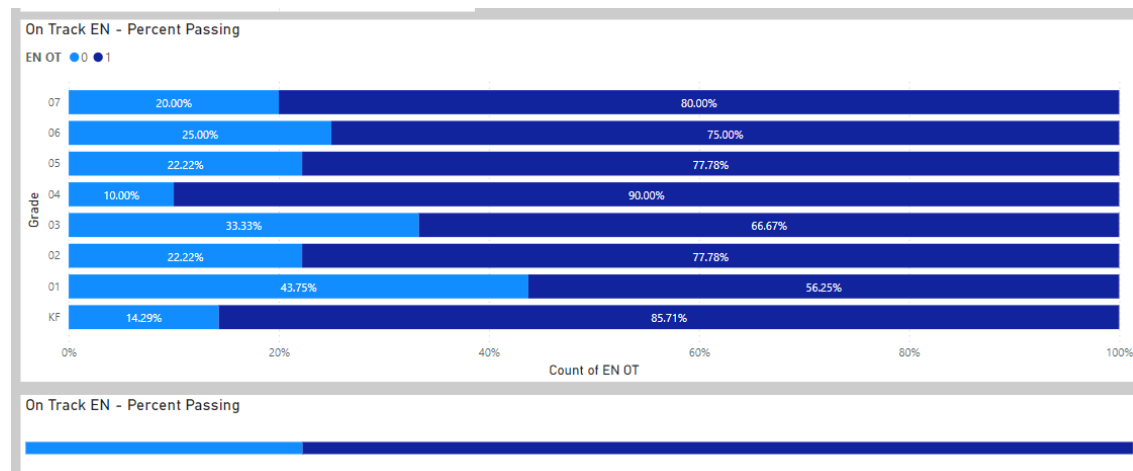
Intellectual Development

Educational Outcome 1: Students will meet or exceed literacy expectations for each grade level

2021-2022 Results:

- Percentage of students meeting or exceeding literacy expectations:

English On Track – 2021 - 2022



2022-2023 Goals and Focus Areas:

- Improve the number and percentage of students grades K - 7 with “proficient” or “extending” grades in literacy.
- Improve the number and percentage of Indigenous students grades K - 7 with “proficient” or “extending” grades in literacy.
- Improve the percentage of students meeting or exceeding literacy expectations in grades 8 – 12.
- Improve the percentage of students completing ELA courses in grades 8 – 12

Strategies and Structures:

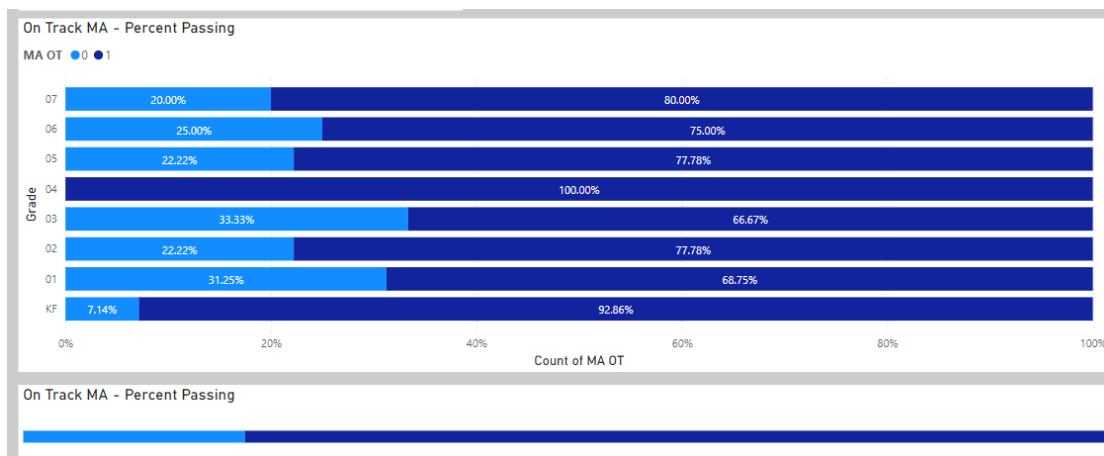
- Actions for Enhancing Student Learning and Experience
 - Emphasis on supporting parents and encouraging extra time and support for students to work on ELA at home (e.g. promoting silent reading and family reading time).
 - Supplemental support for reading and writing (virtual or in person tutoring) for identified students requiring extra support.
 - One-on-one or small group instruction for ELA (virtual through Teams).
 - Continued refinement of the supplemental information package for parents on how to work with their child in ELA.
 - Formal and informal SBT meetings to address our most vulnerable learners.
- Actions for Enhancing Staff Capacity & Learning
 - Teaching staff review of ELA curriculum and provincial standards through collaboration.
 - Staff sharing Pro-D at staff meetings and through informal discussions.
 - Open communication about best practice in Literacy between staff and parents.
 - Use the data gathered from Reading Assessments, DART, and PM Benchmarks to guide our instruction.

Educational Outcome 2: Students will meet or exceed numeracy expectations for each grade level

2021-2022 Results:

- Percentage of students meeting or exceeding numeracy expectations:

Numeracy On Track – 2021 - 2022



2022-2023 Goals and Focus Areas:

- Improve the number and percentage of students grades K - 7 achieving at the “proficient” or “extending” levels in numeracy .
- Improve upon the number and percentage of Indigenous students grades K - 7 achieving at the “proficient” or “extending” levels in numeracy .
- Improve the percentage of students meeting or exceeding numeracy expectations in grades 8 – 12.
- Improve the percentage of students completing Math courses in grades 8 – 12.

Strategies and Structures:

- Actions for Enhancing Student Learning and Experience
 - Emphasis on supporting parents and encouraging extra time and support for students to work on Numeracy at home (e.g. promoting math games and promoting mathematics to real world situations).
 - Supplemental support for numeracy (virtual or in person tutoring) for identified students requiring extra support.
 - Development of supplemental information for parents on how to work with their child in Numeracy.
 - Formal and informal SBT meetings to address our most vulnerable learners
- Actions for Enhancing Staff Capacity & Learning
 - School wide Pro-D focusing on teaching/assessing Numeracy in a Distance Education program (ex. Peter Liljedahl).
 - Teaching staff review of Numeracy curriculum and provincial standards through collaboration.
 - Staff sharing Pro-D at staff meetings and through informal discussions.
 - Open communication about best practice in Numeracy between staff and parents.

Human and Social Development

Educational Outcome 3: Students will feel welcome, safe and connected to their school

3.1 Attendance

2021-2022 Results:

- Student Attendance in a Distance Education Program is based upon completed school work, and not upon daily attendance.

2022-2023 Goals and Focus Areas:

- Students meet either virtually or in person with their teacher on a regularly scheduled basis.
- Student progress is actively monitored by record keeping of work completed.
- Students and their parents/guardians are contacted when progress encouragement is required.
- Consequences for non-participation are discussed with the students and their parents/guardians.

Strategies and Structures

- Students are provided where appropriate the opportunity to work together with their teacher either in-person or virtually via Team sessions.
- Students are required to complete their lessons with a timeline where milestones need to be completed (this is done in conjunction with the Parents/Guardians and their Teacher).
- Lessons use a variety of resources that are digital, manipulatives, paper, and student projects that require student construction and/or experimentation to improve engagement.

3.2 Connection to School

Goals and Focus Areas

- Students will have opportunities to engage in project-based/inquiry learning.
- Students will be able to assess, communicate, and demonstrate their learning using a variety of methods.
- Students will grow in their understanding, appreciation, exploration, and risk taking as they grow from failure as part of the normal learning sequence.

Strategies and Structures

- School activities are planned for the school year whereby students attend GROW and receive instruction and the opportunity to interact with their teacher and other students.
 - Students are provided virtual online group activities (e.g. 3D Printing session for ADST, Orange Shirt Day, Remembrance Day) allowing students to connect and interact.
 - PAC holds regular sessions for students to learn and connect (e.g. Scout Island, Farwell Canyon, Gym Activities).
 - GROW will be holding grades K – 3 (1.5 hours per week) for students to engage in activities and socially connect to improve their Oral Language Development.
- Actions for Enhancing Staff Capacity & Learning
 - Student learning “packages” are developed and modified based upon feedback from students and changes to curriculum as necessary to meet learning outcomes and ensure student engagement.
 - Attending the Pro-D Learning Series and integrating the content into student delivery.
 - Staff sharing Pro-D at staff meetings and through informal discussions on curriculum changes that increase student engagement.

Career Development

Educational Outcome 4: Students will have the core competencies to achieve their career and life goals

As an independent learner, students share the responsibility with their care givers for the ongoing development of their Core Competencies; the core competencies are an integral part of the learning packages provided to students.

Communication: Students will develop and transform their individual passions, mastery, and sense of pride in their learning.

Thinking: Students will demonstrate increased autonomy in the direction of their learning by transforming them into a new understanding.

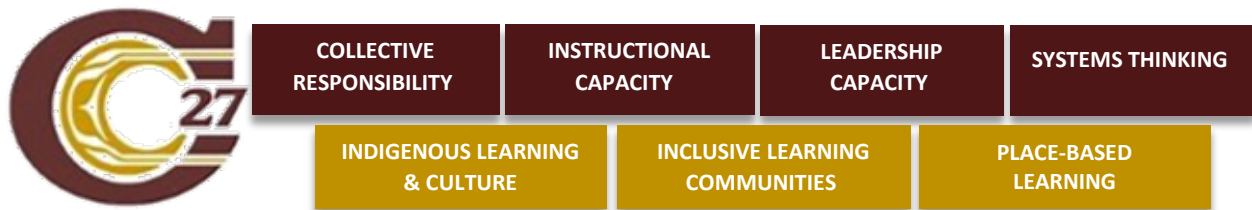
Personal and Social: Students will feel connected, safe, and valued as members of the GROW Learning Community

Communication: In response to the new BC Curriculum, learning is a priority for GROW and the School District in General. Hence, GROW will continue to provide choice in learning activities and assessment, as well as listen to the student voice in the direction of their learning that is essential in developing a greater sense of student autonomy and self-direction.

Thinking: Increasing student engagement in Learning is critical to student achievement. Hence, GROW develops and adapts curriculum to be dynamic and engaging with assessment practices that address diversity.

Personal and Social: Social, cognitive, and teacher presence are all critical components of student success in online and blended learning environments. Therefore, having a sense of belonging and safety, as well as feeling valued by their peers, mentors, and teachers are all essential aspects of connecting students with their community and developing the student's self-esteem. At GROW, we utilize in person and online sessions (Teams) to connect students to their teachers and other students.

Other Focus Area(s) Aligned with District Plan for Learner Success



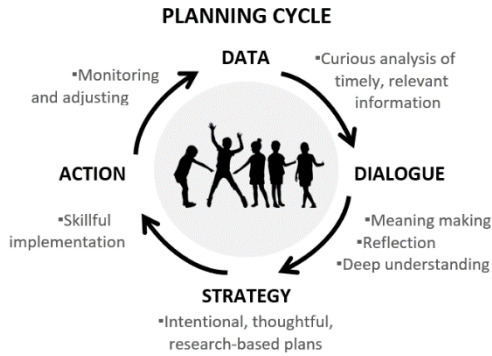
Key Focus: Instructional Capacity

- Students are provided where appropriate the opportunity to work together in groups either in-person or virtually via Team group sessions.
- Students are required to complete their lessons with a timeline where milestones need to be completed (this is done in conjunction with the Parents/Guardians and their Teacher).
- Students are encouraged to use a variety of resources.

Strategies:

- Students are provided access to use the BC Digital Collection of Online Resources.
- To complete lessons, students are encouraged to utilize local resources available not only in paper form, but “around” their home and community to incorporate learning from local resources and people in their home and community.
- Lessons use a variety of resources that are digital, manipulatives, paper, and student projects that required student construction and/or experimentation.

School Team Planning Cycle



September - October: Introduce school planning model. Review results from 2021 - 2022 school year. Identify student focus and strategies and document in school plan. Submit School Plan by October 15th for Board Review.

November - January: Continual reexamination of School Plan and Implementation. Complete Report Cards and Review as a Team Term 1 report card data. Revisit focus areas of school plan. Celebrate success and modify focus areas as required.

February: Complete Report Cards and review as a Team Term 2 report card data (Secondary Report Cards). Revisit focus areas of school plan. Continual reexamination of School Plan and Implementation. Celebrate success and adjust strategies as required.

February - March: Complete Report Cards and review as a Team Term 2 report card data (Elementary). Revisit focus areas of school plan. Celebrate success and modify focus areas as required.

April: Complete Report Cards and review as a Team Term 3 report card data (Secondary Report Cards). Revisit focus areas of school plan. Continual reexamination of School Plan and Implementation. Celebrate success and adjust strategies as required.

May - June: Complete Report Cards and review as a Team Term 3 report card data for Elementary and Term 4 for Secondary. Revisit focus areas of school plan. Celebrate success and modify focus areas as required. Review student Learning Survey results and plan response. Review all available data for school for 2022 - 2023 school year and develop plan for 2023 – 2024.

Ongoing:

- School Plan for Learner Success as standing item on staff meeting agenda
- Weekly review of student performance

Glossary

Distributed Learning – An alternate style of school delivery different than the normal face to face learning. Students do the learning from home with support from their teacher through virtual meetings, phone meetings, email, or other methods of communication.

EA – Education Assistant

ELA – English Language Arts

EPRA/DART – Performance-based reading assessments, designed in British Columbia, by cohorts of BC educators in response to teachers’ questions about how best to use assessment information to guide their reading instruction.

Faye Brownlie – One of BC’s most sought-after literacy and learning experts. She works with staff development in BC, nationally and internationally.

FESL – Framework for Enhancing Student Learning: Ministry framework for ensuring shared commitment to improve student success, equity and inclusivity of learning outcomes for all students.

FSA – Foundation Skills Assessment: Provincial assessment at the grade 4 and 7 level for Reading, Writing, and numeracy.

Peter Liljedahl – A professor of Mathematics Education in the Faculty of Education and an associate member in the Department of Mathematics at Simon Fraser University. He offers professional development in Math and teaches educators how to think differently about Mathematics.

Student Learning Survey – A provincial survey conducted online once a year by the BC Ministry of Education to inform educational stakeholders about students’ school experience.

School Wide Write – A SD 27 school-wide writing assessment completed by grades 1-9 every fall and spring.

SLP – Student Learning Plan

SPLS – School Plan for Learner Success

Teams – Microsoft program offering workspace chat, videoconferencing, file storage and application integration. Used to communicate with students and/or parents.