

School District #71 (Comox Valley) Framework for Enhancing Student Learning School Learning Plans

The School Learning Plan is a living document that is designed to serve as a “blue print” to guide and align a schools work in terms of learning. It is designed to allow schools to align all their resources in order to meet all students learning needs. The content may be presented as a blend of text, graphics, video, photos etc. All information will be submitted to the Board office as well as posted on the schools website by October 15th.

◆ Context

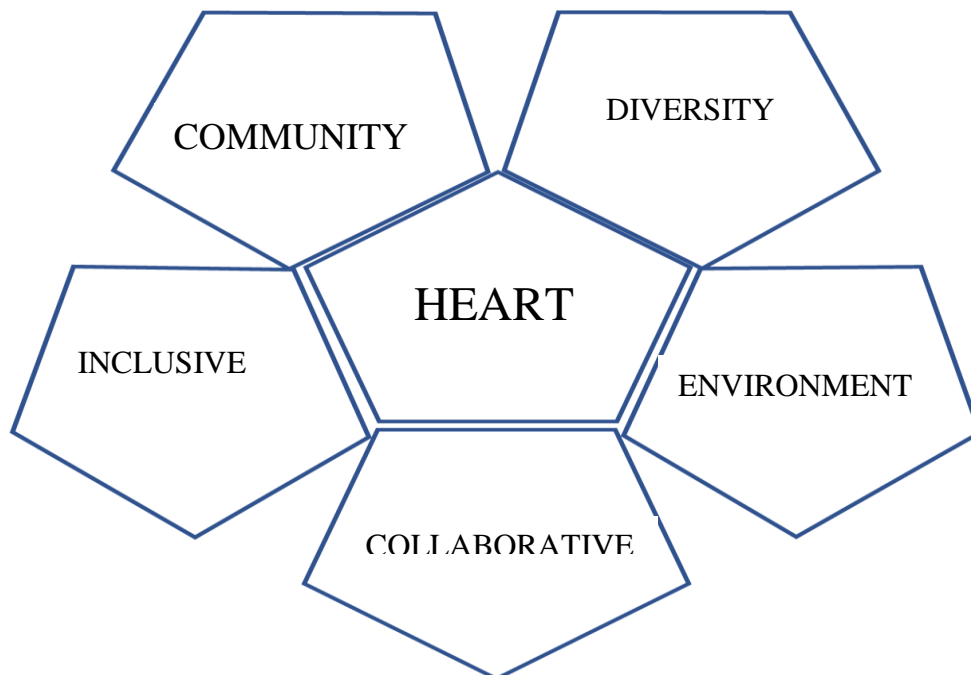
École Puntledge Park is a diverse school serving the needs of 480 students in 4 distinct educational programs.

Our neighborhood program has 7 divisions totaling over 150 students. Vulnerable clientele with all 7 classrooms at maximum capacity for Low Incidence students plus a vast array of other learning and social-emotional needs.

Indigenous Education K/1 program with 18 students. Popular program, inclusive of all students, not only indigenous ones.

Early French Immersion Program with 13 divisions, 260 students and a healthy wait list at Kindergarten

Late French Immersion Program with 2 divisions and 56 students. Interest was very high last year (37 incoming grade 6 students) and the balancing of classes will lead to a problematic situation in the Spring of 2019 as only 20 spots will be available.



Heart – EDAS, Food Bank Walk, school culture of caring and respect, students first

Diversity – 4 programs, vast array of socio-economic backgrounds, A School for everyone

Community – Strong parent support, committed to school (closure threat), sense of belonging

Inclusive – care for all learners, meet you where you are at, multiple needs – all being met

Collaborative - Buddy classes, PLC, innovation in teaching and learning, Little U’ligan

Environment – Earth Week Celebration, Forest and Morrison Creek stewardship, Outdoor Ed. classes, Salmon Day

◆ Focus – Inquiry Question

Will a school-wide focus on social emotional learning and nature-based learning provide students the skills they need to better regulate their actions and emotions and help them build their foundation for successful learning, well-being and a sense of respect and stewardship for the natural environment?

◆ Learning and Action

✱ What is our plan to enhance our students learning?

- In order to be successful learners, students must have their basic needs met which includes social belonging, safety needs and esteem
- Through explicit teaching of Successful Learner Traits, Inner Explorer and Mindfulness language and ways of being
- Channel student energy in a positive outdoor atmosphere so they will be able to focus back in class on social and academic learning.
- Provide a gathering place for learning outside
- Establishing clear values around the beauty and importance of our surrounding forest and lessons around appreciation and stewardship
- Students will learn the important vocabulary tied to our natural surroundings
- Students will learn to be responsible citizens of their environment
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✱ What is our action plan to enhance students learning as well as to work toward our focus goals?

- I CAN tickets promoting positive behaviours
- Classes have been accessing the Inner Explorer Program daily, providing a few minutes of mindfulness each day
- Bring in local resources and teachers into classrooms to provide students and teachers with language and actions that encourage mindfulness and self-regulation.
- Continue to promote activities that encourage mindfulness, caring and empathy (i.e. EDAS, Food Bank drive, etc..)
- Daily announcements that feature a Successful Learner Trait
- Nature-Based Education class every week – all classes get at least 1 block of outdoor education per week (non-music prep teacher) – using the natural environment surrounding École Puntledge Park
- Partnership with Wild BC
- Develop and promote Nature Based School-wide activities such as Salmon Day and Earth Week
- Class set of backpacks and resources for learning outdoors
- Apply for and access Outdoor Learning Grant from Wild BC
- Multi-sensory paths around the courtyard and around the covered areas.
- Guest Speakers with specific expertise (DFO, Streamkeepers, Project Watershed)
- Collaboration groups to develop communal language and resources at various levels
- Continue using real life examples about how to support our local environment
- Continue using seasonally appropriate activities to build on curriculum (i.e. salmon activity, hatchery, cutting broom when in bloom, salmon tanks)
- Cultural sensitivity towards seasonally appropriate activities

✱ What will we focus on in our professional learning that will support our students learning?

- Wild BC – Staff Workshops on September 28th and October 16th
- Multiple staff members have focused their professional development on Trauma-Informed Practice / Social-emotional learning – sharing the learning at Pro-d Staff meetings

- Connections with local nature-based groups such as Project Watershed, Morrison Creek Streamkeepers, DFO, including classroom presentations
- Connections and shadowing with Cumberland Community School
- Collaboration groups within the school (Nature-Based and Trauma Informed Practice) – sharing at Pro-d Staff meetings
- Exploring and researching our local community through exploration and inquiry
- Use staff meeting time to introduce a variety of strategies that can be implemented in classrooms and school wide. Encourage staff pro-d in this area for remaining N.I.D.

What is our plan to address those struggling learners?

- All learners struggle at places in their educational journey. For those that have more challenges in the social emotional arena we will use our School Counsellor to reinforce specific skills that will help them be successful. This will take the form of regular additional 1 on 1 or small group lessons. We will also use our Behaviour Resource EA's to help the everyday reinforcement of these tools to be more successful socially.
- Admin use of Thinksheets and Unexpected / Expected behaviour sheets for office / discipline referrals
- Being and learning outside in itself addresses struggling learners
- High engagement / multi-level access
- Inner Explorer / Mindfulness / Successful Learner Traits
- Let students play and discover the beauty of nature
- Multiple entry points
- Seasonally appropriate entry points

◆ Evidence

What is our plan to gather evidence of our students learning?

- pre and post surveys with students, staff and parents (attitudes and knowledge)
- conferences
- nature journal
- written reflections
- EDI / MDI

What kind of information, facts, data, evidence will we use and why?

- what are students' attitudes towards nature and self-regulation
- Office and Counselling referrals
- increase in time spent outdoors
- increase length of time outside and broaden scope of learning to incorporate content
- knowledge of local plants and animals
- are students gaining knowledge of our local area
- are students engaged
- are students engaged in the restoration and re-vegetation projects of our forests
- hands-on learning to be stewards of Morrison Creek Watershed

How will we know when students are successful? How do we know we have made a difference?

- Decrease in office / discipline and Counselling referrals
- Increased student engagement in learning and success as measured by a variety of in-school tools (reading, writing, numeracy)
- well used backpacks and nature-based equipment
- students complete outdoor learning with success – start with smaller tasks (reading a book) and move to more challenging content-based learning

- increased knowledge will lead to a greater sense of care / environmental stewardship and responsibility
- observe students respecting nature
- engagement and ownership of our forests
- students taking initiative being stewards (older students being leaders for smaller students)
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How will we communicate our evidence and our learning?

- Showcase of student learning
- Photos / videos / eportfolio posts
- Journals, reflections

◆ Reflect

- Was our Focus evident in our findings?
- Do we need to adjust our focus? Why or why not? What information (data used) did we consider when making this decision?
- What are our next steps? Next focus?

Note: Before finalizing the School's Learning Plan's and posting them, we would ask that all schools Principal/vice Principal's meet with their respective Sr. Leader to review their information and plan.