

# School Learning Plan

## 2020/2021

### THE CURRENT CONTEXT

- NWSS is the only secondary school in New Westminister, BC, with roughly 2000 students between the grades of 9-12. We service a very diverse population. At NWSS, there are many strong connections among staff, students, parents and the community. As the only high school in the city, NWSS offers many different types of programs for students including International Baccalaureate, Construction Diplomas, Red Seal Apprenticeships, Alternate Education, French Immersion, Sports Academies, and one of the largest online virtual schools in BC.
- The 2020-21 school year has been a monumental one for our NWSS community as it marked our transition to our new, state of the art school. Despite the pandemic, our school community successfully moved and transitioned to our new learning space – a testament to the resilience, flexibility and collaborative work ethic of our staff and students.
- SLP Background: Last year we began developing our school learning plan during our September Pro D Day (2019), where we explored what our ideal school would look like. In table groups, staff brainstormed, discussed and prioritized the values and characteristics of their ideal school. Next, we unpacked some of the previous year's data (i.e. Student Learning Survey results) and examined two key aspects: how we progressed with respect to our previous school goal, and how the data aligned with our desire to make NWSS our ideal school. We finished this larger conversation by soliciting staff feedback about what they would like to focus on during the 2019-20 school year. From their feedback, three key themes arose: student ownership of learning, engagement, and community. After our September 2019 Pro D, we revisited the staff feedback at the following staff meeting, and from there a group of teachers met to sift through the feedback results and to refine our school goal. From our conversations, it became clear from staff that they wanted to continue to build off the work being done in creating experiential learning opportunities; and to gear our efforts towards enhancing student ownership and engagement.

### GOAL: WHAT WE HOPE TO ACHIEVE

- Given the work that our departments have done (both before and during the pandemic), our staff is committed to continuing the following goal:
- \* To improve the student experience in order to increase student engagement and student ownership of learning.**

### PLAN: THE STEPS WE WILL TAKE

Key Results	Timeline
<ul style="list-style-type: none"> <li>Review of, and reflection upon, data from the current school year (Student Learning Survey, report cards, attendance records).</li> <li>Review/explicit teaching of concepts and language that are consistent with experiential learning, student engagement and ownership of learning.</li> <li>Surveys of students and parents administered, reviewed and action items identified.</li> <li>Intentional learning opportunities and experiences provided for students to demonstrate what it means to be an engaged and active learner.</li> </ul>	<ul style="list-style-type: none"> <li><b>Semester 1:</b> <ul style="list-style-type: none"> <li>Revisit department goals, initiatives, and progress</li> <li>Engage with staff through staff and department meetings to chart our current initiatives</li> </ul> </li> <li><b>Semester 2:</b> <ul style="list-style-type: none"> <li>Ongoing check-ins and sharing with staff at our monthly staff and department meetings</li> <li>Focused efforts during collaboration and Pro D Days</li> </ul> </li> </ul>

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### **SUCCESS INDICATORS: HOW WE WILL KNOW THAT OUR ACTIONS ARE HAVING THE DESIRED IMPACT**

- Evidence of teachers trying new strategies:
  - teachers sharing examples at monthly staff meetings, collaboration days, Pro D days;
  - compilation of teacher lessons and resources (that focus on student engagement and ownership) on MS Teams and our shared drive;
  - teacher participation/enrolment in professional, online learning opportunities.
- Evidence of students demonstrating qualities of an engaged learner (i.e. an engaged learner: takes responsibility for their own learning, thinks critically about their learning by asking questions, etc.), for example, through ongoing Core Competency development:
  - Reflection and goal setting will encourage students to take responsibility and ownership of their learning.
  - Goal attainment will strengthen our students' sense of accomplishment
  - Self and peer assessment will develop students' critical thinking skills as well as their ability to identify their strengths and challenges and help students to direct their efforts toward greater engagement and control over their learning
  - Communication skills will be developed through regular opportunities for self-reflection, self/peer assessment, and demonstration of their learning
- Feedback from parents and students pertaining to our objectives considered and incorporated into our implementation of the School Learning Plan throughout the year.
- Evidence of student voice and engagement within the school (Student Learning Survey, parent engagement survey data, Student Voice club surveys, attendance data)

### **COMMUNICATION: HOW WE WILL SHARE OUR LEARNING JOURNEY WITH OUR COMMUNITY**

- Announcements, class discussions, and student leadership initiatives (including Student Voice club)
- Self-Assessment of Core Competencies
- Parent engagement through weekly parent bulletin, email, school messenger, school website, social media, PAC meetings, and parent and student surveys
- Communicating student learning informally (parent/teacher interviews) and formally (report cards) in student and parent friendly language
- Make our school learning focus visible in our school