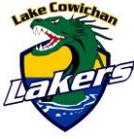


SCHOOL PLAN FOR STUDENT LEARNING 2021 - 2022
Lake Cowichan School



Framework for Enhancing Student
Learning
School Plan





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School Profile

During this school year, Lake Cowichan School will serve the educational needs of approximately 380 students in grades 4 through 12. Our general structure is as follows:

- Students in grades 4-7 are enrolled in our Elementary program housed on the second floor of the main building. Elementary school students have a closed campus, are teamed for academic courses, and sample exploratory classes, which include art, woodwork, music and drama.
- Students in grades 8 and 9 are enrolled in our secondary school and follow a middle school model. They are teamed and travel together from class to class. They select their electives, as do the high school students. These students enrolled in linear Math, English, and Social Studies. French/Careers, PE and Science are semestered.
- Students in grades 10-12 are enrolled in our secondary school and take part in our unique learning program. This program sees students attending regular 'mandatory' classes, while also having Learning Extension Times (L.E.T) built into individual schedules. The intention of this L.E.T time is to allow students greater choice and flexibility all the while providing them with smaller classroom learning environments that can highlight individual student need.

At LCS, we have much of which to be proud. We have a forward-thinking staff who are committed to collaborating in the interest of creating engaging learning opportunities for students, we have a wonderful student body who enjoy learning and who love their school, and we have a supportive PAC, who are always available to listen and offer input. Looking ahead to 2021-2022. Our principle school goal is to focus on student teacher advocacy and connectedness while continuing to strengthen the key fundamentals that allow this school to exist. These are many of the same fundamentals that are fostered through the designs for the Educated Citizen document: including flexibility, self-motivation, the ability to create and foster critical thinking processes, independence and pride. It is our hope that we can proceed further down the Educated Citizen path in the years to come, building off what we have already achieved over the last several years.

Covid 19 interrupted the pursuit of our 2020-2021 school goals. As we shifted on the fly to keep everyone safe yet keep them tied to our building and community our previous goals took a back seat. As we move out of pandemic, we will be resubmitting our 2020-2021 goals in hopes that the focus can once again fall into those tangible assets outside of "flying by the seat of our pants" pandemic goals.

As a result we will be revisiting those goals again this year.

-cooperative, principled and respectful citizens regardless of differences

-citizens who are aware of their individual rights and are prepared to exercise them within the family, community, Canada and the world

School Goal / Inquiry Question

What does our focus need to be?

We would like to focus on building a connected community of learners between the adults and the students within our building regardless of age or grade level. Connect learners to the adults in the building regardless of grade level.

Connect learners and classes to the curriculum, community and environment. Providing learners with the ability to explore their interests and passions by allowing choice and freedom balanced with responsibility.

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What does the evidence tell us we need to work on?

Based on qualitative evidence over the last year at LCS, it has become apparent that there can be a disconnect between the elementary and secondary sides of the school. In particular, the knowledge about students is not shared across all levels of the school. Given the size of the school and the strength of the teachers and the support staff we, as a community, should be able to know each and every student and the story behind each.

The following evidence tells us that we need to work on, with respect to each of the above:

1. **Connecting learners to adults in the building across all grades and levels.**

As a small school, we have the unique ability to have more than one adult really know a student. Where other schools have advocated that every student should have one adult that really knows and cares about, given the nature of our community and size, we are striving for a truly “school family” of adults that knows each and every child in a meaningful and deliberate way. It is through this we hope to build a strong basis for improved achievement and overall support.

2. **Connect learners and classes to the curriculum, community and environment.**

We feel that it is necessary to connect learners in developing their own interests and passions. While we do not yet have any formal evidence that tells us that we need to do this, it is our responsibility to ensure our students are ready for “their” world. By bringing the community in and sending the out kids out we hope to create that “spark” and that passion for learning.

Rationale / (Based on data)
Identify the Learning need

What is going on for our learners?

Increasingly we are seeing a “human” and environmental (nature) disconnect amongst our youth. As social media and screen time replaces the human connectedness we are increasingly needing to find ways to connect with our students that is both valuable and genuine as well teaching technology responsible use. Existing family structure is also requiring us to take on the “third” parent role more and more in order to find success for our students.

<https://www.nap.edu/read/5789/chapter/2>

<http://www.ee-hub.eu/blog/356-education/27-the-importance-of-teachers-as-mentors-and-role-models-for-students.html>

<https://www.thoughtco.com/what-is-the-role-of-a-teacher-2081511>

What is leading to this situation?

The continued rise of technology and social media in the lives of our students. Smaller roles are seemingly being played by the family in many of our student’s lives. An increase in the human disconnect is being seen through all grade levels.

<https://journal.thriveglobal.com/will-technology-ruin-your-childrens-development-663351c76974>

<http://www.gosanangelo.com/story/life/wellness/2017/04/19/sound-mind-negative-effects-technology-children/99872132/>

<https://thenewageparents.com/is-technology-replacing-parents/>

<http://familytech.com/how-technology-affects-family-dynamics/>

Summary of Progress

Goal 1: Where are we?

In the beginning stages. We are presently processing, learning and sharing about our students through coordinated Gallery Walks at each staff meeting. Teachers from all grade levels share what they know about each student brought

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forward. Information is collected and documented for quick retrieval and reference. We are still in the “I didn’t know that” stage of our development. The “I don’t know” stage comes from is the expression most heard at these Gallery walks when information is shared about students.

Have we made enough of a difference?

Each staff meeting (provided we are allowed to meet in person) we will continue to address 20 children in a gallery walk of information. Each team member records what they know about each of the 20 children. We then Gallery walk each student and learn about each.

What worked? How do we know?

The conversations about students in staff meetings and during “unstructured” times has been very rich. Teachers and students are finding shared interests and shared passions. More connections are being made – each student has increased advocacy amongst all staff not just their classroom teacher or advisor.

What needs to change?

We need to explore further ways to break down the disconnect that exists between the “two” schools. Some of these may be structural changes that we need to re-examine as we move further away for the tumult that was bring elementary into the building years ago. This last year was actually a step backwards for us as the school found itself forced into three principle cohort groups – Secondary, Middle and Elementary. We will now need to rebuild from these division in the coming year.

Goal 2: Where are we?

Connect learners and classes to the curriculum, community and environment.

We will seek to bring the community into the building through student interactions during community fairs; Entrepreneurial, Historical, Health and Science. We actively engage community members in “teaching” our children; outside of the classroom; First Nations Elders, Salmon Enhancement Society, Water Shed management projects, Outdoor Ed projects and events. This last year almost all of these engaged community members were left outside as a result of the cohort groups and school safety. Our first priority will be the rebuilding of those relationships lost in the pandemic year.

What worked? How do we know?

A great deal of what is being brought into the school is actually sparked by student interest through their Social Justice and leadership curriculums. Students are now partnered with staff to bring speakers and presenters into the building that contribute to the pursuit of their interest and passion. We will continue this partnership as we move forward in the coming year.

What needs to Change?

Increasing we also want to look bridging our Elementary, Middle and Secondary students through positive interactions through more school and community activities that across all grades: outdoor days, whole school activities and assemblies where students take the lead. Provided – we are able to meet in non-cohorted groups safely in the new year.

Performance Targets

Criteria for Success

Goal 1: We have established a community where the majority of the adults in the building can act as an advocate for each and every student. A community where we can identify and assist each student in finding their advocate should they not feel connected or need an adult who will listen, advise and understand.

Goal 2: Greater participation of the community in school wide events (tracking numbers in attendance). A greater number of students engaging in the activities, speakers, presenters. A greater diversity of the presenters being brought in by the students for their learning to showcase their own passions.