


# Action Plan for Learning

	<b>School Name:</b> Encompass K-12
	<b>School Goal:</b> Other
	<b>School Year:</b> 2021-2022







<b>Goal / Inquiry</b> Student learning	In our current pandemic, our goal is to create a school environment that continues to provide growth in Community Connectedness, Social Emotional Learning, and Cross-curricular Competencies.
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<b>Rationale</b> 1-3 reasons for choosing goal	This is a unique time in our world as COVID-19 has brought challenges and stresses for all stakeholders involved in education, particularly for parents, teachers and students. As both an Alternative (10-12) and DL (K-9) program we recognize that building and maintaining community can be challenging in a pandemic, being out of routine and normal social settings can cause mental health breakdowns and that combining curricular competencies is best practice for building life-long learners. Despite COVID-19, we want to use this as way to challenge ourselves to be better at supporting the whole student, mind, body and soul.
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<b>References</b> and sources to support actions	<a href="https://insidesel.com/2020/11/19/the-impact-of-the-covid-19-pandemic-on-student-learning-and-social-emotional-development/">https://insidesel.com/2020/11/19/the-impact-of-the-covid-19-pandemic-on-student-learning-and-social-emotional-development/</a> <a href="https://www.apa.org/topics/covid-19/education-social-emotional">https://www.apa.org/topics/covid-19/education-social-emotional</a>
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Backup Documentation	<a href="https://acs-aec.ca/en/covid-19-social-impacts-network/">https://acs-aec.ca/en/covid-19-social-impacts-network/</a>
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<b>Planned Actions</b> <ul style="list-style-type: none"> <li>Continuing practices working well (1-3)</li> <li>What will we do differently? (1-3)</li> <li>How will we provide for staff development and collaboration?</li> </ul>	<p><u>Continuing practices working well:</u></p> <ul style="list-style-type: none"> <li>Consistent and regular check-ins with students and families</li> <li>Continue to work on our community garden, exploring ways to expand on this initiative</li> </ul> <p><u>What we will do differently:</u></p> <ul style="list-style-type: none"> <li>Create a model where students are able to complete 100% of academic work at home while still maintaining a strong and supportive connection to a district teacher.</li> <li>Provide a more structured routine for students entering our building</li> <li>Outdoor Challenge for students</li> <li>More extensive focus on outdoor spaces and ecological impacts             <ul style="list-style-type: none"> <li>Growth of community garden project</li> <li>Bat boxes</li> </ul> </li> </ul> <p><u>How we will provide for staff development and collaboration:</u></p> <ul style="list-style-type: none"> <li>In-house ProD workshops; shared resources; use of OneNote as a repository for organizing of resources; mentoring; increased Admin support time</li> </ul> <p><u>How we will involve parents:</u></p> <ul style="list-style-type: none"> <li>Provide Student Learning Plans, regular communication/meetings with parents through email/Teams</li> <li>PAC Meetings, Newsletters, Information Nights</li> <li>Webinar videos to answer FAQs</li> </ul>
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<ul style="list-style-type: none"> <li>• How will we involve parents?</li> <li>• How will we involve students?</li> <li>• How will we monitor progress and adjust actions?</li> </ul>	<p><u>How we will involve students:</u></p> <ul style="list-style-type: none"> <li>• Regular communication/meetings</li> <li>• Establish a model of delivery that provides clear expectation with stability and consistency</li> <li>• In-class/group team building when appropriate</li> <li>• Outdoor Activity Challenge – monthly challenges to encourage students to be active and get outdoors</li> <li>• Community garden growth/Bat Box installation</li> </ul> <p><u>How we will monitor progress and adjust actions:</u></p> <ul style="list-style-type: none"> <li>• Parent feedback through email communication and Teams meetings</li> <li>• Student self-reflections and participation within the model of instructional delivery</li> <li>• Parent self-reflection encouraged through sharing of method/template</li> </ul>
<p>Backup Documentation</p>	<p>Outdoor Challenge attachment – we have seen participation vary over the course of the first half of the school year. Our highest percentage of student participation was in October at 21% to a low of 7% in January. We attribute the drop to weather-related issues and will continue to encourage family participation by adding a Staff Outdoor Challenge to model for students.</p> <p>ProD – Term 1: K-12 participated in a cross-curricular “Story Project” where each participant painted a tile that represented an important story that shaped or represented what keeps them anchored. The focus was on Mental Health, Cross-curricular modeling and Community-Connectedness.</p> <p>In Term 2: K-9 focused on improving assessment strategies and working with proficiency rubrics. 10-12 focused on cross-curricular planning and assignment building.</p> <p>Term 3: Burke Mountain Naturalists came to the school to facilitate the installation of 2 bat boxes. Continued engagement with the Outdoor Challenge as well as cross-curricular offerings to students.</p> <p>Samples and Supplementary documents:</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">         Outdoor%20Challen ge%202020-2021.doc     </div> <div style="text-align: center;">         Cross-Curricular%20Assignment%20-%20     </div> <div style="text-align: center;">         Bat boxes.pdf     </div> <div style="text-align: center;">         Star Project Gr.2-3.pdf     </div> <div style="text-align: center;">         Story Tiles.jpg     </div> <div style="text-align: center;">         Encompass - Cross-Curricular Sync     </div> </div>

<p><b>Documentation of learning</b></p> <p>Key evidence of change</p> <ul style="list-style-type: none"> <li>• How did your actions make a difference?</li> <li>• Choose 1-3 pieces of evidence to demonstrate the impact your actions have had on student learning to meet your goal.</li> <li>• Documentation could include video, survey results, performance</li> </ul>	<p>How are actions are making a difference:</p> <ul style="list-style-type: none"> <li>• By moving to the model of delivery that we have, Encompass K-9 has been able to support more than three times the expected students/families than originally anticipated</li> <li>• Students are successfully meeting competencies using a blend of online and in-person instruction and communication</li> <li>• Students are staying connected to learning professionals and their peers on a consistent and regular basis</li> <li>• The same expectations of a classroom environment remains consistent in an online setting</li> <li>• Assessment of learning is consistent and regular which allows the student to know their progress through their coursework</li> <li>• Families/parents are feeling supported in their support of their child(ren)</li> </ul>
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standard data, anecdotal evidence, work samples, etc.	<ul style="list-style-type: none"> <li>Outdoor garden project is visible to the community</li> <li>Consistent expectations along with regular meetings allow the student to feel valued and cared for</li> </ul>
Backup Documentation	<p>Fun Friday “virtual meet-ups” for DL students.</p> <p>School Spirit days in 10-12.</p> <p>Consistent and regular feedback given to students upon work submission.</p> <p>Creation of Minecraft Clubs using Minecraft Education to connect students socially with similar interests.</p> <p>Collaborative effort to connect the K-9 and 10-12 programs through participation in/facilitation of Capstone interviews with high school students, build capacity regarding having another adult in the building to connect with.</p> <p>Successfully served over 325 students in the K-9 program and 75 in the 10-12 program this school year.</p> <p>Continued growth of community, the garden and ecological impact through generous community grants being attained through the Vancouver Sun’s Adopt-A-School, WWF and Plant a Seed.</p>

<b>School Community Engagement Process</b> <ul style="list-style-type: none"> <li>How did you engage parents, teachers, students &amp; support staff in developing your APL?</li> <li>How did you share your APL goals with parents, teachers, students &amp; support staff?</li> </ul>	<p><u>How we engage parents, teachers and support staff in developing our APL:</u></p> <ul style="list-style-type: none"> <li>Staff meeting discussions throughout the year</li> <li>Invitation sent out to families to ask for contributions/ideas</li> <li>Sharing of goals with our parents through PAC and regular newsletters</li> </ul>
Backup Documentation	<p>Meetings with PAC representatives</p> <p>Newsletters and Email updates to school community</p>

<b>Reflection Highlights</b> <ul style="list-style-type: none"> <li>Where are we now?</li> <li>What are some patterns emerging?</li> <li>What surprised you?</li> <li>What conclusions / inferences might you draw?</li> <li>How does this inform potential next steps?</li> </ul>	<p><u>Where we are now:</u></p> <ul style="list-style-type: none"> <li>Focus continues to be on delivery of education/academic supports through distance and in-person interactions</li> <li>We are looking for ways to get the garden to become more Community focused (i.e. expanding the program and finding further grant monies)</li> <li>Continue to find ways to share cross-curricular activities</li> </ul> <p><u>Patterns emerging:</u></p> <ul style="list-style-type: none"> <li>Families have received our adjustments and flexibility well</li> <li>Building momentum around student involvement with the garden and ecological awareness in general</li> </ul> <p><u>Surprises and next steps:</u></p> <ul style="list-style-type: none"> <li>Students/families increasingly involved in cross competency acquisition through planned delivery (SLP) and unplanned conversations</li> <li>Continued growth in cross competency resources for students as teachers have invented and created new and engaging assignments</li> <li>Interest and participation in the Outdoor Challenge initiative</li> </ul>
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## Backup Documentation

Bat Boxes installed on school grounds.

Garden continues to grow and expand with student participation in planting and tending.

DL enrollment stayed steady with very few families not able to have success transitioning from their brick-and-mortar school to Encompass.

Cross-curricular participation in projects such as: Shark Tank, Chopped Challenge, DND Adventure.

Outdoor Challenge expanded from student only participation to staff and student participation.



Update - Bat



SharkTankInteractive

Program - 2021-03-1 nventionInnovationPr



## Signatures

School Name: Encompass K-12

School Goal: Other

School Year: 2021-22

Title	Name	Signature
Principal	Lisa Dubé	<i>L. Dubé</i>
Assistant Superintendent	Dr. Carey Chute	<i>Carey Chute</i>