


Action Plan for Learning

	School Name: CABE Secondary
	School Goal: Social Emotional Learning
	School Year: 2021-22

Goal / Inquiry Student learning/BC Graduation Programme	Intentionally plan curriculum and healthy connections to promote a safe and inclusive learning environment that meets the needs of our students on an individual basis. Our journey is supported through incorporating Core and Curricular Competencies, First Peoples' teachings, learning pathways, trauma informed practices, and using restorative practices to strengthen and promote positive relationships and repair harm.
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Rationale 1-4 reasons for choosing goal	<ol style="list-style-type: none"> 1. Vulnerable students need to have opportunities to make healthy connections/attachments with adults and peers. CABE students have been displaced from their home schools so there is a need to develop both adult and peer relationships to foster school connectedness. 2. Research shows that students who are highly connected to their school engage in less risky behavior, are more likely to report good health, do well in school, and want to continue their education past grade 12. (McCreary, 2003) 3. Better design curriculum to meet the needs of students on an individual basis within a self-paced learning environment. 4. Redesigned Grad Program which fosters the Core Competencies. For 2021-22, CABE will focus on Personal Awareness and Social Responsibility.
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References and sources to support actions	www.casel.org Safe and Caring Schools Framework: SD43 2014 McCreary Centre Society (2003) Making the right connections: Promoting positive mental health among BC youth SD43 Social Services Index (31% of student population in either MCFD care or the family receives income assistance)
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Backup Documentation	<ul style="list-style-type: none"> • Making the right connections: Promoting positive mental health among BC youth • https://curriculum.gov.bc.ca/graduation McCreary
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Planned Actions

Continuing practices working well (1-3)

• What will we do differently? (1-3)

• How will we provide for staff development and collaboration?

• How will we involve parents?

- Midday Connection time built into the timetable, including Self-Efficacy coursework.
- Community Building Assemblies– SPARK Awards, Terry Fox, Orange Shirt Day, Remembrance Day, Motivational Speakers, etc.
- Focus on Restorative Practices for building strong relationships and repairing harm - several staff members have completed the IIRP Training.
- Take care of student’s basic needs – Breakfast and Lunch program.
- Build 20+ Pathways into the timetable and as part of CLC 12.
- Focus on the Core Competencies outlined by the BC Graduation Program 2018, with emphasis on Personal Awareness & Social Responsibility.
- Maintain a meaningful learning plan for each student to use as a benchmark.
- Gather regular feedback (i.e. surveys) from students on various aspects of school life to build in their voice for change re: current practices, education delivery model, curriculum development etc.
- Track feedback from students re: surveys on current practices and report out to staff, students and parents

- Self-Efficacy 11 course will be required curriculum for every student and will include common weekly themed lessons.
- Blended courses will be offered as cross-curricular credit opportunities.
- BC First People’s 12 and BC English 12 First People’s will be offered and actively promoted as an option for students.
- Provide opportunities for staff to collaborate during Flex Time.
- Outdoor Education Program Development. Provide monthly opportunity for students to participate in an outdoor education activity and a twice-yearly overnight opportunity.
- Provide opportunities for peer mentoring.

- Staff Pro D around Grad Program, Social-Emotional Learning, Self-Regulation Strategies, and Trauma Informed Practices.
- Staff Training on facilitating Pathways. New staff members will have the opportunity for training.
- Continue to build capacity in Restorative Practices - additional staff will have opportunity for training (IIRP)
- Provide and plan for staff professional development opportunities including support/training for staff around new technology innovations

- Instagram Community
- Emails & Website
- Parent Nights
- Newsletter & Instagram
- Surveys
- Introduction of the Parent Portal on MyEd

- Review APL three times a year – surveys and focus groups.

<ul style="list-style-type: none"> • How will we involve students? • How will we monitor progress and adjust actions? 	<ul style="list-style-type: none"> • Continue Intake process to better inform our students, monthly orientation in small cohort groups. • Attendance. • SLP Review. • Survey results. • Students finding value in Connections/Self-Efficacy block. • Reviewing APL 3X per year – September, February, June. • CAFE student success includes: Graduation rate, transition to post-secondary, trades training or gainful employment. • Increased percentage of students completing the 80 credit Dogwood Diploma instead of the 20 credit Adult Dogwood Diploma.
Backup Documentation	Self-Efficacy 10-11 Course Link

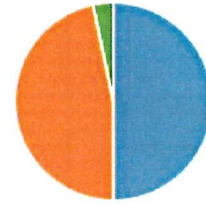
<p>Documentation of learning Key evidence of change</p> <ul style="list-style-type: none"> • How did your actions make a difference? • Choose 1-3 pieces of evidence to demonstrate the impact your actions have had on student learning to meet your goal. • Documentation could include video, survey results, performance standard data, anecdotal evidence, work samples, etc. 	<ul style="list-style-type: none"> • Increase in students feeling safe and welcome at school and an increase in positive peer relations (anecdotal – student statements, increased participation in Connections Block & assemblies) • Increased percentage of students completing the 80 credit Dogwood Diploma instead of the 20 credit Adult Dogwood Diploma. • Survey results indicating student satisfaction with educational experience and supports provided by staff. • Student survey results indicated positive student experiences, a strong sense of belonging, and positive connections with adults in the building. • Year-to-year data showed increased course completion despite changes to schedule caused by pandemic. • Anecdotal evidence - increased understanding of core competencies. • Curriculum transformation – included more student choice and increased opportunity for reflection and self-assessment
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Backup Documentation

1. CABE/GOAL has all the things I need to be successful.

[More Details](#)

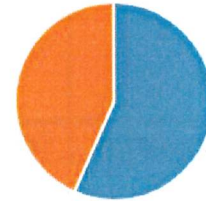
Strongly Agree	15
Agree	14
Disagree	1
Strongly disagree	0



2. If I need help/support, I have a trusted adult in the building I can go to.

[More Details](#)

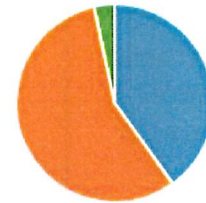
Strongly Agree	17
Agree	13
Disagree	0
Strongly disagree	0



3. My time at CABE/GOAL feels useful/relevant.

[More Details](#)

Strongly Agree	12
Agree	17
Disagree	1
Strongly disagree	0



Reflection Highlights


- Where are we now?
- What are some patterns emerging?
- What surprised you
- What conclusions / inferences might you draw?
- How does this inform potential next steps?

- Increasingly learner-centered and less package based – more student voice and choice.
- Blended courses have been developed and piloted with a few students.
- Self-Efficacy 10 & 11 courses developed and approved as a 4.0 credit BAA courses.
- We are using Restorative Practices on a daily basis with shared language and practice.
- Trauma informed practice – staff are continuing to learn and develop their understanding and practice. This has been particularly important during the time of emergency distance learning.
- First People's Principles of Learning are increasingly embedded into our school culture.
- Many students are requiring more one-on-one assistance for social-emotional concerns by counsellors and youth workers.
- Mainstream schools are continuing to try to refer younger students. Age demographics of CABE has been shifting - higher number of grade 10 and 11 students in comparison to previous years. Mainstream schools looking for placements for students who are not yet 16.
- Continue Trauma Informed and Restorative Practices, and ensure new staff are trained.

	<ul style="list-style-type: none"> • Re-introduce Connections time to build healthy relationships: student-student and student-staff. • Continue student surveys twice a year re: students' perception of engagement, safety, belonging, educational needs. • Continue to develop better communication tools with the referring schools regarding placement at CAFE/GOAL, through articulation, SLP development and IEP documentation. • Continue to embed the CAFE audit review expectations in our daily school operations and classroom practices.
Backup Documentation	

Signatures

School Name: CAFE	School Goal: Social Emotional Learning	School Year: 2020-21
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Submitted by School Planning Council:		
Title	Name	Signature
Principal	Sandi Lauzon	
Assistant Superintendent	Rob Zambrano	