

SCHOOL NAME: POWER

RATIONALE

- Alternate schools support students who may not see themselves as learners; past experiences may prevent them from fully engaging in education now
- Struggling students lack engagement until positive relationships have developed
- POWER staff have observed academically capable students “shut down” in learning activities and assessments

GOAL

To increase student participation in learning activities and literacy assessments that they perceive as “risky” as learning requires risk and vulnerability.

- First Peoples Principle of Learning: Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Aligning with District Strategic Focus Area: Focus Area 1: Student Experience
- Specific objective from district strategic plan: Promote educational and school experiences that reflect and respect the diversity within our community.

OBJECTIVES

- To increase student participation in classes and courses
- To increase student “voice” in classes and in school
- To improve learning and social emotional development for our students
- To increase participation in classroom and provincial assessments
- To increase the validity of our assessments and graduation literacy assessments GLA (to better reflect the ability and understanding of our students)

STRATEGIES

- To continue to focus on relationship building.
- Students and staff participate in non-academic activities that foster positive relationships
- Normalize our offering of various adaptations and assessment strategies
- Explicitly teach about barriers such as anxiety and perfectionism as well as coping techniques
- Plan and provide practice sessions/ workshops/ activities before literacy assessments
- Incorporate GLA sample activities into English classes
- Target small groups / individuals for GLA practice activities

WHAT DOES SUCCESS LOOK LIKE?

- Increased and more regular attendance
- Increased participation/ engagement in classes and courses
- Increased acceptance and use of adaptations and a variety of assessment strategies
- Increased participation and completion in graduation literacy assessments for students in grades 10 to 12
- Teacher recognition of class assessment and GLA results that reflect student ability

COMMUNICATION/REFLECTION

- Attendance and engagement will be communicated in our bi-weekly emails to parents, three-way conferences (student, parent, teacher) and in our term reports
- Use of adaptations and learning strategies will be communicated in SLPs, IEPs, and term reports
- Participation and achievement in Graduation Literacy Assessments will be communicated in Ministry reports and transcripts
- Assessment validity discussed and reported in SBT meetings