

Twin Rivers Education Centre

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School Learning Plan A review of 2018 – 2019 and looking towards 2019 - 2020

School Vision

The staff of Twin Rivers Education Centre believes:

What we are doing here is important.

You can do it!

We are not going to give up on you – even if you give up on yourself.

[Infusing Indigenous and SOGI content throughout the curriculum and the school learning experience](#)

Making educational decisions based on our evidence

Parity – moving closer to and achieving parity with indigenous and non-indigenous graduation rates.

Assessments at the provincial level matter – we will be there for our students to ensure they achieve their personal best

Creating and strengthening relationships with all of our learners

Theory of Action, if we....then we will see....

Theory of Action

Goal # 1 – If we have a school wide teaching and learning approach to supporting each learner with the provincial graduation assessments, then we will see each student write these assessments successfully.

Goal # 2 – If we connect each student to at least one outside agency, then we will see our students have the necessary supports to be able to engage in their learning.

Goal # 3 – If we create deeper learning experiences in every subject, then we will see students pursue their personal passions and potentially realize a life learning path.

School Context

TREC comprises 14 programs, located over 9 sites, working with an average of 1000 students a year spanning the ages of 12 to 85. Our 18 educators, along with our amazing support staff believe that if we can get the students into our buildings, we can help them learn to ultimately achieve their (and our) goal of graduation. With 40% of our student population declaring aboriginal ancestry, we are privileged to learn along side of our students. Annually we work with over 50 community agencies to ensure supports are provided for the myriad of needs which present themselves on a daily basis. At the heart of TREC's work is the relationships that are developed between students and adults in our buildings. We noted from our annual survey that 33% of our students at TREC reported that they did not feel connected to an adult in the building. That statistic must be juxtaposed with the statistic that 35% of our students have been with us for less than 6 months, 73% had been with us for one year or less – a significant turnover

of students every year and each month. Every student arrives with their own strengths and needs; it is our job to ensure that they can re-engage in their schooling to achieve their personal best.

School Goals (SMART GOALS) – YEAR THREE

Assessment – Literacy and Numeracy Provincial Assessments

Social/Emotional – Connections with outside/community agencies

Deeper Learning – Project Based/Inquiry learning experiences for all students

The Indigenous learner at TREC

Achieving parity with the indigenous graduations rates and non-indigenous graduation rates is always at the heart of our practise. Aboriginal Education Worker and Aboriginal Family Counsellor support are essential to the indigenous learner at TREC. Truth and Reconciliation are in the forefront of our work at Twin Rivers Education Centre. We have greatly appreciated the opportunities to participate in the Aboriginal Leadership sessions organized by District Principal, Mike Bowden. Working with Ivy Chelsea has allowed us to further our understandings of the residential school experience and its legacy, and to have our educators to be more reflective and effective in their practise when supporting aboriginal youth in their classrooms.

Equity and Inclusive Education at TREC

The staff at TREC, both teachers and support, always ensure that the education offered at TREC is accessible to all. April DEWRS data indicates that our male and female student report similar levels of achievement, engagement, effort, and positive peer relationships. (Our data was analyzed as per male female numbers as opposed to grade levels as that it not as relevant to TREC's learning environment. 48% of students reported that they had some form of a disability, a factor which limits their participation in school activities and learning (62% female/41% male). TREC is above the national average for Advocacy at school (students who feel they have someone at school who consistently provides encouragement and can be turned to for advice), 3.5/10 as opposed to the national average of 2.7/10. TREC staff must continue to pay attention the the data around feeling safe while attending this school: 35% of students feel safe while the national norm is 67%. Staff is keenly aware and therefore monitors information presented from outside of school situations which could interfere with feeling safe on the school premises. Students with a disability had a lower score that students without a disability in the category of feeling safe while attending school however that group also reported a higher score than students without a disability in terms of advocacy at school. Social media continues to be a challenge in this area. Both students with and without a reported disability had similar scores in the categories of planning to finish high school, pursue a trade and/or planning to go to college or university.

Learning Partner Engagement Process

TREC has worked with its students, staff, families and community partners to ensure their voices are heard in reviewing year two of our school plan and moving into year three. Student surveys, staff fireside chats with the principal, parent surveys and weekly contact and review with community partners has helped us with determining our successes, challenges and what the future may look like for our learning. TREC's Student Achievement Coordinator continues to facilitate learning opportunities for both teaching and support staff every staff meeting, based upon our goals. Our annual Wellness Fair along with our two Facebook pages enhances our communication and engagement with both parents and community partners. This year TREC also hosted its first Career Fair, connecting employers and post-secondary institutions with our students and the Career Life Education course. TREC also has a Four Directions Advisory Committee providing feedback on and support for that program.

TREC's School Learning Plan comprises the elements of the refreshed curriculum in order for our educators to support our learners to achieve their personal best.

Goal 1:

Assessment: Every student will acquire the necessary knowledge and skills through their course work to be successful on the literacy and numeracy provincial assessments prior to their graduation.

Related District Strategic Plan Goal

Priority 1 - Ensure each student acquires foundational skills and core competencies.

(Goal - Students will graduate with strong foundational skills in literacy and numeracy).

Goal Rationale

The three required provincial assessments in literacy and numeracy will pose challenges for our students, given the nature of their learning. We need to ensure that they have all of the required skills to demonstrate their personal best when they write the literacy assessments in grade 10 and 12, and the numeracy assessment likely in grade 11. As the literacy and numeracy assessments are no longer tied to a specific course, a greater appreciation is required by all educators to support the students in this endeavour.

Specific Support Frameworks

Robb Dolson, Student Achievement Coordinator

Lisa Carson, Director of Instruction, Curriculum and Innovation

District Coordinator and colleagues in other secondary schools

Min of Ed website materials, credentialing sessions/two teachers are or will be credentialed

Data Related to Goal/Evidence

1. Thirteen students wrote the NME assessment in January, 2019/20/21 received a mark of 1 or 2 and only one student did not complete the assessment.
2. VP and math teachers reviewed the January assessment after it was written. Comments were shared at the next staff meeting regarding the challenges our students might have experienced. The Four Directions math teacher met with every student after the January assessment to note and review their experiences with the exam.
3. 90% of students feel that they are getting enough support in the class (2018-2019 student survey). "They help me when I need it, including when I don't ask, but still need help...." and "Because the teachers are always available when I am struggling with an assignment and if I am struggling outside of school the teachers are very supportive."
4. Parent survey comment: "The Mother Theresa like patience the teachers lend my darling offspring."

Strategies and Initiatives

1. Using Student Achievement Coordinator time during monthly staff meetings to further staffs understanding of the new provincial assessments.
2. Teacher attendance at regional credentialing sessions, April 2018 and June 2019
3. Teacher attendance at UBC Math Symposium, May 2019
4. Developing common language for every classroom in order for the students to clearly understand the expectations of the provincial assessments prior to engaging with them.

Progress on Goal and Summary Comments (Year two reflections)

1. June 2nd Ministry of Education credentialing session to be attended by Courtney Markin, Four Directions Math teacher.
2. Teaching and support staff is committed to working with the students with common language to ensure the questions on the assessments are accessible.

Staff is in the process of developing this common language. More work needs to be done in this area.

3. Teaching staff are really looking forward to seeing the sample Literacy assessments for both the grade 10 and the grade 12 level.

Summary comments:

Our greatest accomplishment with this goal continues to be the understanding that all educators at TREC are responsible for supporting the learners on these assessments, not just the Math and English teachers. Movement towards common language will only help to improve our students' successes with these provincial assessments. We continue to believe that the Numeracy Assessment should be written after completing the Math 11 graduation requirement and then the Literacy Assessment can be written in both grade 10 and grade 12 (essentially one formal provincial assessment each year although at TREC, students move through their grades at a varied rate of progression).

Goal 2:

Social/Emotional: Every student will be attached to a relevant outside agency within six weeks of registration to support their social emotional well-being.

Related District Strategic Plan Goal

Priority 5 – Strengthen partnerships to enrich the way we lead, learn and work. (Goal – Staff will engage in community-based and job-embedded professional learning and training).

Goal Rationale

TREC is a Type 3 Alternate Education facility supporting students who are

unable, for a myriad of reasons, to achieve the goal of graduation in a 'regular' school setting. Outside agency support for each learner is a critical component of the student learning plans. Mental health support and awareness for both staff and students continues to be an ever present issue.

Specific Support Frameworks

In school counsellors, along with district counselling staff and outside agencies

Data Related to Goal/Evidence

1. Ministry of Education K-12 audit requires that all students in an alternate program be connected to an outside agency (a student may refuse this offer of support).
2. 65% of the Four Directions students report feeling 'safe' or 'very safe' in the school (2018-2019 student survey), 48% of TREC students.
3. 74% of TREC students have been at TREC for one year or less (2018-2019 student survey).
4. 70% of TREC students are attached to an outside agency after being with us for six weeks.
5. TREC has registered approximately 200 students as of May 10th, 2019.
6. DEWRS October data noted that TREC students report that they don't have a sense of belonging with their peers and they don't have many positive peer relationships at school. Students are below average in feelings of safety at school and travelling to and from school.

Strategies and Initiatives

1. Analyzing DEWRS data from October and April survey sessions with staff.
2. Hosting TREC's annual Wellness Fair on Pink Shirt Day, Feb 27th, 2019.
3. Hosting TREC's first bi-annual Career Fair on April 10th, 2019.
4. Honouring outside agency support at our Continuing Education Graduation Ceremony, June 6th, 2019.
5. Cementing additional counselling time into TREC's timetable.

6. TREC counsellor attended Canadian Association for Suicide Prevention national conference in November 2018 and subsequently hosted two learning sessions for TREC/CE staff as well as a learning session for all secondary counsellors.

7. School wide lunches, supporting through grants and executed with onsite and outside agency support. (Winter Wellness Lunch and Taco Lunch).

8. AEW's continuing to connect with the families of aboriginal students by phone/text to invite them to school activities.

Progress on Goal and Summary Comments (Year two reflections)

1. Introducing new outside agency learning opportunities this year: Health Canada presentations: Opioid Awareness Tour/What you need to know about Vaping (April 2nd/May 16th). Having outside agencies work within the school to meet the students where they are: TRU Outreach Coordinator and Youth Employment Student Support (Boys and Girls Club)

2. Every second year, TREC offers an ICBC presentation to our students – March 29th, 2019, Just wiggle your toes.

Summary comments:

As a Type 3 facility, outside agency connectivity is critical to our students and mandatory for our audit compliance. Our counsellors engage in a thorough intake process for each learner and then actively monitor the student learning plans to ensure outside agency support exists (or has been properly turned down). The Phoenix Centre collaborates with SD 73 to provide a drug and alcohol counsellor who works on our site 2.5 days/week. TREC administration works diligently to have as many outside agency learning opportunities available to the students throughout the year, both onsite and offsite.

Goal 3:

Authentic Learning: Every student will engage in a minimum of one Project Based Learning opportunity per course in order to meet the learning standards of the course.

Related District Strategic Plan Goal

Priority 3 – Connect each student to their interests and passions.
(Goal – Students will experience personalized learning that helps them discover their interests and passions).

Goal Rationale

The BC Education Plan supports the opportunity for learners and their teachers to delve deeply into a particular area of learning. Through project-based learning opportunities, authentic learning experiences will take place in every course for every student to help develop their passions.

Specific Support Frameworks

Professional Development opportunities: school, district and other regions
Student Achievement Coordinator guided support at staff meetings
Supporting teacher collaboration time

Data Related to Goal/Evidence

1. Inquiry Learning is a key component of the refreshed curriculum.
2. Students in all grade 9 and 10 courses have engaged in a PBL activity this year.
3. The Four Directions students had their entire learning year framed upon an inquiry project.
4. DEWRS (Oct) data reported that TREC student feel intellectually engaged (very limited data due to survey technological issues). Students also reported that they are interested and motivated to learn, as well as trying hard to succeed. Students reported positive student-teacher relationships and a positive learning environment.

Strategies and Initiatives

1. Student Achievement Coordinator guided support at staff meetings
2. Math course PBL assignments reflect the questions in the Numeracy

Assessment

3. VP attended PBL session at ASCD conference
4. Student feedback on the initial PBL opportunities in classrooms/courses
5. Support for teacher collaboration time and professional Development Opportunities
6. Investigating the CLE and CLC courses and applying PBL to these learning opportunities.

Progress on Goal and Summary Comments (Year two reflections)

This is not our strongest goal. TREC staff collectively, including administration, need to re-examine this goal to see that we are truly implementing it as intended. More consideration needs to be given to the challenging problem, authenticity, sustained inquiry, student voice and choice, and the public display of learning.

For next year, deeper learning through PBL could be infused into the CLC 12 Capstone project which would clearly meet all of the criteria to be a project-based learning experience. This would need to be a school wide initiative in order to make progress on this goal.

Summary comments:

Authentic learning is not always readily received by our learners. Many of them would like to know what they have to do, get it done and move on. TREC educators are working diligently by starting small, to have the students understand what deeper learning looks like. This will be a process at TREC.

Professional Learning Plan Strategies

Student Achievement Coordinator learning sessions:

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| Sept | Reviewing TREC's goals and last year's SLP video (#2 in the series) |
| Oct | The OECD 7 Principles of Learning and the First Peoples Principles of Learning |
| Nov | Numeracy Assessment/Digging into the DEWRS survey data |
| Dec | Aboriginal Focus |
| Jan | Deeper Learning successes and exposure to UDL |
| Feb | Review of the TREC annual survey data and developing an action plan |
| Mar | Curriculum Implementation Day de-brief |
| Apr | Staff generated report card on our progress: TREC's three goals |

May SLP video (#3 in the series) Board presentation to the staff
June Where to from here – Moving forward with the goals/Digging into the DEWRS survey data

Professional Development Days:

Sept 21st Curriculum teams: what next with the BC Ed plan for students in alternate and continuing education programs
Oct 19th Provincial Professional Development Day
Dec 3rd The residential school experience, Ivy Chelsea
Feb 8th Trauma informed practise (Adverse Childhood experiences)
Mar 1st Curriculum Implementation Day
Apr 1st KTTA/KTPVPA pro-d day
May 17th Collaborative curriculum revision opportunity

The Learning Cycle:

Stated Goals – review and determine continued staff commitment

Professional Development – extending outside learning moments

Staff learning – lead by Student Achievement Coordinator

Collaborative meetings (formal and informal)

Family of Schools meetings

Reflect and continue

Final comments:

With an ever changing student population, supported by a stable administration (although there will be a change in the principal position for next year), teaching and support staff team, our students receive an incredible educational opportunity at Twin Rivers Education Centre. While we don't always get the student to the stated goal of graduation, every effort is made to do this. Our classrooms have multiple courses being offered at multiple grade levels. Our

educators support the continuous entry, continuous learning and continuous completion model. We have many moving pieces throughout September to June each year. Not only are we complicated at our home site, 985 Holt Street, we also have to ensure the learners and educators at our other sites are also receiving the same level of support.

District initiatives to improve student learning do not always align with TREC's educational model. Although we support and endeavour to implement new initiatives, we are not totally engaged with Spirals of Inquiry and Universal Design for Learning. Our instructional practise is framed upon personalized instruction, the only manner in which we can function in an alternate setting. Core competencies are achieved through individual engagement in each course and school wide learning opportunities. We do plan and execute for students knowing, doing and understanding.

At this school, and throughout the District, we are keenly aware of the mental health concerns that are prevalent amongst our student population. Supports on site and access to community services are a day to day reality for us.

And now onto 2019 – 2020.....

Thank you!