

School District #53 – Okanagan Similkameen
Enhancing Student Learning – YouLearn.ca Staff Inquiry
2022-23

School-Wide Inquiry Question

How do we connect with students 'where *they* are' to improve student engagement?

Focus Areas

1. Goal Setting.

2. Response to Intervention and Positive Behaviour Intervention Strategies.

1. Our School – Who are we?

YouLearn.ca is School District #53's Online Learning (DL) and Continuing Education (CE) School. We provide online learning options to school age and adult learners. In addition to offering distinct K-7, 8-9, 10-12 and adult programs, we also work with complex youth and adults in partnership with the Okanagan Correctional Centre (OCC) and Venture Academy. Over the past four years, we have worked collaboratively with local brick-and-mortar schools to enhance our services to local learners. In 2018, we started a distinct Inclusion Program focused on helping some of our district's most vulnerable learners, the majority of whom have been unable to succeed in, or attend, traditional systems. Our Inclusion students pose for us some of our greatest challenges and rewards. Supporting students for whom all other supports have failed is both demanding and complex. Reengaging and empowering them is nothing short in many cases of saving their lives. From our Inclusion students, we continue to learn who and how we need to be, to not only help them, but improve education for all.

Constantly, our population and demographics shift and change. As of September 29, we have a total headcount of 405 students composed of 63.6 new full-time equivalent (FTE) DL students, 5.0 FTE new CE students, and 38.1875 Gr. 10-12 carry over students working to complete courses started last year.

DL numbers overall are down from last September, continuing the declining enrollment experienced last year, as our school shifts to being a Provincial Online Learning School (POLS) to a District Online Learning School (DOLS).

Inclusion enrollment is up from last September 32%. Our current 2022-23 headcount sits at 37 students, with only one student being out of district. Our two previous Inclusion September counts were 16 (2019-20) and 28 (2020-21) students.

CE numbers, which come exclusively from OCC, are up 43% from last September. However, OCC enrollment remains down approximately 70% from September 2018. We are hopeful growth in the prison will continue, as YouLearn staff is physically back fully in the prison and our programs and classrooms are restarting. We recognize, however, conditions favourable to increasing enrollment are not entirely within our control.

2. Our Learners – What is going on for our students?

Although we feel we know our learners, we need to return to scanning for two reasons. One, we need to hear our students' voices; we need to

- integrate student strategies and suggestions on what works for them into our system of support.

Two, we need to

- gain a better sense of what (the inclusion barriers, hurdles, and opportunities) is going on for our Indigenous learners and families.

Beyond not knowing why our Indigenous students are not successfully engaging, we also do not know why in a disproportionate amount they are disengaging from our district brick-and-mortar secondary schools.

3. Our Hunch – What is leading to this situation?

Our ability to personalize learning is one of our greatest strengths. Over the past few years, we have focused on improving student engagement through focusing on relationships and connections. However, our students' situation has not improved as much as hoped because our work is not done. Continuing our student engagement journey is important; refining what we have done and coordinating it with what remains is what is now needed. Our hunch, or missing piece:

If we can create a multi-tiered system of support, which staff can consistently use, both proactively and reactively, to increase student engagement, student success will follow.

4. Our Focus, Actions and Checking – Where can we make the biggest impact? What specifically can we do? How will we know we are making enough of an impact?

Inquiry School-Wide Focus: *How do we connect with students 'where they are' to improve student engagement?*

- **Focus 1 – Goal Setting**

- Integrate a system of goal setting across K-9
- Create a system whereby students, parents, and teachers routinely revisit, assess, and adjust student goals
- Explore ways to integrate goal setting cross-curricularly, specifically into Careers and Physical and Health Education.

Checking

- Quantitative: number and grades of students who set goals; number of times goals are revisited (students, teachers, parents), number of courses and cross-curricular connections to goal setting, number of courses and course activities whereby student goals are referenced.
- Qualitative: student, parent, and teacher survey results – has focusing on goal setting made a difference? increased engagement? Increased submissions and course completion for courses where integrated such as Careers and PHE?

- **Focus 2 – Create a tiered set of Response to Intervention (RTI) and Positive Behaviour Intervention (PBI) supports and intervention system.**

- Create list of RTI and PBI supports specific to online students and teachers to use systematically when working with students who become disengaged
- Explore proactive measures and create a similar list to the one above
- Train teachers on any interventions that are complex or unclear
- Complete staff Motivation Interview training to build staff capacity with engaging and motivating students
- Extend students' PLPs and IEPs to be robust communication tools that promote the above and their consistency of use
- Work collaboratively with our local partner schools to list out their interventions and uncover gaps between our systems that need to be filled to better support students.

Checking

- Quantitative: number of new student supports created (at YouLearn and other schools); number of staff using interventions and our intervention system; number of students receiving interventions and the number of adults (teachers, elders, caseworkers) working in unison to support student success; effectiveness of intervention communication system between staff, schools, and agencies (such as IEP and PLP use data).
- Qualitative: student, parent, and teacher survey results – evaluate the success of specific supports implemented; teacher and admin survey data – evaluate our new support system (such as the effectiveness of communication, ease of use, and consistency of use).

5. Our Indigenous Learners – How do we meet the needs of our Indigenous learners?

Inquiring specifically into what our Indigenous learners, families, and communities need from us is a key element of our school plan. In addition, so too is uncovering the processes and protocols that will empower our Indigenous students and communities to co-construct the next iteration of our school.

YouLearn is committed to reexamining its processes and structures to be more inclusive and moving forward on our journey to Truth and Reconciliation.

Naomi, Shelley, Marianne, Liane

- **Focus** – Goal RTI/PBI
 - Blended Learning Opportunities
 - Monday afternoon sessions with K-7 students (Shelley)
 - Challenges (Naomi and Marianne)
 - Social skills groups (Liane)
 - Increasing student engagement
 - Learning on the Land (Jenny Martin)
 - Skating sessions
 - Group learning
 - Student Led conference (Naomi)
 - Clubs (want to do a book club)
 - Financial support for travel
 - Offering food at the center (Brenda 😊)
 - Signing out laptops to students and showing them Teams
 - Interventions that we are using
 - Increasing learner support sessions
 - Language Arts, Math, Social Skills
 - Implementing SLP and OT strategies
 - Student participation in their local elementary schools
 - Fidget toys and alternative seating
 - Resources – meeting students where they are at
 - Cowriter with many students
 - Audiobooks
 - The learning pit (Growth Mindset)
 - Lexia and Mathletics
 - Phonemic Awareness

Checking

- Quantitative:
 - More students on support plans
 - More students receiving learner support
 - Increase staff to support students
 - PR cards – measure course completions – count EMG
 - Cluster of Inclusion students
- Qualitative
 - Feedback from parents and students on preferences...they all want more time with us
 - Photos of students engaging in the above activities

Miles, Heather

- **Focus** – RTI (math focus)

Actions

- Apply Peter L.'s Building Thinking Classrooms ideas to WPM10
 - Checklists of Basic, Intermediate, and Advanced skills and content
 - Note taking methods / templates
 - Add
- Other RTI ideas
 - Paper-based notes, lessons, and base assignment
 - Paper lessons start with basic / elementary skills and lead to advanced.
 - Less reading per page
 - Basic skills lessons
 - Basic skills assignment (leads up to the current WPM10 course)
 - Video lessons still exist, but add to the pap
 - Metacognitive strategies / reflection
 - Weekly classes – 2 per week, same topic

Checking

- Quantitative: number of completed paper-based units, number of students accessing the paper-based lessons (how would we know this, other than if we asked students?)
- Qualitative: discussions with students –
 - Reluctant learners are doing it and more than 1 unit.
 - Wanting and willing to work on math.

Jenn, Steve, Diane (Zach)

- **Focus** – Goal Setting or RTI/PBI
 - Executive Functioning – specific competencies needed to be successful in an online learning environment – Myron Dueck – tie this and the wheel together?
 - What's different this year – 5 competencies for online learning
 - Consulted with Indigenous support on competencies to modify self-assessment
 - DURING INTAKE & MENTORSHIP
 - Incorporated them more during intake with students, staff development and imbedded them in some courses
 - During intake and mentorship, time management – focused more than ever on scheduling, especially at 10-12 level
 - Intake isn't just one – set immediate follow-ups.
 - Positive reinforcement strategies to foster perseverance
 - Check-in about impulse control and emotional control - I.e. talking about perfectionism, procrastination
 - STAFF DEVELOPMENT
 - Seminar and workbook on task initiation
 - Cody has been using some of the above strategies during intake in 8 & 9
 - Naomi and Shelley have done time management – Get Ready Done stuff
 - Goal-setting across the school
 - Professional training with Motivational Interviewing
 - During Rounds meetings
 - INCORPORATING INTO COURSES
 - EF strategies incorporated in CLE10 and 12
 - Goal-setting not only with academics but personal characteristics associated with success
 - Goal manifesting using Get Ready Do Done (EF Sarah Ward)
 - Time management – talking through what a day in the life of the student looks like
 - Helps build students' IEP plans – incorporate wheel into strengths and stretches

Checking

- Quantitative: ?
 - Marksheet summary? – how has this been working for people? Is there more engagement in your

courses? How could we use this and formulate it into numbers? Graphs?

- Sparks conversation related to Executive Functioning, mentorship, etc.
- Review marksheet summary of an individual student and create a narrative using visuals (COM log, pictures of Winter tubing) Use someone like Nav
- Qualitative:
 - Survey of staff – how have you used task initiation or others engagement strategies – what has been the most helpful, what worked, what didn't work? How has it changed your practice?

STAFF INTERVIEWS

- Miles
 - Contacted and followed up adults lots 100% more through email, phone calls, registration comes in and connect with them. Immediately send welcome email and FA for one of the assignments they've asked.
 - Keep track of follow-up set up timer in email – reminder
 - Phoned a lot more
 - More grads this year but no data – collate data
 - Marksheet summary has been helpful in measuring adult progress in courses
 - Would like more time
- Heather
 - Marksheet summary – triggers to send a mentorship email
 - If more time, get a sense of community and do Math groups
- Cody
- Intake process changing especially second semester
- Heavy focus on goal-setting, planning and setting routines
- During intake, giving a list of EF strategies. Reviewing as needed.
- Small group in multiple ways – asynchronous (Math) and synchronous (Science)
- More time with those groups – rather connect with students 2X a week in Math

- What engagement means has changes – before students find it fun because the course is well-designed. Now: Engagement is all about building rapport with student and helping them overcome whatever that challenge may be and helping them get to school (EF challenge) and sometimes Emotional regulation
- Changing to LFM4 Math - “Kids will do well if they can.” They CAN do this course. Removing the extra fluff of the curriculum.
- Shelley
 - Checking in
 - Learning pit – growth mindset – checking in at the beginning and end. More intentional this year
 - MI
 - Focusing less on what has to be done and more on the process – Executive Functioning and slowing things down
 - Timers – time management
 - Less cancellations
 - Increasing F2F sessions
 - Positive comments from students
- - Focus group about the above?
 - Interviews with staff and students

Cody, Will

- **Focus** – Goal Setting or RTI/PBI
 - On intake:
 - Set personal goals
 - Set academic goals
 - Set a detailed schedule with student and parents
 - Create a plan of action to meet goals
 - Help students work their plans
 - Name the reasons why you are at YL. What broke down for you?
 - 3- Week follow-up
 - Review goals.
 - Re-create plan / goals
 - Support with working the plan as necessary.
 - Check how parents are supporting their child.
 - Review support checklist with child and parents

Checking

- Quantitative:
 - Course work is being submitted regularly (weekly)
 - Student attendance at online and in-person sessions is good.
- Qualitative:
 - Student is communicating effectively with teachers on Teams
 - Student is working their goals.
 - Family uses strategies to keep students working and engaged.
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