

2024

Summer Learning School Plan



What is our vision for learning?

North Vancouver School District Summer Learning provides an engaging learning environment where students can challenge themselves and fulfill their personal learning goals through unique pathways. Summer Learning provides a platform for all students to explore and extend learning opportunities while fulfilling their educational requirements. The Summer Learning School Plan was first written in 2021 and is reviewed and revised annually by the Summer Learning Administrative team, in collaboration with the Summer Learning Staff, to provide direction for future programming for the North Vancouver School District's Summer Learning programs. The Summer Learning team believes deeply in its foundational tenets and values. They are at the forefront of all decisions and directional changes. At Summer Learning our values are as follows:

- **Collaboration**
- **Communication**
- **Community**
- **Diversity**
- **Innovation**
- **Inquiry**

Planning and Implementation: What is our action plan?

Goals	Strategies/Actions from Summer Learning 2023
<p>To create a vibrant learning community where students can deepen conceptual understanding and strengthen curricular and core competencies.</p>	<ul style="list-style-type: none"> • Collaboratively created course plans using a prescribed template • Used the Universal Design framework to plan instruction that allows for the success of ALL learners • Designed courses around essential questions that target conceptual understandings (at Full Credit), and personal understanding (at Foundations and Elementary) • Used a variety of assessment strategies and designed assessment opportunities and templates that reinforce learning goals specific to each course • Fostered clear communication of learning through Learning Updates that start with descriptive feedback of students' strengths, focus on what individual students can do, and that describe areas for growth to each individual. • Invited parents, guardians, and family to an 'open house' style Celebration of Learning on the theme 'My Learning Journey' that showcased learning that each student deemed important to them and reflected their key learning this summer • Elementary students design a 'My Learning Journey' book that supports their understanding of personal strengths and stretches • EsLha7an students showcased what they are proud of to their families at the Celebration of Learning. <p>For 2024: We aim to provide even more support for teachers on UDL/designing learning engagements that meet the needs of all learners</p>
<p>To create a culture of professional practice that is innovative and collaborative.</p>	<ul style="list-style-type: none"> • Followed the new Reporting Order (July 2023) and looking to continue the conversation on standards based grading and innovative assessment. • Running four Indigenous Focused Grad Requirement courses (double last year due to student requests) • Engaged in departmental collaboration around common Course Plans.

	<ul style="list-style-type: none"> • Planned common assessments and learning activities within departments (Full Credit and Foundations Programs) • Team taught (Foundations Program & LSTs) • EA and teacher collaboration in Full Credit • Elementary piloted a new program for English Language Learners/Newcomers; for 2024 we will consider piloting a French Immersion Literacy/Numeracy program at elementary • Elementary offered an optional working session for teachers to come together prior to the start of the course to look at strategies and resources and ways for staff to collaborate (team teaching, platooning) • For 2024, we pilot two late starts where staff will collaborate and have a staff development time focusing on designing instruction in the classroom for all learners
<p>To create a community that celebrates and supports diversity.</p>	<ul style="list-style-type: none"> • Offer a variety of inclusive programs to meet student needs: Elementary Literacy/ Numeracy & Social Connections, ELL Newcomers; Foundations Literacy/Numeracy/ELL, 7/8 Transition; Eslha7an and Full Credit • Hired three LSTs to support teacher growth in the area of universal design for learning (adapt lessons and assessments, model push-in support for students). • Hired additional CUPE staff at Elementary and Secondary sites to help meet learners' needs • Elementary - 2 Community Theme Days • All sites: Celebration of Learning: theme 'My Learning Journey'

Monitor, Evaluate and Adapt

Goals	Indicators of Progress
<p>To create a vibrant learning community where students can achieve deep conceptual understandings as well as curricular and core competencies.</p>	<ul style="list-style-type: none"> • Nature of the teachers' unit plans and assessment tasks • Variety of classroom activities and student-centered design for instruction and learning • Student enrollment, retention and growth • Anecdotal comments from students, families, and staff • Feedback forms from families and students around the COL and SL in general • Families report feeling welcomed into the school and engaged in their children's learning process through the Celebration of Learning open house at elementary and secondary sites • Elementary students commented that they learned new strategies (different from their home school) that really helped them • Elementary - noticeable classroom community and friendships fostered on the first day • Celebration of Learning
<p>To create a culture of professional practice that is innovative and collaborative.</p>	<ul style="list-style-type: none"> • Collaborative grade descriptions by department • Collaborative course plans • Staff reflection and feedback sessions • Anecdotal evidence from colleagues • Staff retention • Communication of Student Learning templates collaboratively designed at Elementary and Foundations Programs • Use of platooning in Elementary classrooms (small group organization within the classroom by student need) • Teachers feeling energized and excited about what they are doing in their classrooms • Informal collaboration in curricular groups • Late start piloted to allow staff to work together in instructional design

	<ul style="list-style-type: none"> • Elementary – optional working session for teachers prior to program allowed for teachers to plan for co-teaching, team teaching
<p>To create a community that celebrates and supports diversity.</p>	<ul style="list-style-type: none"> • Staff feedback • Case Management meeting with Full Credit teachers and LTS's • LST/Admin ongoing communication and final reflective debrief • The variety of ways in which students share their learning • Counsellors as teachers of the Social Connections courses focused on SEL as well as Social Communication

Communicating Progress

Multimodal Feedback, Testimonials, and Stories

"[My child] was just telling me how he enjoyed the class and how he learned to do division. He thought it was easy for him to learn. He says his [regular] teachers don't explain things the same as you. He says you made it easy for him and he really enjoyed you as his teacher." - Elementary Summer Learning parent

"I wanted to send a note to say thank you so much for providing my son...with a wonderful summer learning experience. Initially hesitant about attending, he ended up thoroughly enjoying his time there. His teacher deserves special praise for making him feel at ease right from the first day...he talked daily about how kind she was and how he enjoyed the activities, including her "brain breaks". The open house today was the cherry on top, offering a great opportunity to see the work they've been doing and experience the positive classroom environment." - Elementary Summer Learning Parent

"It was a very supportive environment for us (CUPE staff) as well as the students. Thank you." - Elementary Summer Learning staff

"The overall feeling of having a close-knit crew and supportive team. I would love to have the opportunity to work at Summer Learning again!" - Elementary Summer Learning staff feedback

"[It was} my first year. I came in not knowing what to expect. It was amazing to have returning teachers to lean on in terms of their resources and experiences with summer learning." - Elementary Summer Learning staff feedback

"The approach teachers took to teach students had a great impact on their understanding of math, in particular" (Full Credit Summer Learning parent)

"In every way the teacher didn't rely on tests to show students' learning. Tests cause anxiety in my son and don't always prove what he knows. He was able to be his creative, artistic self in her science class." (Full Credit Summer Learning parent)

"For my son to come away from a science class with a positive attitude was a gift." (Full Credit Summer Learning parent)

"I loved the collaboration of each student and the amazing coordination of parents towards their children." (Foundations Summer Learning parent)

"My son has gone from bored with the school system to caring about himself; it was fabulous. He looked inside to see what he is capable of because of this course and this teacher." (Full Credit Summer Learning parent)



