

SCHOOL GROWTH PLAN SUMMARY FOR 2025/26

SCHOOL: Highland Secondary

PRINCIPAL: Laura Roberts

ASSOCIATE SUPERINTENDENT: Vivian Collyer

LEARNING GOAL

COMOX VALLEY SCHOOLS IS COMMITTED TO CREATING INCLUSIVE, WHOLISTIC, AND PERSONALIZED LEARNING ENVIRONMENTS IN ORDER TO ENHANCE EACH STUDENT'S DEVELOPMENT OF THE CORE COMPETENCIES OVER TIME.

DESIGN PRINCIPLE(S): Student-Centered Assessment

RATIONALE

Staff has prioritized student engagement, identified as key to improving learning. Recognizing external and internal factors affecting engagement, the focus is on student-centered assessment to boost motivation, belonging, and success. Research links engagement to positive environments and better outcomes. Our inquiry explores strategies that will have an observable impact on engagement and student achievement.

ACTION PLAN

(LIST SPECIFIC ACTIONS, SCHOOL LEVEL AND DISTRICT LEVEL RESOURCES OR STRUCTURES USED)

Teachers will implement at least one classroom task that boosts student engagement, focusing on high-interest, relatable activities. They will co-create success criteria with students, design reciprocal feedback strategies, offer choices for demonstrating learning, and allow multiple attempts. School-wide, efforts include increasing clubs/activities based on student interests, strengthening school culture through Highland has Heart assemblies, and providing leadership and voice opportunities. The Indigenous Gathering Space will be expanded, ensuring Indigenous students have space, voice, and choice. For inclusive learning, staff will review structures and supports to better meet individual student needs, especially for priority learners. Professional learning will feature sharing successes in staff meetings, articles on assessment practices, a book study on student self-assessment tools, and guest speakers, including district staff, to support our goals. This comprehensive approach aims to enhance student engagement, inclusion, and school culture.

EVIDENCE / DATA (HOW WILL YOU MEASURE SUCCESS?)

High student engagement is shown by students making multiple attempts, understanding task purpose, articulating next steps, meeting/exceeding criteria, and demonstrating knowledge in various ways. Teachers will use specific feedback, co-created criteria, learning inventories, goal-setting, and UDL strategies. Tasks will include student choice, multiple attempts, high interest, and reflection opportunities. Success will also be evident through assessment data, literacy and numeracy scores, school surveys, and student voice feedback.

LITERACY FOCUS

Focusing on engagement aims to improve literacy and numeracy. We're developing a baseline literacy assessment for grade 8 to target strategies and support small group instruction.

NUMERACY FOCUS

We're developing a Grade 8 numeracy assessment to identify student needs, focus on one cross-curricular strategy, and assess its impact on numeracy and fluency by spring.