

# STRATEGIC PRIORITY



## Educational Excellence

### Goals

Optimize innovative practices and learning opportunities

### Actions

Provide ongoing professional development

Encourage and support staff innovative practices in education

Foster a climate that supports real-world connections with learning

Include Indigenous knowledge and perspectives into teaching and learning

## EDUCATIONAL EXCELLENCE

### GOAL: OPTIMIZE INNOVATIVE PRACTICES AND LEARNING OPPORTUNITIES

#### **Airport Elementary**

To continue to hone our skills related to student inquiry and problem-based learning

- Teachers continued to promote inquiry and project-based learning remotely
- Inquiry learning means learning in different ways and with different people
  - Teachers created flexible learning spaces which allowed students to position themselves in different places in the room for different purposes: sometimes sitting at a table, sometimes in a beanbag, sometimes sitting on the floor and even outside
- Inquiry Project on Indigenous Truth & Reconciliation "What is the truth?"
  - Airport staff will collaboratively plan a school-wide inquiry project around the question "what is the truth?"

#### **Arden Elementary**

How will a continuity of staff collaboration and the Response to Intervention Model enhance student learning, with a focus on Literacy

- R.T.I. to allow same grade teachers, L.S.T. and E.A.s to coordinate 30-minute blocks of time to work together to support our students within a tiered system

A plan for teachers to provide explicit phonetic instruction to students during Response to Intervention activities including intermediate (grades 4-5) students

- Did not continue in consideration of distancing protocols

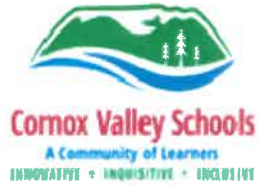
New Boost Teacher will be targeting specifically intermediate students with literacy skills (To increase reading performance)

- Continue to focus on reading interventions in September 2020

#### **Aspen Park Elementary**

Engage in Inquiry Learning

- Environment and Sustainability
- Fostering the needs of our school community by increasing a sense of belonging
- What will a SOGI-sensitive Physical Education Curriculum look like and what resources will we need to truly engage our LGBTQ2+ students with healthy lifestyle choices



### Primary Reading groups

- Reading data was collected again in September 2019 and approximately 47% of our students in grades 1 - 3 were reading below grade level
- Targeted reading skills were taught in these small groups. Movement of students within these groups is done as the need arises

### Showcase Learning

- Celebration of Success assemblies were held in October, November, January, and February
- Orange Shirt Day
- Secret Path
- Student Led Conferences
- Winter Concert
- DPAC Meeting
- Kindergarten Dance

### Brooklyn Elementary

Healthy Community: Support and foster collaborative teacher teamwork that emphasizes improved learning outcomes, increased student engagement and/or positive parental involvement

Goal of Brooklyn teachers is to engage in teamwork that emerges through the year and in response to teacher ideas and initiatives. This is a practice that supports a healthy school

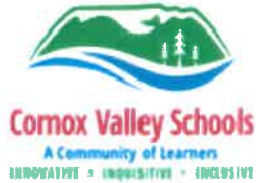
- Growth here through the Brooklyn Way assemblies and certificates where parents were invited to attend and be a part of the student celebrations
- Information is shared with students to keep them involved with our school goals and even model collaboration with students on group work or buddy projects

### Brooklyn Way

- Our greatest successes this year
- Students on board to lead and encourage others to follow. staff created a poster that encouraged behaviours that were all part of the Brooklyn Way. we started monthly award assemblies to recognize students for ways they were successful the Brooklyn Way

Teacher teams that are wanting to explore collaboration to improve practice

- Ross Greene's ALSUP and Collaborative Problem Solving
- Team working on RTI operations
- Working on a media plan for the district, particularly around screen time and use of personal technology. A cross school team working on reconciliation through literacy kits about outdoor and health-related learning



Invite sharing to include evidence-based practice to promote measurement of the impact made and to consider next steps

Healthy School: Refine and Clarify our school identity “The Brooklyn Way” and Build collaborative and shared ownership of our school identity.

- “The Brooklyn Way” to inform the code of conduct, which teachers would co-construct and teach to the students

How might we clarify and build shared ownership of Brooklyn’s identity, for a strong healthy school culture that embraces diversity and fosters rich learning for all?

- Brooklyn teachers is to engage in teamwork that emerges through the year and in response to teacher ideas and initiatives

### **Courtenay Elementary**

Build positive and clear communication by speaking, listening, viewing, sharing, questioning, and representing across subjects

- Develop the Courtenay Way Expected Behavior- PBIS
  - Friendly criteria that focus on being Respectful, Responsible and Safe. Co-created with students and reviewed at staff meetings
- Link the Courtenay Way to 6 Cedars
  - Teachers are using 6 Cedars in their classrooms and have tied the animals in the story to the Indigenous ways of knowing, the Core Competencies and the Courtenay Way
- 'We Thinkers' Social Thinking resources and teachers (including our SLP, LST and BOOST) are teaching students the group plan language
- Use the Common Language embedded in AFL. being taught self assessment using 'I can' statements
- Regular check in with students on participation and engagement. Music and Drama Dance teachers decided that regular check in with students would help them understand how students were doing as they entered class
- The Bear's Den. Pull out morning program for a few early years students to enhance school readiness skills
  - Used it to support small groups of K students with regulation and school readiness
- Developing AFL strategies to promote self assessment and curiosity through questioning. Teachers are using inquiry in classrooms and have embedded AFL strategies particularly around self assessment and using I Can statements
  - Students at all levels were able to gather main ideas and details from a variety of text
  - Students and Teachers, at all levels, worked on using non-fiction text to gather main ideas and details
  - Their language is moving from 'I can't' to 'I can' - becoming so confident and engaged
- Winter Concert - two main goals: one was to create a strong caring community by working together and the other was to empower all of our students. We accomplished both goals



## **Denman Island Elementary**

How can we integrate indigenous ways of knowing into daily practise?

- Students in grades 2, 3 and 4 have created woven bags and are beginning to collect items of significance to them
- Barb Whyte an Indigenous elder met with each class on Wed. Feb. 5 to discuss the use of native plants in indigenous food sources and medicine
- Use indigenous talking circles in daily practise

## **Ecole Puntledge Park**

How can a focus on oral language help increase overall literacy achievement?

Ensure appropriate infrastructure for staff and student learning

- After school tutoring clubs
- Outdoor classroom seating area – source and prepare logs for seats
- Update/refresh Sensory Path
- Bike shelter construction
- All classes have at least 1 Outdoor Education period per week with our Specialist Teacher
- Concours d'art oratoire - intermediate French Immersion students
- French Immersion Conversation groups during home-learning
- French Language Conversation Groups facilitated by EA
- C.L.I.P. classroom work led
- Create Chatterboxes and deploy for use
- Oral Language Collaborative Inquiry Group

## **Ecole Robb Road**

Inviting the broader community into the school to learn together – Community Events

- We put a lot of effort into also keeping students and families connected to the school community through fun videos, daily announcements and read-alouds on the school VIMEO page and FLIPGRID account
- Family Literacy Day (January 27) we had a school-wide read in, guest storytellers visiting classes and a "teddy bear" reading night in the evening to share literacy resources with our parents

Build our ERR Community through 6 Cedars, reconciliACTION and teaching to the heart

- With the help of local artist Jason Craft, each student created a square in the mural below. Jason drew the wolf and cedars as a reminder to "travaillons ensemble" - WORK TOGETHER
- Grade 6 students will volunteer 3 times at the sunshine lunch club soup kitchen program in Courtenay
- Creating 1000 origami ravens for reconciliation
- Michael Bortolotto spoke to all 20 classes and ~40 parents about social inclusion



Focus on French as a norm for academics and fun

- The library learning commons is the hub of learning in our school
- Teachers created plans for implementing the oral language rubric in their classes

### **Hornby Island Community School**

Which of our current online/offline resources for Literacy and Numeracy instruction meet the needs of our K-8 multi-age groupings and demonstrate the growth in learners we wish to see?

- The at home learning and blended learning opportunities this year due to COVID-19 will help us in further determining which of our resources are most beneficial in supporting learners both in face to face and blended learning environments. Both paper based and online resources are being explored as we work through this goal area
  - We looked at Mathletics for our students
- Continue to provide ongoing assessment for learning to inform next steps for individual learners regardless of their grade level (e.g. a child in Grade 4 could be working at a Grade 6 level in Mathematics and vice versa)
  - Meet with families to design student learning plans. We also assess learner skills with our District Math Assessment and Reading Assessments two or three times a year

### **Huband Park Elementary**

How does developing a common language and collaboration across the grades for SEL, Numeracy and Literacy impact teaching practices and improve student learning?

- Our school met as an entire team over two days this year using Evergreen funds to help carry this conversation forward, and then the pandemic offered the tipping point to open up hearts and minds of our school team. Not back to normal, but back to better

Continue to improve teaching and learning for Social Emotional Learning (SEL) through study and use of the book “The Third Path”

- Developing relationships and attachment to school with our boys' group
- A book club to discuss the Chapters of the Third Path. planning for do work around bring a more trauma informed school

Continue to improve teaching and learning for Literacy through the use of Story Grammar Marker (SGM) and the 6 Traits of Writing

- Pre and formative and end of year assessment using the same tool (a free write) is key to this work
- Intermediate teachers will continue to support student learning in literacy by focusing writing on the 6 traits – ideas, organization, voice, word choice, fluency, and conventions

Continue to improve teaching and learning for Numeracy through the use of stand-up Numeracy and other grouping strategies

- A core group of teachers is working on improving math teaching and learning using constructionist and inquiry techniques, as well as differentiation using flexible ability groupings
- Teachers will continue to investigate and support student learning in math through the use of a variety of different strategies including numeracy tasks, group work, and multi-class flexible groupings
- 3 lead teachers in this group will now work with three relatively new teachers next year to expand the work

### **Miracle Beach**

Literacy: As a school community how are we improving and expanding students' knowledge, skills and attitudes in the area of literacy (reading)?

- Our number one priority is literacy. Literacy encompasses many areas such as reading, writing, comprehension

How does the learning reflect authentic ways of reading, writing, thinking and reasoning as identified in the curricular competencies?

- Focused reading strategies used by all Primary teachers
- Jolly Phonics
- Common Decoding Strategies
- Reading Groups 3 x a week
- Writing Folders

How are we making literacy an experience that is relevant to students' interest, everyday life or important current events?

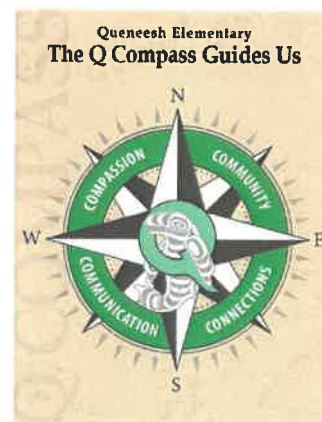
- Buddy Reading
- Raz Kids for students who need reading support- School and home
- Be Better Readers with Toolkits to self monitor and self correct
- Time to read daily

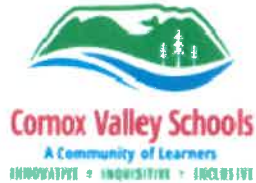
### **Queneesh Elementary**

Establish a School Wide Common Language

To build on our identified values ("The Q Compass - Guiding us on our journey) with the student body and the broader school community to embody the common values we want our students to exhibit.

- Launch assembly and reflecting on communication strategies as part of their assigned tasks
  - When I communicate I can ...
  - When others communicate I can ...
  - My behaviour communicates ...





Through the continuation of the roll out of the Q Compass

- Celebration of the completion of the Compass roll out

Foster emotional capacity in our students

Through Environment (classroom, school and community)

- Calm/comfortable places in classroom
- Best practices to support inclusion (an inclusive classroom)
- Improve common spaces
- Review of Trauma Informed Practice
- Purchase and installation of a Sensory Pathway at the school entrance
- Empowering individual students to take control of emotional sensitive events and topics (Orange Shirt day and Terry Fox Run)

Through Opportunities (classroom, school and community)

- Fluid movement based on abilities/passion areas (ex. mini electives)
- Celebration/Acknowledge efforts and their journey-increase visibility
- Deepen integration into indigenous ways of knowing
- Build on parent understanding
- Environmental stewardship
- Launch of connections challenge between classes - bridging relationships kids to kids, kids to staff and staff to staff

Literacy: To increase our students' abilities, confidence, and independence with literacy

Connect to families to importance of reading – expert for parents

- Continuation and celebration of Connecting with the Q. Weekly read alouds by VanderRee. Student submissions on the website of children sharing their read alouds
- Remote learning
- Books for Bikes launch

Creating and use a uniform system of data collection that moves on with the student

### **Royston Elementary**

Will focus on inquiry learning increase student engagement, foster curiosity, deepen understanding and generate good questions in the classroom?

- These puzzle pieces have been made into two giant puzzles on display for our school. An interesting theme emerged: Outer space is very popular

Will having a common approach to teaching improve our students' quality of writing?

- Using the writing continuum and district writing criteria
- introduced the writing continuum to their students. Students are self assessing their work





## Valley View Elementary

Numeracy: How can we build number sense to give our students the basics needed for future grades?

- Real life situations for Mathematics to engage students. Using word problems to learn number sense
- Continue working on 10 Frames and skip counting
- Fun Challenges with order of operations
- Continue to work with students to learn the basic facts

Continued Professional Development specifically in number sense

- Teachers provided and received training on Teams and Mathletics in developing their online programs

To incorporate Inquiry into our practice in a variety of disciplines.

- Classroom Inquiries - Gr 2. Life Cycle, Gr. 3/4+7 Garbage, environment, sustainability, Gr. 3 Daily Life First Peoples
- Inquiry Fair - 5 divisions had planned on going
- Outdoor play
- Idea: Loose Parts

## Lake Trail Middle

How can we make each student's life better by developing effective, lifelong learners?

Develop Community: skills, practice, and inclusion

- Installed gender neutral restrooms and painted one rainbow colours on the outside to help raise awareness of the need of respect for all people
- Ross Greene's recommended approaches to supporting student behaviour learning – proactive collaborative solutions
- Applying our trauma informed learning to our practices

Life Skills Program moved to LTCMS

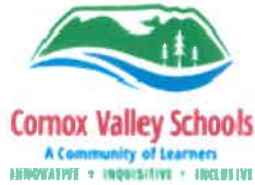
- Students have increasingly spent time in classes, have increased their capacity, and we have added one more student. Considering some of these students have never been in school, having them in our school regularly and functioning well is a great accomplishment

Actively seek and embrace opportunities to improve our Indigenous ways of learning and being

- Have an Indigenous Leadership Group – Namwayut
- The first three staff meetings have been focused on Indigenous ways of learning
- Participating in the Downie-Wenjack Project in multiple ways

Part of a SETBC pilot program to improve our inclusive practices

- Helped create a playbook with SET BC to help others move toward more inclusive practices
- SET BC to help others move toward more inclusive practices



- Created an Inclusion Team that includes site-based teachers, district support personal, and teachers with SET BC
- Improving our understanding and application of UDL (Universal Design for Learning)

Continue to learn and use Collaborative and Proactive Solutions to support student success

- New teachers received a copy of Ross Greene's Book *Lost and Found* which has been the anchor for our work in this area

Develop our understanding, use, and proficiency of Universal Design for Learning

- Staff recognized the need to personalize instruction and to co-create curriculum with their students
- Through remote learning we are learning more ways to meet student needs  
5 collaborative inquiry projects: Collaborative and Proactive Solutions; Waste Management Program; Engaging Math - Jo Boaler; Continuous Reporting - e-portfolios; and Integrating Curriculum through Inquiry

What is an LT student and what do we take pride in?

is active  
is aware  
is creative  
is open-minded  
works well with others  
is kind, caring, and honest  
is curious and likes to learn  
supports others and diversity  
recognizes the importance of a healthy environment  
takes pride in themselves, their school, and their community

Working within a community

- Family of Schools work was active throughout the year. Lake Trail staff led four Collaborative Inquiry Projects, 3 of which involved teachers from our feeder schools (Numeracy; Collaborative and Proactive Solutions; Environmental Sustainability)

Improve Executive Functioning Skills

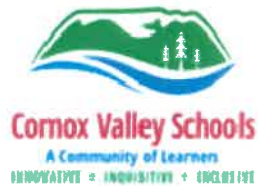
- Working remotely has increased our awareness and prioritizing of Executive Skills

We will have an active Environmental Club

- Taking care of our recycling and have created bees-wax covers to get away from single use plastics
- "Pen Cemetery" project for dead pens to be recycled
- "Climate Crew" club that leads many awareness initiatives around our school

Mental Health

- Most staff have taken courses connected to mental health and have participated in webinars



## Cumberland Community School

Focus on phonemic Awareness in Kindergarten

- Purchase Heggerty Phonemic Awareness Curriculum
  - Copy of Kindergarten teaching book purchased for each Kindergarten class and 1 for LST
  - Heather Williams - came in and did demo

To improve literacy competencies

- Create 2 book clubs
  - Book: Do I Really Have To Teach Reading, Grade 6-12 - 5 teachers participating
  - Book: Catching Readers Before They Fall, Grade K-4 - 12 teachers participating
- To increase reading fluency
  - Tracking reading levels for Kindergarten to Grade 4
  - Grade 1-4 track September/March/June
  - Kindergarten track March/June (letter sounds)

## Glacier View Secondary Centre

Conducted a student survey to determine what factors are inhibiting academic progress at Glacier View Secondary

Factors Hindering Academic Success	Percentage of students selecting this factor
<i>Mental health challenges</i>	75%
<i>Poor sleep patterns</i>	73%
<i>Poor attendance</i>	59%
<i>Students not asking for help</i>	51%
<i>Cell phone distraction</i>	37%
<i>Substance Use</i>	37%

Design strategies to support students with cell phone distractions

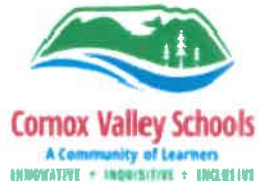
- Wi-Fi Turned Off
- Students hand in their phones to their teacher at the start of instructional time
- Lock it & Dock it

Design strategies to support students with poor sleep patterns

- Strategize ways to help students embrace better sleep patterns as this issue does have a negative impact on the academic progress of our students

Construction of trauma sensitive learning environments in the classroom

- Students to work quietly out of sight of other students, provides the low anxiety comfort some of our students require to be successful



#### Implement a new attendance policy

- New attendance policy was designed in an attempt to improve student attendance as well as to provide consistency among our classroom teachers

#### Increase Indigenous knowledge and educational opportunities for Glacier View students

- Indigenous Island Health Career Fair on Nov. 20, 2019
- An Indigenous student art project was completed by 81 Glacier View students

#### Provide important and current information to students on career and trade options

- Invited Dawn Anderson and Steve Claassen: Career (Trades & ADST) Coordinators to speak to Glacier View students on Feb. 4, 2020

### **Highland Secondary**

Central concern is to continue to enhance and develop student-learning opportunities that engage, challenge, and prepare students for their chosen future.

#### Continue to develop and support Blended-Learning opportunities in our classes

- 100% of Highland staff will be using Canvas for the 2020-2021 school year
- Learning support in Blended Learning expanded as LSTs and EAs were added to courses in Canvas to support students in their respective classes

#### Develop and offer new courses in response to student interest and curriculum change

- Digital Art Media 9-12
- Career 9-12 & Capstone
- Literature Studies 11 & New Media 11
- Human Geography 12
- Improv 9-12
- Makerspace 9-12

#### Embed and support Mental Health and Sexual Health curriculum

- Weekly Anxiety Awareness Group
- Highland is now registered with the mental health organization
- Counsellor made scheduled visits to all PHE 8-10 classes to give Mental & Sexual Health presentations

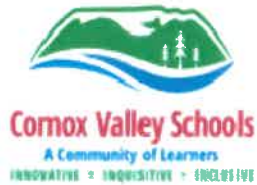
#### Embed inquiry projects into academic classes 8-10

#### Increase the number of our students taking ACE-IT, Apprenticeship and Work Experience

- 12 students doing Trade Samplers in 2021
- 20 students doing Dual Credit at NIC 2nd semester of 2020/2021 year

#### Use Flex Block model to provide enriching and choice-driven learning experiences

- Regular meeting of her Model United Nations Team
- Math teachers run Math club (Mathletes) during Flex to prepare students for a variety of math contests



Use Flex Block model to support learning through tutorial, seminars, work completion

- Flex Block was used to deliver the Careers 11 and Careers 12 program in a blended format. This allowed students more course options within their timetables

### **Mark R. Isfeld Secondary**

To incorporate the core competencies at all levels so that they manifest themselves uniquely in all disciplines

Increase core competency literacy in all grades through direct discussion

- Mini core explanatory competency lessons in specific subject areas
- Look to develop a grade 8 explorations course that enables the teacher the time to explain and implement the self-evaluation process
- Look to develop a grade 9 explorations course that provides the teacher the time to further develop and grow the self-evaluation process
- Mini core explanatory competency lessons in specific subject areas

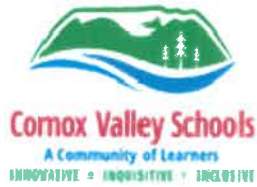
### **G.P. Vanier Secondary**

To positively impact the culture at Vanier - Celebrating accomplishments, fostering positive relationships, and recognizing diversity

- Each staff meeting starting with Kudos - often started by admin and continued by fellow staff members. Students were recognized in a variety of ways - volunteer recognition night, spirit assemblies, embedded in classroom practice
- Worked with Shelley Moore, who modeled differentiation and inclusive methods of teaching. Release time was provided for staff to work together. Students in grade 8 and 9 were targeted with these supports. Analyzing term 2 report cards showed a drop of approximately 8% in students at risk or failing a class compared to January 2019
- Grade 8 assemblies were run by the Community Events and Planning Class

To provide opportunities for students to grow as global citizens through curricular and extra curricular activities

- provide many extra-curricular opportunities for students - Vanier had 30+ teams for the year, and almost as many clubs and opportunities for participation
- New clubs were started this year - Random Acts of Kindness, Magenta/Flash, Book club, while others continued to draw new members - Improv, weightlifting, GSA, etc.



## **Navigate/NIDES**

Support students through personalization of learning delivered with integrity

- Grade 10 to 12 curriculum has been re-written to focus on competencies and big ideas. Each course offers "voice and choice" for students, giving them opportunities to express what is important to them about what they are learning, and providing a variety of options to meet learning outcomes
- Due to closed testing sites have forced teachers to create new assignments to demonstrate learning
- Students form a genuine bond with their online teacher
- Clerical will now report to admin any suspicious cases of students completing courses in a very short span of time
- Academic Integrity Committee struck to investigate incidents of cheating by students

To increase sharing of individual passions and project learning, to increase student engagement in their own learning

- FAe program went ahead with their year end talent show, opting to make this one a virtual event
- HLC teachers report that more students, particularly older students, have posted their own work, rather than relied on their parents to do it.
- Students created projects during the pandemic and shared them online using Teams and Zoom