

District Strategic Plan / Vanier Secondary School – School Goals 2022-2023

DISTRICT STRATEGIC PRIORITY	EDUCATIONAL EXCELLENCE	COMMUNITY ENGAGEMENT	ORGANIZATIONAL STABILITY & ENVIRONMENTAL STEWARDSHIP	PHYSICAL HEALTH & MENTAL WELL-BEING
DISTRICT GOALS	<ul style="list-style-type: none"> Optimize innovative practices and learning opportunities. 	<ul style="list-style-type: none"> Deepen integration of Indigenous ways of knowing. Foster relationships with community, parents and educational partners. 	<ul style="list-style-type: none"> Optimize infrastructure to support learning. Foster environmental stewardship. 	<ul style="list-style-type: none"> Invest in the holistic well-being of our people.
SCHOOL GOALS	Encourage educational excellence in all we do. (Vanier goal #3)	<p><i>With respect to community partnerships and Indigenous ways of knowing –</i></p> <p>Positively impact the culture of Vanier by acknowledging accomplishments, fostering positive relationships, and celebrating diversity, while ensuring good mental and physical health and wellbeing of all members of Vanier. (Vanier goal #1)</p> <p>Provide opportunities for students to grow as global citizens through school activities (curricular and extracurricular activities) and community involvement, as well as deepening understanding of Indigenous ways of knowing. (Vanier goal #2)</p>	<p><i>With respect to environmental stewardship -</i></p> <p>Positively impact the culture of Vanier by acknowledging accomplishments, fostering positive relationships, and celebrating diversity, while ensuring good mental and physical health and wellbeing of all members of Vanier. (Vanier goal #1)</p> <p>Provide opportunities for students to grow as global citizens through school activities (curricular and extracurricular activities) and community involvement, as well as deepening understanding of Indigenous ways of knowing. (Vanier goal #2)</p>	<p>Invest in the holistic well-being of our Vanier community by raising awareness of mental and physical health and wellness.</p> <p>Positively impact the culture of Vanier by acknowledging accomplishments, fostering positive relationships, and celebrating diversity, while ensuring good mental and physical health and wellbeing of all members of Vanier. (Vanier goal #1)</p>
RATIONALE FOR SCHOOL GOALS	We would like to give students every possible advantage as they go out into the world and pursue their future path. By making learning accessible, relevant, engaging and challenging students have more opportunities to be prepared for success.	<p>As opportunities to make connections between school (students) and our community increase, so do educational opportunities. We see a direct correlation between community engagement and educational opportunities for students.</p> <p>There is also an added benefit to our community when relationships have been fostered between school and community.</p> <p>We also believe there to be a strong correlation between volunteerism / citizenship activities and student engagement at school</p>	<p>Promoting personal awareness and growth leading to lifelong expressions of those values for all members of the Vanier community</p> <p>Increase opportunities for students and staff to take on leadership roles and have a positive impact on Vanier</p>	<p>To help students recognize the ways mental illness impacts their lives.</p> <p>Educate students about available services, and ways to advocate for themselves.</p> <p>Recognition and education are important ways to remove the stigma associated with mental illness.</p> <p>Talking openly about mental health can reduce the misconceptions and stigma and can encourage those who are suffering to seek help.</p> <p>Promoting active living and good physical health leads to healthy habits in adults</p>
ACTION PLAN	Develop and offer new courses in response to student interest and curriculum change. Previous courses include Aspire to Action Service Learning (Genocide Studies/Political Studies, Social Justice, English First Peoples), Adventures in the Outdoors (Science and PE-Outdoor Ed), Sports Leadership, Inquiry 9/10, Sports Medicine 11/12	<p>Increase student awareness of community and global humanitarian and charitable causes.</p> <p>Increase the opportunities for students to engage in service activities in the community.</p> <p>Increase adult – student mentorship opportunities with community engagement</p>	<p>Reduce Vanier’s footprint – energy, paper, water, waste, etc.</p> <p>To encourage environmental awareness inside and outside the classroom</p> <p>Reduce Vanier’s impact on the community and increase care of our property</p>	<p>Increased staff awareness to include mental health and wellness in classes daily.</p> <p>Feed a significant portion of our population through different programs/rooms</p> <p>Increase staff awareness on SOGI topics.</p>

	<p>Continue to offer innovative programs like Creative Collective, Improv, Environmental Sciences (cross curricular) Community Events and Planning, Leadership, Athletic Leadership</p> <p>Increase the number of our students taking Train-in-Trade, Apprenticeship, Dual Credit, and Work Experience.</p> <p>Flex Day opportunities – for extra help, enrichment, and out of the classroom learning opportunities</p> <p>ILC – flexible learning opportunities</p> <p>Extra-Curricular involvement and success</p> <p>Co-curricular involvement and success</p> <p>Look at patterns of attendance at Vanier, put together a committee of interested people and begin to address reasons for and patterns of non-attendance</p>	<p>K’omox First Nation –Increase partnership connections and continue to forge relations with the KFN council – celebration, education, and reconciliation.</p>	<p>Get more students/classroom participating in recycling/composting programs inside and outside the classroom.</p> <p>Reduce trash around the building – encourage students to take pride in the school, put awareness signs up</p> <p>Promote trash sorting and recycling what can be recycled in all areas</p> <p>To engage community members/expertise to promote environmental awareness</p> <p>Promote leadership in all areas of the building, and passion projects</p>	<p>Counselling department to host small groups on a variety of mental health topics.</p> <p>Encourage student leadership and peer mentorship on mental health topics.</p> <p>Sports Leadership class intramural options, creating opportunities for other classrooms and extracurricular activities.</p> <p>Inner Explorer mindfulness program.</p> <p>Visuals around school to promote self-care.</p> <p>Develop a school wide cell phone policy and implement it.</p> <p>Increased awareness of Indigenous Ways of Knowing and Being</p> <p>Ongoing awareness of social justice causes and social rights.</p>
RESOURCES NEEDED (INCLUDING BUDGET)	<p>TOC days to release staff to work on literacy writes for grade 8’s, analysis and team meetings afterwards. (6 TOC days)</p> <p>TOC days to have math department members choose an assessment, analyze the assessment, and meet as a department (4 TOC days)</p> <p>TOC days to release staff for extra-curricular and co-curricular field trips</p> <p>Awards, engraving, recognition boards</p> <p>Photocopying & Print shop – posters, booklets</p> <p>Information sessions for students and parents (time)</p> <p>Time for staff to develop a Vanier policy for attendance</p>	<p>Most resources are in the form of people. Recruitment and retention of community partners.</p> <p>TOC support for approved field trips</p> <p>Travel costs for approved field trips</p>	<p>Purchase more small compost bins for classrooms and larger compost bins for outside and increase composting across our school.</p> <p>Contract Earth Warriors for removal of compost</p> <p>TOC days/Cover field trip expenses to support staff initiatives in this area</p>	<p>Community Links money</p> <p>Resources used for in class presenters, supplies for poster making.</p> <p>Print shop producing posters and other awareness campaign materials</p> <p>Field trip supports – travel assistance and staffing/chaperones</p>
EVIDENCE AND DATA	<p><u>Continuous Principal’s Honor Roll</u> (All A’s, all terms)</p> <ul style="list-style-type: none"> ○ Grade 8 -9 students ○ Grade 9 -14 students ○ Grade 10 -17 students 	<p>This is mostly anecdotal, with the tracking of community connections over the past school year.</p>	<p>This will be mostly anecdotal.</p> <p>Tracking of composting and waste production at Vanier over the year.</p>	<ul style="list-style-type: none"> ● Community Links money (\$8000) spent on food insecurity – breakfast, lunch, and snacks ● Implemented a cell phone and a personal electronics policy and saw a

	<ul style="list-style-type: none">○ Grade 11 -19 students○ Grade 12 -28 students 42% of students were on an honour roll all year. Celebration of Excellence – new award to recognize top student in the performing arts, 100 students recognized with subject awards. Grade 8 literacy results, at the beginning of the year and end of the year, looking at/if students improved their scores. Assessments were done in the fall and spring – 102/123 students maintained or improved their fluency, while only 88/123 improved or maintained their grade level writing level. Encouraging students to write is a challenge that continues in higher grades as more students underperform or struggle. The assessment data will be shared with grade 9 teachers to give them insight into their new students. Testing an online program supporting math skills, a math 9 class completed 13,600 questions, 125 collective hours in the platform learning, and demonstrated growth and competence in hundreds of skills they did not previously had. It was a successful test of the program and has implications for further incorporation into math classes next year. <u>Graduation Assessments</u> <u>Numeracy 10</u> <table><tr><td>Emerging</td><td>19%</td></tr><tr><td>Developing</td><td>42%</td></tr><tr><td>Proficient</td><td>35%</td></tr><tr><td>Extending</td><td>5%</td></tr></table> <u>Literacy 10</u> <table><tr><td>Emerging</td><td>10%</td></tr><tr><td>Developing</td><td>27%</td></tr><tr><td>Proficient</td><td>60%</td></tr><tr><td>Extending</td><td>3%</td></tr></table> <u>Literacy 12</u> <table><tr><td>Emerging</td><td>1%</td></tr></table>	Emerging	19%	Developing	42%	Proficient	35%	Extending	5%	Emerging	10%	Developing	27%	Proficient	60%	Extending	3%	Emerging	1%	<ul style="list-style-type: none">• Daycare Connection -Building of the play area deck for Today and Tomorrow Day Care centre by Vanier Construction Trade Sampler Program.• Explore Program – Outdoor based education course with experiential learning, action, and service component. Guest speakers, instructors, and interaction with local experts in environmental stewardship.• Women in Trades• Community Events and Planning –multiple events planned and executed, throughout the school year all of which depend on forging of bonds with community partners. For example – Grad Pancake breakfast – Parents, students, community members and Vanier Staff all collaborated to come together to help celebrate our graduates by making them pancakes for breakfast.• Family of school's network –ongoing work making connections with our partner school. Transition program for in-coming students.• Flex Days (9 days in total throughout the year) –11 Vanier Students volunteering for full days at Miracle Beach Elementary School as peer tutors in the elementary classroom.• Terry Fox Day –entire student body participates in service, awareness, and action all in one powerful day.• RCMP Liaison –Cst. Monika Terragni as guest speaker. Law classroom• Aspire to Action Projects in Community-le. Rainbow House Fundraising, building, supporting, and awareness.• Environmental Science Final Project• District Art Show• Art Show –Pearl Ellis Gallery featuring student artwork.• District Musical – hosted by Vanier. Matilda –featuring students from all schools in the valley and leadership,	<ul style="list-style-type: none">• CEP weekly grounds clean up• Metal recycling• Stationary (pens) recycling• Battery recycling• Increased containers around the school for recycling• Increased recycling and composting in Prep• Environmental club• Working with Tsolum River and Garry Oak organizations• Encouraging staff and students to Bike to Work. At least 6 teachers ride to school daily, all year• Raising Coho salmon and releasing them• Water Walk Field trip (Aspire)• Increased use of the bike rack (20+ student bikes using it daily in June)• Daily discussions on environmental topics• Classes devoted to reusing materials – fashion and design revamping clothing, creative collective altering items and redesigning them• More classes specifically with an outdoor focus – Adventures in the Outdoors• Vanier Good neighbor awareness Program. On-going work between our students working and our neighbors on Glacier Drive, the Sports Centre and across the road at the Equestrian Centre / Dove Creek Road Cul De Sac.• Field trips• Inviting guest speakers to come in – our elder in residence and experts in the community <u>Student Learning Survey</u> 79% of grade 10 students are learning about how human activity affects our environment (some/most/all of the time) 74% of grade 12’s are learning about human activity affecting the environment	<p>substantial decrease in use during class time in S1</p> <ul style="list-style-type: none">• Duenna Project – 8-week program hosted by Upper Island Women of Native Ancestry for students to explore identity, building resilience, and confidence – 5 students participated.• Mental Health Awareness week activities – gratitude bake sale, random acts of kindness, hats on for mental health, community booths in hallway• Open gym at lunch• District GSA event at Vanier• Mental Health Literacy Curriculum further developed by PHE teachers• Consent week activities• Adapt Program – delivered to 297 grade 10 students• Speak Out, Reach Out, Help out – unplugged presentation• Peer supporter training – 15 students• Student and staff Naloxone training• Foundry Counsellor visits to the school – addictions/eating disorders/help with H designations (connecting with outside community supports)• Involvement in school sports – 298 students participated• Increase in School nurse visits• SOGI Bytes – monthly information on everything SOGI• Outdoor Learning in the outdoor classroom• River/plant walks – Indigenous teacher took students on weekly walks• Mental health class walks• Girls Weight room supervised by teachers 2x week• Options classroom supporting students with mental health struggles• Teachers spending more time with core competency development in the
Emerging	19%																					
Developing	42%																					
Proficient	35%																					
Extending	5%																					
Emerging	10%																					
Developing	27%																					
Proficient	60%																					
Extending	3%																					
Emerging	1%																					

	<p>Developing 23%</p> <p>Proficient 69%</p> <p>Extending 7%</p> <p>YDI – Strength</p> <ul style="list-style-type: none"> Students trended toward being less likely to rate their stress of future uncertainty as ‘high’ in your school compared with students in other schools and districts (40% & 49%) <p><u>Student Learning Survey</u></p> <p>Resilience – keep trying until I succeed</p> <p>Gr 10 – 85% keep trying until I succeed (some/most/all of the time)</p> <p>Gr 12 – 83% keep trying until I succeed (some/most/all of the time)</p> <p>Improving at Math –</p> <p>Gr 10 – 85% (some/most/all of the time)</p> <p>Gr 12 – 74% (some/most/all of the time)</p> <p>Better at Writing -</p> <p>Gr 10 – 88% (some/most/all of the time)</p> <p>Gr 12 – 85% (some/most/all of the time)</p> <p><u>Extracurricular</u></p> <ul style="list-style-type: none"> 298 Vanier Students were registered on teams with BC School Sports (97 of them were multisport student-athletes) Hosted 2 Island Championships Island Champions Wrestling x2, Skiing, Track x3 Provincial Champions – 1 individual gold medal in Wrestling, 2 silver medals in Track and Field Top 10 provincial finishes in Aquatics, Wrestling, and Track and Field Sr Boys Rugby 7’s 3rd in Province Sr Girls Rugby 15’s 5th in Province Athletic BBQ recognized 66 students New Coaches Award to recognize those athletes who best exemplify those attributes we are trying to teach through educational athletics. <p><u>Clubs</u></p> <ul style="list-style-type: none"> Weightlifting, Disc Golf, Dungeons and Dragons 	<p>mentoring and instruction from teachers and community members.</p> <ul style="list-style-type: none"> Child Development course- Early Childhood Connections with “Little Buddies” at Today and Tomorrow Daycare Centre Work Experience – All Trades programs have a work experience component where our Vanier students are out working in the community on a 1 day per week basis. Auto Shop. Building Community connection by Servicing of Customer Cars Field Trips – too many to list. Building community minded membership every time we get away from our school and interact with the outside world. Ie. Vancouver Photo Trip, Mt. St Helen’s trip, Aspire trips to Victoria, Vancouver China town (multi-cultural, inclusion, and Indigenous focus to field trips). Leadership class projects (Service oriented)- Christmas hampers collated and collected from entire Vanier Student body and distributed to meet needs of our local community. Bringing Elders & Knowledge Keepers to speak. Evelyn Voyageur, Rob Everson, Jesse Morin, and others Disc Golf Club & Field trips Hosting District Disc Golf tournament Capstone Projects – working with mentors Rotary Interact and rotary Student of the Month program –attending of Rotary lunch meeting. Special Olympics Basketball – Prep students at Isfeld Mental Health Awareness Week Community Agency Fair during Mental Health Week. Counsellor attended community agency meet and greet Connecting students with outside agencies 	<p>62% of grade 10’s are learning to do things that care for the environment</p> <p>65% of grade 12’s are learning to do things that care for the environment</p>	<p>classroom – reflection at the end of every unit, naming and nurturing</p> <ul style="list-style-type: none"> Growth mindset Counsellor initiatives Sexual health learning stations Grade 10. High rate of successful completion in unit study Mental health units – completed by most gr 11/12 students as an extension of the gr 8-10 PHE curriculum D & D after school club/knit happens club Increased involvement in extracurricular volunteerism – refereeing/officials Free cafeteria soup/lower priced health wraps Café Vanier – breakfast program. Free food for students, run by Prep teachers and student volunteers 15 students participated in Safetalk training/Grasp training and are now peer supporters Connecting students with Foundry/ICY/Step up/down/CYMH/CBVS/Parent teen mediation/YER Provide students with toiletries Peer supporters visiting elementary schools on FLEX days Accessibility week awareness campaign Staff coffee cart – Community Events and Planning class Aspire to Action class monthly focused topics – Black history, Pride, Truth and Reconciliation, Chanie Wenjack, Transgender day of Visibility, MMIWG2S, Pink Shirt Day, Anti-Poverty, Indigenous History Providing a safe place and education for SOGI/2SLGBTQ+ youth through GSA/Aspire Aspire and Social Justice class participation in EDAS project
--	--	--	---	---

	<p><u>Service Clubs</u></p> <ul style="list-style-type: none"> Environmental Club, Rotary Interact, Jack.org, Vanier Peer Support Club (new) <p><u>Co-curricular</u></p> <ul style="list-style-type: none"> District Musical ‘Matilda’ Band Concerts – Fall/Spring North Island Drama Festival ‘The Yellow Boat’ –runner up Canadian Improv Games 2nd Srs, 1st & 3rd Jrs Model UN Wizards of the Coast Dungeons and Dragons Vanier Speed Hot Rod Club Leadership Class, Athletic Leadership class ASPIRE Program Celebration of Drama and Improv Results – new winners boards in MPR Huge # of field trips to supplement classroom learning 	<ul style="list-style-type: none"> Guest speakers encouraged and welcomed in all classrooms, Trades, shop classes, leadership class, PHE classes, Psychology, English First Peoples, BC First Peoples, Social Justice and Aspire Volunteerism in Aspire, Rotary Interact, Community Events and Planning <ul style="list-style-type: none"> In school community Comox Valley Other communities during field trips Vanier Good neighbor awareness Program. On-going work between our students working and our neighbors on Glacier Drive, the Sports Centre and across the road at the Equestrian Centre / Dove Creek Road Cul De Sac. Grad Attire Program – working with community businesses (CV Dodge), District administrators, school counsellors, admin. Assistants, Senior Leaders, and our parent community to make sure all graduates have an opportunity to obtain affordable and special grad attire. School wide assembly and other activities planned to help with celebrations and education on national Indigenous Peoples Day – Vanier Indigenous Education Liasson Committee plan lessons and events to help celebrate this day on June 21, 2023. 		<ul style="list-style-type: none"> Clubs Day – opportunity for students to explore opportunities provided by staff/students to get involved in an activity Adult well-being/Staff connection opportunities increased through our social committee – staff bbq’s, sparks of joy, staff holiday photo contest, soups on, Wacky Wednesdays, dessert day, Bitmoji/bamboozle, spring break photo contest, holiday staff gathering, end of year brunch, step challenge, survivor challenge EA book club – trauma informed practice Counselling website resources for students and parents – contact phone numbers for a variety of community resources (Trauma, suicide, ASD, grief/loss, mental health, crisis, parenting teens, self-harm, substance use, victim services)
REFLECTION	<ul style="list-style-type: none"> While Vanier has a group of very high achieving students in all areas (Service, Academics, Athletics, Fine Arts, Trades) we would like to raise the bar and see more students in these groups. Larger participation rates in extra-curricular and co-curricular activities would be advantageous 	<ul style="list-style-type: none"> Regarding Community Engagement, there is an incredibly robust and diverse amount opportunity created here at GP Vanier. These connections are vitally important in our ongoing efforts to build positive relations and create a sense of trust between Vanier students and the community at large. 	<ul style="list-style-type: none"> Like 21/22, students are becoming more environmentally aware, however sometimes situational awareness (or lack thereof) is occurring. We have work to do around learned behaviours in the cafeteria and other open spaces to encourage responsible recycling, as well as reduce trash in our wooded areas. Continue to support leadership opportunities when they present 	<ul style="list-style-type: none"> High level of student-centred engagement in and out of school – student government activities, Aspire social initiatives (monthly themed) Increased student caseload of our Youth and Family Program Worker – addictions and mental health New PHE course developed – Individual Focus activities to promote

	and help move more reluctant learners to this threshold.		<p>themselves in our Vanier community whether inside or outside the school.</p> <ul style="list-style-type: none"> • Support passionate staff to provide opportunities for students – especially in areas like the Environment Club • Continue promoting good recycling habits, providing bins for separate materials • Adoption of environmental initiatives is haphazard. Having a classroom or department responsible for certain environmental drives would ensure that these happen on a regular basis. 	<p>choice in physical activities and increase confidence</p> <ul style="list-style-type: none"> • Multiple surveys asked the same group of students the same questions with very different results – The YDI says 45% of students don't have a caring adult, however the Student Learning Survey says 8% (gr 10)/3% (gr 12) don't have a caring adult. Even manipulating the data in the SLS, 66% and 80% of the students answered they had a caring adult in the school.
NEXT STEPS	<ul style="list-style-type: none"> • Attendance policy development will continue. Increased attendance is first step in increasing achievement • Year two of Cell Phone Policy. Students will be more available for learning without their phone. Reinforced in the fall. • Awards for 8/9 to celebrate what we value and reflect - Personal and Social Responsibility - as we move to the new reporting order without letter grades. • Flex Day to continue to assist students continually before they get behind or for enrichment and extra help for higher achievers • Continue with writing and fluency assessments for grade 8 students, and develop a grade 10 math assessment. • We have already invested in an online program to develop math skills (IXL online), which was test run this year in a teacher's class with great success. 	<ul style="list-style-type: none"> • Support - Continue to create opportunities for our students to work together with community members, whether be here at GP Vanier or out in the real world. • Celebrate the positives with our students and the community - Look for new ways to recognize and celebrate students and programs who are making positive community connections (Assemblies, webpage photos, Newsletters, programming visits for younger students, etc....). 	<ul style="list-style-type: none"> • Check in with staff to see if recycling needs are being met – if not what can be done to meet those needs (more bins, time, commitment, club) • Provide mentorship and leadership opportunities to students and staff throughout the year • Continue to provide opportunities for the school to embed environmental learning inside and outside the classroom • Leadership classes to offer more opportunity for school culture and community development 	<ul style="list-style-type: none"> • Increase the use of inner explore/mindfulness in the classroom • Install a rainbow crosswalk in front of school • Continue developing capacity with students and parents to increase daily attendance • Be mindful of the school supports within the school and in the community. With the increased demand on counselling and outreach services, more support of our staff is needed to prevent burnout. Support could be more time, discretionary days, more frequent check-ins, or district meetings for all school based staff (counsellors, Y&F, behaviour teachers, Behaviour EA's, etc). • Create more opportunities for connection with other people in and out of school (YDI report states that 45% of students do not believe there is a caring and supportive adult who really cares about them). • Continue to engage students and staff in their passion areas.

District Strategic Plan / Mark R. Isfeld School – School Goals 2022-2023

DISTRICT STRATEGIC PRIORITY	EDUCATIONAL EXCELLENCE	COMMUNITY ENGAGEMENT	ORGANIZATIONAL STABILITY & ENVIRONMENTAL STEWARDSHIP	PHYSICAL HEALTH & MENTAL WELL-BEING
DISTRICT GOALS	<ul style="list-style-type: none"> Optimize innovative practices and learning opportunities. 	<ul style="list-style-type: none"> Deepen integration of Indigenous ways of knowing. Foster relationships with community, parents and educational partners. 	<ul style="list-style-type: none"> Optimize infrastructure to support learning. Foster environmental stewardship. 	<ul style="list-style-type: none"> Invest in the holistic well-being of our people.
SCHOOL GOALS	<ul style="list-style-type: none"> Develop core competencies at all levels and all disciplines through a variety of learning opportunities and innovative practices. <ul style="list-style-type: none"> Indigenous Student Goal: Increase successful course completion rate, graduation rate and attendance rate of students with indigenous ancestry while further developing self-identity and cultural awareness. Specific Academic Goal: Through baseline assessments followed by supports and interventions improve the foundational numeracy skills of all grade 8 students. 	<ul style="list-style-type: none"> Foster and pursue opportunities to collaborate with our community partners to provide authentic real world learning experiences to prepare our students for the post-graduation world. 	<ul style="list-style-type: none"> Encourage and foster environmental awareness to develop global citizens able to act on the United Nations seventeen Sustainable Development goals. https://sdgs.un.org/goals 	<ul style="list-style-type: none"> Promote healthy living and provide opportunities for students and staff to develop the skills and knowledge needed to flourish socially, emotionally, physically, and mentally.
RATIONALE FOR SCHOOL GOALS	<ul style="list-style-type: none"> Students need intellectual, personal, and social and emotional proficiencies in order to engage in deep, lifelong learning and develop into independent learners. 	<ul style="list-style-type: none"> Schools exist within communities. This relationship influences students' transitions and connections to school. Community involvement in schools provides local cultural relevance to content and learning. 	<ul style="list-style-type: none"> Today's students need to be globally-minded and environmentally aware of sustainable development to improve human lives and protect the environment. 	<ul style="list-style-type: none"> Mental and Physical Health has profound impact on student learning, development and achievement.
ACTION PLAN	<ol style="list-style-type: none"> Core Competency Reporting: <ol style="list-style-type: none"> Develop Core Competency assessment rubrics for student self-assessment at all grades. Collect quantitative data via curricular reps. Determine a reporting method in all subject areas and grades in conjunction with the new ministry reporting order. Curricular: 	<p>Indigenous Education:</p> <ol style="list-style-type: none"> Guest speakers to enhance staff knowledge of local Indigenous history. Implementation and review of EFP 11 and Indigenous Education Graduation credits including the development of Indigenous Environmental Science 11 (BAA) Continued support of ISWs and Knowledge Keeper providing cultural presentations in classrooms. <p>Relationships with Community, Parents & Educational Partners:</p> <ol style="list-style-type: none"> Continue to encourage increased involvement in the community by taking 	<p>Environmental Stewardship:</p> <ol style="list-style-type: none"> Support and further develop an Active Environment Club – composting initiative, tree planting, recycling, etc. Inform students & staff of the 17 UN Sustainability goals & structure school events around the goals. Promote Environmental Science 11 course Annual Eco Fair <p>Organizational Stability:</p> <ol style="list-style-type: none"> Continue to collaborate with district operations to improve pedestrian and traffic safety outside the front entrance in conjunction with improving the student use of outdoor spaces. 	<ol style="list-style-type: none"> Provide a varied and well-supported extra-curricular program. Provide staff in-service & professional development to strengthen the tools and resources needed to embed mental health and wellness into the classrooms (ex. Inner Explorer) Implement Individual Technology Policy with supportive education and themed “no tech” days and events. Collaborate with new counselling department to develop school-based mental health supports and interventions.

	a. Provide cross curricular opportunities through collaboration (site-based and district-based), inquiry and student voice.	<p>students out of the building and inviting the community in the building.</p> <p>2. Enhance student and staff learning opportunities through virtual connections outside the local community</p>	2. Continue to enhance learning environment through classroom improvements such as whiteboards, projectors and infrastructure.	
RESOURCES NEEDED (INCLUDING BUDGET)	<ul style="list-style-type: none"> Release time for collaboration Core Competency Resources New Reporting Order MYEDBC Reporting Changes 	<ul style="list-style-type: none"> Guest speakers and recognition items Resource EFP 11 and En. Sc. 11 Money for cedar wall and painting in IN ED room Support community engagement events TOC time for class field trips as needed 	<ul style="list-style-type: none"> Posters to promote Sustainability Goals – Print Shop Funds to provide theme days Money needed to improve front entrance in conjunction with district Operations department. 	<ul style="list-style-type: none"> Kerri Isham – Sex. Ed. 11/12 Financially support Mental Health Initiatives as needed Inner Explorer – in service and on-going support Support Digital Media Literacy initiatives through release time and budget
QUALITATIVE EVIDENCE COLLECTED	<ul style="list-style-type: none"> Inquiry projects with core competency outcomes. Variety of student self assessment of core competencies in PHE classes Indigenous connections in Environmental Science 11 Skills Canada Participation Art Festival Showcase Model UN Club Creative Writing Club North Island Poetry Workshop UDL Inclusion work with FI grant Assistive Technology & FI UDL Collaboration with Jane Rondow DELF Exam for COre French 11 Math Contests (Waterloo/NIC/Gauss) French Club in Library RCMP Camp NIC Tours 	<p><i>French Immersion</i></p> <ul style="list-style-type: none"> Family of Schools: “lil buddies” with ERR Basketball showcase at Brooklyn Human Performance mentorship with Valleyview Semaine de la Francophone <p><i>Indigenous Education</i></p> <ul style="list-style-type: none"> Knowledge Keeper Joanne Restoule class presentations on drumming, interconnectedness, eugenics, identity, residential schools Metis presentations with ISW Jeannie in Career Ed and Sciences Numerous guest speakers <p><i>School Wide</i></p> <ul style="list-style-type: none"> Hampers Shoebox Program EDAS Consent Week Christmas Bags Foodbank collection YANA Kids Clothing <p><i>Humanities Guest Speakers</i></p> <ul style="list-style-type: none"> Alinda Ware Holocaust Survivors Jane Mores – Rwanda Bob David – Holocaust Denial Ben Zion - Anti-Semitism Jon Ambler – History Brian Hutchinson – BC Court Judge 	<p>Humanities Week</p> <ul style="list-style-type: none"> Projects and environmental curricular topics in all Science classes Environmental Science 11 enrolment is up – field trips, activities and community connections Tina Willard Stepan presentation to staff during staff meeting School wide composting program led by environment club Clothing exchange <p>Facilities</p> <ul style="list-style-type: none"> Changed room 505 to a quiet space for Lifeskills students Fridge/stoves in 205 and 406 New appliances in foods rooms to increase food storage/security Tree planting – legacy trees (grow where you are planted) and shade trees Tree planting – boulevard trees planted to provide shade and sense of space Indigenous Education room – art mural & cedar wall MPR and Staff Room painted Students continue to point to a cafeteria and places to eat as their number one issue with the school <p>Environmental Stewardship</p>	<ul style="list-style-type: none"> Staff yoga sessions after school organized by staff member Yoga and mediation in PHE classes MITTV Staffroom makeover Staff gathering and luncheons Breadmaking and grab and go breakfast program Clubs – Chess, D&D, Culinary, Interact, TA structure Student-led Mental Health week Promotion and use of Foundry Promotion of Inner Explorer at staff meeting Mindfulness and stress management Staff connections are improving Student- led “Youth Wellness Day” Sports Leaderships & Intramurals Open classrooms at lunch and after school Extra-curricular use of Fitness area Outdoor recreation at lunchtime during good weather Cell Phone Policy instituted at start of year

		<ul style="list-style-type: none"> Christine Warren – Probation Officer Melissa Scott – Victim Services Tim Morgan – Crown Council Dennis Evans – Defense Lawyer Innocent Eyes Exhibit – war through the eyes of children <p>Field Trips</p> <ul style="list-style-type: none"> Sandwich Cemetery – Remembrance Day clean up Air Force Museum Alberni Project Museum Landfill UVIC Brain Symposium (A&P 12) Playland (Physics 12) Wastewater Treatment Plant Cumberland Museum (SH 9) MMIWG25+ Awareness Day at Simms Park PISE – Camosun (Fit Knowledge 12) <p>Elementary Basketball & Volleyball Tournament & Special Olympics Basketball Hosted all elementaries for district tournament</p>	<ul style="list-style-type: none"> Eco-Fair Several Community groups present throughout the morning on Earth day – several groups of students toured through from Valley View as well Waste Audit in Geo 12 Earth Alliance Speakers Sierra Club Braiding Sweetgrass Book Club Grade 8 Novel Study on UN Sustainability Goals 	
QUANTITATIVE DATA COLLECTED	<p>Indigenous Student Goal:</p> <ul style="list-style-type: none"> <u>6 year completion rate</u> 16-17 – 100% 17-18 – Msk 18-19 – 91% 19-20 – Msk 20-21 – 100% 21-22 - Unknown 22-23 – 100% (1 at risk) <u>Post secondary acceptance or employment</u> (12 students) Post-Sec – 3 Trades – 2 Gap Year – 4 Employment – 1 Unknown – 1 Grad at-risk - 1 	<p>Creation of Leadership 11 en Francais 11</p> <ul style="list-style-type: none"> Developing leaders for FI events and cultural activities <p>Indigenous Education</p> <ul style="list-style-type: none"> Ministry Satisfaction Surveys – low percentage of students felt they were taught about local indigenous and/or participated in Indigenous celebrations 76% of parents felt there child was learning about Indigenous Education and participating in celebrations <p>Community Engagement</p> <p>Funds raised by students and staff for:</p> <p>Terry Fox Foundation Shoebox Campaign</p>	<p>Eco-Fair:</p> <ul style="list-style-type: none"> 12 local environmental groups attended 12 elementary classes attended 30 – 40 Isfeld classes attended Over 500 seedlings were provide to students to plant a tree <p>Facilities:</p> <ul style="list-style-type: none"> Over a dozen trees planted by students on school grounds with maintenance support Revitalization of school garden SFAF purchases for food security – fridges, stoves, bread makers and dish washers 	<p>Mental Health:</p> <ul style="list-style-type: none"> Grade 10s & 12s on Ministry surveys feel they are not able to care for mental health, experience anxiety, depression, academic pressures, do not have the skills to deal with emotions, have screen time issues, impacted by social media and lack sleep. 49% of grade 11s on the YDI state they have an “unmet Mental Health Care Need” 65% of parents say their child is not learning how to care for their mental health needs or the parent does not know if they can 52% of parents say school makes their child anxious or stressed

	<ul style="list-style-type: none">• <u>Grade to grade transition rates</u> 16-17 – 96 to 100% 17-18 – 96 to 100% 18-19 – 93 to 96% 19-20 – 96 to 100% 20-21 – 96 to 100% 21-22 – 89 to 100% 22-23 – 100% (one at risk)• Numeracy 10 Assessment Jan – 4 – 17% 3 – 42%• Literacy 10 Assessment Nov – 4 – 10% 3 – 68% Apr – 4 – 13% 3 – 75%• Literacy 12 Assessment Nov – 4 – 19% 3 – 70% Apr – 4 – 19% 3 – 65%• FRAL 12 Assessment3 Jan - 4 – 0% 3 – 57% <p>Specific Academic Goal:</p> <ul style="list-style-type: none">• Grade 8 Numeracy Baseline ENG – 22 of 57 students with clear gaps FR – 42 of 108 students with clear gaps• Grade 8 Numeracy Assessments following interventions and supports <p>Interventions to be provided in 23/24 school year – Data collected on a longitudinal basis</p>	Coldest Night of the Year EDAS Christmas Hampers Various causes throughout the year		
REFLECTION	<ul style="list-style-type: none">• Indigenous rates are very high• Numeracy and Literacy Graduation assessments are well above provincial average	<ul style="list-style-type: none">• A review is needed of learning progressions grade to grade for Indigenous Education to ensure continuity and no overlap	<ul style="list-style-type: none">• 17 UN Sustainability Goals need to be communicated to the student body and community more consistently• Continue to upgrade facilities as needed	<ul style="list-style-type: none">• Student mental health needs to be the #1 priority next year – the data shows this• Staff mental health needs to be recognized and supported as well

	<ul style="list-style-type: none">Review FRAL 12 results and look to improve	<ul style="list-style-type: none">A large amount of causes particularly in December – would like to focus on a couple	<ul style="list-style-type: none">Look to solve the “places to eat” issue – need tables in podsFood Service needed - cafeteria	<ul style="list-style-type: none">A strong PHE dept. leads culture of physical wellness
NEXT STEPS	<ul style="list-style-type: none">Student self-assessment core competency rubric for new reporting order and structure to completeContinue to monitor Indigenous student rates and provide support where neededLook at FRAL 12 results and possible supports <p>Specific Academic Goal:</p> <ul style="list-style-type: none">Assessment needs tweaking to be provided on a regular basisInterventions to be provided in 23/24 school yearMath dept to development consistent learning progressionsMath dept to liaison and collaborate internally and with feeder schoolsThe above has been discussed with Jay Dixon	<ul style="list-style-type: none">Review of learning progressions for Indigenous Education School WideDetermine with staff causes to focus our efforts onContinue to grow community interaction opportunities	<ul style="list-style-type: none">Use TA to show a shot 2 minute video on each of the 17 UN Sustainability GoalsGather quotes for tables for podsWork with “Feeding Futures” program and Operations to develop plan for Cafeteria	<ul style="list-style-type: none">Met with the counsellors on June 27th to develop a school wide mental health plan for the 2023-2024 school year.<ul style="list-style-type: none">Daily Inner ExplorerWhat is Mental Health?What is not Mental Health?Strategies and Structures to deal with and support Mental HealthCell Phone Free Days and WeeksPositives of SleepOthers

District Strategic Plan/Highland Secondary School – School Goals 2022/2023

District Strategic Priority	EDUCATIONAL EXCELLENCE	COMMUNITY ENGAGEMENT	ORGANIZATIONAL STABILITY & ENVIRONMENTAL STEWARDSHIP	PHYSICAL HEALTH & MENTAL WELL-BEING
DISTRICT GOALS	<ul style="list-style-type: none"> Optimize innovative practices and learning opportunities. 	<ul style="list-style-type: none"> Deepen integration of Indigenous ways of knowing. Foster relationships with community, parents and educational partners. 	<ul style="list-style-type: none"> Optimize infrastructure to support learning. Foster environmental stewardship. 	<ul style="list-style-type: none"> Invest in the holistic well-being of our people.
HIGHLAND’S GOALS	Enhance learning opportunities for our students.	Connect our students with the community.	Provide opportunities for our students to be knowledgeable about environmental issues.	Provide opportunities for the school community to participate, celebrate and strengthen one’s physical and mental being.
RATIONALE FOR SCHOOL GOALS	Our central concern is to continue to enhance and develop student-learning opportunities that engage, challenge and prepare students for their chosen future.	We believe it is vital to promote and pursue opportunities to partner and work together with our greater community to build relationships and embed authentic and long-lasting learning experiences for our students so that by the time our graduates leave Highland, they are connected and ready for the real world.	It is essential that we foster opportunities for the school community to enhance, protect and retain the environmental splendor both locally and beyond.	Without maintaining our holistic health, we as a learning community, cannot achieve success.
HIGHLAND’S ACTIONS	<ul style="list-style-type: none"> Continue to use Grade 8 literacy assessment as a tool to inform teaching and track student development. Introduce school wide Math assessments in grades 8 and 9. Use data in a formative manner and track from year to year. Ensure 100% graduation success of all Indigenous students. Develop and offer new courses in response to student interest and curriculum change: First Peoples English 11 and Improv (outside the timetable). Embed inquiry projects into academic classes 8-10. Increase the number of our students taking Train-in-Trade, Apprenticeship, dual credit and Work Experience. Continue to develop and support Blended-Learning opportunities in our classes. Grade 8 literacy assessment. Plan and organize a Humanities Week to showcase student work, bring in guest speakers and focus on careers related to the Humanities. Using technology such as videos, games, presentation tools to engage students Providing students with multiple ways to show what they know. 	<ul style="list-style-type: none"> Increase the number of opportunities our students have to work with younger students from our feeder schools. Continue to enhance student learning with guest speakers. Increase the opportunities for students to be placed in learning situations beyond the walls of our school Increase student awareness of community and global humanitarian and charitable causes. Increase the opportunities for students to engage in service activities in the community. Expand the number of students participating in the Big Brother/Big Sister program Garden Club to growing vegetables to give to the Valley's transition society to help feed the homeless. Continue to embed more First Nations learnings into course content. Reactivate our Cultural Exchange Program; begin planning for student trip to Ulm, Germany. Host a Career fair for grade 10-12 students. 	<ul style="list-style-type: none"> The HEAT team (Highland Environmental Action team) is planning on expanding recycling of crinkly plastic with stations first in a few classes and then in as many classrooms as teachers are willing, promoting climate actions through a green cafe, an online social media presence promoting climate actions and preparing for another event filled Earth Week. Also, to keep climate actions top of mind throughout the year the team wants to create educational videos related to how students can be more climate aware every day. Regular use of the Outdoor classroom Renovation of outdoor gardens by the grade 8 leadership classes. Maximized the number of students who participate in the Youth Ecological program. Get all students/classroom participating in recycling/composting programs. Explore the development of an outdoor ed/environmental elective. Reactivate Outdoor Adventure Club with aims to foster environmental stewardship by connecting students with impactful 	<ul style="list-style-type: none"> Embed and support Mental Health and Sexual Health curriculum in PHE 8-10 and Careers. Develop a student led Mental Health Leadership Council. The Duenna Project: Comox Valley Services Association partnered with the Upper Island Women of Native Ancestry to offer an empowerment and skills-building group that will meet for 2 hours once per week for a period of 8 weeks during school hours with the intention of creating a space to explore and celebrate youth’s identity, learn healthy coping strategies, build connections and confidence. Continue to develop and expand group support programs: boys’ social group, girls’ social group, anxiety group, GSA. Use the Inner Explorer program to help give students strategies to manage their mental health. Facilitate assembly presentations like the White Hatter, MADD, ICBC etc. Develop intramural program. Increase the number of “fun” events planned throughout the year.

	<ul style="list-style-type: none"> Connecting the learning to student interest and allowing for differentiation in activities and projects. Hosting North Island Regional Drama Festival - Three day adjudicated drama festival Scholarship and Early Entrance (SEE) Seminars for grade 10/11/12 students in Flex Block. Run a variety of extra-curricular clubs to enable students to explore a broad range of opportunities (Interact, Model UN, Improv, Mental Health Leadership, Choir, Gardening, Environment, Mahjong, Book, Robotics, Queer-Straight Alliance, Outdoor Adventure) 	<ul style="list-style-type: none"> Create partnerships with Comox Valley veterans and CFB Comox. 	<p>experiences in nature and learning leave no trace principles.</p> <ul style="list-style-type: none"> Create more opportunities to cycle to school. Increase awareness of the work being done by the Comox Youth Climate Council and support their initiatives. 	<ul style="list-style-type: none"> Inservice for staff to enable them to better embed mental health awareness into daily activities. Encouraged students to create art that makes a social statement
HIGHLAND'S EVIDENCE	<ul style="list-style-type: none"> School wide Geography Challenge. Linking 11/12 students with NIC Train in Trades programs. Implement "Thinking Classroom" approach in junior Math. Math Club Fridays. English First Peoples 11 class built an Indigenous Hip Hop multimedia display/gallery. Partake in the Comox Valley Festival for Choir and Band Offering a senior Drama trip to Vancouver to see two Shakespeare Plays and and participate in an advanced acting masterclass with a Shakespeare expert. Continued participation and building of the district musical program. Many Highland students' participation in the Vanier's host year. Extra-curricular "One Act" competition play rehearsed on Sundays for entry into local festivals (fall 2022) Student run and led Book Club is in its second year. Students read a new novel every two weeks and meet regularly to discuss and engage in debate. They also have a group chat that keeps discussions going between face-to-face meetings. This year's Book Club is at capacity and discussions are taking place to create a Junior and Senior Club for next year. 	<ul style="list-style-type: none"> UVic Speaker from the Speaker's Bureau to speak about Conspiracy Thinking (to support our study of rhetoric and rational thinking) Music students performed at the Anderton Gardens and Nautical Days. Multiple field trips for Drama students to experience live professional and community theatre. Guest instructors in Girls Studio Fitness Class. Participation in local, regional, and national tournaments in the Canadian Improv Games (trips to local schools and Victoria). Our teams won second place and 3rd place. Also participation in an extra performance with Victoria's Paper Street Theatre Company Invited local theatre professionals (Andrew Taylor for one) to present workshops for 200 students at Drama Festival November 2022. Acting students getting feedback on their work by University of Victoria Professor/ adjudicator Hiring local theatre technician to mentor guide students through their technical work at Drama Festival. SEE Scholars members have been encouraged to take part in service activities, specifically - Big 	<ul style="list-style-type: none"> recycling, reusing, and sharing set piece/props/costumes within community and district theatre programs Embedded in Chem 11/12 are numerous opportunities to discuss renewable energy, waste disposal, industrial use of chemicals. For example: Polyacrylates used in diapers decompose at rate of 0.12% every 6 months (physical change demo Chem 11), Applied Electrochemistry (how to produce energy from chemical rxns Chem 12), Hydrogen fuel cells (Chem 12), Lithium batteries/Solid state fuel cells (Chem 12) etc. Foods 11/12 students harvested local Blackberries in September, froze them and used them in various dishes in the Fall. Marine Biology 9/10 students learned about the importance of forage fish in our ecosystem and contributed to a citizen science research initiative to protect forage fish Marine Biology 9/10 students learned from a Learning Ocean Networks Canada Presenter about the causes and impacts of climate change on ocean ecosystems and climate action next steps. Outdoor Adventure Club students connected with impactful experiences in nature and learned leave no trace principles 	<ul style="list-style-type: none"> English First Peoples 11 to the book <u>From the Ashes</u> and pair with Mental Health Literacy activities adapted from the online UBC course https://pdce.educ.ubc.ca/learn-mental-health-literacy-free-online-course/ English First Peoples 11 classes to the Big House English 12 course, in a Rhetoric and Rationality Unit, students study cognitive and logical distortions that lead to being misinformed, even mentally unhealthy... and learn about models of thinking that increase capacity for calmer thinking and collaborative, community-based discussions... (aka - how not to live in the dumpster fire that is social media most days for most people...) Using Kerri Isham (Certified Sexual Health Educator) to support the curriculum for students in grade 8-10 and for presentation for our 11 and 12 students. Choir club is an excellent outlet for promoting mindfulness and positive musical experiences. Grade 8 beach day -- nice whole grade activity for engagement, getting to know each other, have fun in a positive way. Embedded mental, physical and emotional health activities in Girls Studio Fitness

	<ul style="list-style-type: none"> • Mah-jong Club - a very successful club that teaches traditional games to its members. Go and chess are also included. • Improv was a success. It ran from September- March. We had 27 students, grades 8-12, that met at least once a week and Two competitive teams that placed in the top three! • NIRD Fest had 200 students from 12 schools, workshops, performances etc.. the festival was Highland student run and Highland won first place and attended provincial festival in May. • In response to the blended learning action Developed a blended-learning model for Careers 10 utilizing elements of game-based learning through the platform Classcraft • In response to providing multiple ways to show what they know Business 12 class engaged in running of school-based businesses to practice and demonstrate learned skills • Developed the new courses Enterprise 9/10 is a new junior business elective and Economics 12 will be running next year, both with strong student requests. 	<p>Brothers/Sisters, Elder Care at the Views and Glacier View, peer tutoring, join Interact Club and actively participate in projects etc. There has been an upswing in the number of our students actively engaging in service activities.</p> <ul style="list-style-type: none"> • Interact students organized a clothing drive for Ukrainian refugees and distributed them to refugees through the Comox Valley Presbyterian Church • Interact students work with the Strathcona-Sunrise Rotary Club on a variety of local and global initiatives (e.g. Pumpkins for Polio) • Interact students organizing awareness and fundraising campaigns for the Comox Valley Foundry (mental health and addictions support) and Comox Valley Transition Society • Students Grade 9-12 volunteer at The Views Senior Centre • Leadership 11/12 students work with younger students at Brooklyn Elementary • In Ed students participating in the Therapeutic Riding Program. • Foods 9-12 students baked and put together Christmas cookie packages and soup which was brought to Connect downtown before Christmas Break • Foods 11/12 Baked , decorated and put together uplifting packages with cookies for Connect downtown Courtenay in the spring • Earth Science 11 class will be learning from experts at the Courtenay Museum and look for their own fossils on a fossil tour • Career Education 9 and 10 students learned about work safety and employment standards from BC Federation of Labor presenters • Marine Biology 9/10 students learned from marine biology researchers and environmental scientists on field trips with the Deep Bay Marine Field Station and Project Watershed 	<ul style="list-style-type: none"> • The Grade 9 Long Term Ecology and Interconnectedness Site Study Project helped students make connections to local history and land use of the region by indigenous peoples. It also promoted stewardship of best practices for ways of being on the land and water. 	<p>Classes. Focus on lifelong movement for mental and physical wellbeing.</p> <ul style="list-style-type: none"> • Starting Improv and drama classes and rehearsals with a physical warm up. • Providing the space and opportunities within the drama program to connect, collaborate and create. Encouraging friendship and fun as well as learning. This was a great year of community building within the program and district (even at the island, provincial and national level!) thanks to district musical, Canadian improv Games tournament being live and in person again and us hosting the first live in person festival since 2019 pre covid. • Students participated in a wide variety of extra-curricular athletics including volleyball, cross-country running, soccer, swimming, disc golf, basketball, ski & snowboard racing, rugby, golf, track & field, badminton, and mountain biking. • Students that participated in the Outdoor Adventure Club developed their skills and positive attitudes towards outdoor recreation which improves physical and mental well-being • Mental Health Month – affirmation cards, smash the stigma, yoga, colouring, making stress balls, button making • Mindfulness Mondays and Try it out Therapeutic Thursdays • Pride Month - pledge against trans and homophobia, raising of the flag ceremony, AG activities, kick-off pride celebration on day 1 • Indigenous People’s day – assembly presentation led by students with jingle dancers (known as the healing dress). • Highlighting indigenous people to follow and learn about (posters as well). • The breakfast program started in November and offered a self-serve breakfast to approximately 10 - 15 students a day. • Advantage students spent a day outdoors at Strathcona Park Lodge challenging themselves and supporting each other as
--	--	--	---	---

				<p>they gained skills on the high ropes course, zipline and canoeing.</p> <ul style="list-style-type: none">• Advantage students spent a day in April challenging themselves with bouldering and climbing at On the Rocks in Campbell River, exploring the Elk Falls suspension bridge and surrounding area, and then bowling.• The Lush Valley program provided the ingredients for a healthy soup to be made by the Advantage Program for students in need of a lunch.																																													
RESOURCES NEEDED																																																	
EVIDENCE AND DATA	<p>Literacy 10 Assessments</p> <table><tr><td></td><td>21/22</td><td>22/23</td></tr><tr><td>Emerging</td><td>3%</td><td>3%</td></tr><tr><td>Developing</td><td>12%</td><td>15%</td></tr><tr><td>Proficient</td><td>74%</td><td>69%</td></tr><tr><td>Extending</td><td>11%</td><td>13%</td></tr></table> <p>Numeracy 10 Assessments</p> <table><tr><td></td><td>21/22</td><td>22/23</td></tr><tr><td>Emerging</td><td>8%</td><td>11%</td></tr><tr><td>Developing</td><td>38%</td><td>37%</td></tr><tr><td>Proficient</td><td>43%</td><td>40%</td></tr><tr><td>Extending</td><td>11%</td><td>12%</td></tr></table> <p>Literacy 12 Assessments</p> <table><tr><td></td><td>21/22</td><td>22/23</td></tr><tr><td>Emerging</td><td>3%</td><td>0%</td></tr><tr><td>Developing</td><td>20%</td><td>25%</td></tr><tr><td>Proficient</td><td>61%</td><td>50%</td></tr><tr><td>Extending</td><td>16%</td><td>25%</td></tr></table>		21/22	22/23	Emerging	3%	3%	Developing	12%	15%	Proficient	74%	69%	Extending	11%	13%		21/22	22/23	Emerging	8%	11%	Developing	38%	37%	Proficient	43%	40%	Extending	11%	12%		21/22	22/23	Emerging	3%	0%	Developing	20%	25%	Proficient	61%	50%	Extending	16%	25%	<p>Student Learning Survey “I contribute in meaningful ways to my community”</p> <p>2023 Agree or Strongly Agree: Gr. 12 47%, Gr. 10 34 % Disagree or strongly disagree: Gr. 12 16%, Gr. 10 28%</p> <p>2022 Agree or Strongly Agree: Gr. 12 25%, Gr. 10 11% Disagree or strongly disagree: Gr. 12 44%, Gr. 10 43%</p>	<p>Student Learning Survey “At school, are you learning how to do things to care for the environment (recycling, waste reduction, water conservation)?”</p> <p>2023 All the Time, Most of the time: Gr. 12 32%, Gr. 10 25% Never, Almost never: Gr. 12 34%, Gr. 10 30%</p> <p>2022 All the Time, Most of the time: Gr. 12 34%, Gr. 10 37% Never, Almost never: Gr. 12 15%, Gr. 10 26%</p>	<p>Student Learning Survey “How would you describe your mental health?”</p> <p>2023 Excellent, Very Good: Gr. 12 14%, Gr. 10 21% Poor, Fair: Gr. 12 25%, Gr. 10 43%</p> <p>2022 Excellent, Very Good: Gr. 12 14%, Gr. 10 11% Poor, Fair: Gr. 12 47%, Gr. 10 27%</p> <p>“How would you describe your physical health?”</p> <p>2023 Excellent, Very Good: Gr. 12 30%, Gr. 10 39% Poor, Fair: Gr. 12 34%, Gr. 10 29%</p> <p>2022 Excellent, Very Good: Gr. 12 32%, Gr. 10 44% Poor, Fair: Gr. 12 25%, Gr. 10 14%</p>
	21/22	22/23																																															
Emerging	3%	3%																																															
Developing	12%	15%																																															
Proficient	74%	69%																																															
Extending	11%	13%																																															
	21/22	22/23																																															
Emerging	8%	11%																																															
Developing	38%	37%																																															
Proficient	43%	40%																																															
Extending	11%	12%																																															
	21/22	22/23																																															
Emerging	3%	0%																																															
Developing	20%	25%																																															
Proficient	61%	50%																																															
Extending	16%	25%																																															
REFLECTION	Literacy results continue to be strong while Numeracy results indicate a high percentage in the Emerging/Developing Areas. Implementing some diagnostics math assessments in Grade 8 and 9 may provide more insight and allow us to better prepare our students.	Some improvement noted.	It feels like good work has occurred even though data doesn’t support that.	Data and anecdotal evidence suggest students’ struggle with their mental health. Needs to be a continued area of focus.																																													
NEXT STEPS	Introduce school wide Math assessments in grades 8 and 9. Use data in a formative manner and track results over multiple years.	Explore to the integration of Indigenous ways of knowing into regular practice.	Continue on with the work that has begun.	Explore and discuss trauma informed practice.																																													

District Strategic Plan / Lake Trail Community School – School Goals 2022-2023

DISTRICT STRATEGIC PRIORITY	EDUCATIONAL EXCELLENCE	COMMUNITY ENGAGEMENT	ORGANIZATIONAL STABILITY & ENVIRONMENTAL STEWARDSHIP	PHYSICAL HEALTH & MENTAL WELL-BEING
DISTRICT GOALS	<ul style="list-style-type: none"> Optimize innovative practices and learning opportunities. 	<ul style="list-style-type: none"> Deepen integration of Indigenous ways of knowing. Foster relationships with community, parents and educational partners. 	<ul style="list-style-type: none"> Optimize infrastructure to support learning. Foster environmental stewardship. 	<ul style="list-style-type: none"> Invest in the holistic well-being of our people.
SCHOOL GOALS	We can improve student attendance, timeliness and on-task time by teaching executive functioning skills.	All students will increase engagement in their school community (curricular, extracurricular, community at large) through infusing Indigenous Principles of Learning.	<ul style="list-style-type: none"> <i>Not a goal but an area of continued work</i> 	Offering school-wide opportunities for social/emotional learning (SEL) will improve emotional well-being and a greater sense of community.
RATIONALE FOR SCHOOL GOALS	<ul style="list-style-type: none"> Based on our data from the past few years (FSA, GP Vanier, classroom assessments, staff and parent observations) our students struggle with core academic skills. Over the past few years we have learned that we need to address two key factors if we are going to improve reading, writing, and numeracy. We need to improve the social and emotional skills in our students and we need to help them develop executive functioning skills. 	<ul style="list-style-type: none"> We want to move to a continuous year long approach for infusing Indigenous Principles of Learning, across the curriculum for all learners to better provide regular opportunities for engagement. We have many district and school based resources that can be utilized more regularly to provide rich ongoing learning experiences. 		<ul style="list-style-type: none"> Based on our data from the past few years (FSA, GP Vanier, classroom assessments, staff and parent observations) our students struggle with core academic skills. Over the past few years we have learned that we need to address two key factors if we are going to improve reading, writing, and numeracy. We need to improve the social and emotional skills in our students and we need to help them develop executive functioning skills.
Legend: NOT STARTED ON THE GO COMPLETE				
ACTION PLAN	<ul style="list-style-type: none"> Executive Functioning Shared lessons (PowerPoint) PROUD Lessons and resources Establish and teach shared systems and strategies to maintain space and materials. Get Ready Do Done (GRDD) universal support <ul style="list-style-type: none"> hall pass/sign in/out Check every student has access to school supplies Student Binder expectations 	<ul style="list-style-type: none"> Increasing opportunities for sharing lessons, resources, and strategies Tie Indigenous Principles to ePortfolio posts to demonstrate learning in competency areas throughout the year. Cultural Learning Principles Infuse Indigenous Ways of Learning into our work <ul style="list-style-type: none"> Kind Generous Respectful Walk with love – How will you walk today? Build connection to their outside community Nala’atsi Friendship Centre Safe Healing welcoming 	<ul style="list-style-type: none"> Improve student ownership and responsibility for caring for our school and surrounding areas Classroom jobs Classroom jobs supporting our waste management system 	<ul style="list-style-type: none"> Building school/class connections Fun school-wide assemblies and dances Theme days/Spirit Week Class meetings Big Buddies (reading with feeder Elementary Schools) Connection – safety – a place to grow – feel safe trying Common expectations – Positive Behaviour Intervention and Support Apply restorative justice practices Teach the “PROUD” acronym and complete a survey through the year to measure growth Build resilience (working through disappointment) Place where Art/culture/sport happens Gather as a staff for fun and supportive conversations Display student work – create a sense of ownership and connectedness - personalize

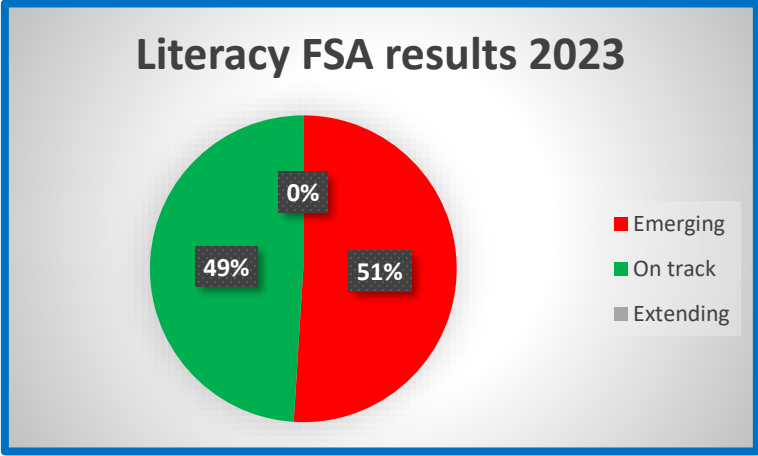
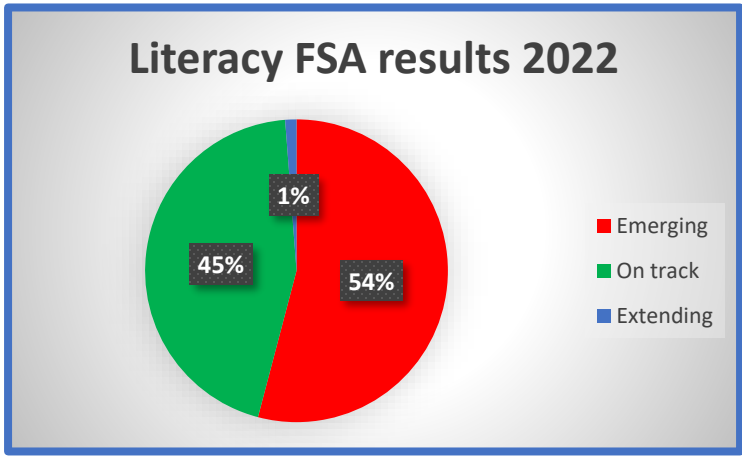
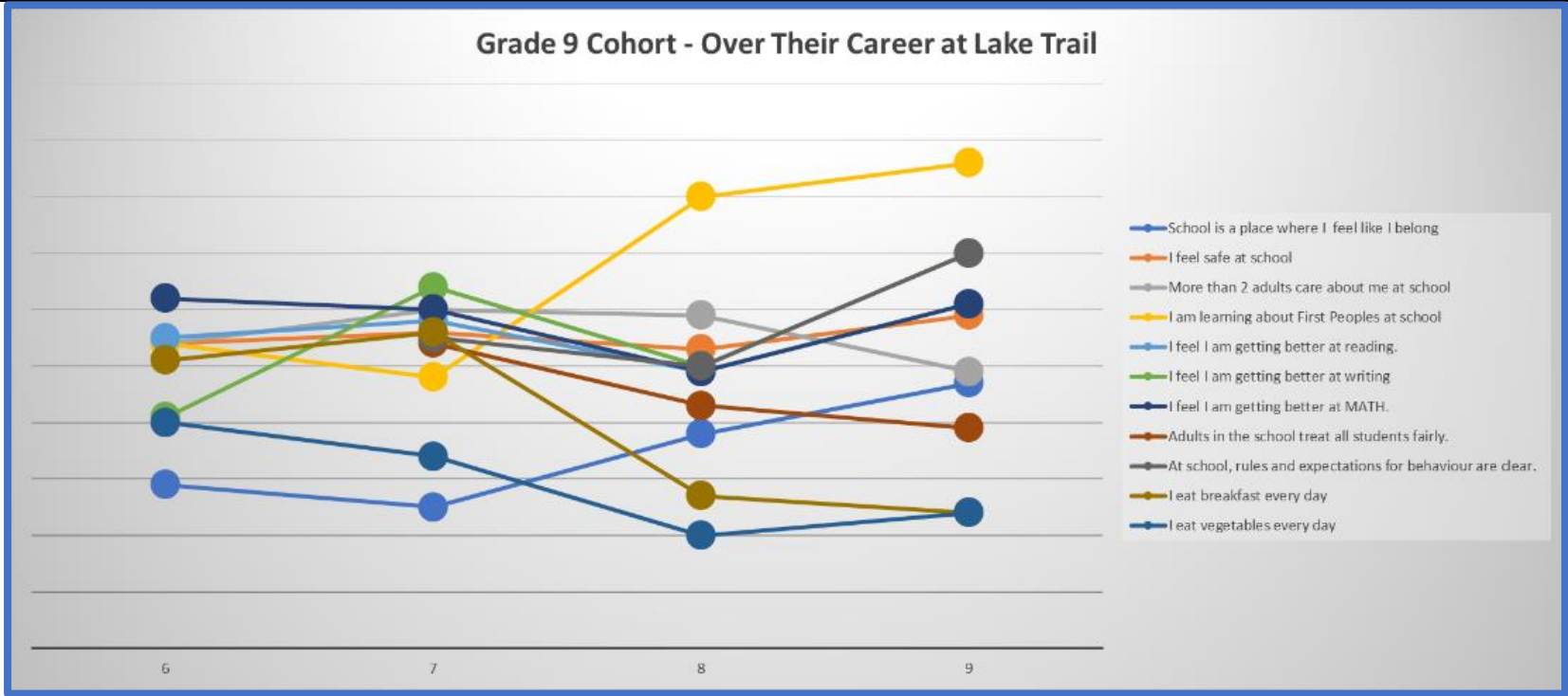
RESOURCES NEEDED (INCLUDING BUDGET)	<ul style="list-style-type: none"> GRDD magnets (Print Shop \$?) Laminator (\$500.00) Coloured electrical tape (\$50) Teacher Mentoring and release time to work with Heather Willms for literacy assessment training (\$1500) 	<ul style="list-style-type: none"> Circle of Intention (Indigenous Ed) Na noxala – Elders School-wide Presentations (Drumming, Art, Music, Storytelling, Food/Cooking (Soupapalooza – Jenna) and Resources (some funds from cultural budget and some from school funds) (\$3000) 		<ul style="list-style-type: none"> Depths of Comfort Program (has been used before – Cassidy) Restorative Justice resources/contacts Places to post student learning samples Ask Lake Trail Community School Society (LCTES) for support with their offerings \$2000.00 for teacher release to work on behaviour supports with a restorative justice lens to connect to our PBIS work. \$2000.00 for bulletin boards (or other ideas for displaying student work)
EVIDENCE AND DATA	<ul style="list-style-type: none"> PROUD Tracking form (school-wide) Academic improvement FSA Data Satisfaction Survey School-Wide self-assessment Literacy assessment (long term goal, this year: Learning) 	<ul style="list-style-type: none"> We will collect data to clarify how engaged our Indigenous learners are compared to our non-Indigenous students and use that data to target supports to address the disparities. (using attendance data, teacher anecdotal comments, ePortfolios, and student learning surveys Access district resources – e.g. Salish Weave 	<ul style="list-style-type: none"> Through the year – less general littering, throwing food etc. Less vandalism compared with the beginning of the year 	<ul style="list-style-type: none"> Teach the “PROUD” acronym and complete a survey several times through the year to measure growth Focus more on celebrtng positives
REFLECTION	<p>We continue to see large gaps in our students’ ability to apply executive functioning skills. More time is needed to highlight particular skills, explicitly teach them and have opportunities to practice.</p>	<p>We have many district resources available at the LRC and through cultural presenters. We are seeing more staff aware of the resources and weaving them into daily routines and practice. The Soupapalooza program is well loved by the students and staff. Having David Dawson join us Friday mornings to share drumming has been met with appreciation and many students and staff members have expressed gratitude for this start to the day. We had two teachers be representatives with the Indigenous Education Committee. They shared information and content with the staff via our weekly newsletter which helped teachers incorporate Indigenous content into classroom lessons.</p>	<ul style="list-style-type: none"> Including kids/adults in recycling program built a sense of community. Everyone on the same page with expectations 	<p>Redevelop the Student Council – combine with Leadership?</p> <ul style="list-style-type: none"> Variety Shows- building confidence/trust/safety Spirit Weeks - Holidays X Block Special Olympics sports
NEXT STEPS	<ul style="list-style-type: none"> Continue to develop executive functioning skills especially around behaviour in halls, open spaces etc, Monthly attendance monitoring and communication with parents 	<ul style="list-style-type: none"> Greater number of School-Wide presentations from Cultural Presenters – once a month for each grade?? More comparisons to see which areas we need to further support our Indigenous learners e.g. Warriors program, Align, Outdoor programs etc. Use data from district bookings to see what resources our school is using – show teachers/staff the resources available to bring into classrooms 	<ul style="list-style-type: none"> Classroom jobs school wide – common times for cleaning – basic equipment available – brooms/dustpans The cost of vandalism – get numbers from the SD for windows, door handles, graffiti and other regularly damaged items – what could we buy with that money instead??? Share with kids. Improve systems of recycling – getting teachers and classes to take responsibility 	<ul style="list-style-type: none"> Improve our PBIS process and behaviours flowcharts Increase clubs and opportunities Maximize homeroom time

		<ul style="list-style-type: none">Expand drumming opportunitiesContinue to include Indigenous resources and content in weekly news for teachers to utilize in instruction.		
--	--	---	--	--

Data at a glance

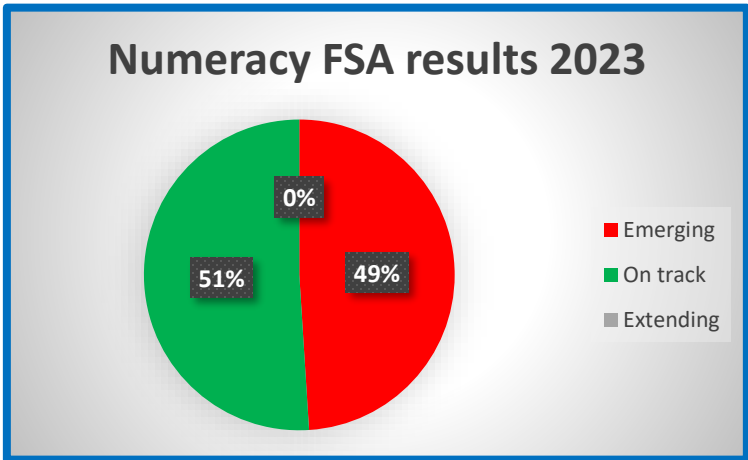
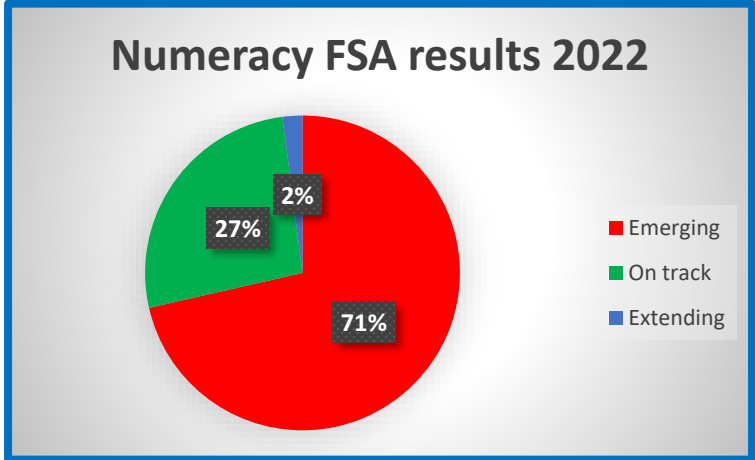
[data for school learning plan 2022-23.xlsx](#)

<div><p>Whole School This Year Over Last Year</p><p>■ LT 2023 ■ LT 2022</p><table><tr><th>Category</th><th>LT 2023 (%)</th><th>LT 2022 (%)</th></tr><tr><td>I eat vegetables every day</td><td>29</td><td>28</td></tr><tr><td>I eat breakfast every day</td><td>31</td><td>31</td></tr><tr><td>At school, rules and expectations for behaviour are clear</td><td>68</td><td>57</td></tr><tr><td>Adults in the school treat all students fairly</td><td>45</td><td>40</td></tr><tr><td>I feel I am getting better at MATH</td><td>61</td><td>50</td></tr><tr><td>I feel I am getting better at writing</td><td>64</td><td>56</td></tr><tr><td>I feel I am getting better at reading</td><td>65</td><td>46</td></tr><tr><td>I am learning about First Peoples at school</td><td>79</td><td>76</td></tr><tr><td>More than 2 adults care about me at school</td><td>52</td><td>52</td></tr><tr><td>I feel safe at school</td><td>60</td><td>53</td></tr><tr><td>School is a place where I feel like I belong</td><td>45</td><td>36</td></tr></table></div>	Category	LT 2023 (%)	LT 2022 (%)	I eat vegetables every day	29	28	I eat breakfast every day	31	31	At school, rules and expectations for behaviour are clear	68	57	Adults in the school treat all students fairly	45	40	I feel I am getting better at MATH	61	50	I feel I am getting better at writing	64	56	I feel I am getting better at reading	65	46	I am learning about First Peoples at school	79	76	More than 2 adults care about me at school	52	52	I feel safe at school	60	53	School is a place where I feel like I belong	45	36	<div>Comments</div> <p>In this comparison of data from the student learning survey, we can see overall improvement in these measures from last year to this year. Some specific reflections are:</p> <p>Line 3 - In the question “At school rules and expectations for behaviour are clear” our PBIS common expectations and traits are making a difference.</p> <p>Lines 5-7 Our students are reporting that they are getting better at math, reading, and writing. This self-assessment shows that they are getting meaningful instruction and feedback and are improving because of it.</p> <p>Line 9 – “more than 2 adults care about me at school” We have not made progress on this measure, so need to focus initiatives to improve their connections to staff in the future.</p> <p>Line 10 – “I feel safe at school” – This Improvement shows that students are responding to the initiatives in our goal of emotional well-being and a greater sense of community.</p> <p>Line 11 – “School is a place where I feel like I belong” – We will continue to work on the idea of “belonging” in school and are creating opportunities to make kids connect more at school events and programs.</p>
Category	LT 2023 (%)	LT 2022 (%)																																			
I eat vegetables every day	29	28																																			
I eat breakfast every day	31	31																																			
At school, rules and expectations for behaviour are clear	68	57																																			
Adults in the school treat all students fairly	45	40																																			
I feel I am getting better at MATH	61	50																																			
I feel I am getting better at writing	64	56																																			
I feel I am getting better at reading	65	46																																			
I am learning about First Peoples at school	79	76																																			
More than 2 adults care about me at school	52	52																																			
I feel safe at school	60	53																																			
School is a place where I feel like I belong	45	36																																			
	<p>This graph shows some of the same questions from above, but looking just at our grade 9 cohort over their 4 years at LT. Although there has been much upheaval and disruptions over the past few years, our overall scores are improving.</p> <p>They have obviously shown great growth in Indigenous studies and school safety, but decreases in “adults treat all students fairly” and “more than 2 adults care about me”. We need to keep a student centered focus in our upper grades.</p> <p>The nutrition measures “I eat breakfast every day” and “I eat vegetables every day” go down over the 4 years, which is could be due to particular eating habits of our students? Teenage eating habits less controlled by adults? Food? availability at our school allows for breakfast and access to vegetables daily. How can we get our kids eating more of them?</p>																																				



Literacy results remain hovering at the 50% marker for those on track with a slight improvement this year.

The district is at 69% on track or extending so we are still significantly behind. We hope that a focus on AFL in literacy and numeracy will improve these scores over time.



Numeracy results show an increase of on track learners this year from 27% to 51%. Our grade 7 teachers have made an effort to slow down and focus on numeracy principles and not “cover the curriculum” and I believe it’s helping.

However the district is at 61% on track or extending so we have some work to do still. Our focus on AFL principles and school-wide literacy and numeracy assessments next year will be crucial to us closing the gap.

Goals for next year:

1 – WE WILL create safe spaces for all to learn and belong

Strategies and initiatives:

- PBIS – PROUD matrix, ongoing PBIS, pro-d and district book club
- Trauma-focused schools training and mindset
- Increased opportunities to belong – cultural center athletics, arts, theatre, EDAS, clubs, etc.
- Cooperation with community school society programs
- Advantage program for struggling learners

2 – WE WILL improve literacy and numeracy by knowing our learners and supporting their growth

Strategies and initiatives:

- School-wide assessments in reading, writing, literacy
- BOOST elective for all grade 8/9 students
- CST support of teachers
- Better defined academic support times during homerooms
- Better tracking of behavioural incidents to connect with academic growth

District Strategic Plan / Cumberland Community School - School Goals 2022-2023

DISTRICT STRATEGIC PRIORITY	EDUCATIONAL EXCELLENCE	COMMUNITY ENGAGEMENT	ORGANIZATIONAL STABILITY & ENVIRONMENTAL STEWARDSHIP	PHYSICAL HEALTH & MENTAL WELL-BEING
DISTRICT GOALS	<ul style="list-style-type: none"> Optimize innovative practices and learning opportunities. 	<ul style="list-style-type: none"> Deepen integration of Indigenous ways of knowing. Foster relationships with community, parents and educational partners. 	<ul style="list-style-type: none"> Optimize infrastructure to support learning. Foster environmental stewardship. 	<ul style="list-style-type: none"> Invest in the holistic well-being of our people.
SCHOOL GOALS	<ul style="list-style-type: none"> School-wide literacy improvement plan (Primary – reading groups, intermediate – phonemic awareness / associated spelling patterns, Middle – base-line data gathering around reading comprehension, and required teaching 	<ul style="list-style-type: none"> Organic implementation of First Peoples’ Principles of Learning into daily work in classrooms, and even more so into school operations. Principles of learning will be addressed on Forest Floor project 	<ul style="list-style-type: none"> Implementation of PBIS (Positive Behaviour Interventions and Support) system to improve our culture / code of conduct 	<ul style="list-style-type: none"> Maintain the excellent work we have done using the community forest, the smaller campus forests, and desire to be outside often to learn and play. Cumberland community forest for preservation of forest floor – rejuvenate forest floor, plant indigenous flora
RATIONALE FOR SCHOOL GOALS	<ul style="list-style-type: none"> Improvement with use of assessment for learning Improvement with attending to data and responding 	<ul style="list-style-type: none"> FPPOL should exist daily, not only when it is Orange Shirt week. When it becomes part of how classes operate on a regular basis, we know we have succeeded. Community is huge in our Community School – whole community (not just parents) 	<ul style="list-style-type: none"> Lack of consistency for conduct parameters has led us to take a more systematic approach to ensure that all students get the same message / learning opportunity. Sharing this process with our parents and community will build support for the work we do and enable parents to follow our lead, even when at home 	<ul style="list-style-type: none"> We reside in a fabulous area with so many tools at our fingertips Parents enjoy coming in to support classes on long walks or making smaller groups while working in the forest – good community engagement, too.
ACTION PLAN	<ul style="list-style-type: none"> Monthly check in at staff meeting to meet in grade groups to talk about progress on grade level targets / goals 	<ul style="list-style-type: none"> Monthly check in at staff meeting to see what support teachers need to organically implement FPPOL 	<ul style="list-style-type: none"> Monthly check in at PBIS committee meeting to take suggestions for structures that are not being well implemented or to celebrate successes 	<ul style="list-style-type: none"> Respectful use / sharing of forest is noticed Monthly check in at staff meeting to see what support teachers need to implement sustainability or EOL outcomes
RESOURCES NEEDED (INCLUDING BUDGET)	<ul style="list-style-type: none"> Release time for teachers doing grade level work on baseline data gathering and subsequent collaboration (2 x year) - \$6000 More reading materials to fill gaps with increased population - \$2000 More teaching materials to address phonemic awareness instruction / spelling pattern practice \$2000 More reading materials to fill gaps with increased population at middle level \$2000 	<ul style="list-style-type: none"> Dedicated time at monthly staff meeting for Indigenous liaison reps to work with teachers Assessing our Indigenous literature / teaching collection for authentic and respectful resources only We spent our affordability funds well to increase community connects between CCSS allocating Community Links to further support their lunch program and the school providing a festive breakfast for all at Christmas – 	<ul style="list-style-type: none"> Follow the PBIS lesson plan series – explicitly teach homeroom students expected skills – set youth up for success Release time for committee to meet again if we hit some big barriers to full implementation. School funds have released 2x so far. School learning plan funds were well used to release the PBIS committee to work on posters, Xibo message, info for staff, and most recently the “what 	<ul style="list-style-type: none"> We have excellent staff leaders – new to CCS staff shall be paired to an experienced teacher Grant writing will be necessary for the soil / bark mulch / low fencing to deter trampling required to return the forest floor Messaging for students and community to use the woods differently then how they have been to permit the forest floor to recover.

	<ul style="list-style-type: none"> • Emphasis on student learning vs teaching • Increased evidence on how all works with the new reporting order, too (no concerns about communicating student learning as we are in a good place right now) 	good for community and good to re-build how celebration / coming together looked before COVID.	to expect” behaviour chart for staff / students to deter problematic behaviours	
EVIDENCE AND DATA	<ul style="list-style-type: none"> • Staff needs to have a big think about how to best resource this project – with new materials or continued release time for collaboration • Gr 7-9 did a super job with using the provided literacy tools (Island literacy & Ontario literacy) to establish baseline data, focus instruction and re-assess in May to celebrate steps forward • Gr 1-6 did not align with common assessment – some did a benchmark assessment or EPRA to get baseline data, many did not. – teachers describe good results with the year focus on literacy, especially the reading groups as supported by the LST / CST team – students moved levels and saw themselves as readers / writers. • Final staff meeting before summer holiday had good interest in staff attending the First Steps in numeracy workshops (all levels – early primary, intermediate and middle years) • First Steps was very clearly described as an observation / interview tool (not as a leveled “test”) to gather baseline data and plan for instruction. 	<ul style="list-style-type: none"> • We did not do well with this. Partly because our project lead was pulled from CCS to Arden for a couple months • Our big learning opportunity came from hosting the Welcome Poles carving and interacting with the carvers in the Strathcona gym for a few months. We then were invited to witness the unveiling ceremony of the Welcome Poles in the Cumberland Peace Park – our children were beautifully respectful and were well honoured by the carvers, their family, the chiefs of many nations, the elders and everyone involved in the project. An awesome learning opportunity around protocol and tradition. Listening to the words of others impacted by this event was particularly impactful. • A key learning opportunity for us to move forward with FPPOL and a staff language lesson / perspective taking at Sept Pro D when we discuss the work that happens while being mindful of the filter / perspectives of indigenizing, decolonializing and even deculturizing that exists in public education / society. 	<ul style="list-style-type: none"> • Committee began to meet • Teacher leadership was excellent • Posters were created • Second teaching assembly happened – excellent teacher leadership and student involvement • Discipline evidence / office referrals did not change too much. We need to continue this work to continue our pro-active educating of expected behaviours and not wait for mistakes to be made. We also need to help staff with their own tool kits (who makes the parent call, when the situation requires administrator intervention) • Staff frustration reduced somewhat, still need to do the staff learning piece so the expectations are not unrealistic – there will be mistakes. Staff intervention is required. 	<ul style="list-style-type: none"> • Forest project was integrated with community engagement • Plans to rejuvenate in 2023-2024 when admin lead is back to CCS • Project hit pause, but there were many other mental health successes this year. <ul style="list-style-type: none"> ○ Inclusion mural received reduced vandalism ○ GSA / Haus of Allies / Rainbow Club increased in numbers – many staff members involved, too. ○ CCS receiving an increase in counselling time next year is exciting so we can better serve our students who struggle with mental health challenges
REFLECTION	<ul style="list-style-type: none"> • The PE prep schedule will include collaboration time for intermediate teachers with common prep times. • Teachers will need suggestions how to use this common prep time so it is well used. Middle years (gr 7-9) are all formally put into teaching partnerships. Primary teachers are 	<ul style="list-style-type: none"> • PAC is invested in the re-forestation project. – they like community-focused opportunities. (will offer a welcome back BBQ for the second year in a row next year to help build connections for new families. 	<ul style="list-style-type: none"> • This work should continue – has been advertised as a 3 year journey all along. • This work will be integrated with another “rebranding” from PBIS to Belonging – but the work will look the same. 	<ul style="list-style-type: none"> • The Forest Floor project was the first project that hit pause when we were short an administrator this year – this was the project parents wanted to dig into the most – this is likely because their (young – gr 3 & younger) children were enjoying this work and also

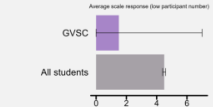
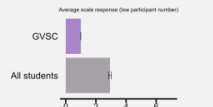
	already very good at working collaboratively.	<ul style="list-style-type: none">• Students are committed to doing this work – what will the teaching part look like?• Adult learning around this project will be key to help our work last (staff and community) – children are a fabulous vehicle for this so their learning must be well planned out.		<p>because parents value the environment.</p> <ul style="list-style-type: none">• This will also be a pivotal learning opportunity in the “belonging” work that our school will undertake when we are looking at available staff to accompany the many forest walks
NEXT STEPS	<ul style="list-style-type: none">• Shifting from literacy focus to literacy maintenance• Shifting to numeracy focus for 2023-2024	<ul style="list-style-type: none">• Forest Floor project will likely get started early in the new school year – bring back the parent team and call for student support on committee.	<ul style="list-style-type: none">• Staff may need some guidance how to nudge / teach children the expected behaviours as it is not intrinsic. We will continue to support teacher leaders as we will be missing a key one this year but have already had a replacement step up	<ul style="list-style-type: none">• Re-activate DM as lead on this project and he will call back the parent committee and check the student interest group to see if they are still on board.• Communication work with all staff early in sept so they can see the impact of the regular forest walks upon our staff as a whole – perhaps more parent volunteers would be best to help classes with adult ratio while off school site.

District Strategic Plan/Glacier View Secondary Centre- School Goals 2022-2023

DISTRICT STRATEGIC PRIORITY	EDUCATIONAL EXCELLENCE	COMMUNITY ENGAGEMENT	ORGANIZATIONAL STABILITY & ENVIRONMENTAL STEWARDSHIP	PHYSICAL HEALTH & MENTAL WELL-BEING
DISTRICT GOALS	<ul style="list-style-type: none"> Optimize innovative practices and learning opportunities. 	<ul style="list-style-type: none"> Deepen integration of Indigenous ways of knowing. Foster relationships with community, parents and educational partners. 	<ul style="list-style-type: none"> Optimize infrastructure to support learning. Foster environmental stewardship. 	<ul style="list-style-type: none"> Invest in the holistic well-being of our people.
GLACIER VIEW'S GOALS	<ul style="list-style-type: none"> To provide personalized and student-centred programs and pathways to graduation for all students with a focus on differentiation To improve numeracy supports for all students 	<ul style="list-style-type: none"> To improve grad rates of Indigenous students To improve communication with parents/guardians and community partners to support our students 	<ul style="list-style-type: none"> To increase learning opportunities in the school garden 	<ul style="list-style-type: none"> To build community: To create relationships that build community within the school to create and sustain mental well-being and a sense of belonging.
RATIONALE FOR SCHOOL GOALS	<ul style="list-style-type: none"> Students are coming to Glacier View because they need a different experience from a mainstream school. Students are entitled to learning activities and opportunities that are reflective of current practice and the redeveloped curriculum. Students need a successful entry point in all their classes, with an opportunity for extension as capable We know students see future success when they have a strong grasp of numeracy skills. We have seen a decrease in numeracy skills in our math classes and consistently low numeracy marks on the Numeracy Assessments and so want to provide our students with additional supports and differentiation to build their confidence and skills. Low numeracy results: result of : 6 or 33% Result of 2: 7 or 39% result of 3: 5 or 28% When students attend because they are engaged and we are meeting their individual needs, they are accessing important learning and resources. 	<ul style="list-style-type: none"> 43% of our students have Indigenous ancestry (a significant increase over the past couple of years). These students deserve to see themselves, their families and their culture reflected in the school. We should be seeing the same graduation success rates as other students. Last year we graduated 24 students (47% of age eligible students) only 2 graduates were Indigenous: Wrap-around support working with our community partners is integral to our students getting their mental health, physical health, and learning support needs met. Parent/guardian involvement and knowledge is key to the success and support of our students. When parents are aware of what is going on, we have better attendance, PAC involvement, and student supports. 	<ul style="list-style-type: none"> Students benefit from outdoor and environmental learning opportunities that give them hands-on learning and connect them to place. Our students love planning and planting the garden Our school garden is well-supported by the community and can be a place of learning for all our students. 	<ul style="list-style-type: none"> A sense of belonging is the most important factor for school success. In the District Student Council meeting in September there was a resounding desire for students to feel a part of a community after COVID. Many of our students struggle with mental health and benefit from positive supports for skill-building self-regulation and empathy. In the MDI, the Comox Valley scored lower in peer relationships, friendship intimacy, and peer belonging and so we want to create positive social places for students to connect.
ACTION PLAN	<ul style="list-style-type: none"> Have all teachers redevelop their curriculum while looking at numeracy supports, differentiation, technology, Indigenous content, inquiry and hands-on learning opportunities-use support of LST Provide training for teachers in numeracy assessments and numeracy programs, such as Key Math, and training in differentiation Develop supports for our students in math, such as group teaching sessions for students Have teachers visit other alternative schools and collaborate with teachers out of district Continue to develop and deliver new curricular offerings that strengthen academics AND broaden the range of experiential and hands-on learning available (e.g. Yearbook) 	<ul style="list-style-type: none"> Explore a parent program/workshop with the Youth and Family Support Worker Create opportunities for students to work with community organizations and support community events and/or charitable causes (e.g. Boys Club, Leadership class, Foundry, YER, EDAS) Improve follow-up and contact with home on absenteeism (emails, using MyEd BC) Increase emails home: newsletter Share bi-weekly home 	<ul style="list-style-type: none"> Increase the opportunities for students to participate in land-based or outdoor learning programs (YER) Have more students connect with the garden through Environment Club or through helping build the garden Link activities and classes with the garden 	<ul style="list-style-type: none"> Develop and expand Clubs and Groups: Talking Circle, Boys Club, Art Club, Mental Health Leadership Group, Woodworking, Guitar Club Monthly Leadership activities Bring in mentorship from the community through our volunteers Focus on building relationships and building resilience for staff and students Provide lounge spaces (Student HUB, Indigenous space)

	<ul style="list-style-type: none">Develop inquiry projects, multi-media resources, and experiential learning opportunities to supplement or replace paper-based activitiesIntegrate Indigenous Ways of KnowingUse real-life examples in teaching and learningMaximize students writing the literacy and numeracy assessments by increasing the supports available	<ul style="list-style-type: none">Develop website and regularly maintain and updateCreate and maintain partnerships with local service clubs/volunteersDevelop an outreach specific to our Indigenous students who are not attendingContinue and build on the Elder in-Residence programLink each Indigenous Graduate with a mentor to help reach goals		<ul style="list-style-type: none">Create time and space for positive social connections and student leadershipFollow up on each student regularly through SBTHave regular (once a term) meals and/or community events: Welcome Back Corn Roast, Fun Day																																																							
RESOURCES NEEDED (INCLUDING BUDGET)	<ul style="list-style-type: none">Money from learning proposal: Teacher release: 5x3 daysx\$250 (average cost of TOC)=\$3,750 LST additional release: \$1,250 Key numeracy kit (digital and print) for school use: \$1060 Other books, trainers, materials for inquiry projects: \$940\$4000-School-based release funds and supplies budget to allow teachers to visit other programs and to supplement learning proposal	<ul style="list-style-type: none">Still have \$700 towards Indigenous books and resources for English First Peoples\$500 for gifts for our Indigenous student outreach	<ul style="list-style-type: none">\$1000 for garden maintenance	<ul style="list-style-type: none">PAC support for Fun Day and art supplies\$1000 for Fun Day prizes and snow cones\$2000 for Clubs and Groups food																																																							
EVIDENCE AND DATA	<p>Attendance</p> <ul style="list-style-type: none">Attendance continued on MyEd and daily emails home about absenteeismAbsenteeism improved to around %30 absenteeism from %50 from last year <p>Sample absentee rates</p> <table><tr><th>Date</th><th>2022-2023</th><th>2021-2022</th><th>2020-2021</th></tr><tr><td>January 18</td><td></td><td>56%</td><td></td></tr><tr><td>January, 19</td><td>26%</td><td>53%</td><td>39%</td></tr><tr><td>January 24</td><td></td><td>50%</td><td>41%</td></tr><tr><td>January 25</td><td>28%</td><td>50%</td><td></td></tr><tr><td>February 10</td><td>41%</td><td>54% (9% illness)</td><td>44%</td></tr><tr><td>May 2</td><td>38%</td><td>42%</td><td>46%</td></tr><tr><td>May 3</td><td>32%</td><td>42%</td><td></td></tr><tr><td>May 4</td><td>25%</td><td>45%</td><td></td></tr><tr><td>June 7</td><td>35%</td><td>45%</td><td></td></tr></table> <p>Course Completion Rates</p> <table><tr><th></th><th>Complete</th><th>Incomplete</th><th>Math</th><th>Students with no courses completed</th></tr><tr><td>2022-2023</td><td>404 (2.3 classes per student)</td><td>252 (1.5 classes per student)</td><td>74 (0.43 classes per student)</td><td>45 (26% of students)</td></tr><tr><td>2021-2022</td><td>339 (1.88 classes per student)</td><td>371 (2.1 per student)</td><td></td><td>63 (35% of students)</td></tr></table>	Date	2022-2023	2021-2022	2020-2021	January 18		56%		January, 19	26%	53%	39%	January 24		50%	41%	January 25	28%	50%		February 10	41%	54% (9% illness)	44%	May 2	38%	42%	46%	May 3	32%	42%		May 4	25%	45%		June 7	35%	45%			Complete	Incomplete	Math	Students with no courses completed	2022-2023	404 (2.3 classes per student)	252 (1.5 classes per student)	74 (0.43 classes per student)	45 (26% of students)	2021-2022	339 (1.88 classes per student)	371 (2.1 per student)		63 (35% of students)	<p>Indigenous Students</p> <ul style="list-style-type: none">68 identified Indigenous Students= 39% of our students (up 7% from last year)<ul style="list-style-type: none">➤ Inuit: 2➤ Metis: 21➤ Non-Status: 35➤ Status: 10 (1 K'ómoks)13 graduates were Indigenous: 39% (way above last year). This was out of 15 eligible Indigenous grads. <p>Indigenous Education</p> <ul style="list-style-type: none">Each Indigenous Grad was set up with an adult mentor to help through to graduation. ISWs also focused on supporting our gradsDid not have an ISW from December until March. Then got a second ISW in May. Teachers reported it being difficult to incorporate Indigenous knowledge and outreach without an ISW.Kookum Sheila, Ni’noxsola, supported students on Mondays. Will return next yearOrdered several books to support Indigenous content. Developing an Indigenous library.	<p>Infrastructure:</p> <ul style="list-style-type: none">Put up anti-vaping signs and informationUpgraded lighting to LED-better environmentallySolar panels going in this summerNew daycare being builtCameras installed around buildingReduced vandalismStudents rebuilt greenhouseBuilt walkway to annex to make accessible <p>Garden and Environmental Stewardship</p> <ul style="list-style-type: none">Food from garden used in kitchen and given to the communityLeadership held a garden partyGarden Club: meets once a week with new teacherWorked closely with Youth and Ecological Restoration for environmental projects. 10 students completed program.Clothing and footwear free store is accessible to all studentsFree LibraryStaff has started taking students outside for part of class	<p>Social Connections</p> <ul style="list-style-type: none">Student HUB and Indigenous space for student gatheringsTalking CirclesBoys ClubGSAJunior and Senior Art Club with Youth and Family WorkerMental Health Leadership GroupGarden ClubPHE classJunior class chess and Uno tournaments-worked in games and social time for the Bridgeway ProgramFull school events: Garden Party, Winter Solstice Feast, Spring luncheon, Fun DayGrad events: grad breakfast, meetingsNoxsola-connects with and shares stories with studentsGuitar ClubFoods classWachaiy Cultural SharingHealthy Connections-field trip group <p>Student feedback on Healthy Connections group: -They liked getting out and getting some exercise -They liked the opportunity to socialize.</p>
Date	2022-2023	2021-2022	2020-2021																																																								
January 18		56%																																																									
January, 19	26%	53%	39%																																																								
January 24		50%	41%																																																								
January 25	28%	50%																																																									
February 10	41%	54% (9% illness)	44%																																																								
May 2	38%	42%	46%																																																								
May 3	32%	42%																																																									
May 4	25%	45%																																																									
June 7	35%	45%																																																									
	Complete	Incomplete	Math	Students with no courses completed																																																							
2022-2023	404 (2.3 classes per student)	252 (1.5 classes per student)	74 (0.43 classes per student)	45 (26% of students)																																																							
2021-2022	339 (1.88 classes per student)	371 (2.1 per student)		63 (35% of students)																																																							

	Number of students writing literacy and numeracy					<ul style="list-style-type: none">English teacher attended First Peoples training in Lower Mainland and is developing EFP11 for next year.BC First Peoples 12 is being developed with speakers and field trips for next yearDownie-Wenjak week projects: painting rocks for Pathway to Hope and doing a full school walk to place the rocksLelaina met with teachers and ISWsWeekly Talking Circles with Kookum SheilaCultural Connections every Monday with Wachiay Centre staffWinter Solstice FeastHealthy Connections group with former ISW and EA-field trips every Friday	YDI results <ul style="list-style-type: none">69% of students screened positive for ecoanxiety vs. 49%Higher level of climate concern	-They liked having something to look forward to at the end of the week. Favourite outings: Swimming and hands on farm	
		2022-2023 (no June results)	2021-2022	2020-2021	2019-2020			Mental Health <ul style="list-style-type: none">Mental Health Leadership Group: worked with grade 7s at Queneesh and presented on Mental Health LiteracyMental Health week-stations, games, activities and foodICY referralsReferrals to the FoundryWork with Outreach counsellors with many of our studentsOffer three healthy meals a day to our students	
	Literacy 12	5 (3-2, 1-3)	8 (6-2, 2-3)	0	0				
	Literacy 10	19 (1-1, 2-2, 2-3)	13 (5-2, 8-3)	1 (1-2)	1 (1-1)				
	Numeracy 10	13 (1-0, 2-2, 1-3)	20 (6-1, 7-2, 7-3)	6 (4-1, 2-2)	4 (1-1, 3-2)				
	TOTAL writing	37	41	7	5				
	Grades:								
	Graduating: 34 Grade 12: 38 Grade 11: 52 Grade 10: 44 Grade 9: 24 Grade 8: 14 Grade 7: 6 Total Students: 178								
	Graduation Rates:								
		Of Age (2005 and above)	Graduated students	Indigenous graduates	Adult Grad	Dogwood	Evergreen		
	2022-2023	73	33 (45% of age eligible)	13 (39%)	30 (90%)	3 (9%)	1		
	2021-2022	51	24 (47% of age eligible)	2 (8%)	18 (75%)	5 (21%)	1		
	New Curricular Offerings <ul style="list-style-type: none">Art Studio 2-D 10-12Woodworking 10-12Social Justice 12New Media English 10 and 11Yearbook (media design)								
	Clubs and groups <ul style="list-style-type: none">More students attended clubs: Boys Club, Art Club and Junior Art Club, Cultural Sharing, Talking Circles, GSA, LeadershipSpecial events: Welcome back corn roast, Winter Solstice Feast, Spring feast, Fun Day, Sandwich Day								
	Student transfers								
	Students:								
	2022-2023								
	93 students transferred in 64 students transferred out								
	2021-2022								
	107 students transferred in 74 transferred out								
	2020-2021								
	93 students transferred in 68 students transferred out								
	Where are our students coming from:								
	Vanier: 26 Out of District: 16 Lake Trail: 13 Isfeld: 10 Highland: 5 NIDES: 3 Elementary: 3								
	Where our students went:								
	NIDES: 7 Out of district: 7 Isfeld:2 NIC:2 Vanier: 1 Highland: 1								

	<p>Numeracy supports</p> <ul style="list-style-type: none">• Focus of school learning proposal• Senior Teacher/LST joined the Numeracy Framework working group• Tried Key Math with 2 students, promising; however, it requires Level B qualifications and an hour+ one on one, and there are known technical issues with scoring.• Tried Mathletics in 4 of the 5 classrooms with 8 students. The students did not engage well, teachers also require training to properly set up student assignments. All 4 teachers found the Mathletics print material helpful in differentiating for learner readiness.• Success Maker was trialed with 3 students, once the technical issues were resolved it seemed to be the most useful for our students. Looking at how to use it on a broader scale next year. <p>Other:</p> <ul style="list-style-type: none">• Increased use of laptops and iPads• Extra support offered on Fridays to our grads. Senior teachers released to support grads <p>YDI data that impacts programming</p> <ul style="list-style-type: none">• 43% of students plan to get a fulltime job and only 9% plan to enroll in university (vs 59%) and 17% in college. 39% don't know (vs 17%)• Lower opportunities for skill development in school and outside of school• 30% of students take art lessons outside of school• 26% take music lessons• Only 13% play sports outside of school (individual, none for group)• 17% exercise in school. 48% outside of school• 17% volunteer outside of school (30% wish they could do it in school)• Students trended toward being less likely to rate their sense of purpose as 'high' compared with students in other schools and districts (29% vs 43%) <p>YDI: School programs that add to well-being:</p> <ul style="list-style-type: none">• Music 33%• Team Sports 60%• Individual sports 33%• Visual arts 64%• Performing arts 50%• Student leadership 89%• Life Skills 82%• Special interest Clubs 75%• GSA 75%	<p>Nala'atsi: 2 Lake Trail: 1</p> <p><u>Student Supports</u></p> <p>District outreach Referrals: 26 Students Came with District outreach: 9 Picked up by district outreach: 19 Closed files: 20</p> <p>ICY referrals: Step up: 2 Counselling: 10 Peer worker: 16</p> <p>Community partnerships</p> <ul style="list-style-type: none">• Wachiay Friendship Centre: Cultural teachings• Queneesh: Leadership class presented on Mental Health Literacy to two grade 7 classes• The Foundry: drug and alcohol, Foundry Works, doctor, counselling• Harm reduction doctor: Dr. Eva Hemmerich. Around 20 students accessing the doctor.• Youth and Ecological Restoration Project: 10 youth completed the phase 1 program and were awarded credits for working with local environmental organizations• John Howard: Boys Club support, Naloxone training, Vaping education to all classes• EDAS: made cards and envelopes for Christmas project• Lush Valley soup program once a week• LINC Youth Centre: provided information and prizes to students for Youth Week, Pride Prom• Volunteers: for kitchen, Woodwork, garden, Guitar Club, Winter Feast• Inter-agency meetings every 2 months to talk about students• RCMP: Monika regular meetings and visits to support students• CYMH DBT group• ICY space• Increase in volunteers: 4 this year		<ul style="list-style-type: none">• 70% screened positive for depression (compared to 38% overall)• 60% screened for anxiety (compared to 38% overall)• 47% reported an unmet mental healthcare need• Higher stress• Lower life satisfaction <p>Belonging</p> <ul style="list-style-type: none">• Lower Friendship intimacy• Lower than all students for peer belonging 5.4 vs. 7 on a 7-point scale• Higher sense of loneliness• Higher agreement of positive school environment• Lower reported bullying <p>Sense of School belonging: 38% high (higher than average) 24% medium (lower than average) 38% low (higher than average)</p> <p><u>Physical Health</u></p> <ul style="list-style-type: none">• Less physical activity• Less sleep• Significantly more screentime <p>Food</p> <div><p>EATING HABITS How often youth consumed the following in the last week:</p><div><p>Breakfast</p><p>Average scale response (see participant number)</p><p>GVSC</p><p>All students</p></div><div><p>Food prepared outside of the home (e.g., from a cafeteria, a restaurant)</p><p>Average scale response (see participant number)</p><p>GVSC</p><p>All students</p></div></div> <ul style="list-style-type: none">• Higher food insecurity• Higher risk of eating disorder <p>\$9110: total amount of funding spent on food and meals from the Student Affordability Funding \$4500: Total amount of Community Links spent on Food</p>
--	---	--	--	---

		<p>Parents/Families</p> <ul style="list-style-type: none"> • YFW has lots of communication and outreach with families/ Refers to community resources. • Principal sent out grad and term updates to all families • Attendance notices home made for more parent communication • Sent out letters explaining PAC and inviting parents to join • PAC-initiated Fun Day • Continuous parent-teacher contact • Still low numbers attending PAC meetings: most was 7 at one meeting • PAC had not applied for gaming grant this year and so could not fund bursaries or projects or Fun Day • School tours have helped students who are transferring in <p>YDI results</p> <ul style="list-style-type: none"> • Lower supportive adults in community (5.4 vs 6) • Higher supportive adults at school: 8 on a 9-point scale versus 6.4 • Lower supportive adults at home • 30% of students sought support outside of school for coping with pandemic (higher than average) • 61% prefer to get mental healthcare in person • “Students trended toward being more likely to rate their perception about mental health support in schools as 'high' compared with students in other schools and districts (81% vs. 50%)” • “Students trended toward being more likely to rate their adult support at school as 'high' compared with students in other schools and districts (67% vs. 34%)” 		
REFLECTION	<ul style="list-style-type: none"> • There seems to be an improvement in attendance and course completion rates-this will need to continue to be tracked (along with math course completion) next year to give a three-year overview • How can we prepare more of our students to graduate on time? 	<ul style="list-style-type: none"> • Our community supports are important to our school. Our students feel that they have good adult supports and mental health supports at school. This means that the wraparound supports are working. 	<ul style="list-style-type: none"> • A lot of our staff are interesting in increasing the outdoor learning opportunities for our students-How to do this with some learning behind it? 	<ul style="list-style-type: none"> • A significant change this year is the reduction in suicide risk assessments. While the YFW and the counsellor noticed a very busy caseload, they did notice a drop in suicidal ideation. As for the reason for this, we aren't

	<ul style="list-style-type: none"> • How can we encourage more Dogwood completion? Look at semester courses with more direct teaching? • New courses have allowed for more creativity for student programs and for more completion-how do we look at updating all the old curriculum? • Students are showing up for scheduled courses and clubs. Can we do the same with classes? • Students are looking for skill development and purpose. How to integrate volunteering and more hands-on skills? • With very few students planning to attend university, how do we do more careers/workforce prep focus? • Our students do not last for the trades programs. How do we better prepare them? 	<p>This is important considering that our student report fewer supportive adults in the community and at home.</p> <ul style="list-style-type: none"> • We still need to build more supports in for families and parents-look at newsletter, classes, food pickup • PAC involvement is still low • We need to look at how students are transferred to us, to create a more fluid educational experience and supports • How do we do more field trips/ community tours to improve community connection? • Our students who get into the community find value and connection (Leadership, YER). What other opportunities are there? 	<ul style="list-style-type: none"> • The garden club is enthusiastic about the garden, but how do we get other involved? • There is a high level of anxiety in our students around the environment and climate change-how do we support some optimism or sense of what they can do? • How do we work sustainability into all our classes? E.g. Foods • Are there other programs beyond YER that we can get our students involved with to connect them to the environment? 	<p>sure, but a sense of belonging and wrap around supports will most likely play a huge role.</p> <ul style="list-style-type: none"> • Access to food enables community building. Due to the Student and Family Affordability Funding, we were able to increase the food provided and provide more healthy meals • Provided nutritional hot meals daily and we saw students' use of Backpack Buddies go down. This is a significant part of our program (tier one of Maslow's Hierarchy of needs) as in the YDI students stated that they did not often eat with their families or have breakfast. How do we provide good meals without taking up so much EA time? • Interaction between clubs made meaningful connections (e.g. Boys Club and leadership for Mental Health Day and Sandwich Day) • Outdoor trips like rock climbing increased students' physical activity and outdoor access. How can we increase this through classroom lessons or activities? • We paid for Inner Explorer this year, but no teachers are using it. Is there another tool we can use?
NEXT STEPS	<ul style="list-style-type: none"> • Look at teaching more set lessons • Monthly student meetings with goals prepping teachers and staff for set students up for success • Additional Scaffolding for all courses • Revamping math curriculum at all grades • New LST position will help with the junior classes • Continue using Success Maker to get a better idea of where our students are at with fundamental numeracy concepts • Continue to have as many grade 10s and 11s write the numeracy and literacy assessments • Continue to work with district staff for electives offerings: culinary, woodwork, electronics • Release time for teachers developing English First Peoples and BC First Peoples courses • Developing Life skills programming and careers exploration 	<ul style="list-style-type: none"> • Look at revamping the intake and transfer process for all students-present at Leadership meeting in September • Invite more cultural presenters for all classes (e.g. First Peoples, EFP, Social Studies) • Open MyEd portal for all students and parents/guardians next year • Tag team call outs for missing kids • Look at ways to invite families into the school: reading, presenting, family meals • Consider partnering for a Junior Nala'atsi program 	<ul style="list-style-type: none"> • Add Indigenous techniques and plants to garden • Solar panels coming for the roof this summer • Idea: Sketch/paint an Art project for the garden • Idea: grow something for science class • Idea: Create a seating area where the picnic table is to make a covered area • Get more involvement with Healthy Connections field trip group to get outside • Students have asked for a walking group 	<ul style="list-style-type: none"> • Next year look at building community with neighbours • From YDI data, look at cellphone and screen time • Create a workout block with community sponsor: can this be part of the gangs and guns program? • Have a Welcome back BBQ earlier in the year (could invite families) • Continue food program: look at Food Coordinator at school level • Provide training for staff in mental health supports and literacy

District Strategic Plan / Navigate/NIDES School - School Goals 2022-2023

DISTRICT STRATEGIC PRIORITY	EDUCATIONAL EXCELLENCE	COMMUNITY ENGAGEMENT	PHYSICAL HEALTH & MENTAL WELL-BEING
DISTRICT GOALS	<ul style="list-style-type: none"> Optimize innovative practices and learning opportunities. 	<ul style="list-style-type: none"> Deepen integration of Indigenous ways of knowing. Foster relationships with community, parents, and educational partners. 	<ul style="list-style-type: none"> Invest in the holistic well-being of our people.
SCHOOL GOALS	<ul style="list-style-type: none"> We will successfully convert and improve all courses into the Brightspace platform. 	<ul style="list-style-type: none"> We will develop and improve the Indigenous content and the use of Indigenous ways of learning in all curriculum and platforms. 	<ul style="list-style-type: none"> We will build and develop positive relationships within our learning community.
RATIONALE FOR SCHOOL GOALS	<ul style="list-style-type: none"> Doing this will help improve student literacy and numeracy at all levels in all programs. Doing this will improve completion rates, school retention, and grad rates, by making material more accessible to students and parents. 	<ul style="list-style-type: none"> Doing this will improve student knowledge, understanding, connections, and identity. Indigenous ways of learning invite all into the learning journey as learners. 	<ul style="list-style-type: none"> Increased connectedness will help us better meet the diverse needs of our learners. This will help improve the health and wellness of people within our learning community.
ACTION PLAN	<ul style="list-style-type: none"> Course development is on-going. Teachers are encouraged to examine their courses and supported in changes. Learn the capabilities of D2L and find ways to make it interactive and engaging. Launch parent portal in D2L. Enhance continuous reporting and portfolio structure to align with new Provincial Reporting Standards. By improving our assessment conversations, we will improve student success. Peer mentorship <ul style="list-style-type: none"> Teachers will have an opportunity to travel to other HLC sites to observe, collaborate and learn from each other so that they are better able to support learners in a blended environment. Link to model drafted by HLC teachers. Offer Brightspace shells to FAe families for additional numeracy and literacy resources that support home learning. 	<ul style="list-style-type: none"> Build out a suite of grade 10-12 course offerings that meet Indigenous-focused Grad requirement in an authentic, positive/uplifting way. Find community (provincial) partners to join us on our learning journey and to help our learning. Inservice for staff regarding Indigenous ways of knowing in OL – on-going. Work with provincial educational partners to support each other’s learning. Initiate and participate in Provincial Indigenous learning/working group. Work with students, staff, and community members in Nisga’a to broaden our understanding, use, and skills implementing Indigenous ways of learning and knowing. A return to the sculpture project started in the 2021-2022 school year in cooperation with Randy Frank to support the FAe community continuing to engage more in indigenous ways of learning and knowing. Create an Indigenous Education focus group Increase the presence of Indigenous ways of learning and being in our staff meetings Increase teacher awareness of Professional Standard 9 	<ul style="list-style-type: none"> Include in-service / pro-d in all staff meetings Encourage mentorship program Re-instate Homeroom system for all grades 10-12 fulltime students Support parent access to information and human resources (Parent learning series?) Peer mentorship <ul style="list-style-type: none"> Teachers will have an opportunity to travel to other HLC sites to observe, collaborate and learn from each other so that they are better able to support learners in a blended environment. Link to model drafted by HLC teachers Multi-verse Fusion <ul style="list-style-type: none"> HLC/OL teachers will collaborate to host a three-day online fusion with workshops for students and parents. link to last year's fusion information for reference. K-9 Book Club <ul style="list-style-type: none"> Teachers meet monthly to discuss book in small groups

			<ul style="list-style-type: none"> ○ Link to this year's book ● We will send a monthly newsletter our to our staff highlighting different events from the past month that happened around our various operations. The purpose of this is to help develop a sense of community within our organization. ● Clarify and articulate our organizational identity ● Find ways to show appreciation of staff and increase cultural connections i.e., events, food, projects, cards, etc.
RESOURCES NEEDED (INCLUDING BUDGET)	<ul style="list-style-type: none"> ● TTOC time for training and support. ● Targeted time for course development and improvement. ● District IT support for challenges – programs speaking to each other and to break down chain of command barriers. ● Creator+ (D2L) for more dynamic and interactive lessons that teachers will create and improve. ● Peer Mentorship <ul style="list-style-type: none"> ○ Funding for Travel ○ Access to Zoom to meet and debrief ○ Follow-up sessions at year end HLC f2f gathering 	<ul style="list-style-type: none"> ● Indigenous Liaison Teachers will consult and increase staff learning and capacity. ● Community partnerships provincially. ● 2.0 FTE and travel expenses to support our learners in the Nisga’a nation/school district. ● Carver for the sculpture. ● Money to pay for carver. ● Money to pay for transportation of wood. ● Money to pay for foundation and erection of the sculpture. 	<ul style="list-style-type: none"> ● Staffing ● Resource people for in-service ● Multi-verse Fusion <ul style="list-style-type: none"> ○ Access to Zoom Rooms ○ Funding support from PAC/School for potential workshop leaders ● Peer Mentorship <ul style="list-style-type: none"> ○ Funding for Travel ○ Access to Zoom to meet and debrief ○ Follow-up sessions at year end HLC f2f gathering ● K-9 Book Club <ul style="list-style-type: none"> ○ Funding to purchase books ○ Access to Zoom for monthly meetings ● Money for food, social events, gifts of appreciation, etc.
EVIDENCE AND DATA	<ul style="list-style-type: none"> ● Peer Mentorship <ul style="list-style-type: none"> ○ Feedback survey from participating teachers ○ Increase in collaboration/connectedness between programs ○ Increase in teacher efficacy, comfort level and ability to: <ul style="list-style-type: none"> ▪ work within Brightspace ▪ integrate Indigenous ways of knowing ▪ support literacy and numeracy both at home and during f2f days ○ Increase in student achievement 	<ul style="list-style-type: none"> ● OL language teachers rebuilt their courses to integrate, meaningfully, Indigenous Culture/Ways of Learning and language learning ● Evidence: student experience during the creation of sculpture. Community involvement in the raising and placing of sculpture at Tsolum campus. ● Measurement: student reflections on their learning and experience. ● This project was abandoned due to lack of resources ● Hired Keisha Everson as a consultant for curriculum and operations ● Richard Turenne initiated, hosted, and produced an on-line story-telling series for all staff and students ● We created 5 courses with Indigenous foci and used 4. We are holding on launching Contemporary Indigenous Studies 	<ul style="list-style-type: none"> ● Multi-verse Fusion – 35 teachers participated in sessions with 10 of them presenting as well <ul style="list-style-type: none"> ○ Feedback survey from staff/parents/students ○ Attendance numbers ● Peer Mentorship – was cancelled due to budget cuts <ul style="list-style-type: none"> ○ Feedback survey from participating teachers ○ Increase in collaboration/connectedness between programs – Kelowna and OK Falls biked to Myra Canyon together

	<ul style="list-style-type: none">Evidence will be learning samples collected from families in the Seesaw platform, during SPARK meetings with families, and work samples in the classroom.How do we measure it? Are students building their skills from the beginning of the year to the end? Using the learning samples, teachers can assess student learning using the proficiency scale.All courses were converted by November 30, 2022 – cost a minimum of \$95,000Created new registration system/processUse of Intelligent Agents in all 10 – 12 courses for funding notification, switching of roles, and reminders for studentsMoved First Assignments into Brightspace improved students experience, maneuverability, and educational access	<ul style="list-style-type: none">Number of students registered in our courses – the chart below does not include our Nisga’a project <table><tr><th>Row Labels</th><th>Count of Completion</th><th>Count of Course Initiation</th></tr><tr><td>BC FIRST PEOPLES 12</td><td>58</td><td>106</td></tr><tr><td>EFP LIT STUDIES AND NEW MEDIA 11</td><td>10</td><td>48</td></tr><tr><td>EFP WRITING 10</td><td>15</td><td>34</td></tr><tr><td>ENGLISH FIRST PEOPLES 12</td><td>10</td><td>40</td></tr><tr><td>Grand Total</td><td>93</td><td>228</td></tr></table>	Row Labels	Count of Completion	Count of Course Initiation	BC FIRST PEOPLES 12	58	106	EFP LIT STUDIES AND NEW MEDIA 11	10	48	EFP WRITING 10	15	34	ENGLISH FIRST PEOPLES 12	10	40	Grand Total	93	228	<ul style="list-style-type: none">○ Increase in teacher efficacy, comfort level and ability to:<ul style="list-style-type: none">▪ work within Brightspace▪ integrate indigenous ways of knowing▪ support literacy and numeracy both at home and during f2f days○ Increase in student● K-9 Book Club – 20 teachers participated monthly<ul style="list-style-type: none">○ Feedback survey from participating teachers○ Increase in collaboration/communication
Row Labels	Count of Completion	Count of Course Initiation																			
BC FIRST PEOPLES 12	58	106																			
EFP LIT STUDIES AND NEW MEDIA 11	10	48																			
EFP WRITING 10	15	34																			
ENGLISH FIRST PEOPLES 12	10	40																			
Grand Total	93	228																			
REFLECTION	<p>At a very high cost to staff, school, and district we were able to get all courses converted and closed all Canvas courses by the middle of July. The conversion was difficult for many reasons, not least of with there was little tech support from D2L and the courses did not convert easily from Canvas to Brightspace. Teachers spent much of the year working in both platforms and fixing the Brightspace based courses.</p> <p>There were some examples where teachers were able to use these challenges to improve their courses, but those were the exceptions not the norm.</p> <p>Two themes that came from this work, and other examples throughout the year, was the proactive, problem solving stance our ecosystem has. While the challenges were omnipresent, people worked together to find ways to address them.</p> <p>As we prepare for another school year, we are much further ahead than the previous year and will be focusing on improving our courses rather than converting and maintaining them.</p>	<p>Through our staff meetings which featured Indigenous learning and were structured along the guidelines of Indigenous ways of learning, we were able to strengthen our community and understanding of how colonial our curricula are.</p> <p>Our teachers added acknowledgements and key content to their courses and used more culturally sensitive lenses in their courses.</p> <p>The online sessions Richard hosted were well received and provided a learning template for moving forward.</p> <p>We struggled to find effective ways to assess the success of our learners with Indigenous heritage and struggled significantly to find ways to get accurate demographic data for these learners and their families. We found the provincial student data base – MyEd – to be very unreliable for this which led to strained and unproductive interactions. We were able to establish a way to make more immediate contact. Our move to an automated registration system has added further challenges to this work.</p> <p>The plan to create a sculpture with a local Indigenous carver was not achieved due to missing resources for this work.</p> <p>Our most productive learning work came from an unexpected source early in the year when we were approached by another school district to support their local high school due to a teacher shortage. The students of this school are part of an Indigenous community and our team worked to listen and learn as much as possible to adapt our material to reflect the local community culturally, contextually, and academically.</p>	<p>This was a particularly challenging year. In addition to the challenges caused by returning from COVID that all learning communities faced, there were many changes to different parts of our learning community. Some of our programs were coming off a year of uncertainty and new leadership unsettled them more. Our PAC had to restart itself. Our teachers were constantly having to fix technical and curricular parts of their courses. Mid year we had to make drastic budget cuts which impacted our people, our programs, and the quality of service we were able to provide. And the ambiguity of becoming a Provincial Online Service meant for much uncertainty. These elements combined to make achieving this goal particularly challenging. However, despite some significant missteps, we are improving our clarity of focus and identity.</p> <p>Our staff meetings were designed to build community and common understandings. By using the First Peoples Principles of Learning, we were able to have rich, meaningful, and productive conversations about our work and practices. From this we were able to identify the measures of</p>																		

			<p>success we shared and the diversity of ways we achieve them.</p> <p>One product from this work was a word cloud that highlights how we, as a learning organization, see and how we generate success.</p> <p>We also produced a Prezi to help those within and without to understand how we, as an organization, fit together into the NIDES ecosystem.</p> <p>One of the themes that was consistent in our work this year is that we, individually and organizationally, work to personalize education to develop learners.</p>
NEXT STEPS	<p>Next year we will be working to improve our courses and make back some of the ground we lost provincially of providing educational excellence for our students.</p>	<p>We will be holding a schoolwide book club, using our staff meetings, to work with the book <i>Wayi Wah!</i> By Jo Chrona using a frame of “I use to do.... Now I do...”</p> <p>We will be focusing on the success of our Indigenous Learners using Appendix A of the Accountability and Quality Assurance requirements set out by the Ministry for Provincial Online Service Providers.</p> <p>We will be focusing on increasing the immediacy and quality of our initial contact with our students with Indigenous heritage, while increasing the opportunities to build community with them.</p>	<p>We will be continuing to develop the organizational theme of personalizing education to develop learners. We will showcase the many ways we do this individually and organizationally.</p>