

# SCHOOL GROWTH PLAN SUMMARY FOR 2025/26

**SCHOOL:** Glacier View Secondary

**PRINCIPAL:** Stephanie Baker

**ASSOCIATE SUPERINTENDENT:** Sean Lamoureux

## LEARNING GOAL

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

**DESIGN PRINCIPLE(S):** Personalized Learning, Land-Based Learning

## RATIONALE

Our goal is for all students to be actively engaged in personalized learning, both in and out of the classroom, and to experience success in meaningful ways. An engaged and successful student demonstrates curiosity and enthusiasm for learning, participates actively in activities, collaborates effectively with peers, and takes ownership of their academic progress. They apply critical thinking to solve problems, set and achieve personal goals, and persevere through challenges. Success is reflected in their confidence, their mastery of skills, and the joy they find in learning. Together, we foster an inclusive environment where every student thrives academically, socially, and emotionally.

## ACTION PLAN

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

One action will be to use personalized learning strategies: Collaborate with students to create student-centered learning goals based on their interests, strengths, and needs and offer diverse and flexible learning pathways, such as project-based, inquiry-driven, or technology-enhanced approaches, to cater to varied learning styles. Additionally, we plan to implement ongoing assessment using formative practices to provide timely feedback and adjust learning plans. A second action is to offer land-based learning opportunities: Partner with local nation to embed traditional knowledge, practices, and storytelling into curricula with visits to Big House, involve students in drum-making and other cultural presentations. Furthermore, incorporate hands-on activities in natural settings, such as ecological studies, gardening, or conservation projects to connect students with the land, and, lastly, to engage students in initiatives like tree planting and habitat restoration to instill a sense of responsibility for the environment. Finally, offer professional development: Provide teachers with training in first peoples principles of learning and inclusion to enhance instructional practices.

## EVIDENCE / DATA (HOW WILL YOU MEASURE SUCCESS?)

We will use informal anecdotal data to inform give us a sense of how the students are doing. We will use the student learning survey data completed in the spring of 2026 to track student engagement in school. We will track student attendance throughout the year with the idea that a more engaged student will attend more regularly and complete more courses. In the 2024-25 school year, 76.7% of students were absent for at least 20% of the school year. Our goal is to improve this as there is a positive relationship between consistent school attendance and improved grades, engagement, and overall academic achievement.

## LITERACY FOCUS

We will use school wide universal accommodations for students to decrease the stigma around technology interventions like Read and Write with all reading texts uploaded to all computers in the school.

## NUMERACY FOCUS

We will assess the numeracy skills of all grade 9 students to identify gaps in knowledge and use targeted group work with the learning support teacher to prepare students for success in math.