

SCHOOL GROWTH PLAN SUMMARY FOR 2025/26

SCHOOL: Mark R. Isfeld Secondary

PRINCIPAL: Brian McAskill

ASSOCIATE SUPERINTENDENT: Joe Heslip

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): Decolonizing and Indigenizing, Personalized Learning, Flexible Learning Environments

RATIONALE

The use of UDL and differentiated instruction will provide strategies to cater to the diverse needs of students including strengths, challenges and preferences. These strategies involve the removal of barriers to learning allowing students to interact with curriculum in ways best suited to their individual learning styles. In recent years we have seen an increase in student need and demand for a more flexible learning environment inclusive of course scheduling, learning environments, location, learning platform and student choice. As part of Mark R. Isfeld Secondary's on-going reconciliation journey we must engage in staff-wide professional learning to support student learning.

ACTION PLAN

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

UDL teacher capacity building through: LST in classes working with classroom teachers; UDL education (online short course) for six teachers – presentation to staff; Opportunities to collaborate and share through various structures; Build student choice in assessments throughout each curricular area • Development of an alternative method of offering PHE 9 & 10 to meet specific student learning needs • Investigate the feasibility of a "Flexible Learning Centre" to meet student demand for more flexible scheduling needs • Enhance the student choice, student accessibility and student innovation opportunities in each classroom • Development of a CLC 12 Hybrid program to provide all grade 12 students a flexible means of completing CLC 12 • School-wide definition of common terms – decolonize, indigenize, trauma informed, reconciliation, inclusiveness/inclusion, belonging • Developing school response to racism through staff and student training/education • Physical environment – appearance of language and artwork with appropriate recognition • Professional Development – The Village workshop, Equity Scan and other professional learning opportunities

EVIDENCE / DATA (HOW WILL YOU MEASURE SUCCESS?)

-Number of teachers utilizing UDL practices in their classes -Number of assignments involving choice throughout course offerings -Student Success – increased assignment completion/attendance/student term grades -Ministry Satisfaction Survey – questions based on students provided choice -Number of students enrolled and successfully completing PHE 10 hybrid -Compare and contrast number of students enrolled in a NIDES course (looking for a decrease) -Number of teachers using technology to provide a blended/flexible learning style within their classroom -Increased professional learning opportunities to enhance teacher capacity. -Ministry Satisfaction Survey – Indigenous Learning ques

LITERACY FOCUS

Reading Comprehension at Grade 8 with assessments and targeted instruction and resources. Digital Literacy - grade 8 Exploratory to ensure safe use of technology including AI.

NUMERACY FOCUS

Roots to Success for grade 8s and 9s: Curricular Competencies with a Numeracy focus Growth Mindset towards Numeracy Building Self Confidence with Numeracy to reach proficiency