



Glacier View School Growth Plan 2026-2027



Decolonizing, Indigenizing Commitment

Glacier View will strive to cultivate a deep sense of belonging by ensuring that every Indigenous student sees their culture and language reflected in their daily learning environment. We plan to continue working with the Indigenous education department and local nation to closely monitor our students and eliminate barriers to graduation and individual student success.

Land & Relationships:

Learning shifts outside the classroom through place-based studies where students connect directly with local area and learn environmental stewardship from Knowledge Keepers. Our focus will be to partner with the local K'ómoks nation to embed traditional knowledge, practices, and storytelling into curricula with visits to the Big House, involving students in drum-making and other cultural presentations.

Furthermore, our goal is to incorporate hands-on activities in natural settings, such as gardening, conservation projects, tree planting, and habitat restoration to instill a sense of responsibility for the environment, to engage students, and to connect them with the land.

Wholistic Learning & Personalization:

We strive to view each student through a four-dimensional lens: intellectual, emotional, physical, and spiritual, to provide a truly personalized educational experience:

- **Supporting Diverse Learners:** Recognizing that no two educational journeys are identical, we use flexible pacing, project-based assessments, and customized learning plans.
- **Targeted Interventions:** We wrap support teams around diverse learners, pairing academic adjustments with mentorship to ensure every student finds a viable, meaningful pathway to graduation.

Glacier View Context: Portrait of the School

Glacier View Secondary School respectfully acknowledges that we learn, work, and grow on the traditional, unceded territory of the K'ómoks First Nation. We are grateful for the opportunity to learn on these lands and are committed to continuing our work toward reconciliation through relationship, respect, and meaningful inclusion of Indigenous perspectives, cultures, and ways of knowing.

Glacier View Secondary is an alternative secondary school serving approximately 180-215 students in Grades 7-12, including a significant Indigenous student population and many students with complex learning needs. Our school community is intentionally small and relationship-based, allowing staff to develop strong connections with students and families while creating responsive and flexible supports for learners with diverse academic, social-emotional, and behavioural needs.

Glacier View serves students from a variety of backgrounds and experiences from all areas of our district. Many of our students have faced barriers to success in traditional school settings and benefit from personalized pathways, trauma-sensitive practices, and individualized support structures. Our school culture is grounded in belonging, safety, connection, and student voice. We strive to meet learners where they are at while supporting growth toward individualized goals, graduation, and successful transitions beyond school.

Our continued focus on personalized learning has supported students in developing individualized pathways that recognize diverse strengths, interests, and goals. Staff work collaboratively to increase student engagement through flexible programming, individualized graduation planning, mental health supports, and experiential learning opportunities.

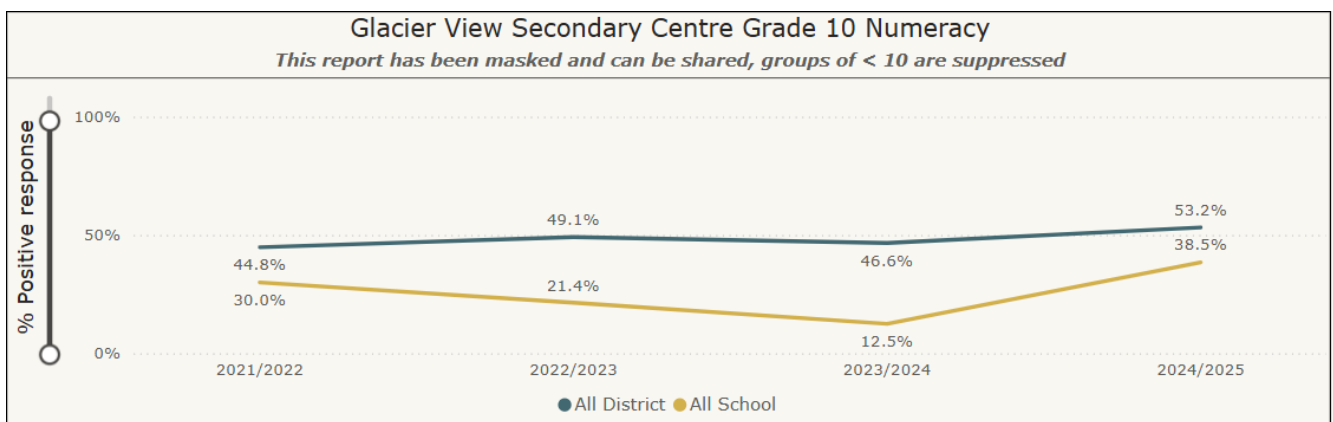
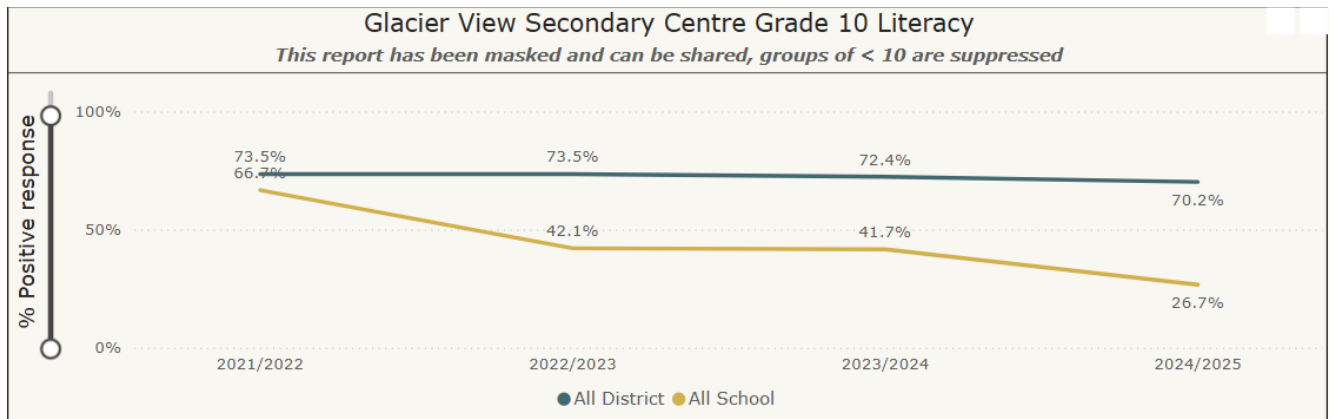
As we move into this year's school growth plan, Glacier View remains committed to supporting all learners through responsive, student-centered practices that honour individual needs, celebrate growth, and create multiple pathways for success.

Our Learners: What the Evidence Tells Us

Upon review of Glacier View's Literacy and Numeracy 10 assessment results, Student Learning Survey Data, staff feedback, attendance data, graduation data, and course completion data, the following trends have been highlighted.

Literacy and Numeracy Trends:

- 25.6% of students are on track for numeracy 10 outcomes at Glacier View as compared to 48.4% for the district over the last four years of data. This is highlighting a need for continued remedial supports in math fundamentals.
- 44.3% of students are on track for literacy 10 outcomes at Glacier View as compared to 72.4% for the district over the last four years of data. This data is showing a continued need for supports with reading, writing, and comprehension.
- Note: on track means assessment results of proficient or extending.
- As the majority of our students are adult graduates, they do not write the literacy 12 assessment, so we do not have enough data to share in this area.
- Student learning survey results show that students are asking for more support with math.



Over the last four years, Glacier View students have been shown to perform significantly lower than the district in both numeracy and literacy outcomes. The above data shows grade 10 literacy and numeracy data for those students that received proficient or extending on their assessment.

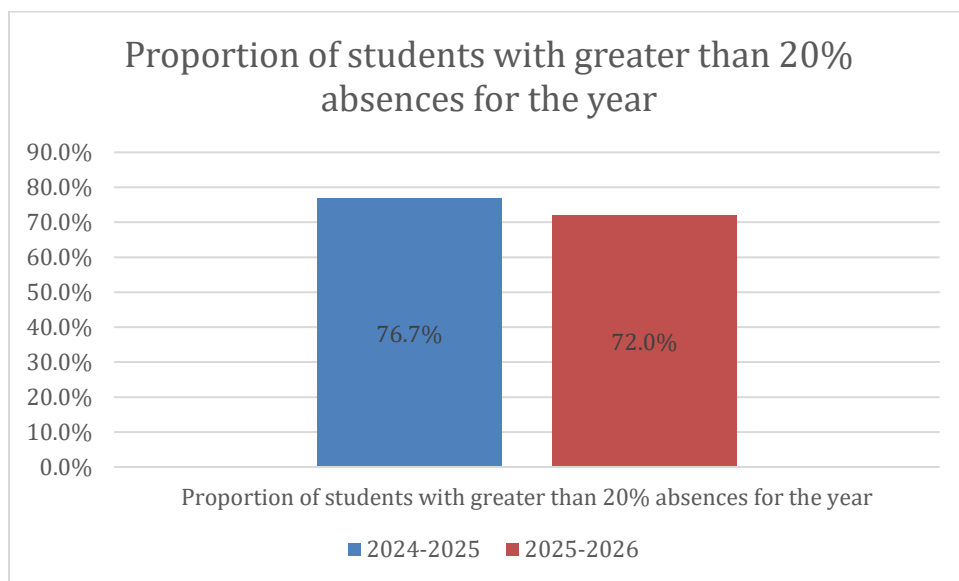
Our goal of personalized learning aims to support learning gaps in literacy and numeracy for all students. Part of this strategy is focusing on skill gap remediation and UDL practices in numeracy and literacy to improve outcomes for all students.

Graduation Data

- For the 2025–2026 school year, 87% of our students graduated. Of those graduates, 70% completed with an Adult Graduation Diploma. While unmasked data is not available to comment specifically on graduation outcomes for students with Indigenous ancestry, discrepancies were noted that highlight the continued importance of ensuring equitable outcomes for all learners. Moving forward, a key priority will be to support equitable graduation rates while increasing opportunities and supports for all students to graduate with a Dogwood Diploma, where this aligns with their individual goals and pathways.

Attendance and Engagement

- The last two years of data has shown that attendance has been an issue for students attending Glacier View.
- The following table shows the last two years of data for students with greater than 20% absences for the year. While 10% is generally used as a chronic absence indicator, we know that our population struggles with attendance in general, so we are using a higher metric for our alternative population.



- Anecdotal evidence shows that lack of attendance is a major reason for students to transition to Glacier View.

- Course completions this year are at 2.4 courses per student. However, with continuous enrollment some of our students start in quarter 4 and their course work continues the following year, which will skew our data. This will be tracked over the years going forward with the goal to significantly increase this number.

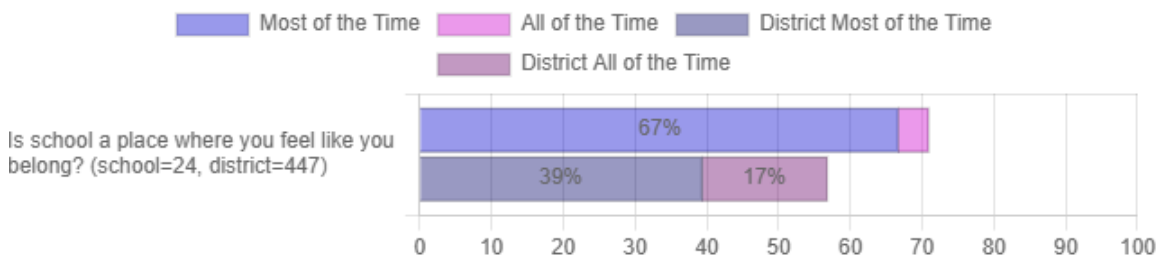
Student Learning Survey

- Compared to the district, students feel they belong at our school as shown by the grade 11 student learning survey below. This is the first year completing this survey so there is no historical data to compare to.

Grade 11 Student Learning Survey

Unofficial Results

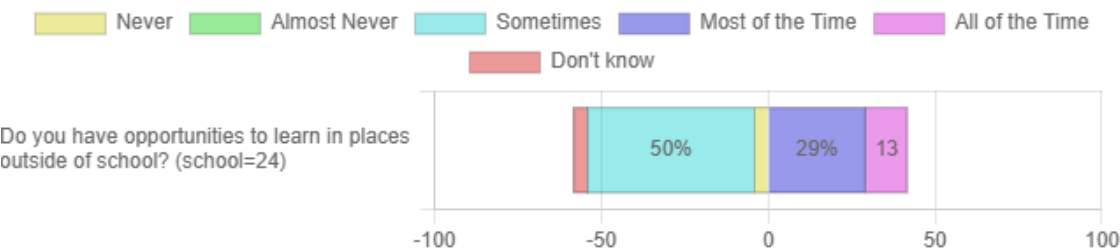
Printed on June 23, 2026



If students generally feel like they belong at our school, but attendance is still an issue, Glacier View plans to focus on student engagement with personalized learning and land-based learning with an emphasis on UDL and numeracy and literacy skill remediation to improve attendance and engagement in learning.

- Compared to the district, students at Glacier View feel they have fewer opportunities to learn in places outside of school “most” or “all of the time”.

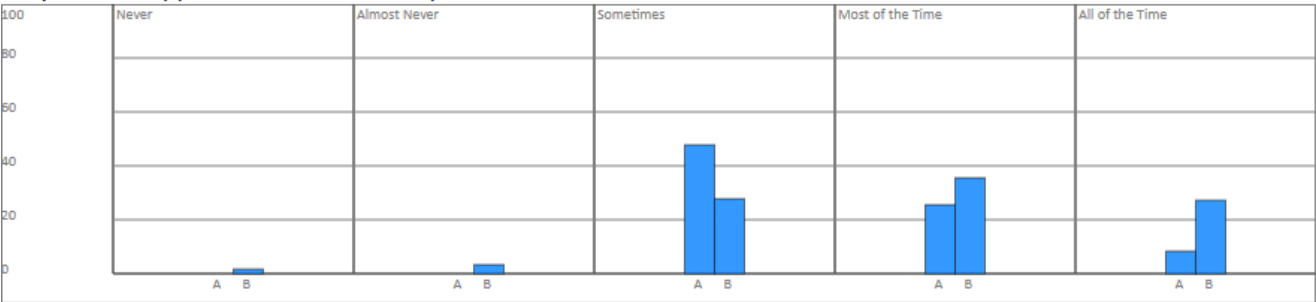
Grade 11 Student Learning Survey
Unofficial Results
 Printed on June 27, 2026



Grade 11 Student Learning Survey
Unofficial Results
 Printed on June 27, 2026

A: Glacier View Secondary Centre
 B: District

Do you have opportunities to learn in places outside of school?



Glacier View plans to increase land-based learning opportunities for students with walking field trips, gardening, and field trips to cultural and other locations.

New Programming

Our school is instituting a new program to target mental wellness for students to work on skill development in keeping with personalized learning.

Glacier View’s new Wellness Program is a partnership between our school, Foundry Comox Valley, and ICY Comox Valley. Our goals are to support up to 18 youth ages 14-18 whose mental health has been a barrier to attending school and/or accessing regular mental health supports by providing a safe, supportive, and accepting community, where we will:

- Offer a supported space for students to re-engage with school in a low-barrier environment (self-paced, no homework)
- Teach therapeutic skills for managing stress, using an evidence-based approach
- Set and work toward individual academic and therapeutic goals for each student

Literacy and Numeracy Support

The 2025-2026 school growth area of focus was on assessment of all students in numeracy and literacy with the goal of identifying skill gaps and the creation of remediation materials. Adding to the collection of remedial materials will be a focus for the upcoming year along with increasing UDL materials for students. Glacier View will also be increasing staffing allocation to learning support services for the 2026-2027 school year for increased time for targeted interventions.

Equity Considerations & Priority Learners

- 41% of Glacier View students are Indigenous learners
- 36.5% of Glacier View students have a ministry designation
- Both data points are higher than the other secondary schools
- Indigenous learners, students with learning challenges, and those with mental health and attendance challenges require targeted support.

District Context:

Every school will uphold and support literacy and numeracy development.

Glacier View's Core Competency Focus Area for 2026-2027

Positive Personal and Cultural Identity: With a focus on developing student personal strengths and abilities

Student Outcome Shift

We know we are making progress when we see students:

- Attending classes with an overall trend of increasing attendance for the school
- Increasing the number of course completions during their school year
- Improved literacy and numeracy 10 outcomes
- Using accessibility tools for learning as needed
- Actively seeking or accepting support
- Using mental wellness skills to manage anxiety and emotions

Adult Practice Shift

We will know that we are making progress when all Glacier View staff:

- Make a yearly goal for land-based learning and personalized learning in their classrooms
- Support students with individualized goal setting and personalized work and assessments
- Use remedial tools for literacy and numeracy in their classrooms when skill gaps are identified
- Assess all grade 7-9 students upon entry to Glacier View for literacy and numeracy baseline
- Actively work on incorporating UDL in their course work

Design Principles chosen to positively impact positive personal and cultural identity

Land-Based Learning: Land-based learning supports students in connecting with place, community, culture, and Indigenous ways of knowing.

- We will increase opportunities for students to learn on the land and learn more about local history and culture.
- We will demonstrate social awareness and responsibility
- We will work on developing a positive personal and cultural identity by increasing connections to land, community, and the environment
- We will engage respectfully with Elders, Knowledge Keepers, and community members

Personalized Learning: Personalized learning focuses on meeting students where they are, supporting individual strengths, interests, goals, and pathways.

- We will help students become more self-aware and increase self-determination
- We will support students with goal setting and self-regulation
- We will aim to build resilience and confidence in student individual strengths.
- We will support students in understanding personal strengths and areas for growth
- We will incorporate a new mental wellness program to actively teach skills for anxiety and mental health partnering with ICY, Foundry, and community partners
- We will focus on individualized programming for skill gap remediation

Monitoring & Evidence

We will review the following data for evidence:

- Review attendance trends monthly:
 - We have instituted an attendance team at Glacier View to track students at risk of slipping for attendance and will be instituting an attendance questionnaire to highlight reasons for lack of attendance for more targeted interventions.
 - Attendance data will be sent to staff weekly to inform teachers and the need for communication home.
 - Individual plans will be created for chronically absent students to support re-entry and regular attendance.
 - Positive reinforcement with students draws will be instituted
- Review literacy and numeracy 10 results:
 - We are completing school-wide literacy and numeracy assessments for grades 7-10 with focus on remediation of skill gaps.
- Collect staff observations around resiliency, knowledge of strengths and areas for growth and willingness to accept/ask for support – collected, in part, from IEP and school learning plan conversations.
- Review student learning survey to review what supports are needed and access to land-based learning opportunities.
- Review course completions at the end of the year as evidence of student engagement.

If Progress Stalls

If data is not showing that we are moving forward with our goals, we will:

- Continue to discuss school goals at every staff meeting
- Work with the school growth leader to move forward as a staff
- Have targeted discussions with staff members for coaching purposes as needed
- Continue to look for other experts for staff learning in UDL

Impact Indicators

This is how we will know we are making an impact on our students with our goal:

- Overall trend of increased attendance
- Improved Literacy and numeracy 10 results, closing the gap between our school results and the district results
- Increased observations of resiliency, knowledge of strengths and areas for growth and willingness to accept/ask for support.
- Increased course completions at the end of the year demonstrating student engagement.

Implementation, Capacity Building & Resource Alignment

To support our staff in the implementation of our school plan, we will work on increasing capacity at all staff meetings. We will:

- Invite inclusive education to work with us students with more complex programming
- Work with inclusive education on accessibility tools
- Support staff with UDL implementation
- Work with Indigenous Education department to support out indigenous learners and increase grad rates
- Provide time at every staff meeting to work on school goals
- Ask staff for a personal goal in September to support positive personal and cultural identity focus and have minimum of two check-ins throughout the year on progress
- Provide funds for land-based learning opportunities
- Allocate funds for collaboration time for staff capacity building
- Allocate more staffing to LST role to support individualized programming and literacy/numeracy programming

Monitoring & Reflection Commitments

To ensure that the school is monitoring progress on our commitment to our school goal of positive personal and cultural identity:

- Principal will have minimum of two check-ins throughout the school year with staff on their personal goal toward supporting positive personal and cultural identity goal.
- Principal will have remedial and coaching conversations if progress is not evident
- Re-evaluate the approach mid-year and end of year if progress is not evident.

Community Communication

What we are focusing on: Our main goal at Glacier view is to support positive personal and cultural identity for students using: Land-based learning and Personalized learning

How success will be measured: Glacier view will be looking at the following data to see if we are meeting our goal

- Attendance data as evidence of student engagement with help from a school-based attendance team looking at targeted supports
- Review literacy and numeracy 10 results using school-wide literacy and numeracy assessments for grades 7-10 with a focus on remediation when skill gaps are identified
- Collect staff observations around resiliency, knowledge of strengths and areas for growth and willingness to accept/ask for support – collected, in part, as part of IEP and school learning plans
- Review course completions at the end of the year

Why it matters

At Glacier View Secondary, we know that students learn best when they feel they belong, are valued, and see themselves reflected in their learning. Our focus on land-

based learning and personalized learning helps students build a strong sense of personal and cultural identity, while developing confidence, resilience, and meaningful connections to their school and community. By meeting students where they are and creating learning experiences that are relevant and engaging, we help increase attendance, strengthen academic achievement, improve well-being, and support every student on their path to graduation and future success.

How families can support learning: Families are an important part of student success and together, we can build confidence, resilience, and success.

- Encouraging regular attendance
- Talking with your child about school and learning
- Celebrating progress—not just grades
- Encouraging outdoor learning and curiosity
- Helping your child set personal goals
- Reaching out when additional support is needed

How we will communicate with families: Regular communication helps us work together to support every student. Throughout the school year families will receive updates through:

- School newsletters and website
- Parent-teacher conferences and intake meetings
- Individual phone calls and emails
- Learning updates and report cards

Together, we are creating a school where every student feels they belong, every voice matters, and every learner can succeed.