

Ecole Secondaire Mark R. Isfeld Secondary School

Annual School Growth Plan 2026-2027



Decolonizing, Indigenizing Commitment

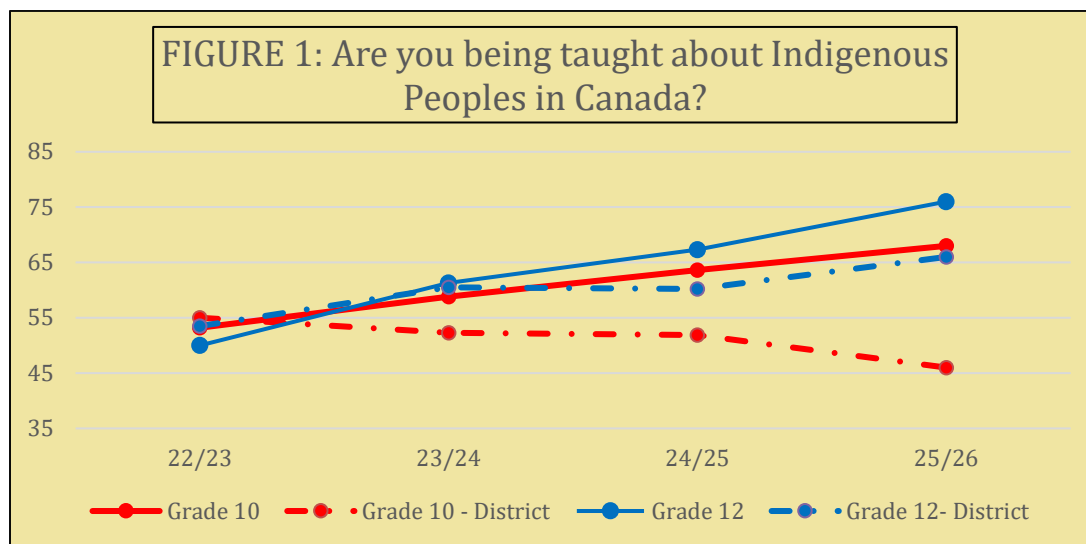
The staff and students of Mark R. Isfeld acknowledge we are on the traditional territories of K'ómoks First Nation. We would like to thank them for the privilege of living on their land and the gift of working with their children.

We are deeply committed to learning, unlearning and relearning and taking action for lasting truth and Reconciliation.

In addition to our school's Core Competency Focus Areas we also have a staff professional learning culture focus area:

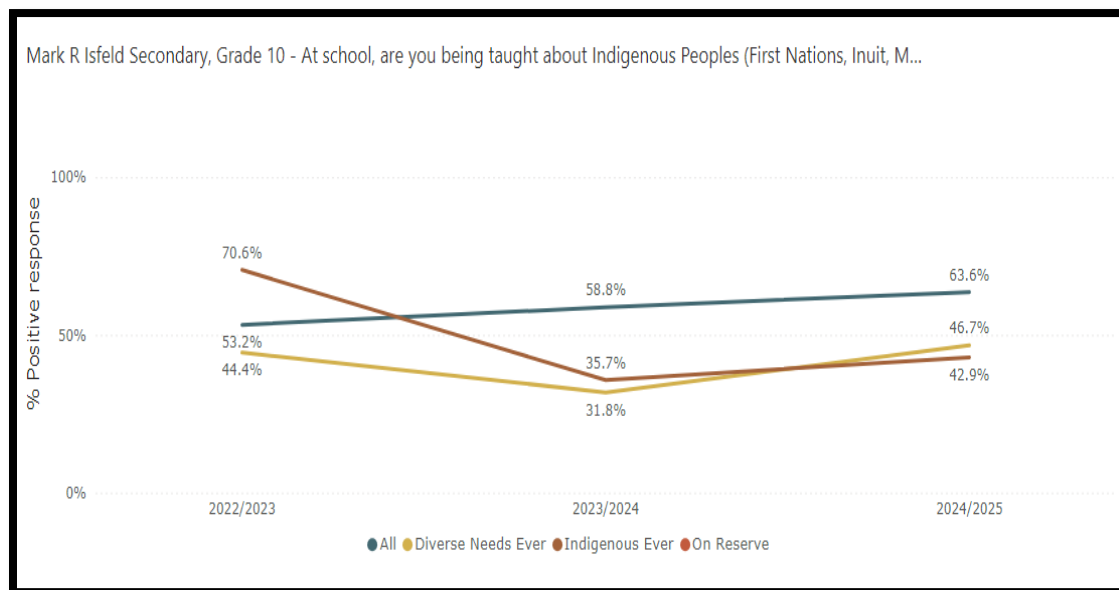
To foster a collaborative and reflective professional learning culture that actively engages in Indigenizing and decolonizing education and centering learning in all we do. This goal prioritizes meaningful relationships through personalized learning, Indigenous ways of knowing, and equitable learning opportunities, ensuring a positive impact on individual student success.

Figure 1a: At school are you being taught about Indigenous Peoples in Canada?



Analysis: Our grade 10 and 12 students demonstrate a consistent increase year by year well above the district average. **Both indicators are well above the provincial average of 54%.**

Figure 1b: Grade 10s - At school are you being taught about Indigenous Peoples in Canada?



Analysis: Although our overall average is well above provincial and district norms we see a large statistical gap within our student population (all, diverse, Indigenous). The gap did decrease in 2024/2025.

Context and Portrait of the School

Mark R. Isfeld Secondary School is a public high school in the Comox Valley School District serving students in Grades 8–12. Located in Courtenay, British Columbia, the school is known for its strong academic programs, French Immersion stream, athletics, fine arts, and extracurricular opportunities. Its modern campus and active student

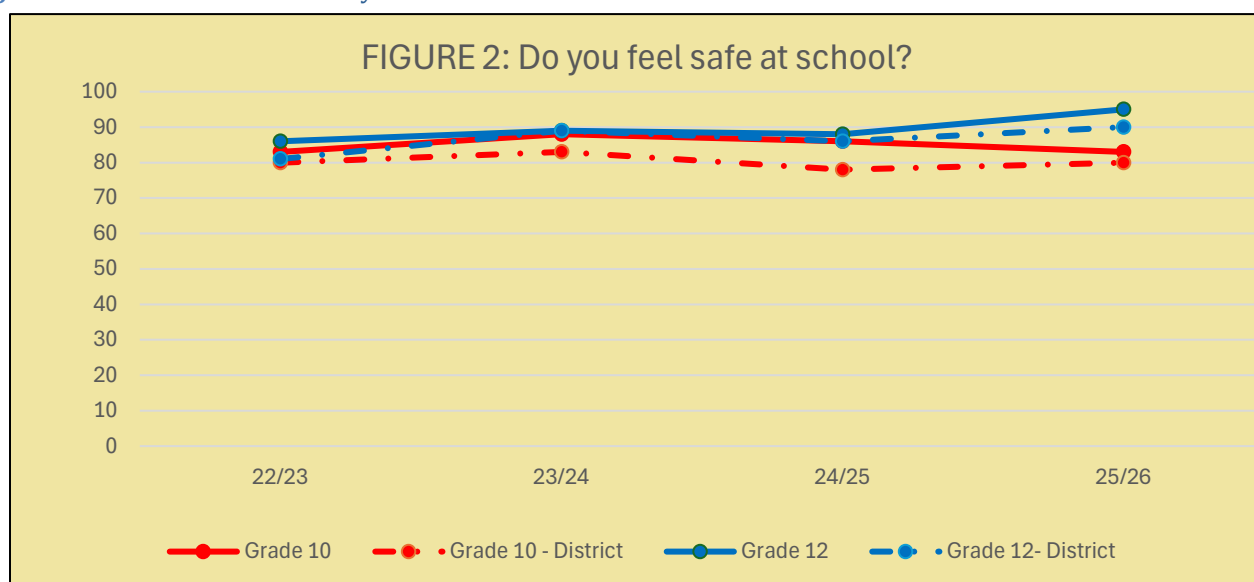
culture give it a reputation as one of the region’s well-rounded secondary schools, with a focus on both academic achievement and community involvement. The school’s teams compete as the “Ice,” and its Spirit Bear mascot reflects the school’s emphasis on resilience, inclusion, and local identity.

The school is named after Mark R. Isfeld, a Canadian Forces peacekeeper who was killed in Croatia in 1994 while serving in a humanitarian demining mission. He became widely remembered for helping children in war zones by distributing small knitted “Izzy Dolls,” made by his mother. Renaming the school in his honor gave it a unique identity tied to peacekeeping, compassion, and public service. Today, the school continues to reflect those values through leadership programs, student activities, and strong connections to the broader Comox Valley community.

Our Learners: What the Evidence Tells Us

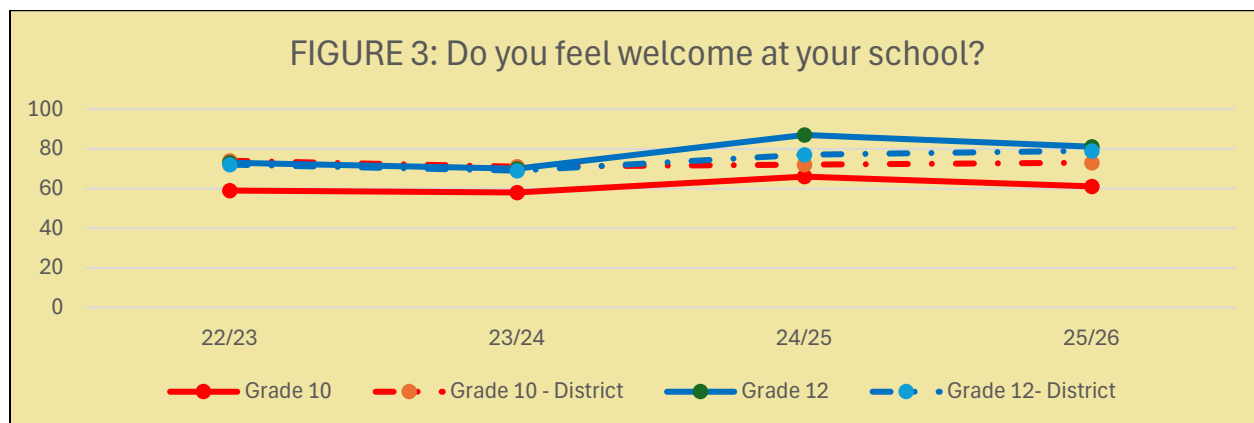
Students feel safe, welcome and supported at school:

Figure 2a – Grades 10 & 12 – Do you feel safe at school?



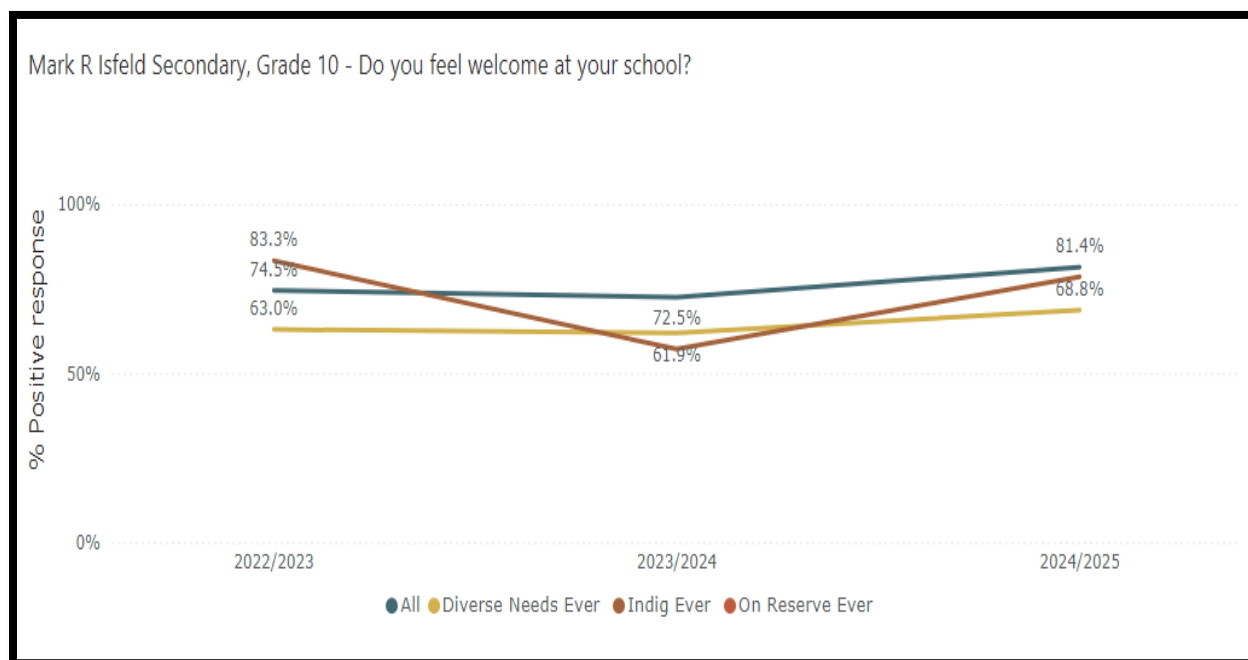
Analysis: A high percentage of students feel safe attending Mark R. Isfeld. Well above the **provincial average of 77%**.

Figure 3a – Grades 10 & 12 – Do you feel welcome at your school?



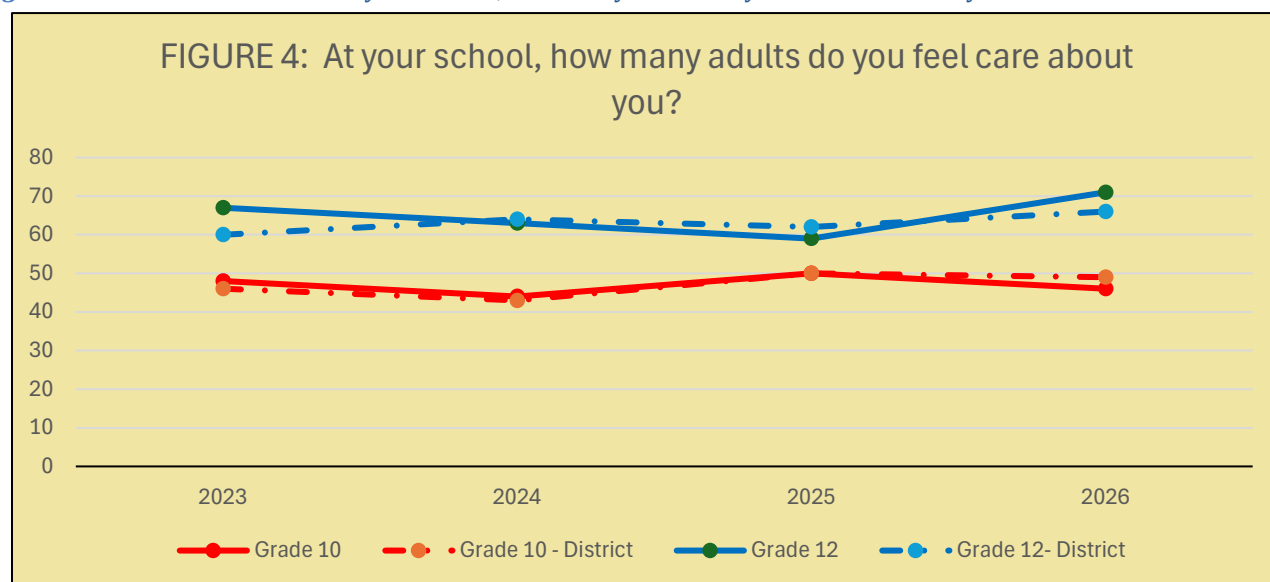
Analysis: Grade 12s feel welcome at school after four years in the building. Grade 10s are below the district average. **Grade 12s trend above the provincial average of 70%** while Grade 10s trend below the provincial average.

Figure 3b – Grade 10s - Do you feel welcome at your school?



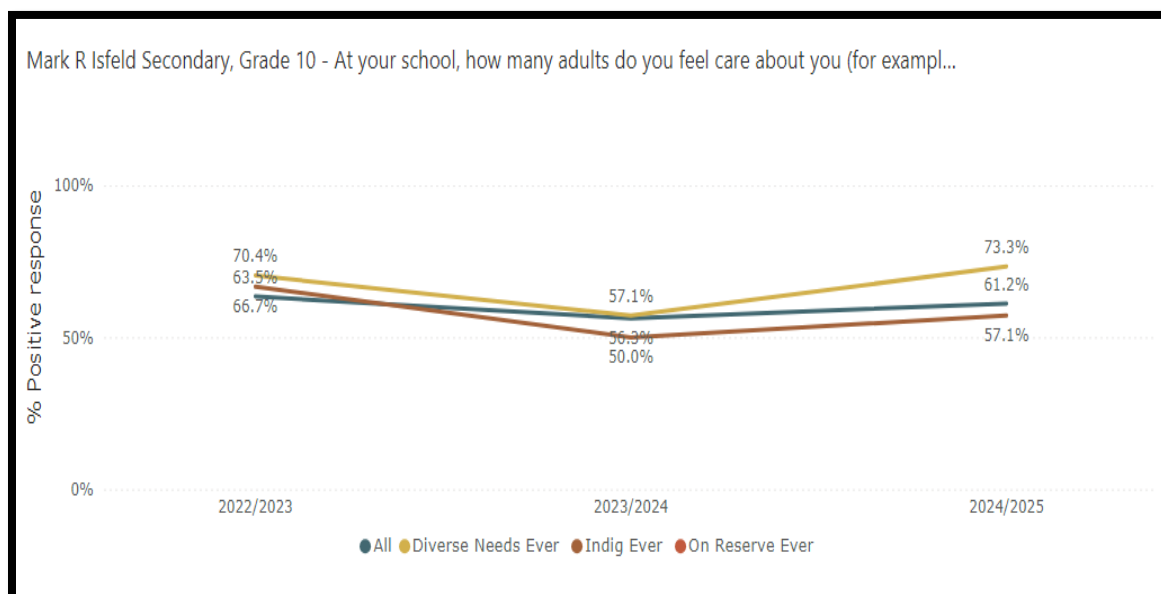
Analysis: All grade 10 student groups are trending in a positive direction with a large increase in our Indigenous student population in the last year following a large decrease.

Figure 4a – Grades 10 & 12 – At your school, how many adults do you feel care about you?



Analysis: Grade 12 students trend above **the provincial average of 57%**. Grade 10 students at Mark Isfeld and across the district trend well below the provincial average.

Figure 4b – Grade 10s - At your school, how many adults do you feel care about you?



Analysis: Our diverse Grade 10 students are 16% above the provincial average which speaks to the strength of your Student Service supports and our overall school staff. All students and Indigenous students trend at or above the provincial average.

Our School's Core Competency Focus Area(s) for This Year

1 - Thinking:

School Goal #1 - Through Personalized Learning:

Through Universal Design for Learning (UDL) and differentiated instruction strategies educators provide learning opportunities where every student feels valued and supported, enabling them to develop their unique abilities and achieve personal success via multiple means of engagement, representation, and expression, ensuring accessibility and equity for all learners.

Student Outcome Shift

We will see positive progress when we observe students:

- Enrolled in fewer Access Centre and Opportunities blocks to support their learning and remaining in their classes due to UDL practices
- Successfully completing their courses at a higher rate and an improved final grade standing
- Demonstrating and feeling they have input and currency into how they are learning and how they are displaying that learning.

Adult Practice Shift

We will know that we are making progress when we observe teachers/support staff/school leaders:

- Advocating for students to remain in their subject classrooms
- Providing choice in student demonstration of learning

- Implementing **Inclusion and Personalized Learning** design principles to provide students choice within classes and of classes

Observable Quantitative Data –

Baseline Data from 2025/2026:

Figure 5 – Students by grade enrolled in Learning Support Block for 2025-2026 (block = 1 semester or two terms)

Grade Level	25/26 Access Blocks	25/26 Opps Blocks	26/27 Access Blocks	26/27 Opps Blocks
8	84	28		
9	80.5	58.5		
10	83	52		
11	59	22		
12	46	32.5		

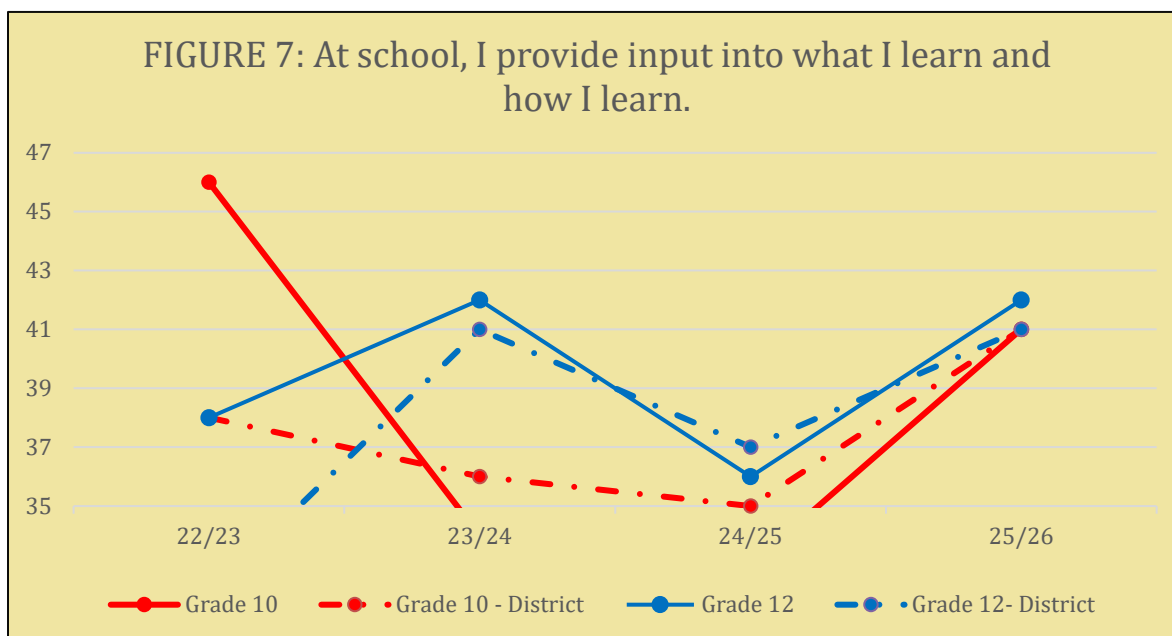
Analysis: Baseline data for future trends analysis

Figure 6 – Grades 8 to 12 Student Final Grades Table (by Course) for 2025-2026

Grade Level	Emerging	Developing	Proficient	Extending
8	68	471	1351	184
9	87	508	1445	317
Grade Level	Less than 50%	50% – 72%	73%-85%	86%+
10	22	353	644	1225
11	15	208	398	945
12	12	181	290	834

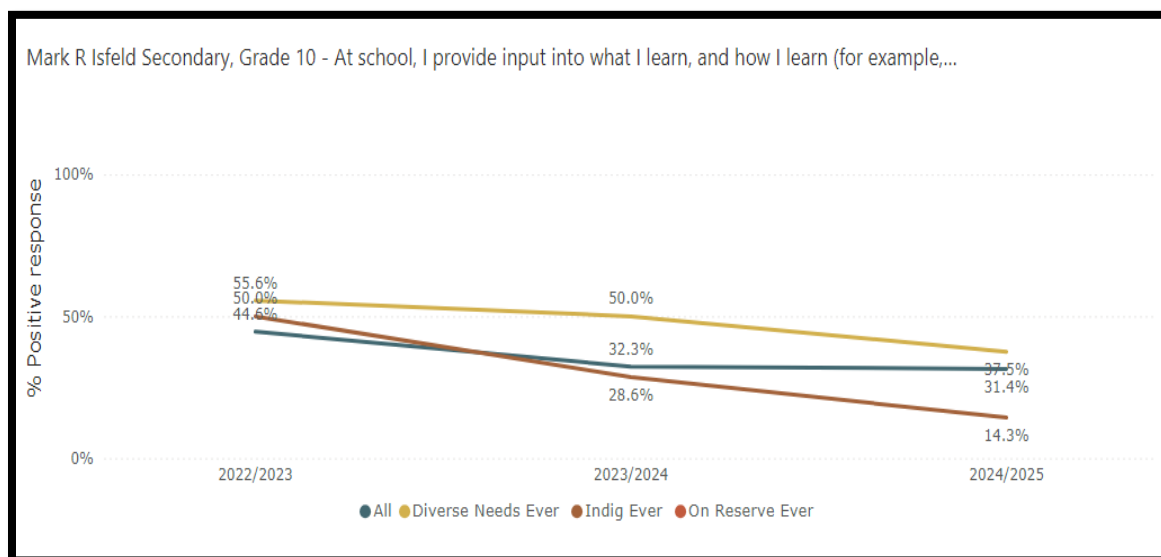
Analysis: Baseline data for future trend analysis

Figure 7a – At school, I provide input into what I learn and how I learn (SLS)



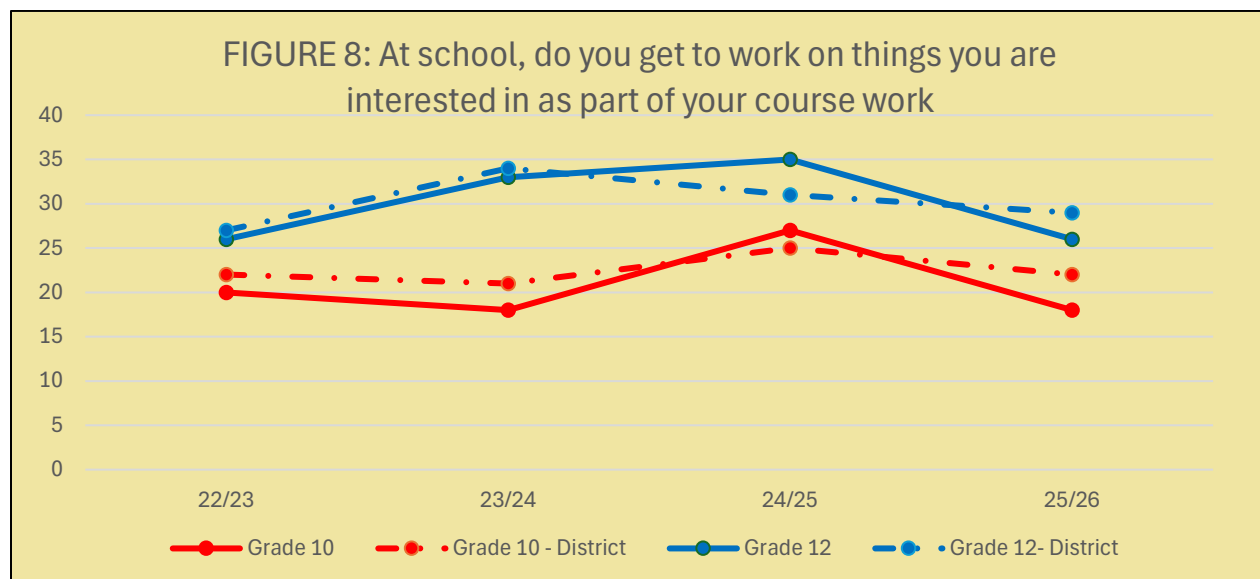
Analysis: There is a fluctuating range among grade 10 Isfeld students with a recent upswing in 2025/2026. As well, Isfeld grade 12 students demonstrate fluctuating data with a recent upswing in 2025/2026.

Figure 7b – Grade 10s - At school, I provide input into what I learn and how I learn (SLS)



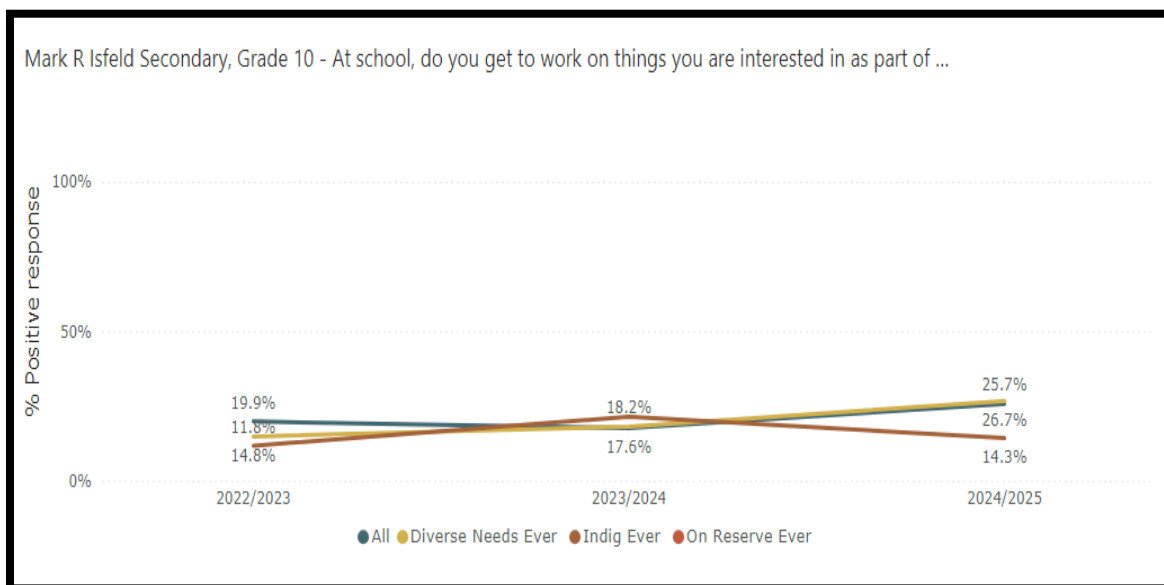
Analysis: A consistent decrease in Grade 10 student input over the three years displayed. The largest decrease is within the Grade 10 Indigenous student population.

Figure 8a – At school do you get to work on things you are interested in as part of your course work? (SLS)



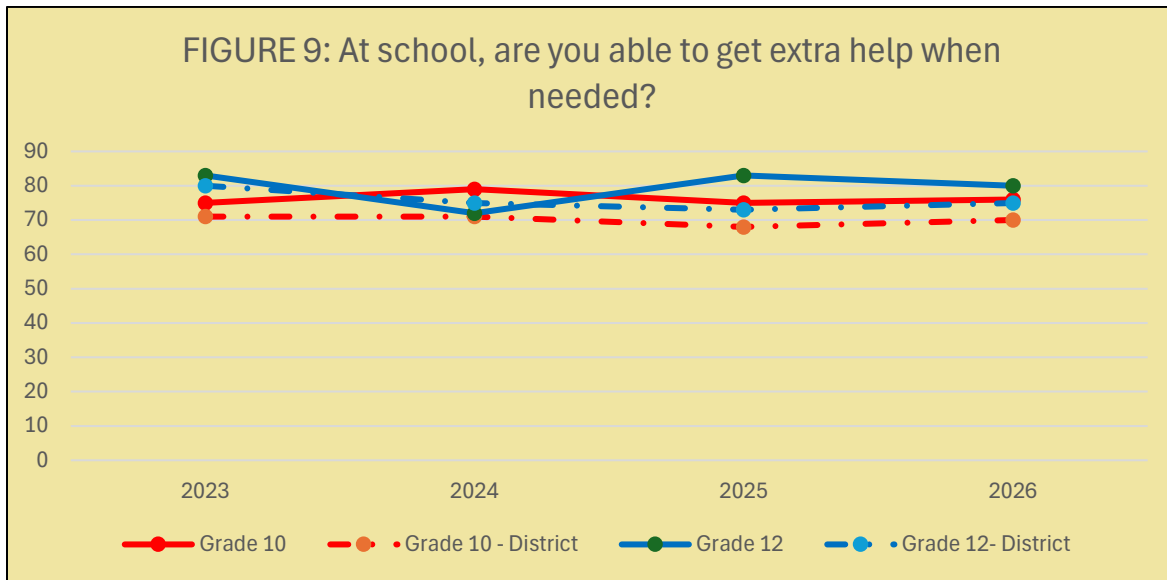
Analysis: Following an upward trend we see a decrease this year below district levels.

Figure 8b – Grade 10s - At school do you get to work on things you are interested in as part of your course work? (SLS)



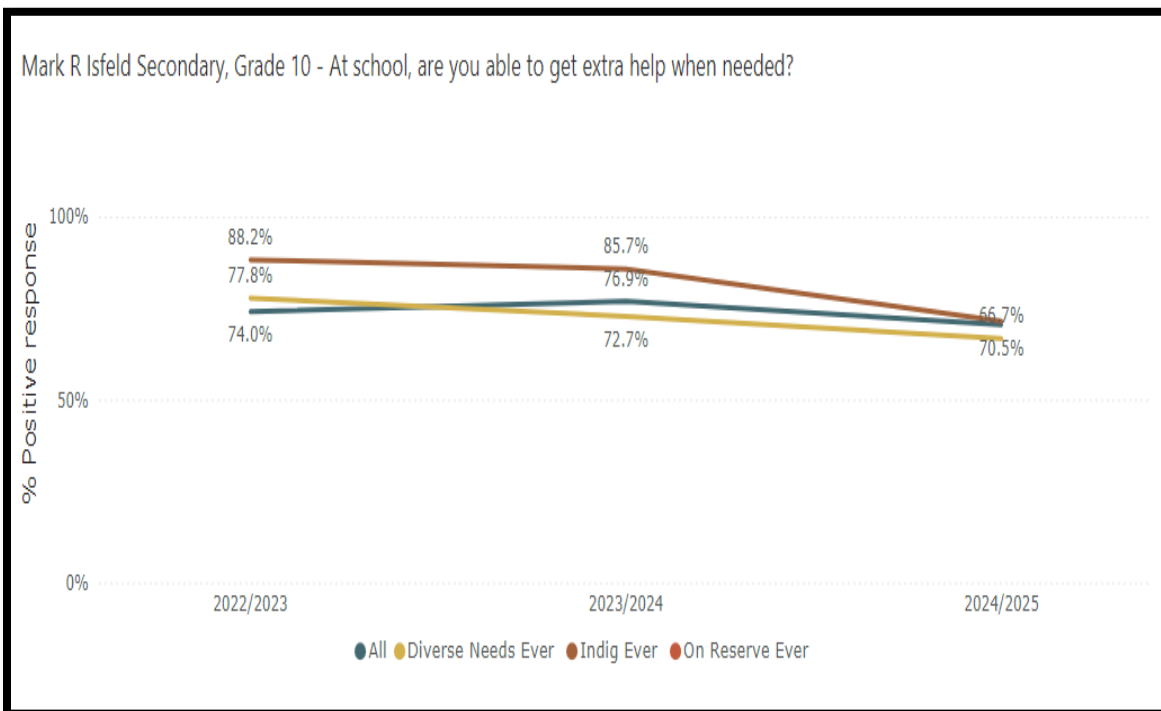
Analysis: Overall an increase in grade 10 students from 2022 to 2025. We see a 4% decrease with Indigenous grade 10 students.

Figure 9a: At school, are you able to get extra help when needed? (SLS)



Analysis: Both grade levels are trending well above the district and provincial average of 69%.

Figure 9b: Grade 10s - At school, are you able to get extra help when needed? (SLS)



Analysis: Data demonstrates a downward trend in the three years presented. Indigenous grade 10 students are above or at the same level as all grade 10 students overall in a year by year decrease.

Monitoring & Evidence Cycle

The following evidence will be reviewed at the end of each semester (some evidence may be reviewed at the end of each term) by administration and shared with all staff:

- Number of students with support blocks

- Course final grades (term)
- UDL and Differentiation Professional Learning for staff

The following evidence will be reviewed at the end of the school year by administration and shared with all staff:

- Student Learning Survey results to compare to baseline data listed above.
- UDL and Differentiation Professional Learning for staff

Impact Indicators

The following data points will provide evidence of a positive impact:

- Increased student time spent in subject classrooms (viewed through a decrease in the number of support blocks)
- Improved student final course grades
- Increased student agency of their learning as per SLS results compared to baseline reported in this report

The following qualitative data will provide evidence of a positive impact:

- UDL and differentiated instruction professional learning opportunities
- Staff responses collected via survey

2 - Personal & Social:

School Goal #2 - Through Flexible Learning Environments:

To foster a flexible learning environment that adapts to the diverse needs of students by incorporating choice, accessibility, and innovation, ensuring all learners can engage, explore, and succeed in their education at Mark R. Isfeld Secondary, the Comox Valley School district and their community.

Observable Data

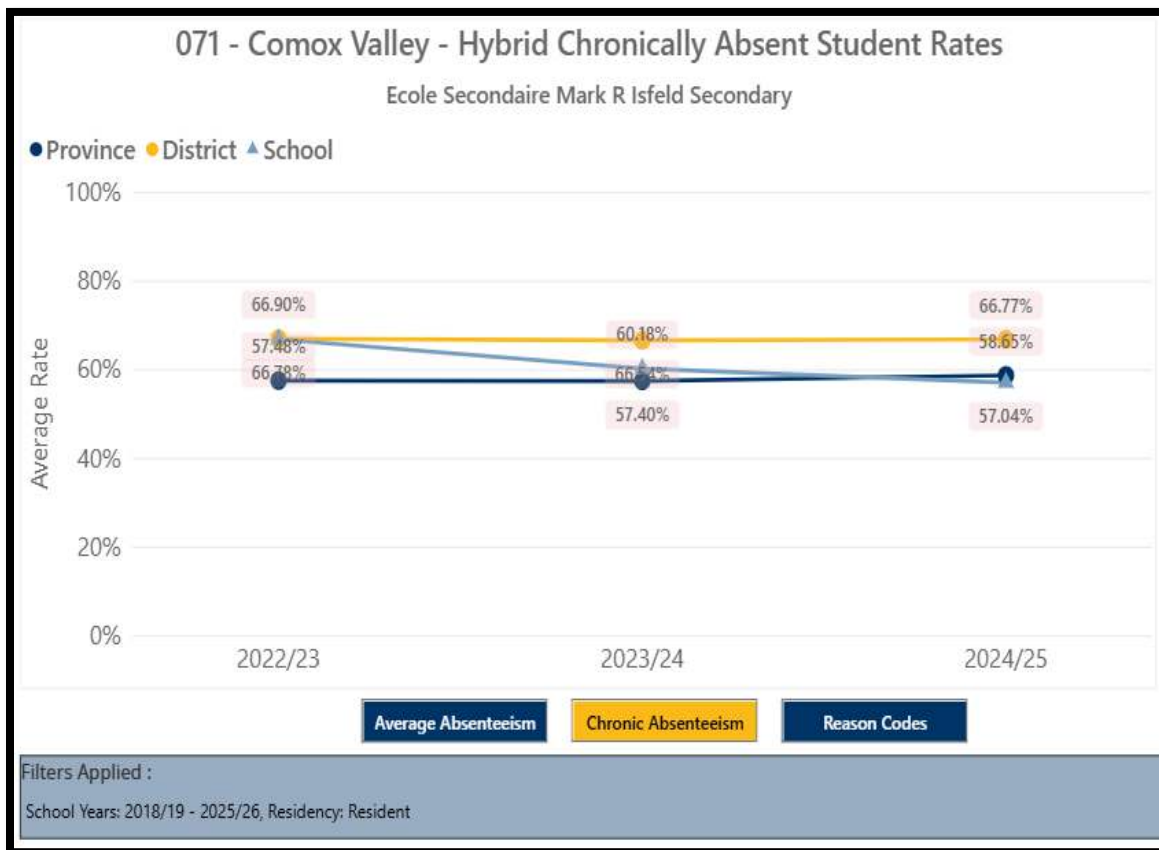
Baseline Data from 2025/2026:

Figure 10 – All Isfeld students enrolled in NIDES & PIE courses

Grade Level	NIDES		PIE		Other?	
	Students	Courses	Students	Courses	Students	Courses
2025/2026	135	155	35	47		
2026/2027						

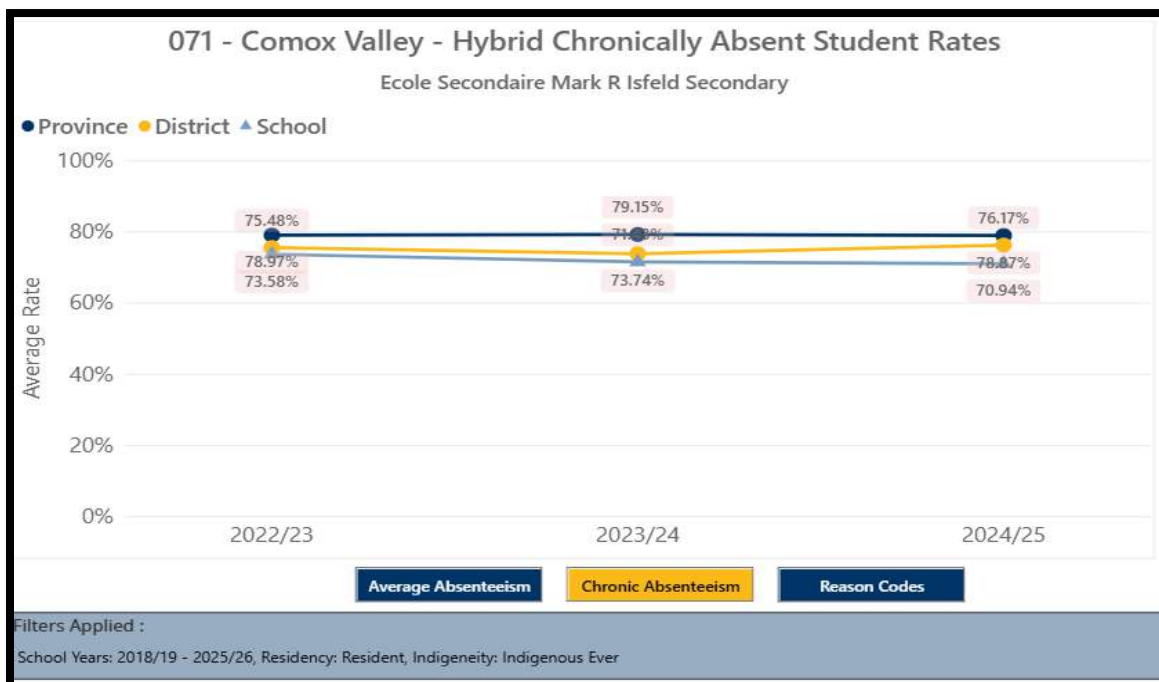
Analysis: Baseline data for the implementation of the Isfeld CONNECT program in 2026/2027.

Figure 11a – Hybrid Chronically Absent Student Rates – ALL STUDENTS



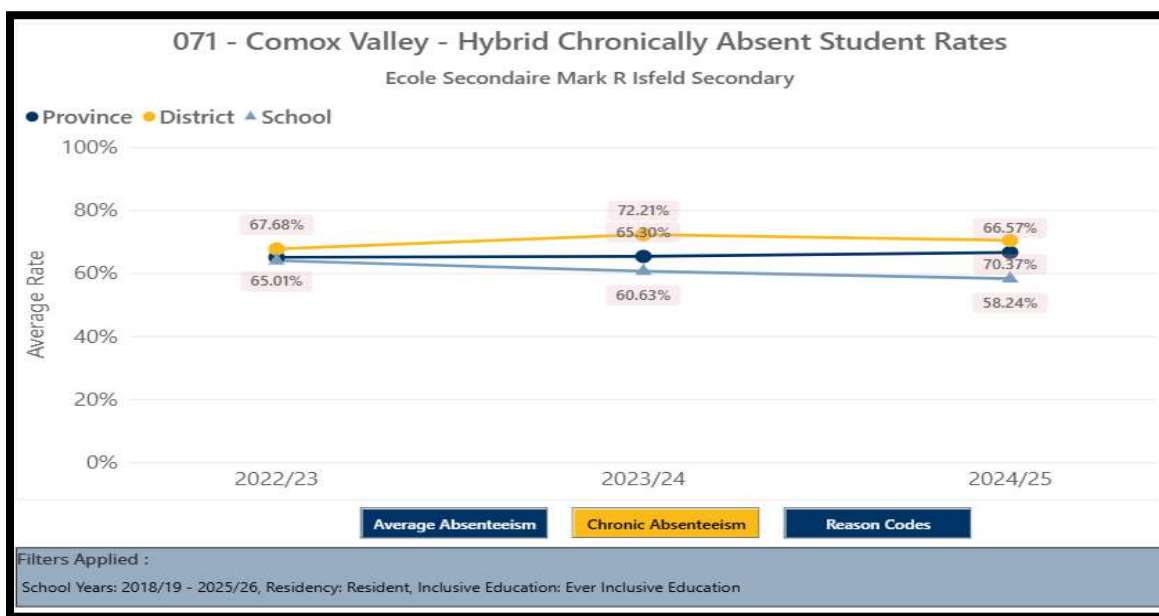
Analysis: The province defines chronic absenteeism as missing more than 10% of school time. Isfeld is demonstrating a decrease year to year in chronic absenteeism to land below district and provincial averages.

Figure 11b – Hybrid Chronically Absent Indigenous Student Rates



Analysis: Indigenous students attending Mark Isfeld demonstrate chronic absenteeism rates below the district and provincial rates.

Figure 11c – Hybrid Chronically Absent Diverse Needs Everyone Student Rates



Analysis: Diverse Needs students attending Mark Isfeld demonstrate chronic absenteeism rates below the district and provincial rates.

Student Outcome Shift

We will see positive progress when we observe students:

- Enrolled in fewer NIDES and PIE courses
- A positive launch of the Isfeld CONNECT and growth of students enrolled in CONNECT to pursue their learning at any place, pace and time
- With improved attendance due to an ability to engage in a more flexible learning environment
- Transitioning to their next grade and/or graduation on time (or ahead of schedule)
- Respectfully engaging with Flexible Learning Opportunities within traditional brick and mortar subject classrooms

Adult Practice Shift

We will know that we are making progress when we observe teachers/support staff/school leaders:

- Increased use of Flexible Learning to provide student choice of place, time and pace of their learning
- Receiving support from and collaborating with the School Growth Team Leader – Flexible Learning
- Implementing **Flexible Learning Environments & Personalized Learning** Design Principles through the addition of the CONNECT program and increased use of Flexible Learning in the traditional brick and mortar subject classroom.
- Continuous Professional Learning targeting Flexible Learning/Hybrid Learning and Blended Learning instructional practices

Monitoring & Evidence Cycle

The following evidence will be reviewed at the end of each semester (some evidence may be reviewed at the end of each term) by administration and shared with all staff:

- Number of students enrolled in NIDES/PIE courses (and number of courses)
- Number of students enrolled in the new CONNECT program (and number of courses)
- Success rate of students enrolled in CONNECT courses
- Hybrid Chronically Absent Student Rates

The following evidence will be reviewed at the end of the school year by administration and shared with all staff:

- Student Learning Survey results to compare to baseline data listed above.
- UDL and Differentiation Professional Learning for staff

Impact Indicators

The following data points will provide evidence of a positive impact:

- Increased student enrollment in CONNECT courses
- Decreased student enrollment in NIDES/PIE courses
- Improved Hybrid Chronically Absent Rates
- Increased student agency of their learning as per SLS results compared to baseline reported in this report (see First Goal – Core Competency) (Figure 7a-c)

Implementation, Capacity Building & Resource Alignment

(What we will learn together and what we will invest in)

Implementation

Over the past eighteen months various staff have been supported and participated in professional learning centered on Universal Design for Learning (UDL) and differentiated instruction. We are starting to see the impact of this learning in various classrooms (particularly in French Immersion). We will continue to support and encourage these instructional practices in all classrooms.

The Isfeld CONNECT program will begin in the 2026/2027 school year to provide a Flexible Learning Environment for grade 10-12 students. One of our six School Growth Team Leaders will be focused on Flexible Learning Environments to support classroom-based staff in implementing flexible learning opportunities within individual classrooms. This has already taken place in classrooms such as Psychology, Global Political Studies 12 and a few others.

Professional Learning

Our newly formed professional learning committee will collaborate with school administration to provide opportunities throughout the 2026/2027 school year in the following areas:

- Decolonizing and Indigenizing our instructional practices
- Universal Design for Learning (UDL) and Differentiation
- Flexible Learning Environments
- Other needs identified by school staff and students

Resource Alignment

UDL & Differentiation

- Learning Tools as identified by staff such as:
 - Classroom visuals
 - Larger projector screens
 - Sound Systems
 - Headphones with Microphones
 - Individual Technology
- Professional Learning Opportunities

Flexible Learning Environments:

- CONNECT
 - Technology Hardware Needs
 - Curriculum and Software Resources
 - Room 100 Renovation to develop a hybrid learning space
- Classrooms
 - Technology Hardware Needs
 - Family/Student Communication
 - Brightspace/Teams Professional Learning
 - Classroom Learning Space Needs
- Others
 - Field Trips (large portion of school budget)

Monitoring & Reflection Commitments

Thinking – Personalized Learning

The following evidence will be reviewed at the end of each semester (some evidence may be reviewed at the end of each term) by administration and shared with all staff:

- Number of students with support blocks
- Course final grades (term)
- UDL and Differentiation Professional Learning for staff

The following evidence will be reviewed at the end of the school year by administration and shared with all staff:

- Student Learning Survey results to compare to baseline data listed previously.
- UDL and Differentiation Professional Learning for staff

Personal & Social – Flexible Learning Environments

The following evidence will be reviewed at the end of each semester (some evidence may be reviewed at the end of each term) by administration and shared with all staff:

- Number of students enrolled in NIDES/PIE courses (and number of courses)
- Number of students enrolled in the new CONNECT program (and number of courses)
- Success rate of students enrolled in CONNECT courses
- Hybrid Chronically Absent Student Rates

The following evidence will be reviewed at the end of the school year by administration and shared with all staff:

- Student Learning Survey results to compare to baseline data listed above.
- UDL and Differentiation Professional Learning for staff

If Progress is not Evident

If progress is not evident, staff and school leaderships will:

- Review students enrolled in Access Centre and Opportunities blocks – connect with subject-based staff to discuss UDL and differentiation practices
- Review implementation of CONNECT program
- Discuss interventions needed to support student learning in their subject classroom
- Review any possible redirection in student Core-Competency development needed



Ecole Secondaire Mark R. Isfeld Secondary School

Annual School Growth Plan 2026–2027

We are committed to creating inclusive, holistic, and personalized learning environments where every student can thrive.



WHAT WE FOCUS ON



Thinking:

Through
Personalized Learning

Through Universal Design for Learning (UDL), differentiated instruction and flexible learning environments, we provide learning opportunities where every student feels valued and supported. This means:



Personal & Social:

Through Flexible
Learning Environments



Multiple means of engagement to connect with learning



Multiple means of representation to support understanding



Multiple means of expression to show what they know

GOAL:

Every student feels supported to develop their unique abilities and achieve personal success.



WHY IT MATTERS

- Students feel safe, welcome and supported at school.
- Strong relationships with caring adults make a difference.
- Students who feel connected are more engaged, successful and ready for their future.
- We are closing gaps and creating equitable opportunities for all learners.



HOW SUCCESS WILL BE MEASURED

- Student Learning Survey results in key areas:
 - Knowledge of local, provincial and national Indigenous-focused topics
 - Feeling safe and welcome at school
 - Having adults who care
- Positive trends and gap reduction across all student groups
- Student voice and feedback



HOW FAMILIES CAN SUPPORT LEARNING

- Talk with your child about their day and celebrate their efforts.
- Encourage persistence and a growth mindset.
- Connect with the school—reach out if you have questions or concerns.
- Stay involved—attend events, meetings and communicate with teachers.
- Work together—we are stronger as a school community!



LEARN MORE ABOUT OUR SCHOOL GOALS

Scan the QR code or visit the link below:

www.comoxvalleyschools.ca/mark-isfeld-secondary/isfeld-goals/