

SCHOOL DISTRICT NO. 63 (SAANICH)

EDUCATION DIRECTIONS COMMITTEE AGENDA

Agenda

Committee Members: Board of Education:
Trustee Teri VanWell, Chairperson
Trustee Nola Silzer
Trustee Sheila Stelck

Helena Takhar (SAA) – elementary
Kelly De Klerk (SAA) – secondary
Monique Hiltz (COPACS)
Don Peterson (STA)

Carly Hunter, Director of Instruction
Paul McKenzie, Assistant Superintendent

Tuesday, Nov 10, 2020

3:00 p.m. to 5:00 p.m. – Saanichton ILC

Other Attendees: Colleen McNamee, District Career Coordinator
Heidi Hackman, District Career Coordinator
Darcy McNee, District Teacher Leader

A. PRESENTATIONS AND QUESTIONS

1. Career Programs in Saanich – Colleen McNamee and Heidi Hackman
2. MyEd Report Cards for Elementary School – Darcy McNee and Carly Hunter

B. ITEMS FOR DISCUSSION

(None)

C. ITEMS FOR RECOMMENDATION

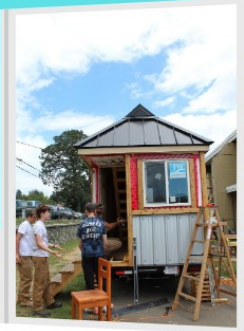
(None)

D. ITEMS FOR INFORMATION

1. School Plans 2020/21- Paul McKenzie

E. FUTURE AGENDA ITEMS

(None)



Skills Training Apprenticeship Carpentry (STAC)

Students are immersed in the "Level One" Carpentry curriculum
Students may transition to Camosun College to complete 7-week Level One Carpentry

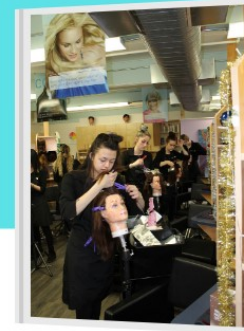
When: Semester 2
Credits: 16-20
Location: Saanichton Learning Centre



Work Experience 12A & 12B (WEx)

Experience 100-120 hours of on-site job training in a cooperative partnership between the student, the school and the employer.

When: Semester 1 & 2
Credits: 4 credits each
Location: All Locations



Vancouver Island University Hairstylist Program

Combination of theoretical and practical training that occurs in our own teaching salon, "Studio 63".
First class instructional salon with professional instructors.

When: Feb - Dec 10 months
Credits: over 40
Location: Saanichton Learning Centre
Partnered with: VIU

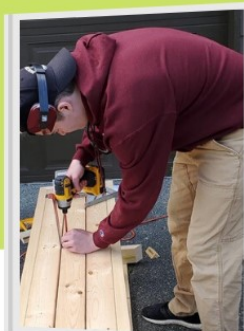


Trade Awareness Skills & Knowledge (TASK)

Sample over 9 Trades
Receive 7 Certifications

- Welding
- Carpentry
- Plumbing
- Sheet Metal
- Tile Setting
- Joinery
- Electrical
- Drywall
- Painting
- Document & Plan
- Reading
- Auto Service Tech

When: Semester 1
Credits: 16-20
Location: Saanichton Learning Centre
Partnered with: Camosun



Trade Exploration (TEX)

Trade Exploration in the following trades:

- Carpentry
- Electrical
- Plumbing/pipe fitting
- Metal fabrication / welding

When: Semester 2
Credits: 16
Location: Claremont
Partnered with: Camosun



Marine Service Technician (MST)

1 Night a week classes
Students acquire skills and knowledge to work on repair, service, and maintenance of pleasure use vessels from 15'-150' in length. They will learn about onboard systems, like plumbing and electrical and hull repair, masts, and rigging, propulsion systems (engines), etc.

When: Semester 1 & 2 (1 class a week)
Credits: 4
Location: Quadrant Marine Institute
Partnered with: Parkland Marine Restoration Program



PROGRAMS/COURSES

Be a College Student while still in High School!!

Business, Health and Human Services, Trades, Arts and Science and Technology
Programs and Courses offered at CAMOSUN with Tuition Fees sponsored by the District.
Opportunity to Explore a future Pathway!



GET A HEAD START ON YOUR
TECHNICAL TRADES TRAINING.

Attend a trades training class at a local high school, a partner post-secondary institution or an ITA-certified training facility.

You'll learn from skilled instructors and earn credits that count towards your high school diploma



GET **ON-THE-JOB TRAINING AS A YOUTH APPRENTICE** while you're still in High School.

Get ahead on the work-based training of a trade apprenticeship while you're still in high school.
Not only will you take home a pay cheque, you'll earn up to 16 credits towards your high school diploma, log 480 training hours, maybe even earn a \$1,000 award.

IF YOU ARE INTERESTED IN ANY OF THESE PROGRAMS PLEASE CONTACT THE CAREER TEACHER AT YOUR SCHOOL!!

To: Education Directions Committee

Prepared By: Paul McKenzie

Subject: School Plans 2020-2021

Date: November 3, 2020

Overview:

Attached for information are the revised School Plans for 2020-2021. As discussed in our Education Directions Committee meeting of October 6, 2020, the intention for this school year will be to effectively extend the plans that were developed in the 2019-20 school year. Given the challenges through the past year to fully action some of the intended initiatives planned, schools this year are moving forward with the existing school plan, with some minor amendments. This will allow for an extended period of time over the course of this year, to more fully implement and learn from the strategic steps that are being made in service to the goal(s) identified in their respective plans.

Included also in this package is a summary report from Schools, which was intended to capture some reflective commentary on:

- Instructional actions taken over the course of the year (referenced from the ‘Taking Action’ section);
- Summary comments/ reflections on impacts and supporting evidence (referenced in the Checking / Results section); and
- Summary comments on lessons learned that will inform the work going forward for the 2020-21 year, and beyond.

Respectfully submitted,



Paul McKenzie
Assistant Superintendent

PM/skd

Attachments: 2020-2021 School Plans

School Goal Statement 1: While maintaining the strong sense of belonging and growth mindset developed at Brentwood, we will continue to increase student success by focusing on the area of writing and its power to express and explore thoughts, emotions, and wonderings.

1. Rationale:

- a. Annual report card data continues to indicate that writing is an area where our students need our focused support. Furthermore, due to the unprecedented 2019-2020 school year, we feel it is important to continue to honour the work that was developed by staff in 2019-2020 and build upon this foundation in the 2020-2021 school year.
- b. Inclusive schools that focus on building a strong sense of belonging and foster a growth mindset create a culture that promotes risk taking in learning, which in turn will help improve student achievement.
- c. We believe that teacher collaboration on planning a writing program and developing criteria for writing assessment, will lead to improved student achievement in writing.

2. Strategies:

a. Taking Action:

- i. Utilize opportunities such as Pro-D days and teacher release time to enable collaborative planning for and assessment of student writing beginning in September 2020;
- ii. As grade groups, create yearly plans for writing and develop common criteria for assessment and work to assess writing in grade groups to build common understanding and collegiality as a group of curious professionals seeking to improve student achievement;
- iii. Focus school based Pro-D days on alignment of common language to share progress in an authentic fashion with students and their families;
- iv. Use the “Learning Sprints” model on a five-week cycle to provide opportunities for teacher/teacher and teacher/student collaboration by grade group;
- v. Involve students in individual goal setting and personal reflection about their writing using established criteria and peer editing as well as shared writing between students and teachers;
- vi. Use technologies such as Google ReadWrite, Clicker, and MS Word programs to support student writing;
- vii. Showcase student writing projects in the school via bulletin boards, Writer’s Assemblies, and sharing with buddy classes and families;
- viii. Use authentic, compelling school experiences (e.g. school performances) as a basis for generating writing samples to use as touchstones for assessment and planning; and
- ix. Use Adrienne Gear’s book “Powerful Writing Structures” as a framework for building year-long plans for writing instruction.

b. Checking/Results:

- i. Annual report card data from March and FSA results for Grade 4 students;
- ii. Grade wide writing samples taken in October and March based upon a collective and compelling school experience; and
- iii. Student Survey in October and March: “Do you see yourself as a writer?”

Brentwood Elementary School Plan

2020-21



Student Achievement Data:

1. Foundational Skills Assessment (FSA) – Grade 4
% of Students who demonstrate proficiency or are extending their skills in the following areas:

Brentwood	2016/17	2017/18	2018/19	2019/20
Reading				
District:	86%	78%	79%	74%
School:	79%	76%	76%	91%
Writing				
District:	91%	86%	99%	86%
School:	90%	84%	98%	95%
Numeracy				
District:	82%	75%	74%	71%
School:	83%	86%	77%	86%

School Goal Statement 2: Students will be returning to school in a “new normal” post COVID-19, and we feel it is essential to be particularly mindful of the variety of student lived experiences. Our staff will build their capacity to support students through trauma-informed practice.

1. Rationale:

- a. Students are likely to present with a wide variety of behaviours upon returning to school. We know behaviour is purposeful, and wish to seek clarity as to why children are exhibiting behaviour at times to ensure we respond and support in affirming and supportive ways.
- b. We acknowledge that while some students will come out of the pandemic experience positive and strengthened, others will need an increased level of support in the areas of academic growth and/or social-emotional wellness.
- c. We want to provide an open and responsive space for children to express themselves and their feelings towards reintegrating into the physical school environment.
- d. Meet every student where they are at emotionally and provide a safe place to ask questions and develop a better sense of self.

2. Strategies:

a. Taking Action

- i. Utilize our multi-age, school wide “Eagle Convocations” to connect students with a familiar group of peers and work on activities focusing on emotional well-being, such as activities presented by the Heart-Mind Institute;
- ii. Through staff Pro-D, develop common language with one another and our students to support working from a trauma informed lens;
- iii. Our teacher book club will be focused on the book “The Well Teacher” and the many realms of personal wellness. Our discussions and learning will apply to our work with students as well;
- iv. Reallocating staffing to be responsive to student needs as they emerge (explain buddy class collaboration activities to ensure that students know more than one adult who can support them);
- v. Reframing how we think of a “class” and work to group students in new ways that build in time for the flexibility to work with various adults in the school (ex. Exploratory “hatchlings” groups to learn a new activity across grades such as sewing);
- vi. Provide time throughout the school week for students to share their thoughts and feelings via class discussion, mindful minutes, and journaling to allow more purposeful time for reflection; and
- vii. Admin, support staff, and others to teach all classes Superflex lessons and language (superpowers). Students can create a “Superflex journal” to reflect on their week and their day. This ensures a built-in time for well-being and connection for the whole school.

b. Determining Results:

- i. Create a Google form for kids and parents to complete to reflect on how they are feeling in the post COVID-19 environment;
- ii. Continue to be mindful of and responsive to the traumatic events that students have been a part of; and
- iii. Encourage staff to take notes throughout the year around the new normal experienced in COVID and their classes experiences. Meet as staff to contribute qualitative data and label themes that emerge.

Brentwood Elementary School

2019-20 School Plan Summary Report

1. (Reference: Strategies Section: Taking Action)

Based on your selected goal(s), what strategic actions were initiated during the 2019-20 school year?

We worked diligently last year as a team to improve outcomes for our student achievements in the area of writing. Our grade groups met regularly as portions of our staff meetings to discuss current practices and growth areas. We also increased our use of adaptive tools for students such as Google ReadWrite in our intermediate classes which was highly successful in aiding students with written output and increasing their confidence in writing.

2. (Reference: Strategies Section: Checking / Results)

- a. **What was the impact of the action steps taken? (in terms of improving student learning / wellbeing, staff capacity, school culture)**

We are pleased to report the increase in student confidence and focused learning in the area of writing. Based on FSA results, we note similar outcomes in the area of writing in both 2018-2019 and 2019-2020. While we are surpassing average district achievement in this area, we still wish to help our students grow. We have elected to extend our work in writing in to the 2020-2021 year.

- b. **What supporting evidence helped you to gauge impact(s)?**

Collaborative and ongoing grade-level meetings between teachers aided in our planning for student success. We were able to revise and improve our planning from collective work with student writing samples and discussions to align assessment practices.

3. **How will the learning / observations from the 2019-20 School Plan inform your work moving forward in the 2020-21 School Plan?**

We have decided to specify writing goals by grade group this year. We found the conversations shared at grade level to be powerful and allow us to be responsive to what each grade cohort of students need to focus on. We will also be creating student surveys to share how they see themselves as writers and include student voice in this learning process.

Cordova Bay Elementary School Plan

2020-2021



School Goal Statement: To improve student engagement by focusing on conceptual understanding, through use of Core Competencies (particularly Critical Thinking), while sustaining efforts in Inquiry-based learning.

1. Rationale:

- a. When students actively participate in tasks or units of study that are based on concepts, their understanding deepens. We believe that this will increase student interest and engagement at school.
- b. Research indicates that students are more engaged when they are required to explain their reasoning, defend their conclusions and explore alternative strategies and solutions. Inquiry-based learning creates opportunities to engage students in meaningful learning and enhances the quality of students' thinking while strengthening their understanding.

2. Strategies:

a. Taking Action:

- i. Use KDU (Know, Do, Understand) model to deepen student knowledge;
- ii. Continue to utilize strategies connected to Core Competencies (in BC curriculum);
- iii. Continue to develop and implement concept-based Inquiry across all grades;
- iv. Use self-regulation strategies so students can be calm and thoughtful during activities;
- v. Staff are currently working on school mindfulness plan to enhance self-regulation skills; and
- vi. Display and utilize the 'Cordova Bay Cycle of Inquiry' in all classrooms and the Learning Commons.

b. Checking/Results:

- i. Term, 1, 2, 3 student report card data
- ii. Anecdotal reports
- iii. Parent Satisfaction Surveys
- iv. Student Satisfaction Surveys
- v. Our School Survey
- vi. FSA results

Student Achievement Data:

1. Foundational Skills Assessment (FSA) – Grade 4

% of Students who demonstrate proficiency or are extending their skills in the following areas:

Cordova Bay	2016/17	2017/18	2018/19	2019/20
Reading				
District:	86%	78%	79%	74%
School:	100%	95%	88%	72%
Writing				
District:	91%	86%	99%	86%
School:	95%	86%	100%	93%
Numeracy				
District:	82%	75%	74%	71%
School:	95%	95%	93%	85%

Cordova Bay Elementary

2019-20 School Plan Summary Report

1. (Reference: Strategies Section: Taking Action)

Based on your selected goal(s), what strategic actions were initiated during the 2019-20 school year?

Student and staff well-being guided much of our work last school year, so we put a strong emphasis on mindfulness and self-regulation (student brain-based lessons on mindfulness, parent workshop with Dr. Sherman – *Mindful Parenting*, and SBT focus on incorporating class-wide self-regulation strategies). In the remote learning environment, teachers were cognizant of the importance of limiting screen time and providing students with a plethora of movement activities to support their regulation.

Our guiding school-wide inquiry concept, *peacefulness*, was also deeply rooted in our intent to draw students' attention to what makes one feel focused, alert, calm and engaged in our learning, especially in a remote learning environment.

We also focused on community-building and keeping students connected with the school during remote learning, via a variety of school-wide activities, such as a car parade, read-alouds posted to our LC for all students to listen to at their leisure, staff videos to stay connected to students, marathon laps (self-reported), Ishi story and rock art, etc.

2. (Reference: Strategies Section: Checking / Results)

a. **What was the impact of the action steps taken? (in terms of improving student learning / wellbeing, staff capacity, school culture)**

Teachers and support staff reported high engagement of students during emergency remote learning. Anecdotal reports of the student/teacher/admin Team chats, regarding the inquiry-based learning opportunities provided by teachers and support staff, demonstrated that students were engaged in meaningful learning and were able to extend their thinking regarding this learning during the class chats.

The high rate of return of students in June also gave us a wonderful snapshot of student progress, prior to summer break. Students settled in well and we were able to assess where to focus our immediate fall supports, especially in the area of literacy (Reading Recovery program and Grade 1 teachers pivoted to provide support to Grade 2 students who had had Reading Recovery in 19/20 school year). As of November, we will be looking to our current Grade 1s to support with Reading Recovery and our SBT will look at further supports for our Grade 2s who require ongoing support throughout this school year.

We strongly feel that our emphasis on well-being and staying connected to families and students via Google Classroom, TEAMS and through physically distanced community building activities during remote learning, and into June, supported positive well-being and school culture.

Cordova Bay Elementary

2019-20 School Plan Summary Report

Cordova Bay staff culture is very collaborative and staff capacity around technology, remote teaching strategies and navigating the many learning opportunities of a remote learning environment were fully supported by staff/admin check-in meetings, grade group team meetings and the Saanich Learns online Pro-D to support capacity building.

b. What supporting evidence helped you to gauge impact(s)?

- Anecdotal reporting
- Report Card data on engagement in Remote Learning
- SBT meeting notes

3. How will the learning / observations from the 2019-20 School Plan inform your work moving forward in the 2020-21 School Plan?

School Goal: Engagement

In reviewing the 2019-2020 *Our School Survey* Data for Grades 4 and 5 (Feb 4, 2019-Feb 7, 2019), I noted that 66% of the boys in the school were interested and motivated in their learning as opposed to 98% of the girls. The Canadian norm for girls is 90% and 84% for boys. As there is a large gap between the Cordova Bay boys' interest/motivation and the Canadian norm, I am keen to do a deep dive into exploring why this is the case for our male identified students.

This plan is the same presented from 2019-2020. At this time, a new focus upon Writing is evolving but we have not had the opportunity as a staff to delve into deeper conversations around the specific attributes and focus. We have started the staff conversation, had initial opportunities to collaborate and align our focus on approach strategies as well as assessment strategies and anticipate being more specific by the Spring.

School Goal Statement: At Deep Cove we believe in learning together, and bringing out the best in everyone through fostering social-emotional wellness. We strive to be a respectful, responsible and kind learning community.

1. Rationale:

- a. We believe that students' social/emotional wellness, including a strong sense of belonging and connectedness, and the ability to self-regulate, is the foundation for success in all areas of their schooling. By continuing to strive to ensure a very positive, inclusive learning environment for all, we will see increases in overall student achievement.

2. Strategies:

a. Taking Action:

- i. Continuing to build upon but refocus as a community on our Deep Cove Beliefs and virtues. This will be done through student self-assessments, community events, regular Beliefs Assemblies, or Beliefs-themed activities;
- ii. Continue to support (especially new staff and students) and refine our Mindfulness practices, building upon our current culture of Mindfulness;
- iii. Continue our emphasis on cross-class, cross-grade and cross-program connections. We have seen great results with regard to student connectedness, behaviour and engagement in activities by having "big buddies" and "little buddies" participate in more activities, performances and assemblies together;
- iv. Continue to focus on student engagement (inquiry, hands on/authentic learning, etc);
and
- v. Provide increased opportunities for student leadership.

b. Checking/Results:

- i. Ongoing informal monitoring through staff meeting discussions, planning sessions, etc.;
and
- ii. Monitoring achievement through report card data, and increased time for staff to engage with information from Ministry Satisfaction surveys.

Deep Cove Elementary School Plan

2020-2021



Student Achievement Data:

1. Foundational Skills Assessment (FSA) – Grade 4

% of Students who demonstrate proficiency or are extending their skills in the following areas:

Deep Cove	2016/17	2017/18	2018/19	2019/20
Reading				
District:	86%	78%	79%	74%
School:	97%	73%	84%	70%
Writing				
District:	91%	86%	99%	86%
School:	87%	79%	97%	74%
Numeracy				
District:	82%	75%	74%	71%
School:	73%	66%	74%	39%

2. Engagement Data: OurSCHOOL Survey % of students who are interested and motivated

OurSCHOOL Survey	2016-17	2017-18	2018-19
National Mean:	74%	74%	87%
School:	71%	82%	77%

**OurSCHOOL Survey data not available for 2019/20*

Deep Cove Elementary School

2019-20 School Plan Summary Report

1. (Reference: Strategies Section: Taking Action)

Based on your selected goal(s), what strategic actions were initiated during the 2019-20 school year?

Last year was my first year at Deep Cove as principal. Before my arrival, I had conversations with the previous principal about the School Plan. At that time the school had had the same focus for some time and was hoping to redefine the plan to meet current needs. It made sense for me to start those conversations and processes in my first year. However, given the labour dispute in the first term followed by the COVID crisis in the second, there was little time to do meaningful transformation to the School Plan. However, based on conversations started with staff during the 2019-2020 year, the intention was to move our collective focus to the Process and Assessment of Writing.

2. (Reference: Strategies Section: Checking / Results)

a. **What was the impact of the action steps taken? (in terms of improving student learning / wellbeing, staff capacity, school culture)**

Last year staff had an opportunity to collaborate with colleagues on projects of their choice during some of our staff meeting time. These projects included topics such as incorporating Indigenous content into classrooms, exploring and collaborating around early literacy strategies, strengthening the use of virtues/competencies at Deep Cove, and increasing math competence. This year staff chose to focus on one collective goal, feeling that it would strengthen overall connection and culture in the school.

b. **What supporting evidence helped you to gauge impact(s)?**

At this point it is mostly based on collaborative conversations, both formal and informal.

3. **How will the learning / observations from the 2019-20 School Plan inform your work moving forward in the 2020-21 School Plan?**

Although we have currently not defined the specific strategies, so far this year we have:

- had a staff Professional Learning Day focused on the strategies of Adrienne Gear;
- decided that our collaborative time during staff meetings will focus on some aspect of writing. So far in October we examined the definition of Writing, looked at some available Rubrics for assessment, and set a goal in small grade groups to do some collaborative writing assessment at our November staff meeting; and
- planned to collect annual report card data on Writing in November as well as March to collect data information.

School Goal Statement #1: To increase academic achievement in writing.

1. Rationale:

- a. Writing is an essential form of communication which requires students to think creatively, critically and reflectively about language as part of constructing and communicating personal meaning. This is an important aspect to be able to interact on a local and global level.
- b. Keating data indicates that our current achievement in writing needs improvement. The data has stimulated staff conversations and prompted focus on developing a common language and understanding of strong instructional and assessment practices.

2. Strategies:

a. Taking Action:

- i. Define ‘good writer’ and ‘good writing’ to specify criteria and support the development of common strategies to support all learners towards the goal of being proficient and knowledgeable users of language in all forms while thinking creatively, and critically;
- ii. Create a shared understanding of a balanced writing program to strengthen school wide consistency (explore ‘The Six T’s of Effective Elementary Literacy Instruction’ by Richard Allington);
- iii. Collaborate to create a common practice/approach for assessing student writing (Oct/March, School Wide Write, Collaborative Assessment Practice, etc.); and
- iv. Showcase and celebrate writing in a variety of forms and venues, eg. both orally and written, assemblies, display case/bulletin boards, Fresh Grade, classroom celebrations.

b. Checking/Results:

- i. Annual Report Card Data for all grades and programs, specifically writing;
- ii. Collaborative assessment (perhaps based on the School Wide Write model) to be developed; and
- iii. Increase of celebration and acknowledgement of writing throughout the year, eg. Assemblies, PA announcements.

Student Achievement Data:

- 1. Foundational Skills Assessment (FSA) – Grade 4
% of Students who demonstrate proficiency or are extending their skills in the following areas:

Keating	2016/17	2017/18	2018/19	2019/20
Reading				
District:	86%	78%	79%	74%
School:	87%	76%	68%	66%
Writing				
District:	91%	86%	99%	86%
School:	87%	87%	98%	79%
Numeracy				
District:	82%	75%	74%	71%
School:	89%	77%	69%	84%

School Goal Statement #2: To implement mental wellness strategies to increase student resilience.

1. Rationale:

- a. Resilient learners have a positive mindset that allows them to think critically, solve problems and spring back when confronted with challenges, failures or roadblocks impeding progress on the path to successful learning.
- b. Teachers can regularly promote and teach strategies to develop resilience so that students have inner resources when they become frustrated and/or dysregulated.
- c. Mental wellness strategies are a critical component to having Resilience as it provides tools to apply when faced with BIG and overwhelming feelings.

2. Strategies:

a. Taking Action:

- i. Strengthen connection and belonging by focusing on the three staff identified pillars to continue to develop a school culture of Kindness, Growth Mindset, and strong relationships;
- ii. Directly teach and model strategies that contribute to the development of resilience (One possible resource to use: <https://phecanada.ca/programs> - Teach Resiliency is an online portal and community of practice offering teachers simple-to-use strategies and tools to assess resilience needs and provide resource to promote and enhance teacher and student mental health. Teach Resiliency is designed to develop, enhance and support teacher competencies.
- iii. Professional Development opportunities to support staff growth, understanding and repertoire of strategies that promote mental wellness and resilience (i.e. Julie-Anne Richards session, trauma-informed practice, EASE, monthly articles, opportunity for collaboration, etc.);
- iv. Adopt a mental Health Awareness Focus of the month and include a small component in assemblies – eg. October is healthy sleep habit month, hydration for brain power month, Participate in Mental Health Awareness Day. These components can be student led, or class led;
- v. Collaborate (consider including our Beacon Community Partners) to design a common assessment tool to assess the implementation of mental wellness and resilience strategies;
- vi. Develop ways to connect with PAC re: workshops/resources to support collective understanding and share resources and strategies; this is a perfect fit for the proposed Julie-Anne Richards workshop;
- vii. Explore ways to continue the expansion of green spaces on our playground (more trees, outdoor seating etc.); and
- viii. Incorporate core values and relationship strategies of the Education Enhancement Agreement.

b. Checking/Results:

- i. Students and Staff independently use the strategies taught without prompting (observation); and
- ii. Define 3-4 questions that could indicate growth in Resilience Strategies.

Keating Elementary School

2019-20 School Plan Summary Report

1. (Reference: Strategies Section: Taking Action)

Based on your selected goal(s), what strategic actions were initiated during the 2019-20 school year?

One of the main structures for the implementation of our goal around mental wellness was the establishment of bi-weekly assemblies, and contributions on the subject from different classes at these. Further, we discussed themes and plans for this structure at each staff meeting to make sure it remained a point of emphasis for the year.

Pro-D book club on the subject of supporting writing instruction. Regular meetings on the topic throughout the year.

2. (Reference: Strategies Section: Checking / Results)

a. **What was the impact of the action steps taken? (in terms of improving student learning / wellbeing, staff capacity, school culture)**

Establishment of common language and strategies on the subject of mental wellness, leading to more effective problem solving within the community.

Similarly, regular discussion on writing strategies, assessment, and practices made for excellent professional development and led to improved in-class instruction.

b. **What supporting evidence helped you to gauge impact(s)?**

Supporting evidence with regard to the mental health strand was anecdotal. As mentioned, the ability to have conversations with staff and students with common language and strategies was evidence of the effectiveness of the method of sharing the given information. Further, buy-in from staff with regard to participation at assemblies, and request that the model be established and maintained spoke to the perceived value of the subject matter and plan.

I feel that this is something that will have to be tracked over the course of many years. Certainly, there is anecdotal evidence from teachers of improved capacity on the part of the kids, and the professional dialogue on the subject of writing is ongoing and rich.

3. **How will the learning / observations from the 2019-20 School Plan inform your work moving forward in the 2020-21 School Plan?**

We are exploring how to continue the model in our current COVID time, but having heard that the model of student participation and contribution to assemblies on the topic of mental wellness was valued, we will find a method to continue this. We are also looking into supporting parent and staff information sessions on anxiety. Continued support from district for programs such as "Wellness and Me" through Beacon Community Services.

Although the subject has changed for the staff Pro-D initiative this year, money can likely be found in the school budget to support staff connection and discussion on the topic to build upon the learning and momentum from last year's work.

2020-2021

School Goal Statement: To create a supportive social and emotional learning environment with a focus on literacy and numeracy.

1. Rationale:

- a. We recognize the link between engagement and student success at school.
- b. Our staff has identified solid literacy and numeracy skills as a cornerstone for learning success.
- c. Research shows that a focus on engagement and belonging helps meet the diverse needs of students.
- d. Our school data indicates that there are learning opportunities where we can improve literacy and numeracy for some groups.

2. Strategies:

a. Taking Action:

- i. Continue to collaborate with staff and students regarding ways to ensure students feel connected and have a sense of belonging in their school;
- ii. Encourage student involvement in school community;
- iii. Continue to offer Protected Learning Time for K-3, as much as possible, with a focus on literacy and numeracy;
- iv. Continue to offer after school Success Club to provide reading support early intervention;
- v. Continue to share strategies that parents can use to support learning via parent information sessions and our school website. Encourage 'Home Reading Program' and support family reading mornings;
- vi. School Spirit Days;
- vii. KELSET Club Days (as possible);
- viii. School wide math mornings (with family participation when possible);
- ix. Partnership with Pauquachin and Tsawout First Nations Communities:

Population:	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>	<u>2017/18</u>	<u>2018/19</u>	<u>2019/20</u>	<u>2020/21</u>
	54	54	73	77	87	91	83

- x. We have partnered with Pauquachin Community to enable each Grade 3 student at KELSET to learn how to make a drum through cultural offerings of Pauquachin elders. Literacy and numeracy will be incorporated into this teaching
- xi. Our staff has secured Shelley Moore to come to KELSET for three days in January to guide the staff's learning on diversity and inclusion.
- xii. Staff have committed to implementing writing strategies learned from Adrienne Gear through print resources and webinars.
- xiii. Learning lunches for interested teachers in the area of numeracy will be offered.

b. Checking/Results:

- i. OurSCHOOL survey results
- ii. Grade level report card data: Reading and Writing
- iii. Foundational Skills Assessment (FSA) results

2020-2021

Student Achievement Data:

1. Foundational Skills Assessment (FSA) – Grade 4
% of Students who demonstrate proficiency or are extending their skills in the following areas:

KELSET	2016/17	2017/18	2018/19	2019/20
Reading				
District:	86%	78%	79%	74%
School:	77%	72%	65%	55%
Writing				
District:	91%	86%	99%	86%
School:	91%	87%	100%	80%
Numeracy				
District:	82%	75%	74%	71%
School:	62%	76%	56%	45%

2. Engagement Data: OurSCHOOL Survey % of students who are interested and motivated:

OurSCHOOL Survey	2015-16	2016-17	2017-18	2018-19
National Mean:	72%	86%	86%	87%
School:	83%	65%	77%	85%

**OurSCHOOL Survey Data not available for 2019/20*

3. Engagement Data: OurSCHOOL Survey % of students with a positive sense of belonging:

OurSCHOOL Survey	2015-16	2016-17	2017-18	2018-19
National Mean:	N/A	86%	86%	80%
School:		65%	77%	81%

**OurSCHOOL Survey Data not available for 2019/20*

KÉLSET Elementary School

2019-20 School Plan Summary Report

1. (Reference: Strategies Section: Taking Action)

Based on your selected goal(s), what strategic actions were initiated during the 2019-20 school year?

The following strategic actions were initiated or continued during the 2019-2020 school year:

- We shared strategies that parents can use to support learning via parent information sessions and our school website.
- We continued to provide Protected Learning Time for K-3 students and Success Club for students in Grades 2-5 for the 2019-2020 school year.
- We partnered with Pauquachin and Tsawout communities on different initiatives that would enhance student achievement through cultural learnings and activities.

2. (Reference: Strategies Section: Checking / Results)

a. **What was the impact of the action steps taken? (in terms of improving student learning / wellbeing, staff capacity, school culture)**

Overall, we see a rising trend when we look at the OurSCHOOL Survey results, specifically the areas of interest/motivation and positive sense of belonging. The numbers for both of those areas have risen over the last 3-4 years and we expect this trend to continue as we continue with KÉLSET Club Days, Spirit Days and partnerships with community.

b. **What supporting evidence helped you to gauge impact(s)?**

As well as looking at the survey results, we can note the attendance record for KÉLSET Club Days. The majority of students chose to attend a club once a month which led to an increase in student wellbeing. This also changed our school culture and students were excited and wanted to be a part of these whole school activities. Students from all different grade levels were participating and playing together while enjoying a common interest. Teachers also noted that students were excited and talking about club days both before and after the monthly event.

3. **How will the learning / observations from the 2019-20 School Plan inform your work moving forward in the 2020-21 School Plan?**

We were able to see substantial growth in the area of literacy with our 2019-2020 School Plan. We have some additional strategies in place to ensure that student achievement in the area of Literacy continues to grow. It is also evident from the data that we need to put more of a focus on numeracy so we will be coming up with specific strategies that focus on numeracy growth.

School Goal Statement #1: To foster mental well-being and emotional literacy of all students through positive relationships and core competency skill development within personal and social responsibility.

1. Rationale:

- a. Positive well-being is a major contributor to academic achievement and lifelong friendships.
- b. Classroom teachers and educational assistants have reported/noted that direct social and emotional curriculum such as the Zones of Regulation, MindUp and Second Step programs help students develop a positive mindset with the skills for coping and problem solving.
- c. Staff identified experiences with the arts and outdoor learning as key drivers to student engagement and happiness.

2. Strategies:

a. Taking Action:

- i. Embed and encourage the use of school-wide language and class routines arising from Zones of Regulation, MindUp and Second Step (restorative practices);
- ii. Expand and embed outdoor learning opportunities, such as: visits to local parks, nature walks in the school neighbourhood (Lochside Trail, Mount Douglas), outdoor learning activities at school;
- iii. Organize Artist in Residence program to provide hands-on experiences with creativity;
- iv. Continue with school-based champions: intentionally connect vulnerable students with caring adults (Lochside Angels); and
- v. Create and/or build areas where students can self-regulate: Buddy Bench/Calm Place and outdoor loop trail.

b. Checking/Results:

- i. Staff participation in professional development in social and emotional learning curriculum, such as Heart and Mind Conference, Wellness Wednesday and Mindfulness;
- ii. Grade-group and cross grade collaboration on outdoor learning activities such as gardening, learning about native plants;
- iii. Invite local Indigenous teachers to speak on topics relating to Indigenous land-based knowledge and culture;
- iv. Students can tell about a location and/or activity in the classroom or on the school yard where they can go to decompress and feel calm; and
- v. Students can express their feelings and match them to a particular zone of regulation; students can choose and use a strategy they have learned to achieve calm when they are nervous, sad, angry.

Student Achievement Data:

1. OurSchool Student Survey

	2016-17	2017-18	2018-19
If you have a problem, can you get the help you need from adults at your school?	N/A	District: 76% School: 70%	District: 79% School: 79%
Do you feel safe at school?	District: 75% School: 100%	District: 79% School: 73%	District: 84% School: 64%

**OurSCHOOL Survey Data not available for 2019/20*

School Goal Statement #2: To improve students’ ability to use a variety of written formats to exchange information, relate experiences, reflect and share learning.

Rationale:

- a. Communicating through writing is a core skill for all students and one of the keys for lifelong learning.
- b. Communication is a core competency within the B.C. curriculum and writing is an important way to communicate/represent learning.

1. Strategies:

a. Taking Action:

- i. Continue development to use 6 + 1 Traits of Writing;
- ii. Revitalize school-wide writes: time to collaborate and set intentions as a staff with regard to planning instruction in small groups and using common assessment protocols;
- iii. Continue with shared writing experiences such as story workshop, poetry cafe, Middle School partnerships, poetry month and author visits;
- iv. Implement use of digital tools such as Google Suite, Google Classroom, Speech to Text, applications to enable students to express themselves; and
- v. Ensure variety of genres for students to explore.

b. Checking/Results:

- i. Professional use of the writing performance standards in assessment and discussions of results of school-wide writes and other writing samples.
- ii. Monitor progress of student writing within the reporting cycle and intervene with individualized and small-group instruction so students gain new skills before the end of the year; and
- iii. Student self-assessment through portfolio and e-portfolio collections of work to identify strengths, growth and on-going needs.

Student Achievement Data:

1. Foundational Skills Assessment (FSA) – Grade 4

% of Students who demonstrate proficiency or are extending their skills in the following areas:

Lochside	2016/17	2017/18	2018/19	2019/20
Reading				
District:	86%	78%	79%	74%
School:	88%	82%	96%	85%
Writing				
District:	91%	86%	99%	86%
School:	92%	94%	100%	93%
Numeracy				
District:	82%	75%	74%	71%
School:	87%	71%	80%	76%

Lochside Elementary School Plan

2020-2021



2. OurSchool Student Survey – “I feel I am getting better at writing?”

Writing	2015-16	2016-17	2017-18	2018-19
District	72%	68%	73%	78%
School	84%	100%	90%	63%

**OurSCHOOL Survey Data not available for 2019/20*

Lochside Elementary School

2019-20 School Plan Summary Report

1. (Reference: Strategies Section: Taking Action)

Based on your selected goal(s), what strategic actions were initiated during the 2019-20 school year?

Goal #1 – Foster mental well-being and emotional literacy of all students and staff

a. Embed and encourage use of school-wide language and class routines based on Zones of Regulation, MindUp and Second Step

ACTIONS:

- created a Zones of regulation 'dial' for all kindergarten students and families to use at home. We educated parents on this curriculum and encouraged them to use the same language at home.
- Strategic planning with our school counsellor to co-teach Zones intentionally at the beginning of the year with our Kindergarten and Grade 1 teachers
- Staff attended a retreat with Dr. Mark Sherman; a few staff were offered the opportunity to attend a follow-up 8 week session arranged by south zone schools, and 2 staff then offered a Tapa Tuesday info session to all staff on mindful practices to share with students
- Wellness Wednesday Highlight in weekly staff bulletin

b. Expand on and embed outdoor learning opportunities

ACTIONS:

- one intermediate, Grade 3 and K/1 class each worked with Growing Young Farmers to establish a vegetable garden, beginning with preparing the soil and following through with harvesting in June
- continued Pro-D on how to safely take a class outside, engage in a variety of ways with nature across the curriculum – e.g. using ipads to catalogue plants native to our area – you can see our Lochside Nature Guide here

Goal #2 – Improve students' ability to use written formats to communicate information, relate experiences, reflect and share learning

ACTIONS:

- engagement with Adrienne Gear materials on Writing Power and the 6+1 traits of writing
- collaborative teaching with our LLC teacher to spark curiosity and engagement with science topics and sustain enthusiasm for sharing learning in written formats (e.g. posters, Google slides, stories)
- continued use of Google Read/Write to enable students with learning difficulties to reach around barriers with print – through our tech refresh we chose to retire some desktop computers in favour of getting a set of chrome-books for our intermediate classes for 2020-2021

Lochside Elementary School

2019-20 School Plan Summary Report

2. (Reference: Strategies Section: Checking / Results)

a. **What was the impact of the action steps taken? (in terms of improving student learning / wellbeing, staff capacity, school culture)**

- Families appreciated knowing how to link to constructive strategies used to problem-solving at home (Zones of Regulation). This increased engagement and a sense of teamwork at the point where families are beginning their school journey with us.
- Staff gained insight into the personal experience of self-regulation gained through mindful practices such as mindful walking and mindful breathing and linked this experience to making it a priority to embed these mindful moments in classroom routines.
- School Based Team problem-solving discussions reference our focus on restorative practices such as helping students to gain insight into their internal state and how to regulate.
- Time spent outside in our Beyond the Fence area, going for walks on the Lochside trail and to nearby parks have expanded to all classes taking part on a regular basis.

b. **What supporting evidence helped you to gauge impact(s)?**

- Anecdotal evidence during our Diversity Planning meetings in September 2020 when teachers shared their plans for advancing our work on the above objectives and strategies
- Staff have requested more ProD related to this goal and participation is strong
- Learning resources budget expenditures align with our intentions – e.g. purchased supplies for outdoor learning, a locally developed Nature Guide, copies of ‘Writing Power’ by Adrienne Gear for staff to use and share their learning together. Planned expenditures this year include a literacy set with the theme of Indigenous learning related to the land (Foxy and Friends).

3. **How will the learning / observations from the 2019-20 School Plan inform your work moving forward in the 2020-21 School Plan?**

- We are in our third year of this focus and will reflect on our progress with staff by asking the question of what other actions will help us sustain the learning and progress.
- Discussion time during staff meetings related to our school goals
- Consider the question of how Indigenous ways of knowing and learning relate to these two goals and facilitate curriculum connections
- Budget made available September 2020 (learning resources budget) for teachers to choose materials that support their own learning journey with respect to above goals
- Coordination with our PAC to plan ahead for providing a Buddy Bench for our playground – a place where kids can sit quietly, regain composure and get help to reconnect with a friend.

School Goal Statement: To improve student achievement and personal well-being by increasing student levels of physical activity, healthy eating and social/emotional wellness.

1. Rationale:

- a. Research suggests that student learning is supported by daily physical activity, strong positive relationships, and a sense of safety and belonging.
- b. The comprehensive school health model continues to benefit student learning.
- c. Students who feel a sense of belonging will become more engaged in their learning.
- d. Research states that students who feel connected to school do better academically and are healthier.
- e. A focus on literacy throughout the school will increase opportunities and achievement for our students.

2. Strategies:

a. Taking Action:

- i. Create structures to facilitate relationships and community engagement in school;
- ii. Enhance our natural play space/ create outdoor learning space;
- iii. Create opportunities for increased focused time on literacy with support from itinerant staff and admin (ELL, P, LA, IST);
- iv. Continue to develop community partnerships to enhance student opportunities; and
- v. Build strong, positive relationships: among students, between students and school staff.

b. Checking/Results:

- i. In September we will confirm our school plan and review data collected in June;
- ii. At each staff meeting we will review our strategies to determine effectiveness and adjust strategies if necessary to address emerging needs;
- iii. Students will report on their level of engagement and indicate their knowledge of physical and emotional well-being on the Grade 4 and 5 school survey in May; and
- iv. Use the [Healthy Living Performance Standards Matrix](#) in September and June to assess progress.

Student Achievement Data:

1. Foundational Skills Assessment (FSA) – Grade 4

% of Students who demonstrate proficiency or are extending their skills in the following areas:

Sidney	2016/17	2017/18	2018/19	2019/20
Reading				
District:	86%	78%	79%	74%
School:	77%	73%	81%	75%
Writing				
District:	91%	86%	99%	86%
School:	92%	68%	92%	81%
Numeracy				
District:	82%	75%	74%	71%
School:	66%	50%	69%	69%

Sidney Elementary School Plan

2020-2021



2. OurSCHOOL Survey Data:

OurSCHOOL student survey measures 27 indicators based on the most recent research on school and classroom effectiveness.

This report provides highlights based on data from 94 students in this school that participated in the survey between May 1 and 9, 2019. This includes 44 Grade 4 students and 50 Grade 5 students.

Engagement Data: OurSCHOOL Survey % of students who are interested and motivated

OurSCHOOL Survey	2016-17	2017-18	2018-19
National Mean:	74%	74%	74%
School:	78%	71%	69%

2018-2019 Survey Results related to Sidney Elementary School Goals

**OurSCHOOL Survey data not available for 2019/20*

Sidney Elementary School

2019-20 School Plan Summary Report

1. (Reference: Strategies Section: Taking Action)

Based on your selected goal(s), what strategic actions were initiated during the 2019-20 school year?

- Created outdoor learning space / outdoor classroom and worked on strategies to use the space to promote outdoor teaching and learning opportunities;
- Continued to promote physical well being including SPARK, walking and wheeling Wednesdays, school wide physical activities (Jingle Bell Run, Pumpkin Run), alternative PE with community members - Tennis program for intermediates; and
- Developed a strategy with staff to check in on our most vulnerable learners by matching each student with a staff member who regularly connected with students on the playground, in the hall, etc. Intention was to ensure that each student felt connected to at least one other adult in the building.

2. (Reference: Strategies Section: Checking / Results)

a. **What was the impact of the action steps taken? (in terms of improving student learning / wellbeing, staff capacity, school culture)**

- Students had more opportunities to engage in learning activities outside of the classroom;
- Daily physical activity was possible, even though our gym space is limited through SPARK, community walks, runs, etc.; and
- Staff asked students the following questions, “*Can you name two adults in this school who believe that you will be a success in life?*” and “*How do they show you that they believe in you?*” Most students were able to name 2 staff members.

b. **What supporting evidence helped you to gauge impact(s)?**

- One to one discussions with students using Four Key Questions that Matter, from *Spirals of Inquiry, Halbert & Kaiser, 2015*;
- Focus on creating physical activities connected to most school events, i.e. Halloween, Valentine’s Day, etc.;
- Scheduling of outdoor classroom by each teacher;
- Observation of increased student discussions with a variety of adults in the building; and
- Morning greetings by staff as students arrive, teachers welcoming students to school each day and let them know that staff is happy to see them.

3. **How will the learning / observations from the 2019-20 School Plan inform your work moving forward in the 2020-21 School Plan?**

The current school goals are well established and the strategies have been embedded in practice for a number of years. The current school culture aligns with the current goals. Though COVID-19 protocols have changed some of our practice as they relate to our strategies, we have been able to replace some of those strategies with new opportunities that align with our current COVID HS guidelines. Throughout the 2019-2020 school year, through discussion with staff at our staff meetings, we have determined that our focus for this school year should address what is currently happening for our learners. We will be working to develop new school goals for the 2020-2021 school year focusing on literacy. During our class composition meetings teachers identified literacy as the main concerns for learning in most of our classrooms. Our primary teachers were especially concerned with the long break from school for many of our learners due to COVID. Intermediate teachers agreed that focus on early literacy through the school plan would address their concerns as students enter grades 4/5.

Bayside Middle School Plan

2020-21



School Goal Statement: To improve student achievement with a focus on numeracy and literacy.

1. Rationale:

- a. Students demonstrating strong numeracy and literacy competencies will experience life-long learning as engaged and contributing citizens.
- b. Intentional and foundational work in the following areas that correlates to improved academic achievement:
 - i. Strengthening teacher leadership and capacity with a focus on an inclusive and safe school community – transparency and trusting relationships
 - ii. Ongoing attention to Indigenous Ways of Knowing across all areas of instructions among all staff; and
 - iii. Focus on values and beliefs, roles and responsibilities as they relate to classroom support structures (Educational Assistants, Classroom Teachers and Support Teachers).

2. Strategies:

a. Taking Action:

- i. Yearlong school-wide Literacy plan through collaboration with POSR leaders and alignment with District initiatives; and
- ii. Personalized math instruction with multiple and individualized access points for students.

b. Checking/Results:

- i. Report card assessment data collection for Literacy and Numeracy (using formative assessment language – emerging, developing and proficient);
- ii. School based and school wide, monthly individual literacy assessment; small iterative, pedagogical moves to track student progress and inform teacher practice; aligning with action goals.

Student Achievement Data:

In progress and fluid given the pandemic circumstances. Our intention is to move toward more student-based individual progress and District-wide measures that help us answer the questions:

- What does a year of learning look like for you as a teacher?; and
- What does a year of learning look like for each of your students?

1. Foundational Skills Assessment (FSA) – Grade 7

% of Students who demonstrate proficiency or are extending their skills in the following areas:

Bayside	2016/17	2017/18	2018/19	2019/20
Reading				
District:	74%	83%	83%	77%
School:	62%	85%	83%	69%
Writing				
District:	83%	93%	91%	93%
School:	78%	91%	89%	89%
Numeracy				
District:	74%	73%	65%	69%
School:	63%	65%	55%	55%

Bayside Middle School

2019-20 School Plan Summary Report

1. (Reference: Strategies Section: Taking Action)

Based on your selected goal(s), what strategic actions were initiated during the 2019-20 school year?

- Yearlong school wide write literacy plan through collaboration with POSR leaders and alignment with District initiatives
- Personalized math instruction with multiple and individualized access points for students

ONGOING strategies embedded: Intentional and foundational work in the following areas that correlates to improved academic achievement:

- *Strengthening teacher leadership and capacity with a focus on an inclusive and safe school community transparency and trusting relationships*
 - POSR leadership collaboration in monthly staff meetings
 - Collaboration with District in terms of Middle reporting, assessment, interims...
 - Ongoing focus on three languages in Bayside to have a 'voice'
- *Ongoing attention to Indigenous ways of knowing across all areas of instruction among all staff*
 - FNEC ProD September 2019
 - Remembrance Ceremony including Local Elder footage, drumming and students
 - SENCOTEN language
 - Engagement with District resources and kits
 - Sheralyn MacRae in as support for ProD IED
- *Focus on values and beliefs, roles and responsibilities as they relate to classroom support structures (Educational Assistants, Classroom Teachers and Support teachers)*
 - District HR support in clarifying roles as they relate to classroom support structures above

2. (Reference: Strategies Section: Checking / Results)

a. **What was the impact of the action steps taken? (in terms of improving student learning / wellbeing, staff capacity, school culture)**

- Literacy goal: Reinforcing learning with repeated lessons and a focus on 6 plus 1 strategies
- Math goal: strengthening and growing the Multi-level math instruction grade 6-7
- Using the new Stelly's resource to strengthen transition from grade 8-9

Bayside Middle School

2019-20 School Plan Summary Report

b. What supporting evidence helped you to gauge impact(s)?

- Ongoing Level meetings/data collection between Stelly's and Bayside with District support – responding to the “Sea to Sky” visit in the fall and FSA and Bayside report card data in Language Arts
- FSA results in reading/writing and Bayside report card data in Math
- RAD Fall and Spring collected by individual teacher to demonstrate/track student growth and progress

3. How will the learning / observations from the 2019-20 School Plan inform your work moving forward in the 2020-21 School Plan?

- Understanding that our practice affects our student growth – we are seeing a stronger focus on assessment FOR learning practices and students ‘thinking about their thinking and their learning.’ With ongoing formative school wide data collection through monthly staff collaboration, this in turn supports the growth of best instructional practices
- Growing numbers of Bayside teacher are requesting District kits and resources for Indigenous content to weave into their classroom instruction. The Blanket Activity is now a standard delivery for ALL incoming grade 6 students.
- Bayside School plan is a standing item on monthly staff meeting agenda
- Providing ongoing professional development is seen to have increased leadership capacity among staff with an increased sense of ownership and subsequent risk-taking (= creative, innovative and collaborative practices) and Teachers are now asking themselves, “What does a year of learning look like for me?” “What does it look like for your students?” and this will direct administration support moving forward.
- Continue to support the new provincial reporting guidelines in moving away from letter grades and toward proficiencies. All Bayside teachers have moved to embrace the personalized learning meeting students ‘where they are at’ and moving them forward in their learning. This is evident in ALL classrooms through teacher making curriculum adaptations, co-teaching, small group work and a variety of access points to engage their students in learning.

School Goal Statement: To re-engage our students as active learners at their current level in all subjects, but specifically core subjects.

1. Rationale:

We missed a large portion of in-school learning last year as a result of job action and COVID-19. Each student has been living and studying under different circumstances and support. We must re-engage them as learners and meet them where they are at as learners.

2. Strategies:

a. Taking Action:

- i. Work within our comprehensive learning service model to make sure that we have a plan to support all designated students.
- ii. Staff will increase IST/LA time so that we are better able to support all learners and classrooms. (Staff Committee and District have contributed some funding.)
- iii. Select students slightly below grade level to work in reading groups for that extra literacy bump needed to get them close to grade level.
- iv. Create Co-Teaching opportunities - Staff is using remedy time to add another teacher into classrooms to support student learning.

b. Checking/Results:

- i. Weekly Learning Service Meetings to check that students are engaged in classrooms. These take place at 8:00 AM each Thursday morning.
- ii. Assessment – On reading levels to support reading groups and assessment for learning.
- iii. Assessment – Continue to work with our districts new assessment model of Emerging, Developing, Proficient and Extending to ensure students are improving.

Student Achievement Data:

- 1. Tell Them From Me Survey Data - Key Data for NSMS question - *“Students that feel challenged in their Language Arts, Math and Science Classes.”* (Data includes Grade 6-8 results)

	2015	2016	2017	2018	2019	
Challenge too high for skill level	17%	14%	13%	14%	13%	“Differentiating to support all learners.”
In Flow - Optimal Zone	64%	66%	66%	66%	65%	“Where we want kids.”
Challenge too easy for Skill	19%	20%	21%	20%	19%	“Key is to teach up.”

**OurSCHOOL Survey Data not available for 2019/20*

North Saanich Middle School Plan

2020-2021



2. Foundational Skills Assessment (FSA) – Grade 7
% of Students who demonstrate proficiency or are extending their skills in the following areas:

NSMS	2016/17	2017/18	2018/19	2019/20
Reading				
District:	74%	83%	83%	77%
School:	84%	77%	79%	78%
Writing				
District:	83%	93%	91%	93%
School:	91%	88%	93%	88%
Numeracy				
District:	74%	73%	65%	69%
School:	84%	74%	65%	72%

North Saanich Middle School

2019-20 School Plan Summary Report

1. (Reference: Strategies Section: Taking Action)

Based on your selected goal(s), what strategic actions were initiated during the 2019-20 school year?

- We were able to have the August conversations on the new middle school reporting and assessment. This allowed us to be a district leading school in the implementation of the new reporting and assessment practices in Saanich.
- We were also able to get started on some Math literacy and collaborative marking. These conversations and assessment sessions created some great dialogue about Math Literacy. We are fortunate to have two staff members who sit on the Island Numeracy Network to help.
- Everything else planned got derailed with the CUPE job action and COVID-19 pandemic.

2. (Reference: Strategies Section: Checking / Results)

a. **What was the impact of the action steps taken? (in terms of improving student learning / wellbeing, staff capacity, school culture)**

I think our staff was on board with the new district assessment process, but our momentum in using assessment to improve literacy results was stalled with the CUPE strike. We were unable to make much progress throughout the year. Many staff used DART as an assessment tool, but we did not get much time to collaborate or assess student work together.

b. **What supporting evidence helped you to gauge impact(s)?**

Our school teachers' ability to seamlessly switch to the new assessment language is evident of their understanding of assessment, UDL and differentiated teaching. We do know that the composition of our student population requires us to revisit and focus on strong pedagogy. 1/3 of our student population has a designation and needs some kind of support in their learning and the strong practices of assessment for learning, UDL and differentiating is setting us up to move students forward with their learning. I am very interested in being part of a new way to develop school growth plans, so that we have a more structured process to select goals as a staff and data to support the needs for those plans.

3. **How will the learning / observations from the 2019-20 School Plan inform your work moving forward in the 2020-21 School Plan?**

I believe we need a new School Plan and we need to use new data. This is the ideal time to change our Growth Plan process, because of the many disruptions in learning over the last year.

With the extended time away from traditional school this past year, and the complexity of our student's needs, we know that we will need to continue to find ways to engage students in their learning at their level.

School Goal Statement: To improve learners' capacity to be curious, compassionate and resilient.

1. Rationale:

- a. **Curious** learners are passionate, engaged and focused.
- b. **Compassionate** learners effectively contribute to their school community and value the needs of themselves and others.
- c. **Resilient** learners have a positive mindset that allows them to think critically, solve problems, and overcome challenges.

2. Strategies:

a. Taking Action:

- i. Building on our first two years (2018-20) with our new Royal Oak Core Values, we will continue in year three (2020-21) to focus on one value per term, but will add to our students' understanding of each of the three core values through individual lessons in the classroom, guest speakers/panel discussions presented to cohorts, and opportunities for a cohort or club/groups to plan COVID friendly activities for the school related to one of the core values;
- ii. Work together as a staff to connect our work on our Core Values with the Core Competencies in the revised curriculum. This will include having students reflect on their personal growth with our ROMS Core Values in their year-end self- evaluation (completed by all students in the third term and included in their final report card).
- iii. Continue to promote **curiosity** by modelling it ourselves as staff, encouraging students to pursue their passions/interests, providing opportunities for student voice and choice at school, teaching students to ask good questions, and encouraging students to share their passions with peers in meaningful ways;
- iv. Continue to promote **compassion** by providing opportunities for ROMS service clubs (Friendship groups offered by our counselling team, our Gender/Diversity Group, Youth in Action, Eagles Club and Student Leadership) to share examples of compassion projects with the student body. We will continue to teach compassion and empathy through whole school activities/assemblies and classroom lessons; and
- v. Continue to promote **resilience** in our students through direct teaching of strategies to help adolescents move **toward** their goals (adopting mindfulness strategies, limiting screen time, getting good sleep, spending time with friends, seeking advice from trusted adults, etc), and to avoid behaviours that move students **away from** from their goals (missing school, drinking/vaping/drugs, excessive screen time, erratic sleep schedules, etc).
- vi. Increase our focus on staff wellness through regular check-ins (by our Counselling and Admin team) and opportunities to connect and work together in small groups at our monthly staff meetings.

- vii. Introduce the concept of Trauma-Informed Practice to staff using a year-long strategic approach to professional learning. We will begin with a morning of learning at our August Start Up Day led by David Segal, owner and clinician at Human Nature Counselling in our community. David will return to follow up with our staff at the Pro-D day on Nov 20 and again in April. We will focus on helping create an environment at ROMS where students feel physically and emotionally safe. We will also share strategies for coping with the uncertainty of life during a global pandemic both from the perspective of staff and students.
- viii. Reinforce the importance of valuing relationships over rigor. Given the challenges we are facing this year, we will give our staff permission to focus on meeting each child where they are at and building relationships that will help them thrive despite the current challenges.

b. Checking/Results:

- i. Gather anecdotal evidence from students’ third term self-assessment of the Core Competencies. We will particularly focus on the “I Statements” - having students reflect on their understanding of and ability to actively demonstrate our three ROMS Core Values.
- ii. Gather data from the “Our Schools” Survey to determine if students are: engaged in their learning, contributing to their school community and demonstrating a positive mindset.

3. Student Achievement Data:

Foundational Skills Assessment (FSA) – Grade 7

% of Students who demonstrate proficiency or are extending their skills in the following areas:

Royal Oak	2016/17	2017/18	2018/19	2019/20
Reading				
District:	74%	83%	83%	77%
School:	79%	84%	85%	84%
Writing				
District:	83%	93%	91%	93%
School:	84%	95%	93%	97%
Numeracy				
District:	74%	73%	65%	69%
School:	80%	79%	74%	80%

- 4. **Anecdotal Data:** to be drawn from student self-assessments of the Core Competencies done in the third term. This practice was introduced by the Ministry of Education in the 2018-19 school year. For our 2020-21 self-assessments, we will add in “I Statements” that reflect students’ engagement with the ROMS Core Values.

Royal Oak Middle School

2019-20 School Plan Summary Report

1. (Reference: Strategies Section: Taking Action)

Based on your selected goal(s), what strategic actions were initiated during the 2019-20 school year?

- We continued to focus on our 3 Core Values (curiosity, compassion and resilience) at ROMS in 2019-20.
- We offered release time to staff to work collaboratively to create resources for their colleagues that focus on our Core Values.
- We promoted the value of CURIOSITY by supporting staff to provide opportunities for their students to explore their passions/interests through passion projects and self-directed inquiry.
- We supported our students in learning more about COMPASSION by offering a variety of service clubs/groups at ROMS e.g. our gender/diversity group, friendship groups offered by our counselling team, Athletic Leadership, Youth in Action and Gr 8 Student Leadership.
- We encouraged our students to develop RESILIENCE by hosting a panel discussion on Making Healthy Choices which every student at ROMS participated in at a grade-wide assembly in February. We had our Public Health Nurse, our Police Liaison Office, the counsellor at Claremont, a Gr 11 student from Claremont and our ROMS YFC on the panel. It was a powerful message to our adolescents about taking care of yourself both physically, socially and emotional by making good choices. We followed up on this with a school-wide poster contest.
- We offered staff an opportunity to participate in a 10 week “Mindfulness for Educators” course. The \$350 course fee was covered by the school and a Wellness Grant from the District. Eight staff members from ROMS participated (including the Principal, and 7 staff from the other south zones schools). We also offered a Mindfulness course to some of our Grade 6 and 7 classes.

2. (Reference: Strategies Section: Checking / Results)

a. **What was the impact of the action steps taken? (in terms of improving student learning / wellbeing, staff capacity, school culture)**

- Our students are becoming more familiar with our ROMS Core Values – our 3 core values are becoming a part of our school culture.
- The introduction of student passion projects and self-directed inquiry has increased student engagement. Pursuing topics of personal interest encourages curiosity; our students ask questions they genuinely care about the answers to and are actively engaged in their own learning.
- The many service clubs/groups at ROMS have impacted the school culture in positive ways. Students are actively practicing compassion by contributing to their school and to the wider community. Organizing a “Coat for Kids” campaign at Christmas time and baking 600 homemade heart-shaped cookies to give out on Pink Shirt Day are two examples of projects we undertook in 2019-20.

Royal Oak Middle School

2019-20 School Plan Summary Report

- The work we have done on resilience has impacted the wellbeing of both our staff and students. The work on Mindfulness has provided specific strategies that staff and students are using to bring mindfulness to their learning and teaching. The work we did on Making Healthy Choices has been a jumping off point for further classroom discussion about personal decision making.

b. What supporting evidence helped you to gauge impact(s)?

- We tracked the number of office referrals at ROMS during the year and found that the number of referrals for unhealthy practices such as vaping was down after our panel discussion. Unfortunately, the onset of the pandemic in March did not allow us to see if the downward trend continued for the remainder of the year.
- In the first two months of the 2020-21 school year, the number of Grade 8 students who joined our Student Leadership team tripled over the numbers we had in the previous two years. We believe this is due to the fact that our younger students have seen the impact that our Grade 8 Leadership team has made on the school and want to be a part of it when they reach Grade 8.
- During remote learning in April/May, we found that 80-90% of students at ROMS were engaged in the work they were doing with their teachers and classmates online. Our teachers were working hard to provide meaningful and engaging activities including opportunities for students to pursue topics of interest and share their passions.

3. How will the learning / observations from the 2019-20 School Plan inform your work moving forward in the 2020-21 School Plan?

- Our focus on our three Core Values will continue in 2020-21 as these values are more important than ever during a global pandemic.
- We will continue to focus on staff wellness through regular check-ins (by our Counselling and Admin team). and opportunities to work together in small groups at our monthly staff meetings.
- We will introduce the concept of Trauma-Informed Practice to staff using a year-long strategic approach to professional learning. We will begin with a morning of learning at our August Start Up Day led by David Segal, owner and clinician at Human Nature Counselling in our community. David will return to follow up with our staff at the Pro-D day on Nov 20 and again in April. We will focus on helping create an environment at ROMS where students feel physically and emotionally safe. We will also share strategies for coping with the uncertainty of life during a global pandemic, both from the perspective of staff and students.
- We want to ensure our staff know that, given the challenges we are all facing this year, we value relationships over rigor. We want to give teachers permission to focus on meeting each child where they are at and helping them to be successful, whatever success may look like for each individual student.

Claremont Secondary School Plan

2020-2021



School Goal Statement: To strengthen relationships, value inclusive learning practices, and maintain a safe and respectful school environment that motivates students to take ownership of their learning.

1. Rationale:

- a. Claremont is grounded in core values of Respect, Relationships, and Responsibility. This year, our focus is on strengthening relationships within our school community so that students feel valued, safe and available for learning.
- b. Our entire learning community is currently experiencing a year like no other, and as a result our staff and students alike must be prepared to meet the many protocols associated with learning during a global pandemic.
- c. Staff feel a collective approach to ensure all safety procedures are adhered to, that will ensure a safe and purposeful learning environment can be maintained.
- d. With a strong sense of community, a need for belonging grounded with kind, positive relationships, students will be more engaged in their learning.

2. Strategies:

a. Taking Action:

- i. Timely and relevant information delivered to students and families addressing health and safety, and changes to daily routines.
- ii. With the continued leadership from the Department Head of Assessment, Claremont staff will work towards alignment with District and Ministry goals, support school based instructional practices, and implement a revised assessment framework by coordinating cross curricular opportunities and deepening an understanding of proficiency scales.
- iii. Lunch and Learn opportunities provided by Department Head of Assessment with a continued focus on proficiency scales.
- iv. Invite district curriculum leaders into conversations with staff to better equip staff with a greater understanding and appreciation of assessment strategies.

b. Checking/Results:

- i. Monthly meetings with Department Head of Assessment to determine best direction of supports for classroom teacher with assessment and new curriculum re-design.

Student Achievement Data:

1. Engagement Data: OurSchool Survey % of students who are interested and motivated

Our School Survey	2015-16	2016-17	2017-18	2018-19	2019-20
National Mean:	22 %	26%	26%	37%	N/A
School:	36 %	28%	36%	35%	

**OurSchool data not available for 2019/20*

Claremont Secondary School

2019-20 School Plan Summary Report

School Goal Statement: To improve a sense of community where students are motivated to take responsibility for their own learning and social responsibility.

1. (Reference: Strategies Section: Taking Action)

Based on your selected goal(s), what strategic actions were initiated during the 2019-20 school year?

- Building capacity with staff to lead; assessment practices, culture, and focus on the re-design curriculum started as a result of the creation of three Departments Heads tasked with moving these topics forward. With the creation of these roles came opportunities for staff to collaborate, learn together.
- English Department made changes using both the 4-point proficiency scale and opening up their summative assessment to allow for student choice and proficiency based grading.
- Learning Services Team (ISTs) made it a priority to provide more consistent support in classrooms to reduce the number of students being “pulled out” of class for support. This resulted in a more comprehensive approach to support classroom teachers with the re-design curriculum
- When learning and teaching moved to a remote setting, this challenged all staff to be reflective of teaching practices and making adjustments to meet the needs of learners in a time of emergency.

2. (Reference: Strategies Section: Checking / Results)

a. **What was the impact of the action steps taken? (in terms of improving student learning / wellbeing, staff capacity, school culture)**

- Unfortunately given the nature of the year, evidence for Our School Survey was not achieved. In addition, yearend self-assessment date was not obtained.
- That said, anecdotal evidence gathered at year end showed significant growth in assessment practices, and increase in capacity around technological.

b. **What supporting evidence helped you to gauge impact(s)?**

3. **How will the learning / observations from the 2019-20 School Plan inform your work moving forward in the 2020-21 School Plan?**

- This year only one Department Head position will be in place - Assessment. Given the wide range of priorities facing staff, the desire to focus on improving assessment practices will be applicable to all subject areas.
- With the Copernican timetable, some students will feel the pressure of a quicker pace and heavier course load over a shorter period of time. Students would benefit from learning subject material that reflects relevancy and where critical thinking skills can be applied to ensure students are set-up for success.

School Goal Statement #1:

1. **Rationale:** Information and “misinformation” is abundant and easily accessible to all students through the internet and the media. It is very important to help students process the information they are presented with discernment and intelligence.

2. **Strategies:**
 - a. **Taking Action:**
 - i. We will continue our professional growth focus at staff meetings and will highlight pedagogical practices that develop students’ critical thinking skills;
 - ii. Critical thinking is one of the core competencies and teachers will embed and highlight these skills in their classroom practices;
 - iii. When planning school based professional development activities we will look to have workshops on critical thinking and how to engender this in our students; and
 - iv. Staff will be encouraged to make explicit and model their own critical thinking processes.

 - b. **Checking/Results:**
 - i. How often did we highlight critical thinking practices at staff meetings?
 - ii. How often did the staff engage with critical thinking workshops on professional development days?
 - iii. Are teachers noticing an improvement in the ability of students to think critically (anecdotal evidence)?
 - iv. What does the 2020/21 data indicate?

Student Achievement Data:

1. Student Learning Survey:
Is your school helping you become more media literate? (for example, the ability to access, analyse, evaluate and create messages in a wide variety of forms)

	Grade 10		Grade 12	
	2018/19	2019/20	2018/19	2019/20
At no time	3%	4%	5%	0%
Few times	21%	15%	16%	13%
Sometimes	30%	39%	38%	30%
Many times	26%	21%	22%	37%
All of the time	7%	3%	12%	13%
Don't know	10%	16%	4%	5%

2. Student Learning Survey:

At school are you learning to be a critical thinker? (for example, analyzing, making connections, asking questions, challenging assumptions)

	Grade 10		Grade 12	
	2018/19	2019/20	2018/19	2019/20
At no time	1%	4%	3%	3%
Few times	5%	10%	10%	13%
Sometimes	40%	32%	22%	25%
Many times	41%	31%	42%	40%
All of the time	7%	13%	16%	15%
Don't know	2%	7%	2%	1%

3. Student Learning Survey:

I am satisfied that in school I am learning basic reasoning skills that I need for the future. (for example, pattern recognition, rational argument, skepticism, critique, persuasion, deduction, inference)

	Grade 10		Grade 12	
	2018/19	2019/20	2018/19	2019/20
At no time – <i>Strongly Disagree</i>	6%	7%	2%	0%
Few times - <i>Disagree</i>	7%	14%	8%	1%
Sometimes – <i>Neither agree nor disagree</i>	25%	22%	25%	30%
Many times - <i>Agree</i>	44%	43%	49%	61%
All of the time – <i>Strongly Agree</i>	8%	8%	13%	5%
Don't know	7%	2%	1%	1%

4. Student Learning Survey:
Critical thinking is the ability to analyse and evaluate an issue in order to form a judgement. Are you learning to be a critical thinker in school? (school question on the 2019/20 survey)

	Grade 10 2019/20	Grade 12 2019/20
Never	5%	3%
A few times	11%	9%
Sometimes	51%	42%
Most of the time	26%	37%
All of the time	5%	7%
No answer	0%	0%

School Goal Statement #2: Students will understand and feel empowered to take action on climate change.

1. **Rationale:** Climate Change is arguably the most significant issue of our time and will have huge impacts on the younger generation. It is our responsibility to educate students on this issue and assist them in finding a variety of ways that they can make a positive impact.
2. **Strategies:**
 - a. **Taking Action:**
 - i. Teachers will model and make explicit what they are (and/or the school is) doing to reduce our carbon footprint;
 - ii. Staff will look for ways to engage students around small school purchasing decisions for disposable items (such as what kind of cutlery should be used in the cafeteria);
 - iii. The school will continue to support clubs and activities for students which give them opportunities to make positive contributions to our environment (such as the Garden Club);
 - iv. The professional growth focus at our staff meetings will include descriptions of teacher strategies around climate change awareness and action;
 - v. We will create a climate action bulletin board that gets populated with all the actions that students, staff, and the school take to reduce our carbon footprint;
 - vi. We will highlight climate actions in our weekly announcements
 - vii. Leadership students will be encouraged to take on projects related to climate action; and
 - viii. We will attempt to invite guest speakers to Parkland that have developed innovative responses to climate action.
 - b. **Checking/Results:**
 - i. Take an inventory of how many action items on climate change (small or significant) that students have undertaken.
 - ii. How many action items have been indicated on our climate change action bulletin board?
 - iii. Have we been successful in getting guest speakers on the topic of climate action?
 - iv. Has the school's purchasing taken into consideration our carbon footprint (eg. Have we avoided plastic utensils and Styrofoam cups?).
 - v. What does the 2020/21 data indicate?

Student Achievement Data:

1. Student Learning Survey:

At school, are you learning about how human activity affects our environment? (for example, the health of different plants and animals, climate change)

	Grade 10		Grade 12	
	2018/19	2019/20	2018/19	2019/20
At no time	4%	2%	5%	6%
Few times	10%	8%	17%	6%
Sometimes	21%	32%	32%	28%
Many times	37%	40%	26%	47%
All of the time	20%	13%	14%	10%
Don't know	5%	1%	2%	0%

2. Student Learning Survey:

I feel I that I can make a difference in my community (for example by volunteering with local organizations)

	Grade 10		Grade 12	
	2018/19	2019/20	2018/19	2019/20
Strongly disagree	3%	10%	2%	3%
Disagree	6%	11%	2%	6%
Neither agree or disagree	36%	31%	24%	30%
Agree	43%	37%	44%	45%
Strongly agree	6%	5%	17%	10%
Don't know	4%	2%	8%	3%

3. NPR Ipsos polls of 1,1007 US adults and 505 teachers (March 21-29, 2019):

Schools should teach about climate change and its impacts on our environment, economy and society.

Teachers	74%
Parents	68%

Schools should teach that climate change exists, but not the potential impacts.

Teachers	12%
Parents	16%

Schools should not teach anything about climate change.

Teachers	8%
Parents	9%

4. Student Learning Survey:

How concerned are you about climate change and the environment? (school question on the 2019/20 survey)

	Grade 10 2019/20	Grade 12 2019/20
Not concerned at all	11%	3%
Somewhat concerned	51%	27%
Very concerned	26%	38%
Extremely concerned	10%	29%
No answer	0%	0%

School Goal Statement #3: The mental health of students at Parkland will improve.

1. **Rationale:** At Parkland we are seeing increased levels of mental health concerns amongst students. The counselling department is struggling to manage all the demands on their time. Levels of anxiety and depression have risen over the past 10 years. This is exacerbated by the challenges and worry associated with the pandemic.

2. **Strategies:**
 - a. **Taking Action:**
 - i. Retain our ILC/SIDES satellite which enables students to access their education in an alternate environment;
 - ii. Continue to retain a full time Youth and Family Counsellor;
 - iii. Develop a series of seminars delivered at grade wide assemblies that help educate students on how to best address and ameliorate mental health challenges (this will have to be adapted to comply with Covid Health and Safety regulations).
 - iv. Create staff professional development opportunities to strengthen teachers’ capacity to understand and support students in their classes with mental health issues;
 - v. Encourage teachers to incorporate movement breaks and time outdoors for their students; and
 - vi. Include strategies to address mental health issues as part of our professional growth focus at staff meetings.
 - vii.
 - b. **Checking Results:**
 - i. Counsellors will keep track of the number of students that they see;
 - ii. Were we successful in creating mental health seminars for all students?
 - iii. Were we successful in creating at least one professional development opportunity for staff on the topic of mental health? And
 - iv. How do students self-report the state of their mental health on surveys such as the Ministry Satisfaction survey?

Student Achievement Data:

1. Student Learning Survey:
At school, I am learning how to care for my mental health. (for example, anxiety or stress management, anger management, relationship skills)

	Grade 10		Grade 12	
	2018/19	2019/20	2018/19	2019/20
Strongly disagree	16%	22%	14%	20%
Disagree	11%	22%	14%	20%
Neither agree or disagree	31%	14%	29%	30%

Agree	33%	28%	21%	28%
Strongly agree	4%	2%	13%	0%
Don't know	3%	8%	5%	0%

2. Student Learning Survey:

How would you describe your health (mental or physical)?

	Grade 10		Grade 12	
	2018/19	2019/20	2018/19	2019/20
Excellent	19%	14%	21%	12%
Very good	24%	17%	14%	13%
Good	27%	23%	26%	25%
Fair	10%	20%	30%	31%
Poor	11%	14%	2%	13%
Don't know	5%	7%	2%	3%

3. Student Learning Survey:

How would you rate your overall mental health? (school question on the 2019/20 survey)

	Grade 10	Grade 12
	2019/20	2019/20
Excellent	14%	16%
Very Good	21%	7%
Good	19%	24%
Fair	26%	39%
Poor	16%	9%
Don't know	1%	1%
No answer	0%	0%

Parkland Secondary School

2019-20 School Plan Summary Report

1. (Reference: Strategies Section: Taking Action)

Based on your selected goal(s), what strategic actions were initiated during the 2019-20 school year?

- Critical thinking: We continued our professional focus at staff meetings to the extent that we could (Strike action and COVID impacted this)
- Climate Change: Teachers continued to make information on climate change and the environment part of their lessons.
- Mental Health: We have retained our ILC Satellite (but only for 2 not 4 blocks). We have a full time YFC. We have had presentations at our staff meeting regarding mental health of students.

2. (Reference: Strategies Section: Checking / Results)

a. **What was the impact of the action steps taken? (in terms of improving student learning / wellbeing, staff capacity, school culture)**

- Critical thinking is a goal that we need to continue working on. It is hard to determine to what degree this has been worked on in classes at this point.
- Climate Change: We have a group of students who are working on the climate action committee with North Saanich municipal council.
- Mental Health: Teachers are using the strategy of taking mental health breaks—they take their classes out for walks.

b. **What supporting evidence helped you to gauge impact(s)?**

Most of the evidence is anecdotal and what I can observe.

3. **How will the learning / observations from the 2019-20 School Plan inform your work moving forward in the 2020-21 School Plan?**

Due to the strike, the recovery from the strike and then COVID we have still much to do regarding working on the school plan. This plan will get moved forward into this year for us to work on.

School Goal Statement: To improve student engagement, social responsibility and individual academic success across all curricular areas with a focus on literacy development for our most vulnerable students.

1. **Rationale:**

- a. Students not engaged in their learning miss opportunities to become self-motivated, independent learners.
- b. Staff feel it is important for students to explore strategies to take ownership of their learning.
- c. Many students who were in jeopardy of not graduating due to insufficient credits, worked, but didn't register or complete paperwork for WEx.
- d. A number of students cannot engage in their educational program due to significant gaps in their learning which prevents them from being able to access the content being taught/learned.
- e. Staff feel it is important for students to learn to maintain balance, to take time to reflect and to know how to access supports.
- f. Current structures for supporting transitions planning, WEx, Post-Secondary transition and other sources for the dissemination of information are not effective or manageable.
- g. Data indicates most students will access some form of post-secondary training within 5 years of graduation.

2. **Strategies:**

a. **Taking Action:**

- i. Provide students with increased opportunities to be successful by creating educational delivery models that better meet the students' needs:
 1. Expand the Saanich District Satellite (ILC, SIDES, Stelly's LA) support model in Q3 and Q4
 2. Restart our TA (Teacher Advising) block to a single grade level model post COVID
 3. Refine a Literacy/Numerous/Leadership program:
 - a. Add a second linear English/Social studies course
- ii. Increase areas where students can take on leadership roles via CLC Capstone projects in addition to established Social, Cultural and Grad leadership groups already started;
- iii. Staff will develop a process with timelines for ensuring students are accountable for making up missed learning classroom times, especially with Day 1/Day 2 courses and through the before school/after school support programs;
- iv. Continue the Literacy assessment program to better identify at what level students are entering our school and develop a numeracy assessment for the same reasons. Also, a post assessment will be done at the completion of English and Math classes to measure growth and effectiveness of strategies being used;
- v. Provide staff with the latest data on post-secondary entrance and literacy levels for grade 9 and incoming grade 8s;
- vi. Help teachers understand that they are **all** teachers of literacy and assist them in expanding their level of competency in this area, particularly as it pertains to their content areas by developing purposeful and meaningful strategies for all curricular areas to assist in the development of literacy skill acquisition.

b. Checking/Results:

- i. Continue drawing evidence from the annual Ministry Satisfaction Survey to identify those areas of student engagement requiring attention;
- ii. Continue looking at changes in success rates; and
- iii. Look at the attendance and retention rate for students in the literacy and numeracy programs.

Student Achievement Data:

1. Engagement Data: OurSCHOOL Survey % of students who are intellectually engaged and find learning interesting, enjoyable and relevant.

OurSCHOOL Survey	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
National Mean:	44%	44%	44%	44%	59%	N/A
School:	60%	58%	58%	62%	52%	N/A

**OurSCHOOL Survey data not available for 2019/20*

Student Learning Survey – Education Modernization – Engagement in Learning

Question: I plan my learning based on my goals.		2018-19		2019-20	
		Gr. 10	Gr. 12	Gr. 10	Gr. 12
Students reporting "Agree" or "Strongly Agree"	District %:	66%	65%	66%	78%
	School %:	62%	61%	66%	77%

Question: My Learning is connected to the local environment and community (e.g. learning things in local parks and the community).		2018-19		2019-20	
		Gr. 10	Gr. 12	Gr. 10	Gr. 12
Students reporting "Agree" or "Strongly Agree"	District %:	23%	26%	18%	29%
	School %:	18%	17%	15%	25%

Question: At school, do you have opportunities to work together on projects with your classmates?		2018-19		2019-20	
		Gr. 10	Gr. 12	Gr. 10	Gr. 12
Students reporting "Many Times" or "All of the Time"	District %:	53%	44%	48%	60%
	School %:	50%	34%	46%	65%

Question: At school, do you have opportunities to work on things you are interested in as part of your coursework?		2018-19		2019-20	
		Gr. 10	Gr. 12	Gr. 10	Gr. 12
Students reporting "Many Times" or "All of the Time"	District %:	23%	32%	29%	36%
	School %:	18%	28%	22%	33%

Student Learning Survey – Improving Student Learning – Human and Social Development

Question: When I am making a decision to do something, I stop to think how it might affect other people?		2018-19		2019-20	
		Gr. 10	Gr. 12	Gr. 10	Gr. 12
Students reporting “Many Times” or “All of the Time”	District %:	66%	65%	66%	77%
	School %:	62%	69%	68%	83%

Question: I am satisfied that in school I am learning the basic social skills that I need for the future (e.g. inter-personal, communication, teamwork).		2018-19		2019-20	
		Gr. 10	Gr. 12	Gr. 10	Gr. 12
Students reporting “Agree” or “Strongly Agree”	District %:	61%	65%	57%	71%
	School %:	56%	62%	53%	74%

Question: I feel that I can make a difference in my community (e.g. by volunteering in my local community).		2018-19		2019-20	
		Gr. 10	Gr. 12	Gr. 10	Gr. 12
Students reporting “Agree” or “Strongly Agree”	District %:	48%	58%	47%	63%
	School %:	48%	56%	47%	65%

Question: At school, do you respect people who are different from you (e.g. think, act or look different)?		2018-19		2019-20	
		Gr. 10	Gr. 12	Gr. 10	Gr. 12
Students reporting “Many Times” or “All of the Time”	District %:	82%	83%	84%	87%
	School %:	76%	84%	81%	90%

Student Learning Survey –Education Modernization - Curriculum

Question: At school are you being taught about Aboriginal peoples in Canada?		2018-19		2019-20	
		Gr. 10	Gr. 12	Gr. 10	Gr. 12
Students reporting “Many Times” or “All of the Time”	District %:	55%	49%	46%	51%
	School %:	61%	52%	59%	55%

Question: I like the Academic aspects of my school.		2018-19		2019-20	
		Gr. 10	Gr. 12	Gr. 10	Gr. 12
Students reporting “Agree” or “Strongly Agree”	District %:	57%	64%	62%	68%
	School %:	55%	64%	51%	72%

Question: As part of marking your work, are you shown examples of what excellent, good, fair and poor work look like?		2018-19		2019-20	
Students reporting "Many Times" or "All of the Time"	District %:	Gr. 10 29%	Gr. 12 34%	Gr. 10 31%	Gr. 12 35%
	School %:	24%	22%	31%	22%

Red = below district %
District %

Black = equal to district %

Green = above

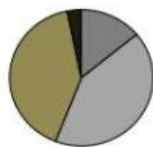
2. Number of Students Completed WEx (Gr 10-12) by May 15th.

	2017-18	2018-19	2019-20	2020-21 Target
Completed WEx 12A	56	81	69	105
Completed WEx 12B	44	49	27*	50

*2019-20 completion opportunities reduced by COVID

3. Numeracy results from November 2019. No 2020 data collected due to COVID-19.

Results



	Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%
Writers Only	13	14	39	41.9	38	40.9	3	3.2
Female	9	17.3	25	48.1	16	30.8	2	3.8
Male	4	9.8	14	34.1	22	53.7	1	2.4
Indigenous	2	25	4	50	2	25	0	0
Non Indigenous	11	12.9	35	41.2	36	42.4	3	3.5
ELL	1	25	0	0	3	75	0	0
Special Needs*	1	11.1	5	55.6	3	33.3	0	0

Emerging Developing Proficient Extending

*Note: Special Needs includes all students identified in 11 categories (i.e. excludes gifted)

4. SNAG LIST: School Data (Academic Grad Eligibility/Social Responsibility) as of May 15th:

	2016-17	2017-18	2018-19	2019-20	2020-21
% Eligible to Grad	88.1 %	89.4%	90.9%	94.6%	TBD
Academics: % Not eligible to grad (due to academic concerns - Grey Zone)	11.9%	10.6%	9.1%	4.3%	By May 15th
Social Responsibility: % In Grey Zone due to non-academic reasons (Won't prevent Graduation)	23.8%	15.91%	0.54%	1.07%*	

SNAG list data is calculated as a percentage, based on the number of grade 12 students registered as of May 15.

*2019-20 data impacted by COVID

Stelly's Secondary School

2019-20 School Plan Summary Report

1. (Reference: Strategies Section: Taking Action)

Based on your selected goal(s), what strategic actions were initiated during the 2019-20 school year?

- **In reference to Strategic Action:**

- a) **ILC Satellite** - ILC Satellite was up and running at or near capacity until schools were closed due to COVID-19.

- b) **TA Restructuring** - TA was restructured to a single grade grouping with monthly connections, and positive feedback from staff and students. Looking ahead, we also plan to loop the grade 8 home room divisions from Bayside into the same TA cohorts at Stelly's. In addition, our grade 12 teachers that will be seeing their TAs graduate, will then become the grade 9 TAs. TA teachers will stay with their grade cohort for four years. Our new TA was postponed due to COVID-19.

- c) **Refining Literacy programs** - A linear English/Social Studies 9 class was added to the timetable and was finding much success up until school closures due to COVID. We look to expand this to more than one section in coming years.

- **Increasing Student Leadership Opportunities**

In addition to Cultural and Social Leadership and Grad Exec Council, we are looking to capture leadership examples going forward from CLE-Capstone projects and work them into opportunities long term. This was cut short due to COVID-19.

- **Increased staff connection time with students and families with respect to social responsibility and attendance** - Friday afternoon attendance checks were underway until COVID-19 closed schools. Plans are to continue this practice with more teacher follow-up for absent students.

- **Student accountability and support for missed learning** – utilizing both before and after school support programs, teachers started working more closely with the EAs covering those times to direct students to the learning support rooms. Numbers of students seen and back on track would be the evidence that this model is working better. Process was stopped due to COVID-19.

- **Yearlong monthly TA program by grade** – The TA team and Counsellors have developed a variety of activities to enhance TA connections between students and the TA teacher. Some worked better than others, but much was dependent upon the enthusiasm and engagement of the teacher. This program stopped due to COVID-19. Some late spring discussions/reflections did not occur as planned, however this does need to happen before starting up again.

- **Transition 8 to 9 literacy/numeracy assessments pre-course selection** – This process was started but we were not able to do the follow-up due to COVID-19. Literacy and Numeracy classes were started for our most vulnerable learners and ran up until March and then went remote for April and May, and then back to one day a week in June.

- **Provide staff with PSI entrance data and Grade 8 and 9 Literacy Data** – PSI data was shared, however, due to COVID, only incomplete grade 8 and 9 data was collected so it was not shared. Once complete data can be collected it will be shared with staff.

- **Help teachers understand that they are all teachers of Literacy** – This was to be done in a spring workshop/Pro-D model but was not completed due to COVID.

- **Develop strategies in all curricular areas for literacy skill acquisition** – Again, this work was halted due to COVID.

Stelly's Secondary School

2019-20 School Plan Summary Report

2. (Reference: Strategies Section: Checking / Results)

a. **What was the impact of the action steps taken? (in terms of improving student learning / wellbeing, staff capacity, school culture)**

Many structural components were implemented (TA restructuring, ILC Satellite, Linear English/SS9 class, etc.) and starting to show positive benefits to the students involved. For example, one of our most vulnerable learners and a chronic non-attender managed to pass just one course and it was the English 9 class that was part of the year long English/SS9 class. As well, the change in engagement in TA activities increased with the new same grade configuration. Furthermore, the tracking of student absences started to have an impact on school culture emphasizing the need to be in class for positive course results. Unfortunately, the move to remote learning impacted this positive upward trend.

b. **What supporting evidence helped you to gauge impact(s)?**

- ✓ Anecdotal reports from staff regarding improved engagement in TA activities
- ✓ Reduced absenteeism
- ✓ Increased course completion in year-long courses
- ✓ Increased student participation in leadership programs

3. **How will the learning / observations from the 2019-20 School Plan inform your work moving forward in the 2020-21 School Plan?**

With new structures/programs in place and some goals already being met/achieved, the 2020-2021 School Plan will carry on with these successful initiatives started this year and continue the work in other areas as best we can in the COVID environment. There may be a need to narrow our focus and reduce the number of goals identified in the 2019-2020 School Plan as staff are stretched with managing their courses in the new Copernican Quarter system model. We will use some small committee work and NID opportunities to plan re-implementation of the strategies to meet the goals selected for the 2020-2021 School Plan.

School Goal Statement: Continue to build a positive school culture and community partnerships that supports personalized student engagement, learning and wellness.

1. Rationale:

- a. In order to meet our Enhancement Agreement goals, we need to continue infusing Indigenous culture and content in our programs for the benefit of all students.
- b. We can increase opportunities for students to be successful in academic course engagement by strengthening our Literacy/Numeracy practice.
- c. We need to support staff and student wellness and work to model and maintain a healthy balance. In light of the new challenges of COVID-19 and the pandemic, we need to be particularly mindful around mental health/wellness, as we work to maintain team cohesion, an ongoing sense of shared purpose, and a positive school identity.
- d. Part of building a positive school culture in our context, means responding positively and effectively to challenging behavior. In order to improve our capacity in this area, we will incorporate the Collaborative & Proactive Solutions (CPS) model more consistently into our practice.

2. Strategies:

a. Taking Action:

- i. Include and prioritize an Indigenous Report in every staff meeting as an opportunity for Key People to share. Facilitate the development of a consistent Indigenous team at ILC including Indigenous Teacher & Indigenous EA. Support the development of an Indigenous student leadership group at ILC.
- ii. Consult with literacy and numeracy experts in the district around effective classroom resources, curriculum, and approaches that may enhance what we are currently doing. Increase IST involvement in supporting and resourcing classroom teachers to meet student needs. In order to increase school engagement and course completion for our junior students, we will continue to offer a specialized grade 9 program at both of our primary campuses.
- iii. Based on the success of the wellness videos we created last year, we aim to apply the same principles of collaborative partnerships with community agencies and a “whole school” counselling approach to support staff and student wellness over the course of the school year.
- iv. While we established a foundational awareness of the CPS model last year, we aim to continue to build staff comfort and understanding with the CPS model – continue regular core team meetings and expand CPS interventions to include new students with high frequency challenging behaviours.

b. Checking/Results:

- i. Regular meetings with Indigenous Team to discuss and evaluate progress
- ii. Continue to monitor course progress and attendance data from monthly Centre Team meeting notes.
- iii. Continue to monitor graduation rate, and grade 9 course completion rate.

- iv. Observation of staff engagement in collaborative process, CPS paperwork, and staff feedback on CPs interventions at Centre Team meetings

Student Achievement Data:

- 1. % of students graduating:

	2015-16	2016-17	2017-18	2018-19	2019-20
Course Completion	84%	84%	84%	-	-
Graduation Rate	52%	62%	79%	-	68%

Individual Learning Centre

2019-20 School Plan Summary Report

1. (Reference: Strategies Section: Taking Action)

Based on your selected goal(s), what strategic actions were initiated during the 2019-20 school year?

- i. Key People shifted to our Math/Science department for the year - this new team participated in Key People opportunities and increased their knowledge of and connection to District Indigenous initiatives; they shared-out some of their learning with the whole staff during staff meetings.
- ii. a) A standardized literacy assessment was implemented with our grade 9 students at each site, in collaboration with District Support teachers.

b) The extended-day Junior Program at ILC Broadmead was successfully initiated in 2019-2020, and is being implemented again in 2020-2021.
- iii. a) Wellness videos - Counsellors at both sites developed a series of videos to support students' social/emotional needs and access to mental health resources during the remote learning period of the pandemic. These videos were posted to our school website and shared around the district and via social media.

b) A core team of staff was trained in Ross Greene's CPS model. The team had recurring meetings throughout the year to build on that work and rolled out the ALSUP intervention with students who had been receiving frequent behavioural interventions.
- iv. Satellite program capacity increased to include 2 blocks at Stelly's and 2 blocks at Parkland by the second semester of 2019-2020.

2. (Reference: Strategies Section: Checking / Results)

a. **What was the impact of the action steps taken? (in terms of improving student learning / wellbeing, staff capacity, school culture)**

- i. There was an increase in staff awareness around District Indigenous Education initiatives and resources, and a growing desire among staff to improve in this aspect of their practice. There was increased staff advocacy for Indigenous students, and requests for Indigenous Teacher support.
- ii. a) The literacy assessment provided a good idea of writing level and vocabulary for each student; however, the standardized test format caused a lot of stress for some students, and was perhaps more comprehensive than we needed. It was felt by ISTs that sufficient data for our school-based purposes could be obtained from a smaller informal reading/writing assessment in conjunction with information from past report cards. ISTs and grade 9 teachers did get a good snapshot of literacy levels for some students from the assessment.

b) The addition of the grade 9 cohort program at ILCB successfully re-engaged several vulnerable students who were disengaging in middle school, and the grade 9 course completion rates were strong. Enrolment and engagement in the program increased at both sites for the 2020-2021 school year. The program has also increased space allocation pressure at ILC Broadmead, as it is a small site and the grade 9 program requires a dedicated space for part of the day.

Individual Learning Centre

2019-20 School Plan Summary Report

- iii. a) The wellness videos our counselling team produced provided greater “reach” of social/emotional support for students during the remote learning period; key information about community agencies helped parents feel resourced and supported as well.

b) Implementation of the CPS model supported an even greater shift toward more positive behaviour intervention techniques, and facilitated greater staff collaboration around support for our most challenging students. There was greater empathy for these students as our perspective shifted to view challenging behaviour through the lense of lagging skills. Although the number of students impacted was small, the feedback and behavioural shifts seen with those students were positive.
- iv. Satellites - most students met their course completion targets by the end of the year. Some blocks were busy, while others only served a small number of students. Our Satellite teachers transitioned particularly well into the remote learning environment.

b. What supporting evidence helped you to gauge impact(s)?

- i. Discussions at staff meetings, and observation of increased engagement among key staff members in Indigenous Education topics.
- ii. a) Follow up conversations between Admin and ISTs involved in the assessment

b) Report Cards for grade 9 students provided information on course completion rates. Interestingly, last year we served two grade nine students who are identical twins. One twin entered our Junior program at Broadmead in September, and the other transitioned directly to the neighbourhood school in September, but came to us in February. The twin who came through our Junior Program completed 5 courses by the end of the year, and the other twin completed only two.
- iii. a) Anecdotally, the wellness videos created by our counsellors were well received by students, school staff, and community. Our initial release was viewed nearly one hundred times.

b) Observation of staff engagement in the collaborative process, CPS paperwork, and staff feedback at Centre Team meetings
- iv. Centre Team notes from regular meetings with satellite teachers

3. How will the learning / observations from the 2019-20 School Plan inform your work moving forward in the 2020-21 School Plan?

- There is more work to be done around the infusion of Indigenous content, and increasing staff engagement with school and District Indigenous initiatives.
- Based on the success of the wellness videos, we aim to apply some of the same principles of collaborative partnerships with community agencies and a “whole school” counselling approach over the course of this school year through informational sessions, classroom discussions, and continued partnership with community agencies.

Individual Learning Centre

2019-20 School Plan Summary Report

- While we established a foundational awareness of the CPS model last year, we aim to continue to build staff comfort and understanding with the CPS model - continue regular core team meetings and expand CPS interventions to include new students with high frequency challenging behaviours.
- We have shifted our Evenings satellite from the SIDES campus to our Broadmead location, and will offer two satellite blocks at Parkland and two at Stelly's this year. We will re-evaluate these adjustments in the Spring as we consider refinements for the 2021-2022 school year.

Note: In light of COVID-19 and the impact of the pandemic, we need to be particularly mindful of maintaining Team cohesion, an ongoing sense of shared purpose, and a positive school identity at ILC throughout the year ahead.

School Goal Statement #1: SIDES will focus on increasing engagement and achievement in our K - 9 program and increasing engagement with and completion of our Grades 10 - 12 course.

1. **Rationale:**

The move to emergency remote learning in the spring of 2020 and the atmosphere of uncertainty created by the pandemic has resulted in some notable changes in SIDES' student population.

- a. **Size** - SIDES' student population has more than tripled in size from expected numbers for the September enrollment count.
- b. **Experience** - We have a greater than usual number of students new to the SIDES processes and system; these students require additional support in learning to work in a DL environment.
- c. **Motivation** - SIDES students are often those who are attending an alternative option because of their challenges with the neighbourhood school system; more than ever before, SIDES is enrolling students who are achieving well in the neighbourhood schools but who are making the move to SIDES for other reasons, such as concern for health security.

Further, it remains a reality that provincial completion rates of courses in DL schools are typically below those of neighbourhood schools, but we wonder if the change in motivation for students attending SIDES as a result of COVID will have an effect on engagement or completion rates.

Finally, we have added many teachers who are new to the DL environment, and they are learning along with the students and their families about what engagement looks like in the DL world, and how it must be encouraged and supported for student success.

These changes have highlighted the need to return our attention purposefully toward increasing engagement and course completion at SIDES.

2. **Strategies:**

a. **Taking Action:**

- i. Implement expanded direct instruction protocols (virtual classes, video-conferences, interviews) to connect teachers and students;
- ii. Utilize Learning Management System tools and course design features to ensure accessibility and manageability of courses for all students;
- iii. Continue to refine assessment practices to include;
 1. current Ministry assessment language and reporting practices;
 2. remote third-party test supervision for more flexibility in testing access;
 3. test bank construction to support evaluation reliability and security;
- iv. continue to expand course offerings to engage students in a variety of core and elective options, including more options that lead to graduation;
- v. engage in collaborative planning and teaching in Elementary and Middle school grades aimed at building a sense of belonging and community in our younger learners;
- vi. actively support home facilitators with effective use of technology to support learning in the home.

2020-2021

b. Checking/Results:

- i. Track student registration and course activity (Enrollment, Orientation Course Completion, Course Completion, Course Withdrawal) to compare with previous years.
- ii. Continue to provide support and opportunity to teachers to engage in enhancement of assessment and reporting practices.
- iii. Continued work in course development - core and elective creation.
- iv. Organize and schedule for virtual classes and online meetings between teachers and students.

Evidence of Success

- 1. Comparison of data for student registration and course activity (Enrollment, Orientation Course Completion, Course Completion, Course Withdrawal) - May 2018 - present.

Grade 10 - 12	Enrollment	OC Completion	Course Completion	Course Withdrawal
May 1, 2018 - April 30, 2019 <i>Three funding periods</i>	6699	4018	2257	1846
May 1, 2019 - April 30, 2020 <i>Three funding periods</i>	6896	3945	2104	1577
May 1, 2020 - April 30, 2021				
May 1, 2020 - October 29, 2020 <i>One funding period</i>	5321	3233	1729	810

Note: Data is collected for a specific period of time but does not represent the same students in all columns. Due to continuous enrollment and exit, the students who enroll and begin courses are not necessarily the same students as those who have completed within given time period.

- 2. Home facilitator reports - confirming with parents how effectively SIDES has supported students and parents in course success and community building.
- 3. Anecdotal reports - teacher/staff impressions of the year’s activities (to be collected in the spring - ProD Day or Staff Meeting).

School Goal Statement #2: SIDES will actively engage in planning for change of the school's structure, the nature of which is to be determined by policy to come from the Ministry of Education.

1. **Rationale:**

As a result of the Provincial Funding review, the Ministry of Education has been conducting a revision of the provincial education funding formula and Distributed Learning (now known provincially as **Online Learning**) policy. The Ministry has shared the timeline for their work and, as a result, SIDES anticipates significant changes in our school's structure and operations to come as early as September 2021.

The Ministry has indicated that they will be setting up a small number of provincial service providers (PSPs) which will be responsible for full-time Online Learning students as well as any part-time students who cannot be accommodated in their home school districts. While districts may continue to offer online or blended school models, these will be limited in scope to provide service to in-district students only.

Given the nature of these changes and given the percentage of out-of-district students SIDES currently enrolls, we can predict that SIDES will either become a much smaller district-based school or, if chosen as a PSP, will become a larger school (perhaps similar to the current size which has been impacted by COVID enrollments).

As either scenario would include many adjustments, planning ahead for these two options would be prudent; thus, SIDES will work toward putting into place plans for eventual changes. This planning will include:

- Technical considerations – possible LMS change, course/curriculum adaptation, etc.;
- Staffing considerations – anticipating need as information becomes available about the range of services that PSPs will provide (K – 12, Learning Services, etc.);
- Administrative considerations – changes to policy, engagement with the process of choosing PSPs (Spring, 2021).

2. **Strategies:**

a. **Taking Action:**

- i. SIDES will leverage the learning from last year's changes to operations to accommodate the extensive growth in school staff size and operations and to ensure that students continue to receive opportunities for remote learning that ensure engagement and course completion;
- ii. SIDES administration will continue to connect with provincial bodies (BCDLAA, BCPVPA) to ensure SIDES has up-to-date information on funding and policy changes that will affect school operations;
- iii. SIDES administration will work with District Executive and Human Resources to plan for possible changes to school operations and staffing, and if necessary create draft plans for structure of SIDES in event of downsizing (district-only operations) or growth (provincial service provision);

2020-2021

- iv. SIDES will continue, through course development work, to develop scalable courses for consideration in the process of choosing provincial course offerings;
- v. SIDES will continue exploring migration of course material to other Learning Management Systems and/or forms accessible to Saanich neighbourhood schools;
- vi. SIDES staff will continue to work with the Ministry of Education and other organizations to leverage expertise and influence decisions that will allow SIDES to continue to work to support SIDES and Saanich students;
- vii. If required, SIDES administration will work to create (or support district creation of) a proposal for service for the Ministry of Education's provincial DL service provision.

b. Checking/Results:

- i. Monitor messaging from Ministry and administrative organizations regarding changes to funding and Distributed Learning policy;
- ii. Elicit feedback from neighbourhood schools regarding effective use of shared materials provided by SIDES (dependent upon Ministry of Education decision regarding provincial LMS).

Evidence of Success

This goal is unique to this time of change, and evidence in terms of Student/Family Feedback and Achievement Data is not really appropriate. Rather, evidence of success will be smooth and successful transition to the new operation model, which may include:

- Successful creation of alternative plans for future school operations;
- Successful deployment of staff;
- Smooth transition of course materials to a new Learning Management System OR smooth transition of course materials to a new shareable format for use by Saanich schools; and
- Continued best quality service to students.

South Island Distance Education School

2019-20 School Plan Summary Report

1. (Reference: Strategies Section: Taking Action)

Based on your selected goal(s), what strategic actions were initiated during the 2019-20 school year?

School Goal #1 – SIDES will complete the K-12 Course Development project to comply with requirements of new provincial curriculum and to ensure greater student engagement and course completion.

- Continued course development/evergreening in secondary Math, secondary Sciences, Primary Program, Intermediate exploratories (Careers, Art, PHE), CLE/CLC.
- Identified ongoing course development priorities, specifically “holes” in our course offerings:
 - BC First Nations 12
 - Social Studies 11
 - Secondary level electives (ex. Family Studies 12)
 - Middle School Exploratories
 - Intermediate/Middle school French
- Re-evaluated secondary testing requirements and protocols to support easier and equitable access to assessment opportunities for students both local and at a distance.
- Revised SIDES approach to tutoring that ensured more equitable access to tutorial support to students both local and at a distance.
- Exploration of new technological tools, such as D2L (Brightspace) video/audio recording tool, to allow students to try alternative approaches to demonstrating their learning.

School Goal #2 – SIDES will actively engage in planning for change of the school’s structure, the nature of which is to be determined by policy to come from the Ministry of Education.

- Administrative engagement with provincial bodies to ensure timely access to information about change (Sean Hayes - WCLN, Karen Fello - BCDLAA).
- Ongoing communication with district leadership as information was shared.
- Direct communication and collaboration with D2L in support of pursuit of appointment as the provincial LMS.
- **Spring 2020**
 - Sharing of SIDES resources and courses provincially (during spring COVID-19 remote learning) - particularly important in the primary grades where there was no other online resource available to provincial teachers.
 - Leadership in supporting neighbourhood school teachers in preparing them for remote learning - Saanich training, provincial support for LMS use and course delivery.

South Island Distance Education School

2019-20 School Plan Summary Report

2. (Reference: Strategies Section: Checking / Results)

a. **What was the impact of the action steps taken? (in terms of improving student learning / wellbeing, staff capacity, school culture)**

Goal #1

- More course options for students.
- Greater equity and access to a variety of assessment options.
- Greater equity and access to tutoring support from teachers and support staff.
- More technological options for students to engage in and demonstrate their learning in SIDES courses.

Goal #2

- SIDES remains at the forefront of the provincial scene and is well-positioned to become a Provincial Service Provider in the coming year.
- Additionally, our work has supported the positions of D2L (our LMS) and our courses to be seriously considered for provincial status when the change to Online Learning is completed in the 2021-2022 school year.

b. **What supporting evidence helped you to gauge impact(s)?**

- Anecdotal evidence from teachers and reports from students have indicated that the changes to service provisions are beneficial to student engagement and course completion.
- We have observed increased course enrollments and increased course activity/engagement from enrolled students.
- Our input is sought by provincial bodies and the Ministry of Education in the ongoing planning for the change to Online Learning. For example, SIDES administration has been invited to sit on the committee advising the LMS RFP requirements.

3. **How will the learning / observations from the 2019-20 School Plan inform your work moving forward in the 2020-21 School Plan?**

As a result of the spring move to emergency remote learning and subsequent changes to school operations due to COVID protocols, SIDES' work has changed. In addition to our usual work with students, we have engaged in

- Supporting our provincial colleagues in establishing remote learning options;
- Enrolling more than double the number of students (FTE) projected in the spring;
- Expanding staffing and operations to accommodate the growth in our student population; and
- Supporting the district Remote Learning program.

This has served as a telling "trial run" of what expansion would look like if SIDES were to be successful in its bid to be a provincial service provider. As this change is scheduled to happen in the coming school year, continuing to refine our expanded operation will be our main focus for the 2020-2021 school year.