

SCHOOL DISTRICT 63 (SAANICH)
EDUCATION DIRECTIONS COMMITTEE
Agenda

Committee Members: Trustee Silzer, Chair
Trustee Vandall
Trustee VanWell

Staff Support: Carly Hunter, Director of Instruction, Learning & Innovation
Paul McKenzie, Assistant Superintendent

Partner Representatives: Leila Sinclair-Wise, SAA – Elementary
Kelly deKlerk, SAA – Secondary
Don Peterson – STA
Candace Whitney – CUPE
COPACS

Other Attendees: Andy Ugro/Robin Hembruff – IT, Melissa Austin – District Principal, Indigenous Education, Karen MacEwan – Principal, Philip Jungen - Principal

Tuesday, February 6, 2024
3:00 pm

A. PRESENTATIONS AND QUESTIONS

No Items

B. ITEMS FOR DISCUSSION

No Items

C. ITEMS FOR RECOMMENDATION

1. Academy Fees

Staff Recommendation:

That the Board approve the Academy Fees and Programs of Choice for the 2024/25 School Year.

2. School Plans

Staff Recommendation:

That the Board approve the School Plans for the 2023/24 school year as presented by the Assistant Superintendent.

D. ITEMS FOR INFORMATION

No Items

E. FUTURE AGENDA ITEMS

- Data sharing around Strategic Plan Goals – ongoing
- Student Voice Feedback – ongoing

To: Education Directions Committee

Prepared By: Paul McKenzie
Assistant Superintendent

Subject: 2024/25 School Academy Fees and Programs of Choice

Date: January 31, 2024

Context

Academy Fee Process

In accordance with the *School Act - Specialty Academies 82.1*, a board that offers a Specialty Academy must, before July 1st of each year:

1. Consult with the parents' advisory council for the school where the program is offered, and
2. Obtain the approval of the parents' advisory council for the schedule of fees, and
3. Make the schedule of fees available to the public.

In order to meet this requirement Saanich School District have asked schools offering a Specialty Academy to complete an annual process:

- Reviewing academy fees for the subsequent year and, if required, provide rationale for any increase;
- Meeting with the school PAC members to obtain approval for the fees for the subsequent year;
- Preparing a letter for PAC member signatures;
- Submitting a copy of the signed letter to the Assistant Superintendent who will prepare a report for the Education Directions meeting; and (subject to Board approval); and
- Schools sharing Academy Fee information on their website by no later than June 30th.

Included in the Fees

Academy fees at each school support the following program costs:

Climbing: Coach, equipment, busing.

Hockey: Coach, ice time and busing;

Judo: Additional instructor, guest instructors and mats;

Sailing: Sidney/North Saanich Yacht Club – Technical experience, provision of boats, equipment;

Lacrosse: Technical coach, field rental, busing, equipment;

Aquatics: Transportation and swimwear;

Golf: Green fees, golf professional, busing;

Rowing: Equipment rental, Technical coach, busing.

Communication


- Each academy has a tab on the school website under Programs, with a description of the course. Application packages are available, including fee structure information.
- Information is shared at the annual Open House event, and at school Info Nights.
- Details are shared in person at information sessions to Grade 8 students who are transitioning to Grade 9.
- **No students are excluded due to hardship.** Schools are able to reduce or waive fees for any student that is unable to pay. For some students, fees are waived each year.

Attached for reference is a summary of proposed fees for the 2024-25 academic year. Please note that this year, Claremont recommends an increase of \$50 per course to mitigate rising transportation costs. PACs were provided with, and approved the proposed fee schedules. (see attached)

Recommendation:

That the Board approve the Academy Fees and Programs of Choice for the 2024-25 School Year.

Submitted with respect,



Paul McKenzie
Assistant Superintendent

PM/skd

**Saanich School District 63
2024-25 Summary of Fees for
Academies and Programs of Choice**

<u>Academy / Program Name</u>	<u>24/25 Registration Fee</u>
CLAREMONT	
Lacrosse (new student)	\$1,400.00
(returning student)	\$1,250.00
Aquatics	\$520.00
Golf	\$1,300.00
Rowing (new student)	\$2,400.00
(returning student)	\$2,225.00
STELLY'S	
Climbing Academy	<u>Year</u>
(new student)	\$1,300.00
(returning student)	\$1,200.00
	<u>Semester</u>
(new student)	\$800.00
(returning student)	\$700.00
PARKLAND	
Hockey Academy	<u>Year</u>
	\$1,700.00
	<u>Semester</u>
Semester 1	\$1,000.00
Judo Academy	<u>Year</u>
	\$750.00
Sailing Academy	<u>Fall</u>
	\$200.00
	<u>Spring</u>
	\$300.00
International Baccalaureate	<u>Year</u>
	\$500.00
	<u>Course</u>
	\$150.00



Nov 21st, 2023

Claremont Sports Institute

Section 82.1 (2) of the School Act states: "A board may offer a specialty academy if..."

- a) The board has consulted with the parents' advisory council for the school where the board proposed to offer the specialty academy, and

Section 82.1 (6) Before establishing a schedule of fees...a board must:

- a) Consult with the parents' advisory council for the school where the specialty academy is offered, and
- b) Obtain the approval of the parents' advisory council for the schedule of fees.

The following is the 2024-25 fee structure for the **Claremont Sports Institute** as approved by our Parent Advisory Council:

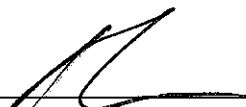

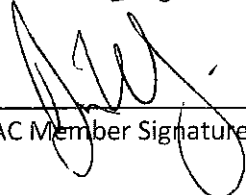
The cost to students for participating in the **Claremont Sports Institute – Lacrosse New** is \$140.00 per month for a yearly fee (10 months) of \$1400.00. Consistent with district policy, no student will be excluded due to hardship.

The cost to students for participating in the **Claremont Sports Institute – Lacrosse Returning** is \$125.00 per month for a yearly fee (10 months) of \$1250.00. Consistent with district policy, no student will be excluded due to hardship.

Proposed fees are subject to final approval by the Saanich Board of Education.

2024-25 fee structure for the **Claremont Sports Institute** as approved by our Parent Advisory Council:

Signatures:

<u>MARIAN GRECO</u> Marian Greco	 _____ PAC Member Signature	<u>21 Nov 2023</u> Date
<u>RICHARD ANTHONY</u> Richard Anthony	 _____ PAC Member Signature	<u>21 Nov 2023</u> Date
<u>DON MELLINGS</u> Don Mellings	 _____ PAC Member Signature	<u>Nov 21 2023</u> Date



Nov 21st, 2023

Claremont Sports Institute

Section 82.1 (2) of the School Act states: "A board may offer a specialty academy if..."

- b) The board has consulted with the parents' advisory council for the school where the board proposed to offer the specialty academy, and

Section 82.1 (6) Before establishing a schedule of fees...a board must:

- c) Consult with the parents' advisory council for the school where the specialty academy is offered, and
- d) Obtain the approval of the parents' advisory council for the schedule of fees.


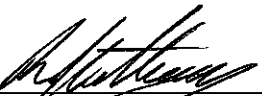
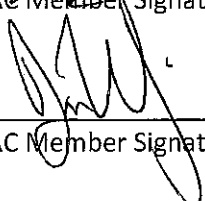
The following is the 2024-25 fee structure for the **Claremont Sports Institute** as approved by our Parent Advisory Council:

The cost to students for participating in the **Claremont Sports Institute – Aquatics** is \$52.00 per month for a yearly fee (10 months) of \$520.00. Consistent with district policy, no student will be excluded due to hardship.

Proposed fees are subject to final approval by the Saanich Board of Education.

2024-25 fee structure for the **Claremont Sports Institute** as approved by our Parent Advisory Council:

Signatures:

<u>MARLEAN GRECO</u> Marian Greco	 PAC Member Signature	<u>21 NOV 2023</u> Date
<u>RICHARD ANTHONY</u> Richard Anthony	 PAC Member Signature	<u>21 Nov 2023</u> Date
<u>DON MELLINGS</u> Don Mellings	 PAC Member Signature	<u>NOV 21 2023</u> Date



Nov 21st, 2023

Claremont Sports Institute

Section 82.1 (2) of the School Act states: "A board may offer a specialty academy if..."

- c) The board has consulted with the parents' advisory council for the school where the board proposed to offer the specialty academy, and

Section 82.1 (6) Before establishing a schedule of fees...a board must:

- e) Consult with the parents' advisory council for the school where the specialty academy is offered, and
- f) Obtain the approval of the parents' advisory council for the schedule of fees.

The following is the 2024-25 fee structure for the **Claremont Sports Institute** as approved by our Parent Advisory Council:

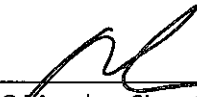
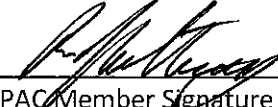
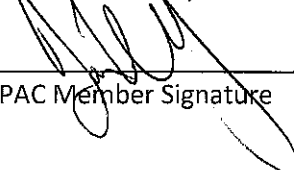
The cost to students for participating in the **Claremont Sports Institute – Rowing New** is \$240.00 per month for a yearly fee (10 months) of \$2400.00. Consistent with district policy, no student will be excluded due to hardship.

The cost to students for participating in the **Claremont Sports Institute – Rowing Returning** is \$222.50 per month for a yearly fee (10 months) of \$2225.00. Consistent with district policy, no student will be excluded due to hardship.

Proposed fees are subject to final approval by the Saanich Board of Education.

2024-25 fee structure for the **Claremont Sports Institute** as approved by our Parent Advisory Council:

Signatures:

<p><u>MARIAN GRECO</u> Marian Greco</p>	<p> PAC Member Signature</p>	<p><u>21 NOV 2023</u> Date</p>
<p><u>RICHARD ANTHONY</u> Richard Anthony</p>	<p> PAC Member Signature</p>	<p><u>21 Nov 2023</u> Date</p>
<p><u>DON MELLINGS</u> Don Mellings</p>	<p> PAC Member Signature</p>	<p><u>NOV 21 / 2023</u> Date</p>



Nov 21st, 2023

Claremont Sports Institute

Section 82.1 (2) of the School Act states: "A board may offer a specialty academy if..."

- d) The board has consulted with the parents' advisory council for the school where the board proposed to offer the specialty academy, and

Section 82.1 (6) Before establishing a schedule of fees...a board must:

- g) Consult with the parents' advisory council for the school where the specialty academy is offered, and
- h) Obtain the approval of the parents' advisory council for the schedule of fees.

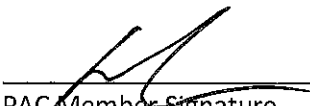
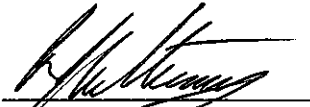
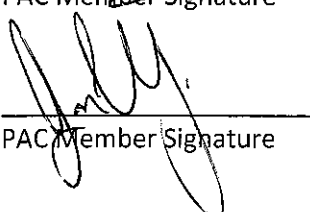
The following is the 2024-25 fee structure for the **Claremont Sports Institute** as approved by our Parent Advisory Council:

The cost to students for participating in the **Claremont Sports Institute –Golf** is \$130.00 per month for a yearly fee (10 months) of \$1300.00. Consistent with district policy, no student will be excluded due to hardship.

Proposed fees are subject to final approval by the Saanich Board of Education.

2024-25 fee structure for the **Claremont Sports Institute** as approved by our Parent Advisory Council:

Signatures:

<u>MARILYN GRECO</u> Marian Greco	 PAC Member Signature	<u>21 NOV 2023</u> Date
<u>RICHARD ANTHONY</u> Richard Anthony	 PAC Member Signature	<u>21 Nov 2023</u> Date
<u>DON MELLINGS</u> Don Mellings	 PAC Member Signature	<u>NOV 21/2023</u> Date



PARKLAND SECONDARY SCHOOL

An Innovative, Inspiring, Inclusive Learning Community



Jan 15, 2024

Dear Parkland PAC

RE: Parkland Hockey Academy (No Change in Fees)

Section 82.1 (2) of the School Act states: "A board may offer a specialty academy if..."

a) The board has consulted with the parents' advisory council for the school where the board proposed to offer the specialty academy, and

Section 82.1 (6) Before establishing a schedule of fees...a board must:

a) Consult with the parents' advisory council for the school where the specialty academy is offered, and

b) Obtain the approval of the parents' advisory council for the schedule of fees.

The following is the 2024-25 fee structure for the **Hockey ACADEMY** as approved by our Parent Advisory Council:

The cost to students for participating in the Hockey ACADEMY is \$1,000 for the first semester season. Consistent with district policy, no student will be excluded due to hardship.

Proposed fees are subject to final approval by the Saanich Board of Education.

Signatures:

Ashley Sosnosky A Sosnosky Jan 15 2024

PAC Member Name PAC Member Signature Date

Eliza Greenway [Signature] Jan 15, 2024

PAC Member Name PAC Member Signature Date

Julie Stewart [Signature] Jan 15, 2024

PAC Member Name PAC Member Signature Date



PARKLAND SECONDARY SCHOOL

An Innovative, Inspiring, Inclusive Learning Community



Jan 15, 2024, 2024

Dear Parkland PAC

RE: Parkland Judo Academy (No Change in Fees)

Section 82.1 (2) of the School Act states: "A board may offer a specialty academy if..."

a) The board has consulted with the parents' advisory council for the school where the board proposed to offer the specialty academy, and

Section 82.1 (6) Before establishing a schedule of fees...a board must:

a) Consult with the parents' advisory council for the school where the specialty academy is offered, and

b) Obtain the approval of the parents' advisory council for the schedule of fees.

The following is the 2024-25 fee structure for the **Judo ACADEMY** as approved by our Parent Advisory Council:

The cost to students for participating in the Judo ACADEMY is \$750. Consistent with district policy, no student will be excluded due to hardship.

Proposed fees are subject to final approval by the Saanich Board of Education.

Signatures:

Ashtley Sosnosky ASosnosky Jan 15 2024

PAC Member Name PAC Member Signature Date

Elisa Greenway EGreenway Jan 15, 2024

PAC Member Name PAC Member Signature Date

Julie Stewart JStewart Jan 15, 2024

PAC Member Name PAC Member Signature Date



PARKLAND SECONDARY SCHOOL

An Innovative, Inspiring, Inclusive Learning Community



Jan. 15, 2024

Dear Parkland PAC

RE: Parkland Sailing Academy (No Change in Fees)

Section 82.1 (2) of the School Act states: "A board may offer a specialty academy if..."

a) The board has consulted with the parents' advisory council for the school where the board proposed to offer the specialty academy, and

Section 82.1 (6) Before establishing a schedule of fees...a board must:

a) Consult with the parents' advisory council for the school where the specialty academy is offered, and

b) Obtain the approval of the parents' advisory council for the schedule of fees.

The following is the 2024-25 fee structure for the **Sailing ACADEMY** as approved by our Parent Advisory Council:

The cost to students for participating in the Sailing ACADEMY is \$200 for the fall season and \$300 for the spring season. Consistent with district policy, no student will be excluded due to hardship.

Proposed fees are subject to final approval by the Saanich Board of Education.

Signatures:

Ashley Sosnosky A Sosnosky Jan 15 2024

PAC Member Name PAC Member Signature Date

Elisa Greenway E Greenway Jan 15, 2024

PAC Member Name PAC Member Signature Date

Julie Stewart J Stewart Jan 15, 2024

PAC Member Name PAC Member Signature Date

January 17, 2024

Stelly's Climbing Academy

Section 82.1 (2) of the School Act states: "A board may offer a specialty academy if..."

- a) The board has consulted with the parents' advisory council for the school where the board proposed to offer the specialty academy, and

Section 82.1 (6) Before establishing a schedule of fees...a board must:

- a) Consult with the parents' advisory council for the school where the specialty academy is offered, and
- b) Obtain the approval of the parents' advisory council for the schedule of fees.

The following is the 2024-25 fee structure (no increase) for the Climbing Academy as approved by our Parent Advisory Council:

The cost to students for participating in the Climbing Academy is the following:

\$1300 for New Full Year students

\$1200 for Returning Full Year students

\$800 for Half Year students

\$700 for Half Year students

Signatures:

Christine Culham
PAC Member Name

[Signature]
PAC Member Signature

January 20/24
Date

Karen Shufelt
PAC Member Name

Karen Shufelt
PAC Member Signature

Jan 20/24
Date

Kelly Hoffmann
PAC Member Name

[Signature]
PAC Member Signature

January 19, 2024
Date

Brentwood Elementary School

2023-2024 School Plan



At Brentwood Elementary, we are committed to improving literacy skills for all learners. Additionally, we are committed to building a strong foundation in social emotional learning which we believe is crucial to achieve academic success and overall personal well-being.

School Goal: Mental Health and Well-Being

Promote mental health and well-being through Social Emotional Learning and trauma informed practice.

Inquiry Question:

How will strengthening resilience and perseverance strategies in our students impact their academic success and well being?

What Do We Know About Our Learners?

Observations and Discussion points May 2023 during school planning session surfaced the following:

- Less social connections over the last 3 years due to pandemic;
- Observed increase in anxious thoughts in students; and
- Less perseverance, i.e. a tendency to 'give up easily'.

This goal and driving inquiry aligns to both our Mental Health and Well Being and Indigenous Learner Success strategic goals and First Peoples Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning is embedded in memory, history, and story.

What Are We Doing?

Over the course of the year, the following will be our direct areas of focus:

1. Build Capacity and training for staff:
 - a. Arrange ProD in the area of SEL resiliency and perseverance;
 - b. Schedule regular "lunch and learns" for staff on relevant SEL topics/strategies.
2. Provide structure and staff to support SEL learning by having Class profile meetings that use 3 tier intervention model and emphasis on supporting teachers in tier 1- Universal design of learning (UDL) in the classroom;
3. Collect Base line data - Collaborate to find a way to record Base line of current levels of resilience/perseverance to tasks - Parent, Staff, Student surveys;
4. Aligns with evidence based research, current resources and Trauma Informed practice; and
5. Incorporate WSÁNEĆ cultural traditions that strengthen mental wellness.

Brentwood Elementary School

2023-2024 School Plan



How are We Doing?

Over the 2023-24 year, we will track progress on our initiatives identified in this year's plan. And, specifically:

- **Class profile meeting** - bi-annual review of academic and SEL strengths and stretches with Inclusion support team (IST, counselor, admin, ELS, SLP, Psychologist, Literacy intervention) to guide term to term interventions in the area of SEL and support using the 3 tiers of intervention model and track and adjust over the year;
- **Report card:** data from previous year and current year to observe the work habits and growth mindset (resilience to difficult tasks);
- **Teacher capacity** - Through PRO-D and Lunch/Learn - Increase in teacher competency in the area of SEL and regular targeted instruction of strategies (modeling) with students, increase use of common language in the area of SEL;
- **Teacher observations** - increase in student awareness of applying strategies, increase academic readiness, increase motivation, increase resilience and perseverance; and
- **Student Empathy interviews/ Survey-** base line on mental wellness, strategies to that are used to persevere through tasks and be resilient.

Where Are We Going?

Summary learning, based on evidence gathered over the year, will provide us with key learnings to guide next steps for the 2024-25 school year and beyond.

Brentwood Elementary School

2023-2024 School Plan



School Goal: Literacy

To improve literacy skills for all learners.

Inquiry Question:

How can strengthening oral language and storytelling impact literacy skills in all learners?

What Do We Know About Our Learners?

Observations and Discussion points May 2023 during school planning session:

- identify areas based on student achievement through informal assessments, FSA data, report card data and observations;
- Can we narrow down our focus to have a strong impact?;
- Teacher have noted many reluctant writers, especially in intermediate grades;
- SLP and kindergarten teachers report children ages 4-6 are coming to school with less oral language skills; and
- A number of students in intermediate grades with language challenges.

This is important because pedagogy in language acquisition indicates the importance of oral language skills. Oral language skills are building blocks to literacy, social connections, culture and communication. The impact of oral language on written language is significant; proficiency in oral communication often leads to enhanced written skills. It forms the basis of grammar, vocabulary, and syntax which are all vital for effective written communication.

This goal and focused inquiry question aligns directly to our strategic priority in Literacy. Additionally, our intended approaches are deeply connected to First Peoples Principles of Learning, specifically that:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning is embedded in memory, history, and story.

What Are We Doing?

Over the course of the year, the following will be our direct areas of focus:

1. Build Capacity and training for staff in the area of supporting oral language
 - a. regular lunch and learns for staff on relevant oral language strategies:
 - i. Sept 20 SLP Caitin Mali - oral language - Phoneme and phonological awareness; and
 - b. explore oral language rubric for grade levels.
2. Make structural changes to interventions through class profile to include oral language support;
3. Build materials and supplies for oral language instruction;
4. Create more opportunities for storytelling, modeling, oral language instruction, and arts.
5. Expand language learning pedagogy -increase proficiency in oral language to improve written communication, explicit linking of speech to print;
6. Incorporate First people's learning- cultural, knowledge and social value of oral storytelling; and
7. Enhancement Agreement Goal: WSÁNEĆ, other First Nations, Métis and Inuit students will experience academic success while maintaining a strong cultural identity.

Brentwood Elementary School

2023-2024 School Plan



How are We Doing?

Over the 2023-24 year, we will track progress on our initiatives identified in this year's plan. And, specifically:

- **Class profile meeting-** bi annual review of academic and SEL strengths and stretches with Inclusion support team (IST, counselor, admin, ELL, SLP, Psychologist, Literacy intervention) to guide term to term interventions in the area of SEL and support using the 3 tiers of intervention model and track over the year;
- **Report card:** data from previous year and current year to observe the oral language/ literacy growth;
- **Teacher capacity-** Through PRO-D and Lunch /Learn - Increase in teacher competency in the area of strengthening oral language and regular targeted instruction of strategies and impacts on literacy achievement;
- **Teacher observations** - increase in student's ability to communicate and increase oral language skills, opportunities for modeling and experience with storytelling; and
- **Student Empathy interviews / Survey** - base line on mental wellness, strategies to that are used to persevere through tasks and be resilience.

Where Are We Going?

Summary learning, based on evidence gathered over the year, will provide us with key learnings to guide next steps for the 2024-25 school year and beyond.

Cordova Bay Elementary School

2023-2024 School Plan



School Goal: Global Citizenship

To foster a culturally responsive school community that celebrates continuous improvement of students' skills in creative and critical thinking.

Inquiry Question:

How can we support our students in their ongoing development of critical and creative thinking skills through a First Peoples' principles of learning lens?

What Do We Know About Our Learners?

We believe that strong critical and creative thinking skills are important to addressing complex 21st century issues, such as Truth and Reconciliation. Explicit instruction of thinking skills, over time, supports students in being reflective, challenging assumptions and celebrating diversity and multiple perspectives. Students who are critical thinkers are able to move beyond simply knowing information to becoming active, engaged and socially responsible citizens.

This goal and driving inquiry aligns to both our Global Citizenship and Indigenous Learner Success strategic goals. Additionally, our intended approaches are deeply connected to First Peoples Principles of Learning.

First Peoples Principles of Learning

The Culturally Responsive Goal needs to ensure that:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning recognizes the role of Indigenous knowledge.
- Learning requires exploration of one's identity.

What Are We Doing?

Over the course of the year, the following will be our direct areas of focus:

- School-wide explicit instruction of critical and creative thinking strategies (school announcements, assemblies, class, clubs, teams and school-wide critical and creative thinking challenges);
- Sustained Inquiry - ensure daily opportunities to practice creative and critical thinking, by providing a balance of process-based learning and product-based learning, offering daily/weekly challenges, asking a wide variety of open-ended questions, supporting skill development for problem-solving during class meetings, social skills lessons, connections to self, others and world, etc.);
- Inquiry-Based Learning;
- Project-Based Learning;
- Assessment Practices - ensure a balance of formative and summative assessment practices. Consistent formative assessment encourages continual feedback practices to support ongoing revisions of student work at each step of the learning. Evidence of learning is shown in a variety of ways and reflects student diversity;
- Teacher Pro-D (monthly, lunch and learns, summer pro-d) - critical and creative thinking, building capacity for sustained inquiry through a cascading challenges approach, embedded daily and weekly inquiries/challenges, build teacher and student capacity for feedback and reflection practices; and
- Numeracy – provide students with more open-ended problems and learning tasks that require multiple solutions, strategies and entry/access points to develop conceptual understanding in

Cordova Bay Elementary School

2023-2024 School Plan



numeracy. Foster metacognition by supporting students in justifying their answers and making predictions.

How are We Doing?

Over the 2023-24 year, we will track progress on our initiatives identified in this year's plan. More specifically:

- **Anecdotal reports** - Following school-wide and class challenges practicing the critical and thinking competencies, we will debrief via google doc feedback and share out at staff meeting;
- **Parent Checklist** - We will collect parent observations via a checklist related to their child's critical and thinking competency and transfer from school to home;
- **Student Satisfaction Surveys** - Determine those questions related to creative and critical thinking and use as data;
- **Our School Survey** - We will ensure that there are at least 2 questions focused on the thinking competency to be used as data;
- **FSA results** - We will review the % of students who score 3/4 or 4/4 on questions requiring higher level mental processing and creativity, as noted in each year's FSA school assessment reports for particular questions;
- **Exit Interviews** - We will conduct exit interviews with our Gr 5 students with at least 2 questions related to critical and creative thinking competency; and
- **Core Competency Student Self-Reflections** - Student self-reflection of the thinking competency will be collected and reviewed 3rd term at final staff meeting to determine trends, stretches and strengths for 24/25.

Where Are We Going?

Summary learning, based on evidence gathered over the year, will provide us with key learnings to guide next steps for the 2024-25 school year and beyond.

Cordova Bay Elementary School

2023-2024 School Plan



School Goal: Literacy

To improve student achievement in reading, writing, listening, and speaking by using a school-wide scope and sequence of literacy concepts and programs.

Inquiry Question:

How can we continue to increase student success in literacy?

What Do We Know About Our Learners?

Literate students are able to explore language and story to learn more about themselves, their families and the role of Indigenous knowledge in their learning. Through ongoing development of listening and speaking skills, students can connect with others near and far which is fundamental to global citizenship. Strong literacy skills allow students to deepen subject-specific and cross-curricular understanding, thereby supporting increased academic success in all content areas.

This goal and focused inquiry question aligns directly to our strategic priority in Literacy. Additionally, our intended approaches are deeply connected to First Peoples Principles of Learning.

First Peoples Principles of Learning

The Literacy Goal needs to ensure that:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning is embedded in memory, history, and story.

What Are We Doing?

Over the course of the year, the following will be our direct areas of focus:

- Integration of Indigenous literature, language and culture to support connectedness, reciprocal relationships and a sense of place, as we address the 94 Calls to Action;
- Ongoing focus on Call to Action #62 - Teachers will learn the tools to teach about Indigenous cultures, languages, including residential schools, and will learn to use Indigenous teaching styles, as outlined in the Indigenous Principles of Learning;
- Access to just right and culturally responsive text for all students;
- Access to Google ReadWrite and other assistive technologies where possible;
- Inclusion Support Team to engage weekly at Wednesday meeting in a review of the comprehensive support model (balance of push-in and pull-out support where necessary);
- Regularly scheduled School-Based Team meetings with teachers to plan for students with lagging skills, using an RTI model (Tier 1,2,3), differentiation of instruction and comprehensive support model;
- Provide ongoing opportunities to practice oral language storytelling through a First Peoples' lens where learning is embedded in memory, history and story;
- Ongoing commitment to adding more and more diverse voices to our learning commons book collection;
- Supporting Heggerty (phonics and phonological awareness instruction) through teacher professional development and resourcing;

Cordova Bay Elementary School

2023-2024 School Plan



- Continuing to implement a science of reading model; and
- Ongoing development of comprehensive literacy support model (both push in and pull out support to respond to student needs).

How are We Doing?

Over the 2023-24 year, we will track progress on our initiatives identified in this year's plan. And, specifically:

- DLA data review fall and spring (note trends, monitor progress, inform instruction, Pro-D development, instructional strategies, resources, learning support models);
- Report card data - June summative reports in ELA will be reviewed in fall in grade groups during class profile team meetings (learning support model will reflect the fall needs and will be on a 6-8 week review cycle);
- FSA Data will inform whole school instructional practices for literacy and guide our teacher and Educational Assistant professional development model; and
- Review other formative and summative literacy assessment tools to assess efficacy and relevancy.

Where Are We Going?

Summary learning, based on evidence gathered over the year, will provide us with key learnings to guide next steps for the 2024-25 school year and beyond.

Deep Cove Elementary School

2023-2024 School Plan



School Goal: Social Emotional Learning (SEL)

To build belonging and connection by developing students' social-emotional and social communication skills.

School Goal: Communication Skills

To grow students' abilities to effectively communicate with others, with a focus on literacy communication skills.

Inquiry Question:

Through school-wide consistency, local teachings of the WSÁNEĆ peoples, and a lens of equity, how will a school-wide SEL approach targeting communication and language learning opportunities impact student achievement in literacy?

What Do We Know About Our Learners?

- We are a **language-rich**, dual track English and French Immersion school. Both programs celebrate our school-wide focus on developing students' language skills: reading, writing, listening, and speaking.
- Our school data indicates that there are learning opportunities where we can improve students' social communication and thinking communication skills particularly within literacy;
- We recognize the link between students' **social-emotional learning skills**, engagement with others and with learning, and student success at school. Research shows that a focus on social-emotional learning helps meet the diverse needs of students;
- We value and include all students. In a supportive, authentic environment, students are empowered to be true to self and the best versions of themselves;
- We are committed to open, honest, and respectful communication, character development, global learning, social justice, environmental sustainability and emotional wellbeing;
- All students communicate. As such, a **communication goal** is inclusive for all students, staff, and programs: English French Immersion, ELL, ESL, SENĆOŦEN, FSL;
- We know that strong student achievement and social skills stem from students' abilities, confidence, and willingness to engage with language and communicate needs, wants, feelings, and thoughts in social settings. This core competency - effective communication - is about effective meaning making in social settings; and
- Staff strive to create thoughtful, purposeful, and **intentional** learning opportunities, which lead to successful student experiences, growth, and results.

This goal and focused inquiry question aligns directly to the district Strategic Priorities in Literacy and Mental Health and Well-being. Additionally, our intended approaches are deeply connected to First Peoples Principles of Learning, specifically that:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning is embedded in memory, history, and story.

Deep Cove Elementary School

2023-2024 School Plan



What Are We Doing?

Over the course of the year, the following will be our direct areas of focus:

- Continue to collaborate with staff and students regarding ways to ensure students feel connected and have a sense of belonging in their school (student leadership opportunities, assemblies, school-wide events, etc.);
- Implement common SEL language school-wide;
- Explicit teaching of the MindUp! resource school-wide;
- Direct resources towards the school goal;
- Explicit teaching of conflict resolution, and communication skills, school-wide;
- Continue to offer before and after school Reading Club to provide early intervention reading support; and
- Provide regular school updates to parents on goal progress and activities, and how parents can support learning.

How are We Doing?

Over the 2023-24 year, we will track progress on our initiatives identified in this year's plan. And, specifically:

- Foundational Skills Assessment (FSA);
- Engagement Data: OurSCHOOL Survey;
- Social Emotional Learning DESSA School Survey;
- DLA/FI DLA;
- Office Visits;
- "*Reading Between The Lines*": Gathering Street Data;
- Capturing data: Bi-annual class profile meetings; and
- Intermediate Student Leadership Club feedback.

Where Are We Going?

Summary learning, based on evidence gathered over the year, will provide us with key learnings to guide next steps for the 2024-25 school year and beyond.

Keating Elementary School

2023-2024 School Plan



School Goal: Literacy

To improve student literacy across the curriculum for all students regardless of language program, with a particular focus on primary years, and foundational reading skills.

Inquiry Question:

How can we improve literacy for all students? Which key literacy practices are valued as impactful across all grades?

What Do We Know About Our Learners?

Research affirms the importance of literacy, particularly in the early years as a key marker for success and engagement. We have observed a reduction in the number of children entering intermediate grades as non-readers (i.e. “emerging” proficiency on report card and/or District Literacy Assessment (DLA)). Ensuring that tools to assess both decoding and comprehension are employed. As children become older and are still striving to read are not able to action their learning. This also has a detrimental effect on their self-esteem and image of self as a learner.

This goal and focused inquiry question aligns directly to our strategic priority in Literacy. Additionally, our intended approaches are deeply connected to First Peoples Principles of Learning, specifically that:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning is embedded in memory, history, and story.

What Are We Doing?

Over the course of the year, the following will be our direct areas of focus:

- Professional book clubs on the subject of early literacy, and Science of Reading concepts;
- Conversations between Keating’s literacy team and that of other schools to compare/share strategies and results;
- Engagement in professional development and workshops;
- Provision of collaboration time, partially facilitated by building this into schedules;
- Continuing to offer and engage in diversity planning sessions;
- Compassion interviews with children (What kind of teaching helps you? How do you like to learn?) to gather Street Data. These interviews can be facilitated by Inclusive Education staff; and
- Creating a scope and sequence to guide effective teaching at every grade level.

How are We Doing?

Over the 2023-24 year, we will track progress on our initiatives identified in this year’s plan. And, specifically:

Using the combination of report card data, FSA results, and DLA results to gauge success, identify learning needs, and guide our practice as educators.

Where Are We Going?

Summary learning, based on evidence gathered over the year, will provide us with key learnings to guide next steps for the 2024-25 school year and beyond. More specifically:

- From Adrienne Gear’s work, we will move away from the KWL (know-want to know-what I learned) to “Knew/New” – what you previously knew versus a new understanding.

Keating Elementary School

2023-2024 School Plan



School Goal: Mental Health and Well-Being

To improve mental health and well-being through social emotional learning (SEL) and trauma-informed practice.

Inquiry Question:

How do we establish and nurture a school culture of mental wellness that include students, staff, and families?

What Do We Know About Our Learners?

Increased need for counseling support schoolwide. Evidence that Tier 1 programs implemented schoolwide make a significant difference in well-being.

This goal and driving inquiry aligns to both our Mental Health and Well Being and Indigenous Learner Success strategic goals and First Peoples Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning is embedded in memory, history, and story.

What Are We Doing?

Over the course of the year, the following will be our direct areas of focus:

- Evidence based classroom programs, partnered with an overarching set of themes that are the focus of schoolwide assemblies and activities;
- Placing staff wellness as a crucial element in the mental health and wellness of the school community;
- Creating opportunities to celebrate, gather, and work together as a school community for specific purpose, or for joy (e.g. Cram the Cruiser, Family Read-In, Terry Fox Run, full school recesses); and
- All staff learn and apply strategies and provide feedback about student learning with regard to the application of practical calming or coping strategies.

How are We Doing?

Over the 2023-24 year, we will track progress on our initiatives identified in this year's plan.

Where Are We Going?

Summary learning, based on evidence gathered over the year, will provide us with key learnings to guide next steps for the 2024-25 school year and beyond. More specifically:

- From Adrienne Gear's work, we will move away from the KWL (know-want to know-what I learned) to "Knew/New" – what you previously knew versus a new understanding.

KELSET Elementary School

2023-2024 School Plan



School Goal: Social Emotional Learning (SEL)

Implement school-wide strategies and activities for students to develop the skills to manage their emotional, mental, and physical wellbeing, requiring awareness of equity, diversity, and inclusive practices.

Inquiry Question:

How can we increase engagement and achievement in literacy while recognizing the importance of having students' minds and bodies ready for learning?

What Do We Know About Our Learners?

Our learners come from culturally rich and diverse backgrounds. Many students are eager to be involved in leadership activities and organized events offered at the school. They continually demonstrate a positive attitude, determination, and lively curiosity toward their learning. Our staff have observed that many of our students benefit from direct teaching of social and emotional skills to increase their ability to regulate emotions in challenging situations, resulting in improved focus on learning. We utilized the Devereux Student Strengths Assessment-Mini (DESSA) which measures the following domains: decision making, relationship skills, optimistic thinking, self-management, social awareness, and personal responsibility. The results presented our staff with a greater understanding of our students' strengths, while providing us with direction on areas for growth. Please refer to charts. Chart A indicates the overall frequency of student behavior in these areas. Chart B showcases the areas that students are requiring skill development.

Our Social Emotional goal aligns with the District Strategic Goal to promote mental health and well-being through social emotional learning and trauma informed practice. We will be directly teaching social emotional skills through effective use of curricular resources and research-based programs.

The goal also aligns with the Indigenous Education Enhancement Agreement goal: *W̱SÁNEĆ*, other First Nations, Métis and Inuit students will strengthen their knowledge and understanding of mental and emotional wellness.

Also, and importantly, this inquiry connects directly to First Peoples principles, where:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves patience and time.

What Are We Doing?

SEL Classroom Programming

- Second Step is a program that helps to build social-emotional skills through scenarios, discussions, and making connections;
- Social Thinking programs, such as Zones of Regulation and We Thinkers, which gives kids the language to identify their emotions and behaviours and use skills to regulate their bodies and build relationships;
- EASE (Everyday Anxiety Strategies for Educators);
- MindUp strategies; and
- School-wide Strategies

Student Leadership Opportunities

KELSET Elementary School

2023-2024 School Plan



- School wide Assemblies – incorporate the learning of our KELSET Beliefs;
- Student Lunch Monitors;
- Morning Announcements; and
- Physical Wellbeing
 - Lunch time Intramurals
 - Sports equipment available at recess

Staff Professional Development

- A Pro-d Series, led by Holly Vivier and Shannon Toronitz, on the Zones of Regulation and Social Emotional Learning;
- Linda O’Neill, *Educational Psychology, Counselor - Trauma Informed Practice*; and
- Professional Book Club: *Fostering Resilient Learners*

How are We Doing?

Over the 2023-24 year, we will track progress on our initiatives identified in this year’s plan.

Student Survey Results Spring 2023:

- 97% students feel they are kind
- 91% students feel they can solve problems peacefully
- 86% students feel they belong at the school

Results from Empathy Interviews of randomly selected students:

- a plan for the day will help keep me on track with expected behaviours;
- I like having choice of things to do at recess;
- would like family involvement in school activities when they most need it;
- taking breaks and hands on learning helps me to learn the best;
- I learn best when it’s quiet;
- I like to have someone around to help me in my learning;
- having friends and people who will listen will help me have a good day;
- I would like to have my family come see my classroom; and
- I want to come into the school and feel it will be a good day.

Where Are We Going?

Summary learning, based on evidence gathered over the year, will provide us with key learnings to guide next steps for the 2024-25 school year and beyond. More specifically:

Planning for 2023-24 School Year:

- a continued commitment to focused professional development opportunities on Social Emotional Learning (SEL), Self-Regulation, and trauma-informed practice;
- SEL data collection and other means of gathering information;
- Creation of an SEL Working Group including Inclusion Support Teachers, Classroom Teachers, and Counselor;
- exploration and development of schoolwide projects which build community;
- involvement from the community (i.e. mentors, Elders) for continued learning and connections;
- continued opportunities for student leadership;
- direct teaching of anti-racism and cultural awareness;
- embed First Peoples Principles of Learning throughout all of our learning; and
- Continued community building events in conjunction with the PAC.

KELSET Elementary School

2023-2024 School Plan



School Goal: Literacy

How can we increase engagement and achievement in literacy while recognizing the importance of having students' minds and bodies ready for learning?

What Do We Know About Our Learners?

KELSET staff are committed to improving literacy for all students. Report card data and literacy assessments indicate that over 14% of our learners are at the emerging level and over 30% are developing in their literacy skills. Please refer to charts. Chart A showcases English Language Arts report card data in June 2022 and Chart B displays English Language Arts report card data in June 2023.

With many teacher resources, strategies, and programs available at each grade level, our staff recognize the benefits of collaborating to ensure that all students are receiving a comprehensive and consistent literacy approach from Kindergarten to grade 5.

This goal aligns with the District Strategic Goal to improve literacy across the curriculum for all students with a particular focus on early learning. We will be utilizing the District Literacy Assessment and other assessment data to inform our practice.

As we work towards achieving our literacy goal, we will ensure that WSÁNEĆ, other First Nations, Métis and Inuit students will experience academic success, while maintaining a strong cultural identity, as outlined in the Indigenous Education Enhancement Agreement.

Also, and importantly, this inquiry connects directly to First Peoples principles, where:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves patience and time.

What Are We Doing?

- Development of Literacy Working Group of teachers to guide this work;
- Intensive Literacy Intervention for students at the emerging level;
- Scheduled Targeted Reading Time for grades 1, 2, and 3 each term;
- Professional Development, such as Adrienne Gear literacy workshop and Targeted Reading Instruction; and
- Regular Grade group collaboration to review curriculum standards, discuss assessment and reporting, and set short term goals.

How are We Doing?

Over the 2023-24 year, we will track progress on our initiatives identified in this year's plan.

Student Survey Results Spring 2023:

- 96% students feel they are good at listening
- 90% students like reading
- 86% students like writing

KELSET Elementary School

2023-2024 School Plan



Teacher observations:

- Sound knowledge has improved (evidence from Words their Way assessment)
- Stronger foundation of letter sounds for grade 1 students
- Consistent programming across grades:
 - Letterland and Heggerty at kindergarten level
 - UFLI used at Grade 1 level
 - early chapter book series at Grade 2 and 3 level
- Support provided for all students rather than exclusively striving readers

Where Are We Going?

Summary learning, based on evidence gathered over the year, will provide us with key learnings to guide next steps for the 2024-25 school year and beyond. More specifically:

Planning for 2023-2024 School Year:

- streamlining support schedules;
- how to support comprehension strategies as well as phonics instruction;
- increase communication between team members and families;
- Support kindergarten teachers with District Literacy Assessment implementation in spring;
- Professional Development opportunities in area of literacy;
- Supporting families with literacy at home; and
- Purchase Resources – create a 3-year spending plan
 - Decodables
 - Story Workshop Bins

Lochside Elementary School

2023-2024 School Plan



School Goal: Social Emotional Learning (SEL)

To foster identity, well-being and leadership through a lens of equity and inclusion.

Inquiry Question:

With student voice as our guide, how can we deepen understanding of student experience in order to better identify and remove barriers?

What Do We Know About Our Learners?

We know that positive self-identity is a major contributor to academic achievement and positive relationships. Removing barriers will provide more equitable access to what students need for success.

Through the lens of First Peoples Principles of Learning, students will continue to develop their knowledge and understanding of Indigenous culture, inclusive of W̱SÁNEĆ, Metis, First Nations that are represented within our student body through experiential learning opportunities such as:

- Artist in Residence – Bear Horne – Welcome Pole;
- Development of SENĆOŦEN language through lunch time club;
- Community members visiting and teaching students about W̱SÁNEĆ principles directly linked to learning in the classroom;
- Opportunities such as the Indigenous Atlas of Canada and Salish Weave for the whole school community;
- Staff learning through Professional Learning sessions – Competency Training and Blanket Activity, Identity Mandala; and
- Beyond the Fence – connection to land – self regulation – connection to SENĆOŦEN language

This goal and driving inquiry aligns to both our Global Citizenship and Indigenous Learner Success strategic goals and First Peoples Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning recognizes the role of Indigenous knowledge.
- Learning requires exploration of one's identity.

What Are We Doing?

Over the course of the year, the following will be our direct areas of focus:

- Engaging in empathy interviews to understand students who sit along the margins of the school, and gain deeper understanding of why and how the school can better serve them;
- Developing staff understanding of racism through accessing the Global Pluralism Reflection Tool. Strengthening staff skills for addressing racism, and how to make our school welcoming for newcomer, immigrant and indigenous families;
- Inclusion of diversity through cultural celebrations;
- Addressing cultural discrimination within fun lunch and other food programs;
- Cultural and identity boards displayed throughout the school;
- Connecting with community through ICA and SWIS and ELL/ELS department;
- Removing financial barriers for all families in need;

Lochside Elementary School

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- Accessing YFC, counselling, SWIS and VICCAR to support student emotional and mental well-being; and
- Staff book club building understanding, knowledge and capacity to address issues around SOGI
"Gender: Your Guide" by Lee Airton.

How are We Doing?

Over the 2023-24 year, we will track progress on our initiatives identified in this year's plan.

Where Are We Going?

Summary learning, based on evidence gathered over the year, will provide us with key learnings to guide next steps for the 2024-25 school year and beyond.

Lochside Elementary School

2023-2024 School Plan



School Goal: Literacy

To foster literacy development with a focus on achieving proficiency in reading and writing.

Inquiry Question:

By providing a balanced and foundational early years (K-3) literacy program that address gaps in literacy knowledge (strengthening phonetic and phonemic skills), will we see an increase in literacy proficiency and engagement in all learners?

What Do We Know About Our Learners?

Literacy skills and competency impact all areas of learning and future success. Research shows that direct teaching of phonological and decoding skills will maximize growth for all learners and will in turn provide a strong foundation for literacy development.

We will draw on various sources of classroom evidence, using this and the basis for our planning and our school-wide literacy practices.

This goal and focused inquiry question aligns directly to our strategic priority in Literacy. Additionally, our intended approaches are deeply connected to First Peoples Principles of Learning, specifically that:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning is embedded in memory, history, and story.

What Are We Doing?

- Intervention and intentional teaching of skills through: Heggerty, Science of Reading values, LIT role;
- Whole school book club – “The Wild Robot” – the PAC has purchased a book for each family to read; We will have read aloud after school opportunities in the LLC for those families that have language barriers;
- Family Book Club will be connected to future STEM and Writing Fair;
- Literacy committee to develop whole school activities to promote literacy;
- Unified early years literacy program approach to ensure sequential skill development, common language, tools and scaffolding;
- PAC supports funding for a Home Reading Program for Kindergarten and Grade 1 classes;
- Infusion of Story Workshop in K-2 classes to develop writing and storytelling skills; and
- Grade 3 classes engaged in Story Studio workshops to continue to build skills and engagement in story writing.

How are We Doing?

Over the 2023-24 year, we will track progress on our initiatives identified in this year’s plan.

Where Are We Going?

Summary learning, based on evidence gathered over the year, will provide us with key learnings to guide next steps for the 2024-25 school year and beyond.

Prospect Lake Elementary School

2023-2024 School Plan



School Goal: Literacy

To improve student achievement in reading, writing, listening, and speaking by using a school-wide scope and sequence of literacy concepts and programs.

Inquiry Question(s):

1. How can we amplify the voice of our vulnerable literacy learners and ensure our instruction honours the diversity of our school population?
2. Using a scope and sequence across grades, how can we aim to build a consistent set of skills for our learners across all grades in literacy?

What Do We Know About Our Learners?

Two key areas of focus, based on what we know about our learners, that will guide our collective work to support all students:

1. Equitable Instruction

- Through student-centered questions while conducting empathy interviews, we learned we must better understand students' connections to the school and their learning.

2. Scope and Sequence

- We would like to see student growth in key reading strategies; making connections and asking and answering questions to further their understanding of texts, as well as help instill the joy of reading in all students.

This goal and focused inquiry question aligns directly to our strategic priority in Literacy. Additionally, our intended approaches are deeply connected to First Peoples Principles of Learning, specifically that:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning is embedded in memory, history, and story.

What Are We Doing?

Over the course of the year, the following will be our direct areas of focus:

1. Equitable Instruction

- Through explicit teacher instruction, students will build background knowledge, comprehension, and vocabulary;
- Increase access to diverse texts so that all students can see themselves in the books they read at school. This includes lessons taught in the classroom, our school library collection materials, and other printed resources such as posters in our school and classroom novel sets;
- Structured and consistent Early Literacy instruction in classrooms and through our targeted LIT support program, including the use of a consistent phonemic awareness program across primary classrooms; and
- Common language and resource use amongst our staff will allow students to more readily build a consistent foundation of their skills throughout their school experience.

Prospect Lake Elementary School

2023-2024 School Plan



2. Scope and Sequence

- Twice annually, students will participate in a school-wide write. Grade group teachers will then meet to assess learning and plan for the next steps in writing;
- Consistent resource and assessment tools used across classrooms and grades to build scope and sequence for students; and
- Term-by-term assessment of students' reading skills to monitor growth, and ensure we are building skills to identify and prevent gaps in learning and inform instructional strategies.

How are We Doing?

Over the 2023-24 year, we will track progress on our initiatives identified in this year's plan. And, specifically:

- Conducting student-centered empathy interviews twice yearly;
- Tracking cohorts through June DLA results;
- Tracking cohorts summary ELA report card data;
- Term by Term Classroom tracking and monitoring of reading and writing skills; and
- Student Learning Survey - school questions added Fall 2024.

Where Are We Going?

Based on evidence gathered over the year, summary learning will provide key learnings to guide the next steps for the 2024-25 school year and beyond.

Prospect Lake Elementary School

2023-2024 School Plan



School Goal: Global Citizenship

To build skills and provide opportunities for students to interact responsibly, thoughtfully, and respectfully in all aspects of their lives.

Inquiry Question:

How can we build skills and provide opportunities for students to interact responsibly, thoughtfully, and respectfully in all aspects of their lives?

What Do We Know About Our Learners?

- Through student technology survey we have gained a deeper understanding of how our students are engaging with the online world on their personal time; and
- Through our empathy interviews students have been reflecting on how we move forward in times of challenge to do better the next time.

This goal and driving inquiry aligns to both our Global Citizenship and Indigenous Learner Success strategic goals and First Peoples Principles of Learning. More specifically:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning recognizes the role of Indigenous knowledge.
- Learning requires exploration of one's identity.

What Are We Doing?

Over the course of the year, the following will be our direct areas of focus:

- Embedded use of our school beliefs – *'We take care of ourselves, We take care of others, We take care of this place'*;
- Celebration of light- highlighting celebrations across culture during the winter months so all of our students see themselves reflected in our school;
- PAW CLAW assemblies– each month is focused a theme which contributes to building positive school culture;
- School bulletin board- monthly bulletin board features work by every student;
- Variety of clubs, teams, and student leadership opportunities for students to become active, contributing members of their school community;
- Digital Citizenship lessons taught both explicitly and embedded in all aspects of the curriculum addressing digital etiquette and safety;
- Taking ownership of our plots in the school garden with the theme of pollination;
- Connecting with nature by spending more time outdoors in our nature space engaging with the land;
- Sharing our voices-- using language or images to create a school video saying thank you or hello in several languages represented in our school; and
- Important connections made for every student- our staff each connect on a regular basis with students beyond their classroom who benefit from additional and ongoing adult connection.

Prospect Lake Elementary School 2023-2024 School Plan



How are We Doing?

Over the 2023-24 year, we will track progress on our initiatives identified in this year's plan. And, specifically:

Student Learning Survey questions to add to Spring Survey:

- How would you tell a friend how to play safely online?
- Can you name 2 or more adults at our school who you can seek help from?
- Name some new students you feel connected to after starting our PAW CLAW assemblies.
- What do you enjoy about PAW CLAW?
- Recognize all of our students who have participated in clubs and teams
- Survey students about efficacy of family grouping assemblies and seek feedback about what would make them more empowering for students.
- Ask our PAC – how are our school initiatives supporting connection and belonging to our school and enhancing student connection to our wider world?

Where Are We Going?

Summary learning, based on evidence gathered over the year, will provide us with key learnings to guide next steps for the 2024-25 school year and beyond.

Sidney Elementary School

2023-2024 School Plan



School Goal: Literacy

To increase literacy outcomes for all students.

Inquiry Question:

How can we increase student literacy achievement through differentiated whole class literacy practices?

What Do We Know About Our Learners?

Sidney School staff are committed to increasing literacy outcomes for all of our students.

Our most recent report card literacy data showed:

- 42% of students are at emerging or developing
- 53% of students are at proficient
- 4% are at extending.

Our District Literacy Assessment data showed:

- 40% of students are emerging or developing
- 55% of students are proficient
- 5% of students are extending.

Through our school based Literacy intervention team, our school is providing daily, regular literacy intervention to 10% of our student population outside of the classroom. Aligning our classroom practice with high quality, whole class literacy instruction will provide literacy support to all students in our school. Classroom instruction will provide repetition and consistent literacy instructional approaches for students who are also receiving interventions in our school.

This goal and focused inquiry question aligns directly to our strategic priority in Literacy. Additionally, our intended approaches are deeply connected to First Peoples Principles of Learning, specifically that:

- Learning involves patience and time;
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place); and
- Learning is embedded in memory, history, and story.

What Are We Doing?

Over the course of the year, the following will be our specific actions:

- teacher access to high quality resources to support instruction;
- regular professional development for all staff focusing on whole group instruction strategies;
- increased opportunities for collaboration drawing on expertise of staff;
- mentoring opportunities between teaching staff (collaboration, class visits, team teaching);
- aligning instruction and intervention amongst all teaching and itinerant staff (classroom teachers, Speech Language Pathologist, and school / district based teams);
- school wide write;
- Monthly Family Read Around the School; and
- Indigo Grant from 2023-2026 (\$50,000) to purchase quality books and resources for classrooms and our Learning Commons.

Sidney Elementary School

2023-2024 School Plan



How are We Doing?

Over the 2023-24 year, we will track progress on our initiatives identified in this year's plan. And, specifically the following will be key elements:

- Learning involves patience and time;
- Report Card Data (Literacy report card data - June);
- DLA Data (2023-2024);
- Foundation Skills Assessment (FSA);
- Literacy Tracking form;
- Teacher formative and summative assessments; and
- School Wide Write – data.

Where Are We Going?

Summary learning, based on evidence gathered over the year, will provide us with key learnings to guide next steps for the 2024-25 school year and beyond.

Bayside Middle School

2023-2024 School Plan



School Goal: Literacy

Students will continue to engage and develop their literacy skills.

Inquiry Question:

How can we use data to identify barriers for students and create cohesive and equity based literacy practices at Bayside?

What Do We Know About Our Learners?

Through our District Literacy Assessment, it has been identified there are a percentage of students who have been assessed as Emerging. This included Indigenous, non-Indigenous as well as Indigenous students living on reserve.

Similarly, a percentage of students were assessed as Emerging on their Spring Report Cards. This included Indigenous, non-Indigenous, and Indigenous students living on reserve.

This goal and focused inquiry question aligns directly to our strategic priority in Literacy. Additionally, our intended approaches are deeply connected to First Peoples Principles of Learning.

First Peoples Principles of Learning

The Literacy Goal needs to ensure that:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning is embedded in memory, history, and story.

What Are We Doing?

- Identifying a learning plan for all Emerging students from DLA and report card Data;
- Continuing to support staff through Professional Development and in-service opportunities in implementing literacy based strategies in the classroom;
- Creating an aligned and a cohesive strategy to support all literacy learners (team players including ELS, ELA, IST/LA teachers; Speech Language Pathologist, and District Psychologist);
- Continuing to support our Indigenous students to engage in the English Language Support; and
- Continuing to support students in participating in literacy programs including School Wide Write and District Literacy Assessments.

How are We Doing?

Over the 2023-24 year, we will track progress on our initiatives identified in this year's plan. More specifically:

- Quarterly Review of data that includes reflection, identification of barriers for students and action planning. This process includes all stakeholders including Indigenous rights holders and student voice; and
- Provision of data on student learning to teachers in a timely manner including support to respond to data.

Where Are We Going?

Summary learning, based on evidence gathered over the year, will provide us with key learnings to guide next steps for the 2024-25 school year and beyond.

Bayside Middle School

2023-2024 School Plan



School Goal: Sense of Belonging

To continue to support students to engage in the learning process and to see themselves as a member of their school community while fostering a sense of belonging.

Inquiry Question:

How do we engage students and help them to recognize themselves as learners and part of the learning process?

What Do We Know About Our Learners?

Our learners come from culturally rich and diverse backgrounds. Many students are eager to be involved in activities and athletic opportunities provided through the school. Students have communicated that it is important for them to experience a sense of belonging and to have themselves represented throughout the school community. Staff continues to be responsive to supporting students when there has been perceived racism and continuing to ensure that all students feel safe and supported in their learning environment.

- FAAS/PHE assessments identifying students who are Emerging
- Student Learning Survey data regarding mental health and belonging

This goal and focused inquiry question aligns directly to our strategic priority in Mental Health and Wellness. Additionally, our intended approaches are deeply connected to First Peoples Principles of Learning.

First Peoples Principles of Learning

The Sense of Belonging Goal needs to ensure that:

- Learning requires exploration of one's identity
- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors

What Are We Doing?

- Connecting with District Student Voice Committee to receive ongoing feedback on Mental health and belonging needs;
- Continuing to work with Dr. Lisa Gunderson around supporting staff to understand the importance of equity and belonging;
- Engaging staff in rich professional learning on the topics of mental health, SOGI and anti-racism education;
- Continuing to support our grade 8 teachers to deliver the Mental Health Literacy unit; and
- Continuing to conduct empathy interviews with a cross section of students to hear feedback regarding their feeling of belonging and their role as a member of the school community.

How are We Doing?

Over the 2023-24 year, we will track progress on our initiatives identified in this year's plan. More specifically:

- Quarterly Review of data that includes reflection, identification of barriers for students and action planning. This process includes all stakeholders including Indigenous rights holders and student voice; and
- Provision of data on student learning to teachers in a timely manner including support to respond to data.

Bayside Middle School

2023-2024 School Plan



Where Are We Going?

Summary learning, based on evidence gathered over the year, will provide us with key learnings to guide next steps for the 2024-25 school year and beyond.

North Saanich Middle School

2023-2024 School Plan



School Goal: Literacy and Numeracy

To improve student engagement and individual academic success with a focus on literacy and numeracy interventions for our most vulnerable students.

Inquiry Question:

How will implementing comprehensive literacy / numeracy instruction and intervention processes increase accessibility, equity, and engagement for all students at NSMS?

What Do We Know About Our Learners?

At North Saanich Middle School, we are proud of our school's culture of academic engagement and rigor. We are fortunate to have a diverse learning community of vibrant learners who arrive each day with a desire to learn and grow together. Our innovative and committed staff create multiple access points and opportunities for our learners to be met where they are and move forward in their learning journeys. A thorough look at recent data has enabled our team to get to know our learners and better understand their strengths and areas where they need support. By looking at our District Literacy Assessment (DLA), our student's report card data, our Foundation Skills Assessment data, along with a benchmark schoolwide write, we were able to identify the need to implement targeted literacy and numeracy interventions to increase accessibility, equity, and engagement for all students at NSMS.

As we work towards achieving our literacy and numeracy goal, we will ensure that **WSÁNEĆ**, other First Nations, Metis, and Inuit students will experience academic success, while maintaining a strong cultural identity, as outlined in the Indigenous Enhancement Agreement.

This goal aligns with our district strategic priority to improve student literacy across the curriculum for all students with a particular focus on early learning. Additionally, we have placed numeracy as a priority as North Saanich Middle School. Our intended approaches are deeply connected to First Peoples Principles of Learning.

First Peoples Principles of Learning

The Literacy goal needs to ensure that:

- Learning recognizes the role of Indigenous knowledge;
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place); and
- That to increase academic success for our **WSÁNEĆ**, other First Nations, and Inuit students we must ensure that their histories, cultures, and traditions are honored, reflected, and engaged throughout all aspects of their learning journeys.

What Are We Doing?

We plan to improve student literacy across the curriculum by addressing equity to ensure all students have access to comprehensive literacy instruction, as well as literacy interventions.

Currently, our Inclusion Support Team (Inclusion Support Teachers, Counsellors, Indigenous Liaison, Indigenous teacher, ELL, and ELS as well as our District OT/PT) engage in an extensive transition process with our feeder schools to ensure that we have appropriate supports in place for student success. This process requires the collection of data from report cards, the District Literacy Assessment (DLA), and the District Literacy Screener. The collection of this data helps inform our learning teams on how to best meet students where they are with their literacy skills. It also allows our team to ensure that students have access to

North Saanich Middle School

2023-2024 School Plan



appropriate support to target explicit skill building as well as comprehensive literacy instruction. As part of our comprehensive instruction, we also use an inclusive classroom planning tool to implement Universal Design for Learning (UDL) strategies.

NSMS has developed and facilitated a series of multi-age interventions to increase students' capacity and engagement with writing. Most recently, we have re-established reading interventions for our most vulnerable students, while also providing opportunities for students to extend their learning. These opportunities include the Beaver Computing Challenge, Gauss Math Contest, and Skills Canada competitions.

How are We Doing?

Over the 2023-24 year, we will track progress on our initiatives identified in this year's plan.

Where Are We Going?

Summary learning, based on evidence gathered over the year, will provide us with key learnings to guide next steps for the 2024-25 school year and beyond.

North Saanich Middle School

2023-2024 School Plan



School Goal: Global Citizenship

Enhance the capacity of staff and students to create and maintain respectful, accessible learning environments by developing an inclusive mindset within students and staff.

Inquiry Question:

How might we continue to address inclusion, diversity, equity and accessibility (IDEA) at NSMS?

What Do We Know About Our Learners?

At North Saanich Middle School, we know that inclusion, diversity, equity, and accessibility are foundational to learning and leading, and are critical to success, well-being, and personal growth. As a learning community, we are committed to ensuring that all our students, families, and staff feel welcomed, are treated respectfully, and have a sense of belonging. Our students reflect on their middle school experience through the completion of our Hawk Face and the Student Learning Survey. Staff have determined areas of personal and collective growth with IDEA principles. Together we are committed to building our capacity to increase students' social, emotional, and academic growth.

Our goal aligns with the District strategic priority to promote mental health and well-being through social emotional learning and trauma informed practice.

This goal and focused inquiry question aligns directly to the district Strategic Priority in Global Citizenship. Additionally, our intended approaches are deeply connected to First Peoples Principles of Learning.

First Peoples Principles of Learning

The Global Citizenship Goal needs to ensure that:

- Learning requires exploration of one's identity;
- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors; and
- Learning is holistic, reflexive, reflective, experiential, and relational (focus on connectedness, on reciprocal relationships, and a sense of place).

The goal aligns with the Indigenous Education Enhancement goal: WSÁNEĆ, other First Nations, Metis and Inuit students and understanding of mental and emotional wellness.

What Are We Doing?

To reduce barriers and promote wellness, we have reorganized our counselling model this school year and increased accessibility for students and families. Part of promoting wellness is honoring and listening to our student voice. To receive feedback regarding how students feel at school, students express their thoughts and/or concerns through our Hawk Face reflection process every spring. Appropriate measures are in place to support students who require follow-up. Students also participate in providing input on their school experiences through the Student Learning Survey. Staff are engaged in on-going professional development to enhance their capacity with language and strategies related to the IDEA principles. We have created a Welcome Wall that represents all languages spoken in our school community. This shows our continued commitment to honor diversity and create a more inclusive environment.

How are We Doing?

Over the 2023-24 year, we will track progress on our initiatives identified in this year's plan.

North Saanich Middle School 2023-2024 School Plan



Where Are We Going?

Summary learning, based on evidence gathered over the year, will provide us with key learnings to guide next steps for the 2024-25 school year and beyond.

Royal Oak Middle School

2023-2024 School Plan



In 2018/19, ROMS worked as a school community to develop our ROMS Core Values: **Curiosity, Compassion and Resilience**. These values, and the work that followed, were the focus of our school goals throughout the pandemic and are now embedded in our school culture. In 2022/23 we began work on aligning our ROMS school goals with the District Strategic plan. The School Plan was collaboratively developed by staff with input from students and parents for the first year of a four year journey to improve student learning at Royal Oak Middle School by focusing on two goal areas: literacy and mental health/wellbeing.

School Goal: Literacy

Inquiry Question:

How can we guide and support our students to develop the literacy skills they need to read and communicate effectively in order to reach their potential as learners?

What Do We Know About Our Learners?

- District Literacy Assessment (DLA) data (completed school-wide in May every year);
- Student self-reflections completed in Jan and June 2024 by students who participated in the reading intervention; and
- Follow-up interviews with a smaller number of students conducted by our literacy team members to gather more in-depth feedback

First Peoples Principles of Learning

The Literacy Goal needs to ensure that:

Learning is embedded in memory, history and story.

What Are We Doing?

1. School-wide use of explicitly taught reading/writing strategies by focusing on one strategy for each grade from the District Literacy Assessment resources with an accompanying graphic organizer to be used across subject areas.
2. Specific focus on improving decoding skills for a select group of emerging readers through targeted small-group reading support for 30 minutes for 3 or 4 days/week.

How are We Doing?

Over the 2023-24 year, we will track progress on our initiatives identified in this year's plan. More specifically:

1. We will track progress on our school-wide use of strategies by looking at DLA scores across all grades and comparing yearly assessment results;
2. We will implement a class-wide reading and spelling intervention with a select number of divisions in 2023/24 with the goal of expanding the program as we build capacity among the staff;
3. We will monitor the class-wide reading intervention by gathering our literacy team for regular monthly meetings throughout the school year and continue to build teacher capacity by providing professional learning to staff on pro-d days and monthly staff meetings; and
4. We will monitor the progress of emerging readers using district assessment tools.

Royal Oak Middle School 2023-2024 School Plan



Current Gr 8 Students 2022/23	<u>Emerging</u> 8%	<u>Developing</u> 44%	<u>Proficient/Extending</u> 48%
Current Gr 7 Students 2022/23	<u>Emerging</u> 12%	<u>Developing</u> 49%	<u>Proficient/Extending</u> 39%
Current Gr 6 Students	No data available yet		

Where Are We Going?

Summary learning, based on evidence gathered over the year, will provide us with key learnings to guide next steps for the 2024-25 school year and beyond.

Royal Oak Middle School

2023-2024 School Plan



School Goal: Mental Health

Inquiry Question:

How can we guide and support our students to recognize factors that impact their mental health, to form meaningful connections and to effectively handle challenges?

What Do We Know About Our Learners?

- Compare data from teacher/student connection activity (February and June);
- Conduct empathy interviews to hear from diverse students across our school about what they need to improve their mental health and to inform our next steps; and
- Gather data from the Gr 7 Student Learning Survey on the specific questions that relate to mental health and design a school-based survey to get more detailed feedback from student across all grades.

First Peoples Principles of Learning

The Mental Health Goal needs to ensure that:

- Learning requires exploration of one's identity.
- Learning is holistic, reflective, experiential and relational (focused on connectedness, on reciprocal relationships, and sense of place).
- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.

What Are We Doing?

1. Plan and teach lessons in Grades 6-8 that provide students with a toolkit of strategies for their own mental health/wellbeing and strategies to help a friend.
2. Engage staff in rich professional learning on the topics of mental health, SOGI and anti-racism education.
3. Develop a process that identifies a "go to adult" for every student in the school.

How are We Doing?

Over the 2023-24 year, we will track progress on our initiatives identified in this year's plan. More specifically:

1. Provide regular opportunities at staff meetings for teachers to share lessons and teaching ideas with colleagues so that all teachers are increasing opportunities for students to add to their toolkit. Conduct empathy interviews with students to hear from them about what they need for their mental health and wellbeing;
2. Provide regular opportunities at weekly leadership meetings for staff to assess our ongoing professional learning and conduct empathy interviews with students to inform our next steps;
3. In Jan 2024 we will work together as a staff to identify strong adult connections for all students and develop a plan to actively build stronger connections with students. We will revisit this in the spring to assess our progress and ask students for their feedback; and
4. We will design a school-wide survey to ask every student at ROMS about the adults they feel connected to and ask them to identify what aspects of Mental Health they would like to learn more about.

Royal Oak Middle School 2023-2024 School Plan



Where Are We Going?

Summary learning, based on evidence gathered over the year, will provide us with key learnings to guide next steps for the 2024-25 school year and beyond.

Claremont Secondary School

2023-2024 School Plan



School Goal: Care and Inclusivity

To promote a culture of care and inclusivity for all students, especially those that are members of marginalized communities.

Inquiry Question:

How do we foster a school culture that confronts and eliminates racism and focuses on acceptance, empathy and understanding?

What Do We Know About Our Learners?

Claremont is a bustling high school that offers a wide variety of academic and extracurricular opportunities for a school population that averages close to 1150 students and 100 staff members per year. The Claremont school community has a keen sense of school pride and a collective focus on inspiring students to achieve their best, both inside and outside the classroom. At the same time, we remain passionately committed to ensuring that **all** students feel welcomed, supported, safe and positively engaged. As a school community, we must work together to confront racism in all its forms, help build a strong culture of positivity and inclusivity, and celebrate our differences. As a school staff, we must improve those processes currently in place that help students connect with each other and with the wide variety of programs, clubs, and teams available in our building. Students who connect quickly and 'find their niche' often enjoy a more positive school experience, which in turn increases their chances of being successful as a learner. In our greater school community that includes parents and caregivers, we must also work to encourage open dialogue that leads to growth and a greater level of acceptance of others.

We are confident that a school-wide focus on acceptance and understanding will have a positive effect on the mental health and wellness of our learners, and it will help produce citizens who are more socially and globally aware that their comments and actions can have lasting impacts on others.

This goal and focused inquiry question aligns directly to our strategic priority in Mental Health and Wellness. Additionally, our intended approaches are deeply connected to First Peoples Principles of Learning.

First Peoples Principles of Learning:

The Culture of Caring and Inclusivity Goal needs to ensure that:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves patience and time.
- Learning requires exploration of one's identity.

What Are We Doing?

- Encouraging new students to make a connection with at least two adults each year and become a member of at least one club or one team, even if they lack prior experience;
- Creating a school wide house system based on the four elements (Fire, Water, Earth, and Air) where **ALL** students and staff belong and are grouped only by birthdate; points can be accumulated through participation in fun competitions that focus on working with and getting to know others;
- Listening to the voices and ideas from our students, especially those who are new to our building, shared with other District schools like our Individual Learning Centre (ILC) or our South Island Distance Education School (SIDES), or are members of marginalized communities;
- Running a Leadership class outside of the timetable that is student led and helps plan and promote events around the school;

Claremont Secondary School

2023-2024 School Plan



- Supporting the student led creation of our first-ever BIPOC club that meets monthly and will soon take a leadership role in organizing future discussions and events focused on dismantling racism;
- Ensuring that our school programming and methods of assessment meet the needs of our diverse student body, including offering more courses focused on teaching Indigenous content and surveying students regularly each year to find out what needs to be changed or offered;
- Engaging students and staff in meaningful anti-racism work, including group presentations, live and interactive surveys, and professional development; and
- Teaming with our Parent Advisory Council to offer further anti-racism learning sessions that will include student and parent involvement.

How are We Doing?

Over the 2023-24 year, we will track progress on our initiatives identified in this year's plan. More specifically:

- We feel that there have been definite improvements in our collective level of acceptance and understanding as a school population, but we still have much work to do;
- We have instituted a recurring special event three times a year (December, March, and May) in the form of a school-wide Spartan Celebration to recognize a wide variety of student accomplishments and celebrate the diversity that exists within our building; and
- We are consciously taking the time to listen to students, to hear their feedback and develop an understanding of their experiences as a student at Claremont, and to act on their suggestions and feedback by making changes in our programming and school processes where necessary.

Where Are We Going?

Summary learning, based on evidence gathered over the year, will provide us with key learnings to guide next steps for the 2024-25 school year and beyond.

Parkland Secondary School

2023-2024 School Plan



School Goal: Engagement

To increase student engagement in their learning at Parkland.

Inquiry Question A:

How do we create strong roots and connections for students to our school and their learning that allow them to be successful in school?

Inquiry Question B:

How do we intervene or support students when they show signs of disengagement?

What Do We Know About Our Learners?

In the context of our two inquiry questions:

- We have a staff that is very well liked and connected to students;
- We are able to identify those students that are struggling; and
- We have a counselling staff that is supportive of students struggling with anxiety.

Additionally:

- We are very invested in strategies that will intrinsically motivate the students to engage in their learning; and
- We are also seeking programming paths for students that will intrinsically engage students to persevere and actively participate in their learning.

In the context of supporting evidence:

- Report card data indicates that we have some students that are struggling to be successful in class;
- Attendance records show a strong correlation between attendance and success in class; and
- Staff Conversations and Anecdotal Comments show a common concern from staff with the engagement of students in their learning. Whether it is attendance, reluctance to start or complete work, apathy, phone use or anxiety, the staff is noticing more and more students not engaging in the learning to the best of their ability.

This goal, and focused inquiry questions, align directly to our strategic priorities in Mental Health and Wellness, Literacy and Indigenous Learner Success. Additionally, our intended approaches are deeply connected to the First Peoples Principles of Learning.

First Peoples Principles of Learning

The Engagement Goal needs to ensure that:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves patience and time.
- Learning requires exploration of one's identity.

What Are We Doing?

To Guide Our Decisions and Directions we will be:

- Reviewing Data on Engagement and Belonging from Learning Surveys;
- Reviewing Report Card Data;
- Reviewing District Language Assessment Results;
- Interviewing Struggling Students;
- Brainstorming thoughtful ways to engage students in their learning; and

Parkland Secondary School

2023-2024 School Plan



- Consulting and collecting input from our School Improvement Group, Students, PAC, Subject Chairs and Staff.

Specific to Inquiry Question A:

- Select Strategies that fosters, encourages and supports engagement;
- Social and Emotional Learning and Support:
 - Grade 8 Transition
 - Grade 9 Panther Talks
 - Grade 10 – Panther Talks and CLE 10
 - Grade 11 - CLCa - Assemblies
- CLC – Moved into the timetable through Grade Assemblies.

Specific to Inquiry Question B:

- Add a Learning Strategies Course in our support block to help students develop skills and earn credit.

How are We Doing?

Over the 2023-24 year, we will track progress on our initiatives identified in this year's plan. Several key questions will underpin our inquiries, namely:

- 'Why is school important to our learners? What are their passions, assets, interests and reasons for engaging?'; and
- 'What would motivate them to engage?'

More specifically:

Within Inquiry Question A, we will:

- Review the impact of our Pathways promotion for students at Parkland – International Baccalaureate (IB), IB/Regular Curriculum (Post-Secondary Bound), Trades options/ explorations, and Parkland Alternate Learning Support (PALS) program;
- Track the impact of Literacy Support for struggling grade 9 students in English 9 classrooms, utilizing the District Literacy Assessment data; and
- Identify those students struggling to engage, develop plans and pathways with their families, and track the impact of these support initiatives.

Additionally:

Within Inquiry Question B, we will:

- Track the impact of a 7 week intensive literacy support in weeks 4 – 11 of each semester with support from our IST staff; and
- Gather feedback on an initiative that provides students with a staff member that checks in on them. (Our High 5 program)

Where Are We Going?

Summary learning, based on evidence gathered over the year, will provide us with key learnings to guide next steps for the 2024-25 school year and beyond.

Stelly's Secondary School

2023-2024 School Plan



School Goal: Social Emotional Wellness

Given the relationship between long-term success and social emotional wellness, we will look to provide opportunities for students to understand, advocate for, and manage their wellness through a school wide, strength-based program.

Inquiry Question:

If students have the strategies and support to positively affect their social & emotional well-being, will we see an increase in attendance, engagement, completion, and self-reports of positive well-being?

What Do We Know About Our Learners?

a) What Do we Know About ALL Learners:

Students with strong social-emotional skills including positive mental health is a prediction of long-term life outcomes such as stable employment, graduation from high school, completion of post-secondary and improved mental wellness in adulthood (*Dr. Kimberly Schonert-Reichl, UBC Education, 2020*). Establishing inclusive, caring, respectful, and safe learning environments plays a vital role in enhancing the mental health and well-being of students, staff, and families. Positive mental health is sense of emotional well-being that respects the importance of culture, equity, social justice, interconnections and personal dignity (Public Health Agency of Canada). Prioritizing positive mental health and Social Emotional Learning (SEL) cultivates learning environments that embrace and uplift all students. In inclusive, caring, respectful and safe learning environments:

- Positive and healthy relationships are nurtured.
- School staff collaborates with community partners to ensure students' safety and well-being.
- Students feel cared for by adults, both collectively and individually.
- Clear, consistent, and regularly communicated expectations are set for academics and behavior.
- Strategies for mental health promotion and social-emotional learning are woven into classroom instruction and school-wide activities.
- Comprehensive support is extended to students affected by inappropriate behavior and those engaged in such conduct.
- Students demonstrating unacceptable behavior receive fair and appropriate consequences, accompanied by supportive measures.

b) What Do We Know About ALL INDIGENOUS Learners?

Recognizing the unique circumstances, challenges, and opportunities faced by Indigenous peoples and communities, we acknowledge that many mental health challenges encountered by these populations are deeply rooted in historical and intergenerational trauma, socio-economic disparities, and discrimination stemming from the detrimental effects of residential schools and day schools. The resulting impacts extend to the mental health, well-being, and socio-economic, as well as educational outcomes of Indigenous students. There is an urgent need for collective action and accountability to address the profound harm inflicted on Indigenous peoples by Canada.

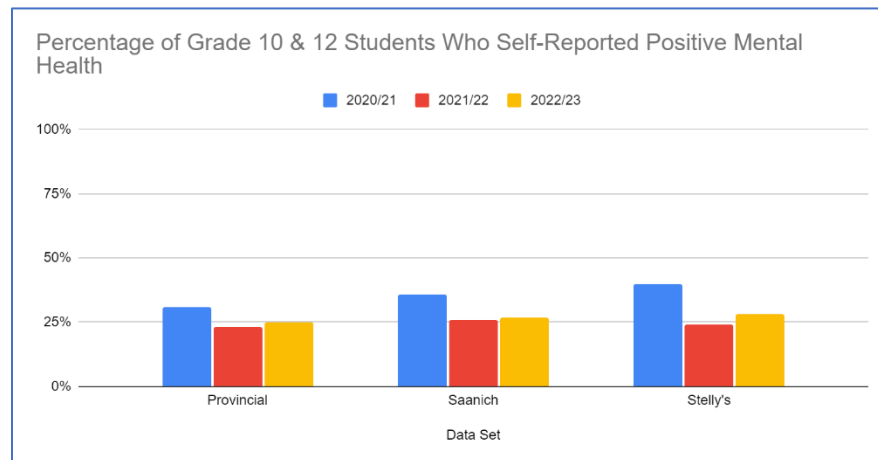
At Stelly's, our core belief is that, given appropriate support and opportunities, all learners can attain success. The key to learner success lies in fostering a culturally safe, compassionate, and inclusive learning community that actively cultivates strong relationships among every member of our school community, including students, staff, and families.

Stelly's Secondary School 2023-2024 School Plan



c) What Do We Know About OUR Learners?

Provincially, there has been a decline in the self-reporting of positive mental health. In the McCreary Centre Society survey (2018), 73% of grade 10-12 students across the province rated their mental health as good or excellent (2023 provincial results are not yet available). Over the last 3 years, provincial, Saanich, and Stelly's Student Learning Survey data show a different picture of student mental health:



The 2023 McCreary survey results indicate that 40% of Saanich School district students in grades 7-12 rate their mental health as poor or fair (60% report positive mental health). Additionally, the majority of students experienced at least a little happiness, as well as stress, and despair. In the month before taking the survey:

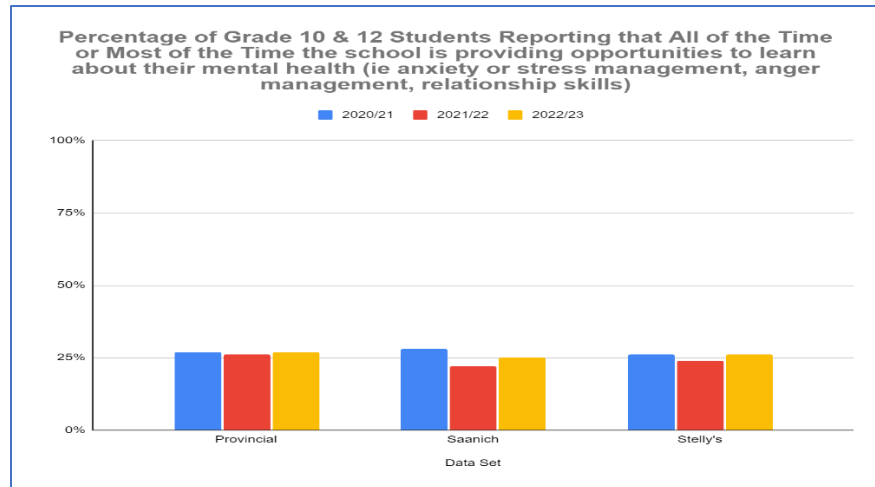
- 66% felt happy most or all of the time, and 1% never felt happy.
- 88% experienced at least a little stress, including 15% who were so stressed they could not function properly.
- 66% experienced some level of despair, including 9% who felt so sad, hopeless or discouraged that they wondered if anything was worthwhile.

Additionally, the 2023 McCreary survey for Saanich School district detailed:

- an increase in youth mental health conditions, specifically Anxiety Disorders or panic attacks, Depression, PTSD, and ADHD,
- 24% of students reported missing classes in the past month because of mental health challenges (e.g., depression, anxiety) (an increase from 16% in the 2018 results), and
- 20% were too anxious or depressed in the past year to participate in extracurricular activities (up from 14% in the 2018 survey).

Our student learning survey results, the district's McCreary survey results, and our anecdotal evidence collected from focus groups and individual empathy interviews at Stelly's show a need for SEL programming.

Stelly's Secondary School 2023-2024 School Plan



At Stelly's, we continue to see an increase in students struggling with attendance due to a lack of wellness. Additionally, we regularly have students referred to outside agencies such as Integrated Mobile Crisis Response Team (IMCRT), Discovery, Child & Youth Mental Health (CYMH), Indigenous Child and Youth Mental Health (ICYMH) and outside counsellors above the significant utilization of Stelly's counsellors.

Positive mental health and overall well-being of students, staff and families is the keystone to learner success. SEL is an integral part of student mental health and wellness that can cultivate protective factors against mental health risks. Within a culturally safe, respectful, and inclusive learning community, the prevalence SEL education can provide the foundation for ALL learners to be successful.

This goal and focused inquiry questions align directly to our strategic priority in Mental Health and Wellness. Additionally, our intended approaches are deeply connected to the First Peoples Principles of Learning.

First Peoples Principles of Learning

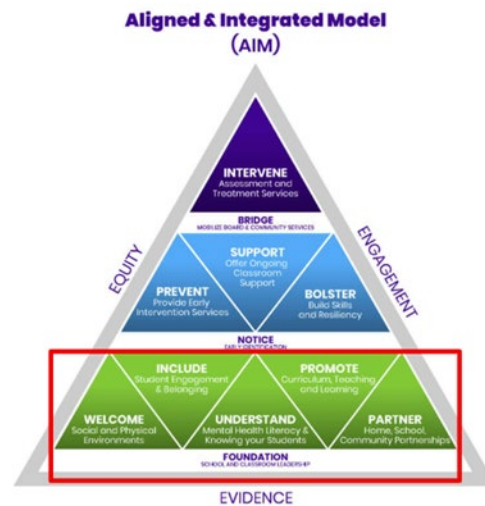
The Social Emotional Wellness Goal needs to ensure that:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning recognizes the role of Indigenous knowledge.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

What Are We Doing?

In discussing all the components of social emotional healthy schools, we can consider the Tier 1 aspects that are outlined in School Mental Health Ontario's "Aligned & Integrated Model (AIM)".

Stelly's Secondary School 2023-2024 School Plan



Welcome – Social & Physical Environments. At Stelly's, we:

- Spend the first week of each new semester focusing on classroom culture and relationships within our classrooms.
- Have increased the number of social tables in common areas around the school for students to sit at during break and lunch
- Have Mug-up every Friday which includes a fun, friendly staff competition that usually occurs in the hallway for students to enjoy themselves and laugh with us as we believe that a happy staff means happy students.

Include – Student Engagement & Belonging. At Stelly's:

- We offer a Social Leadership class that organizes and runs fun events for the student body (ie, School Spirit Assemblies, Friday Fun Days, Spirit Weeks, Fill-the-Hive Food Drive, Kindness Drive for holiday hampers)
- We host numerous clubs and teams that provide a space of belonging for many students (ie, GSA club, BIPOC club, Social Justice Club, Culture Club, Book Club, Gardening Club, Paddling Club, Model United Nations Club, Dungeons & Dragons Club, Textile Arts Club, Chess Club).
- We have an Elder in Residence that is present in our Cultural Room and our school.
- We are completing the renovations to move the Cultural Room to the front of the school to mark its presence and importance in our school.
- We spend extra time and resources focussing on a positive transition into high school with grade 8 visits for a day in May/June, offer a TRAILS program for a selection few that might need an extended transition period, student summer tours in August, student leadership phone calls to welcome new students to Stelly's, have just grade 9s on the first day back in September, and have staff (ISTs, counsellors, admin) do transition meetings with their Bayside counterparts to discuss student who might need more support than typical.

Stelly's Secondary School

2023-2024 School Plan



Understand – Mental Health Literacy & Knowing your Students. At Stelly's:

- We have begun developing a systems approach to SEL that is planned to be implemented in the 2024/2025 school year.
- In our October & November staff meetings each year, we complete a Relationship Mapping activity with the entire staff to identify which grade 9 students might not yet have a positive staff relationship and then we undergo process to make this happen. We also come back to this list at the beginning of the next school year to determine which students as grade 10s do not have a positive staff connection.

Promote – Curriculum, Teaching & Learning. At Stelly's:

- Our Physical & Health Education (PHE) teachers as well as our Career Life Education (CLE) 10 and Career Life Connections (CLC) teachers continue to provide learning opportunities around the health and well-being components of the curriculum.
- We employ three counsellors (1.5 FTE) and a full-time Youth and Family Counsellor (YFC) who work collaboratively to support our student body.

Partner – Home, School, Community Partnerships. At Stelly's:

- We have begun to have a Welcome Back BBQ at the beginning of each year to invite parents and students into the school.
- We will be having a course selection evening in the TSARTLIP Community to assist our Indigenous families with guiding their children with the course selection progress and graduation planning.
- We have developed a long-term partnership with Human Nature Counselling that works with a small group of students each year to use nature and relationship-building to connect these students to staff members at our school.
- We have great professional relationships with and make referrals to community partners such as IMCRT, High Risk Team (VIHA), CYMH, Discovery and other external organizations.

How are We Doing?

Over the 2023-24 year, we will track progress on our initiatives identified in this year's plan. And, specifically:

- Class profile meeting - bi-annual review of academic and SEL strengths and stretches with Inclusion support team (IST, counselor, admin, ELS, SLP, Psychologist, Literacy intervention) to guide term to term interventions in the area of SEL and support using the 3 tiers of intervention model and track and adjust over the year;
- Report card: data from previous year and current year to observe the work habits and growth mindset (resilience to difficult tasks);
- Teacher capacity - Through PRO-D and Lunch/Learn - Increase in teacher competency in the area of SEL and regular targeted instruction of strategies (modeling) with students, increase use of common language in the area of SEL;
- Teacher observations - increase in student awareness of applying strategies, increase academic readiness, increase motivation, increase resilience and perseverance; and
- Student Empathy interviews/ Survey- base line on mental wellness, strategies to that are used to persevere through tasks and be resilient.

Where Are We Going?

Summary learning, based on evidence gathered over the year, will provide us with key learnings to guide next steps for the 2024-25 school year and beyond.

Stelly's Secondary School

2023-2024 School Plan



School Goal: Indigenous Learner Success - Numeracy

To identify barriers within our school preventing success for our Indigenous Learners.

Inquiry Question:

If we can identify barriers preventing learners from achieving success, will we be able to strategize to address these barriers and therefore, begin to see an increase in our Literacy and Numeracy Assessment scores, students choosing the Foundations/Precalculus pathways, graduation/completion rates, and enrolment in post-secondary?

What Do We Know About Our Learners?

Stelly's population is 13.6% Indigenous students which is 30% of the district's Indigenous population at the high school level. The *2022/2023 Aboriginal Students: How Are We Doing?* shows that our Indigenous students in Saanich School District disproportionately under perform in Numeracy and Literacy compared to their non-Indigenous counterparts within the district (see Appendix). At Stelly's we have seen an improvement on the Literacy 10 Graduation Assessment as well English 10-12 course marks over the last 3 years, and we have yet to see these improvements in the Numeracy/Math realm. Additionally, we consistently see most Indigenous students choosing the Workplace Math pathway rather the Foundations/Precalculus pathway. This limits their first step into post-secondary as many programs require Foundations 11 or Precalculus 11. Stelly's data tells us that our 2020-2021 school goal that focused on literacy has provided growth for Indigenous learners in literacy but the achievement gap in numeracy experienced by our Indigenous Learners needs to be a focus.

Additionally, the district's 6-year and 5-year completion rates are much lower for Indigenous students and our district's is on the lower end of the provincial range.

Data collected from our student focus groups and individual empathy interviews, Stelly's students, Indigenous and non-Indigenous, feel that while the curriculum is relevant, the lesson structure (ie stand and deliver) is not meeting the needs of today's learner nor is it preparing them for future education and/or employment (ie discussion, collaboration, etc).

At Stelly's, our core belief is that, given appropriate support and opportunities, all learners can attain success. The key to learner success lies in fostering a culturally safe, compassionate, and inclusive learning community that actively cultivates strong relationships among every member of our school community, including students, staff, and families.

This goal and focused inquiry questions align directly to our strategic priority in Indigenous Learner Success. Additionally, our intended approaches are deeply connected to the First Peoples Principles of Learning.

First Peoples Principles of Learning

The Numeracy Goal needs to ensure that:

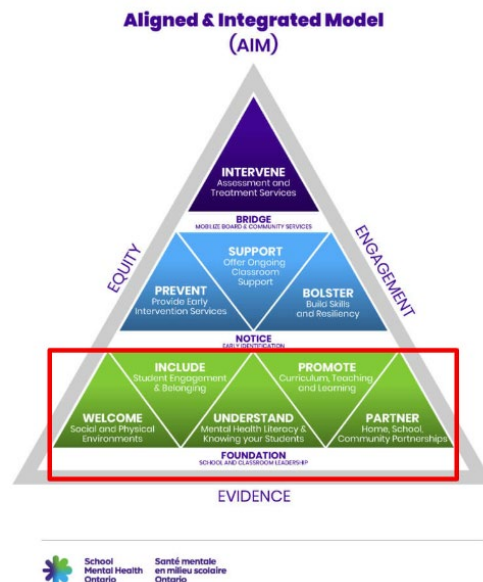
- Learning requires exploration of one's identity.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning recognizes the role of Indigenous knowledge.
- Learning is embedded in memory, history and story.
- Learning involves patience and time.

Stelly's Secondary School 2023-2024 School Plan



What Are We Doing?

Using the AIM Tier 1 as the lens to analyze the foundational supports we are currently providing to Indigenous students and their families.



Welcome – Social & Physical Environments. At Stelly's:

- We are completing renovations to move the Cultural Room to the front of the school to mark its presence and importance in our school. This space will also be easily accessible to families, community and elders that want to visit our school.
- We have begun having our room signs written in SENĆOŦEN, French and English.

Include – Student Engagement & Belonging. At Stelly's:

- We began to make individual phone calls to families at the beginning of the year inviting them to our Welcome Back BBQ.
- We have an Elder in Residence that is present in our Cultural Room and our school a number of times throughout each week.
- We, with the help of the Indigenous Education, have access to a small bus to transport Indigenous students to and from sporting events and SENĆOŦEN.

Understand – Mental Health Literacy & Knowing your Students. At Stelly's:

- We employ Indigenous Support Staff (1.25 FTE), one full-time Indigenous Support Liaison, and a part-time support person in the role of a Life Coach.

Promote – Curriculum, Teaching & Learning. At Stelly's:

- We offer Indigenous Leadership as well as SENĆOŦEN (both outside of the timetable).
- We are currently offering 6 courses that are considered an Indigenous Focused course and our staff weave FPPL throughout their courses.

Stelly's Secondary School

2023-2024 School Plan



Partner – Home, School, Community Partnerships. At Stelly's:

- We are actively looking for ways to connect with Indigenous families. For example, this year we held a Welcome Back BBQ for our Meet-the-Teacher evening, and we will be hosting a Course Selection/Grad Planning Evening in community to provide the information families may need to help their students choose their courses.
- We often connect with our Indigenous Family Advocate and external support agencies (ie ICYMH) to ensure families and students have the support they need.

How are We Doing?

Over the 2023-24 year, we will track progress on our initiatives identified in this year's plan. More specifically:

- Measured by attendance rates, selection of high-level Math courses, 5-year completion rates, Numeracy scores increase, Indigenous enrolment growth over time.

Where Are We Going?

Summary learning, based on evidence gathered over the year, will provide us with key learnings to guide next steps for the 2024-25 school year and beyond.

Individual Learning Centre 2023-2024 School Plan



School Goal: Mental Health and Wellness

At ILC, students will develop resilience, social responsibility, a healthy identity, and a sense of belonging in their community through positive adult connections, supported interpersonal opportunities and wrap around mental health support.

Inquiry Questions:

- 1. How do we create more opportunities for students to practice and build positive and supported peer connections?**
- 2. How can we develop learning opportunities that are engaging, relevant, and build self confidence in our learners?**

What Do We Know About Our Learners?

Saanich Secondary Students

School District 63 Individual Learning Centre fosters the growth of students who are confident, life long learners, ready to make an active contribution to their family and community. Our students achieve academic, career, and personal excellence through self paced, individualized learning in a calm, caring and respectful environment. The Individual Learning Centre (ILC) is a school of choice and has two locations in Broadmead and Saanichton that support students working towards Ministry of Education graduation in courses grade 9 – 12. ILC aligns to the BC Curriculum through a personalized, flexible, and innovative approach.

Students come to ILC with varied needs. Many seek a different educational experience that involves flexible programming, a smaller school setting, wrap around mental health support, and the ability to work face to face with a caring educator on a personalized plan. We learn about our students through a thoughtful intake process, daily check ins with teacher advisors and support staff, and close connections with family and guardians. ILC staff build relational trust with students and ensure that student voice is at the center of each educational plan. Through this model, our students demonstrate academic success while building essential life skills in communication, thinking, and personal and social competency.

Our students:

- Come to us from across the Saanich School District
- Are on their own individual learning journey and require personalized academic and mental health supports to build confidence, capacity, purpose and a positive identity
- Are strong, intelligent, hard-working, talented, unique individuals who are worthy of success
- May have experienced multiple barriers within the traditional school system or greater community that have prevented them from fully engaging with learning
- Have rich and diverse cultural backgrounds and past life experiences
- Might say, “Get to know me. Meet me where I am at. I can learn. I deserve a pathway forward!”

This goal and focused inquiry questions align directly to our strategic priority in Mental Health and Wellness. Additionally, our intended approaches are deeply connected to the First Peoples Principles of Learning.

Individual Learning Centre 2023-2024 School Plan



First Peoples Principles of Learning

The Mental Health and Wellness goal needs to ensure that:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning requires exploration of one 's identity.

What Are We Doing?

- Starting every learning opportunity with a healthy adult relationship! Every student has a Teacher Advisor with whom they collaboratively construct a Personal Education Plan
- Offering full wrap around support through increased counselling services for students and families both onsite as well as through Outreach opportunities
- Strengthening relationships with outside agencies to ensure our students and families are resourced throughout the year
- Supporting early intervention by offering a grade 9 cohort model that builds core academic skills
- Addressing anxiety and mental health barriers through small group work, targeted social skills training, after school support groups, and active living opportunities
- Enriching the grad program through cross enrollment and partnership with neighbourhood schools
- Prioritized and purposeful transitions to dual credit opportunities, district career programs, post secondary and the world of work
- Offering a combination of academics, land-based learning, clinical counselling, and community involvement through a partnership with the Take a Hike Foundation

How are We Doing?

Over the 2023-24 year, we will track progress on our initiatives identified in this year's plan.

Where Are We Going?

Summary learning, based on evidence gathered over the year, will provide us with key learnings to guide next steps for the 2024-25 school year and beyond.

Individual Learning Centre 2023-2024 School Plan



School Goal: Indigenous Learner Success

Students will build strong attendance patterns and experience academic engagement, family connection, and culturally attuned ways of learning during their time at ILC so that they may graduate with dignity, purpose and options.

Inquiry Questions:

- 1. How can we strengthen student and family connections both on and off campus?**
- 2. How can we further engage students through Indigenous Ways of Knowing?**

What Do We Know About Our Learners?

The Saanich School District resides on the traditional territory of the WSÁNEĆ people encompassing the four local communities: Pauquachin, Tsartlip, Tseycum and Tsawout. The Individual Learning Centre (ILC) has two locations in Broadmead and Saanichton and supports a high Indigenous student population from across the Saanich School District.

While 8% of the Saanich School District student population is Indigenous, the Indigenous student population at ILC is 23%. This speaks to the importance of cultural relevancy and cultural responsiveness that is required at each ILC location. By weaving local Indigenous knowledge systems throughout the curriculum, both non-Indigenous students and Indigenous students alike are given the opportunity to see Indigenous perspectives, and the strengths and gifts of the First Peoples reflected in their school community.

Many students at ILC seek a different educational experience. At ILC, we offer a smaller school setting, self-paced learning, and a personalized approach that centers the students' lived experience. Our students benefit from transportation and food support, wrap around mental health services, and opportunities to explore their values and identity in a safe and caring environment.

Our students:

- Live and learn on the traditional territories of the WSÁNEĆ people;
- Come to us from rich cultural backgrounds and bring incredible cultural gifts and experiences into the classroom each day;
- Are strong, intelligent, hard-working, talented, unique individuals who are worthy of success;
- Must see themselves reflected in their curriculum, their learning, and their school community;
- Attend more and engage more with learning when it is land based and culturally responsive;
- Learn as much outside of the classroom as they do inside; and
- All benefit from Indigenous Ways of Knowing and the opportunity to connect with the land on which they live and learn.

This goal and focused inquiry questions align directly to our strategic priority in Indigenous Learner Success. Additionally, our intended approaches are deeply connected to the First Peoples Principles of Learning.

Individual Learning Centre 2023-2024 School Plan



First Peoples Principles of Learning

The Indigenous Learning Success Goal needs to ensure that:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning recognizes the role of Indigenous knowledge.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

What Are We Doing?

- Expand our course offerings and learning opportunities to reflect more land based learning, Indigenous content and ways of knowing throughout the curriculum (Example – Specialized Science 12, Take a Hike program);
- Introducing an Elder in residence, Curtis Henry, on Mondays at ILC Saanichton;
- Providing transportation and food support to for Indigenous families to remove barriers for students;
- Introducing Indigenous Leadership Group at Saanichton campus to strengthen student voice, involvement, advocacy and stewardship at ILC;
- Revive the ILC Indigenous Rain Garden- explore teaching, counselling and cultural support ideas that are situated outside of the classroom;
- Designing an ILC mascot that represents our students and acknowledges the important cultural land where our school is located;
- Build a strong ILC Key People team including teachers from Broadmead and Saanichton campuses, Take a Hike program, our Indigenous Teacher, and Indigenous Support Liaison;
- Include opportunities for staff to build personal connection and experience with the development of territorial acknowledgements at Staff Meetings; and
- Increase SENĆOŦEN language exposure into staff, student and family communication.

How are We Doing?

Over the 2023-24 year, we will track progress on our initiatives identified in this year's plan.

Where Are We Going?

Summary learning, based on evidence gathered over the year, will provide us with key learnings to guide next steps for the 2024-25 school year and beyond.

South Island Distance Education School

2023-2024 School Plan



School Goal: Mental Health and Wellness K-8

Support and Improve Mental Health and Wellness for K-8 Learners

Inquiry Question:

How can we better understand the mental health and wellness needs of our school's K-8 learners, almost all of whom are full-time SIDES students; and

What steps can we take to support and improve their mental health and wellness outcomes?

What Do We Know About Our Learners?

Our K-8 program consists of full-time (SIDES school-of-record) students who progress synchronously through their coursework from September to June. However, in contrast to brick-and-mortar schools, the majority of the learning occurs at a distance, with "home facilitators" playing a major role in the learning process. The reasons for choosing online learning typically rest with parents/caregivers and can include concerns (real or imagined) about the brick-and-mortar system's ability to support religious differences, SOGI (Sexual Orientation and Gender Identity) concerns, mental health or behavioral challenges, and physical needs. Many families value the flexibility in their students' schedules at SIDES.

Our K-8 students are not embedded in the typical social development environment that occurs when students learn together in a traditional classroom, and many SIDES families are with us in a more transient manner, spending 1-2 years with us before transitioning back to the brick-and-mortar system. Many students thrive in an online learning environment, but we have a significant number of students who struggle to engage with our learning model.

All these factors make it challenging to understand the mental health and wellness needs of our students and their parents/caregivers. It is also more challenging for us to fill mental health gaps that might be occurring with our students and their families.

This goal and focused inquiry questions align directly to our strategic priority in Mental Health and Wellness. Additionally, our intended approaches are deeply connected to the First Peoples Principles of Learning.

First Peoples Principles of Learning

The Mental Health and Wellness Goal needs to ensure that learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. We also need to ensure that learning requires exploration of one's identity.

What Are We Doing?

- K-8 programming is designed to offer a flexible schedule (both when and where the learning occurs);
- K-8 programming is highly inclusive and continually responsive to student needs;
- Regular, scheduled onsite tutoring sessions for middle school students which support community-building;
- Regular, scheduled extracurricular activities for K-9 such as Garden Club and Science Club, which support student participation alongside their peers;
- Community-building events such as K-9 Community Lunches;
- Virtual classes across the grades: these weekly sessions may include academics, but are often largely focused on community-building and sometimes include social skill development;
- Weekly Library reading sessions (called "Midday Mojo") which build community and connection among SIDES' youngest learners;

South Island Distance Education School

2023-2024 School Plan



- Include mindfulness and mental health literacy in courses;
- Actively support home facilitators with effective use of technology to support learning in the home; and
- Implement early interventions (e.g. learning assistance, SLP (Speech Language Pathology), reading support) where possible to help students experience success.

How are We Doing?

Over the 2023-24 year, we will track progress on our initiatives identified in this year's plan. More specifically:

- Our onsite events are attended by a small percentage of students who live locally. Those students clearly benefit from the social connections that are built during their time onsite, and in turn, this supports their mental health and wellness;
- Students who live outside the greater Victoria area cannot generally access our onsite community-building opportunities, and we know there is an inequity;
- Include mindfulness and mental health literacy in courses;
- Many families who chose SIDES during the pandemic chose to remain at SIDES; and
- The Ministry has recently developed a new Online Learning Survey for students and parents, which will allow us to better identify growth areas for SIDES.

Where Are We Going?

Summary learning, based on evidence gathered over the year, will provide us with key learnings to guide next steps for the 2024-25 school year and beyond. More specifically:

- We will look to increase community-building opportunities, both in-person and at a distance;
- We are planning to use our Street Data team to conduct Empathy Interviews with students; and
- We continue to explore the possibility of a blended program which would provide for regular onsite opportunities which could help support mental health in two ways: it would allow students to foster social connections which are vital to supporting their mental health, and it would allow SIDES staff to better identify students who may need support.

South Island Distance Education School

2023-2024 School Plan



School Goal : Mental Health and Wellness 9-12

Support and Improve Mental Health and Wellness for grade 9-12 Learners

Inquiry Question:

How can we better understand the mental health and wellness needs of our school's grade 9-12 learners, almost all of whom are part-time SIDES students who are taking courses asynchronously; and

What steps can we take to support and improve their mental health and wellness outcomes?

What Do We Know About Our Learners?

Our grade 9-12 students exist in two subgroups: part-time students who are taking the majority of their program at a brick-and-mortar school elsewhere in BC, and full-time (SIDES school-of-record) students who take the majority of their courses with SIDES. Adult learners – both graduates looking to upgrade courses, and non-graduates – make up a significant percentage of our grade 11/12 population. The reasons that students choose online learning are varied, but generally exist on a “first choice or last option” continuum. “First choice” reasons can include high performance athletics, need for academic flexibility at the home school, being temporarily absent from BC, while “last option” reasons can include medical fragility, attendance challenges in brick-and-mortar, or mental health concerns. Both groups bring different mental health pressures and realities.

Some of our students find it easy to engage and be successful in online learning, but many students do not, resulting in course completion rates that are significantly lower than those seen in brick-and-mortar schools. We believe that some of our students are looking for a sense of community at SIDES, while others have a community at their home school and are more comfortable with a more transactional relationship with SIDES.

With the majority of student learning occurring at a distance, it is more difficult to identify mental health and wellness challenges in our student population, and also more difficult to fill in any mental health and wellness gaps that might be occurring.

This goal and focused inquiry questions align directly to our strategic priority in Mental Health and Wellness. Additionally, our intended approaches are deeply connected to the First Peoples Principles of Learning.

First Peoples Principles of Learning

The Mental Health and Wellness Goal needs to ensure that learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. We also need to ensure that learning requires exploration of one's identity. Our model makes it more challenging to make learning “relational (focused on connectedness, on reciprocal relationships, and a sense of place).” Our learning model makes it easier to embed “patience and time.”

What Are We Doing?

- Students have up to one year to complete all courses;
- All adult learners are contacted by a school counsellor to discuss school goals, program needs, barriers to learning, etc.;
- Many course teachers have embedded a student interview early in their courses to help establish a relationship with the students and possibly uncover barriers to success that might be in place;

South Island Distance Education School

2023-2024 School Plan



- We are participating in a student mental health and wellness discussion group being spearheaded by the district, and hope that this might uncover unmet mental health and wellness needs of our students;
- We hold on-site social opportunities (e.g. art club, games club, movie night) for interested local students and community-building field trips (e.g. to Science World);
- We host virtual community-building opportunities (e.g. science club, virtual field trips);
- Bi-weekly meetings between counsellors and administration, in which we discuss students of concern;
- We are fostering expanded instructional protocols (virtual classes, videoconferences, interviews) to connect teachers and students;
- Utilize Learning Management System (Brightspace) tools and course design features to ensure accessibility and manageability of courses for all students;
- Remote third-party test supervision for more flexibility in testing access (testing has been a barrier for many students);
- Continue to expand course offerings to engage students in a variety of core and elective options, including more options that lead to graduation;
- We have developed a Counselling Connections website linked through Brightspace; and
- We have a full-time counsellor for grade 9-12 school-age students and a full-time counsellor for adult students.

How are We Doing?

Over the 2023-24 year, we will track progress on our initiatives identified in this year's plan. More specifically:

- We need to spend some time examining completion rates for our secondary students to see if we can spot patterns (e.g. within departments/course; within subgroups of students); and
- We are continually leveraging features in Brightspace that allow for more timely and relevant communication with students.

Where Are We Going?

Summary learning, based on evidence gathered over the year, will provide us with key learnings to guide next steps for the 2024-25 school year and beyond. More specifically:

- We are planning on using our Street Data team to conduct Empathy Interviews with students; and
- We will be using the Schedule A (Three-Year Plan to Support Indigenous Learners) process to examine engagement and completion rates for Indigenous learners. It is our hope that this will lead to the development of tools that will make it easier to examine student engagement and progress for all students.