

SCHOOL DISTRICT 63 (SAANICH)
EDUCATION DIRECTIONS COMMITTEE
Agenda

Committee Members:	Trustee Silzer, Chair Trustee Vandall Trustee VanWell
Staff Support:	Helena Takhar, Director of Instruction, Learning & Innovation Mel Paas, Assistant Superintendent
Partner Representatives:	Leila Sinclair-Wise, SAA – Elementary Kelly deKlerk, SAA – Secondary Shannon Toronitz – STA CUPE COPACS

**Tuesday, November 18, 2025
3:00 pm**

A. PRESENTATIONS AND QUESTIONS

1. Live It Earth Documentary about the W̱SÁNEĆ Moons – Darcy McNee, District Teacher Leader
2. School Plans – Mel Paas, Assistant Superintendent

B. ITEMS FOR DISCUSSION

No Items.

C. ITEMS FOR RECOMMENDATION

1. Name Change for Indigenous-focused BAA

Staff Recommendation:

That the Board approve a name change of the BAA currently known as ĆELÁNEN ŁTE to ŁTOTEL,NEW ŁE TTE Á,LENENEŁ ŁTE.

D. ITEMS FOR INFORMATION

E. FUTURE AGENDA ITEMS

- Data sharing around Strategic Plan goals – ongoing
- Student Voice Feedback – ongoing
- Benefits of International Students Program

To: Ed Directions Committee**Prepared By:** Suzanne Chisholm
District Vice Principal (Interim)
Indigenous Education**Subject:** Name Change for Indigenous-focused BAA**Date:** October 31, 2025**Purpose and Background**

The purpose of this briefing note is to recommend that the Board approve a name change for the Indigenous-focused Board/ Authority Authorized (BAA) course, currently called *CELÁNEN ŁTE*.

In February 2025, the Board approved a locally-developed Indigenous-focused course, which was co-created by Indigenous Education staff and the *W̱SÁNEĆ* community. The original working title was *CELÁNEN ŁTE*, which was suggested by a *W̱SÁNEĆ* community member. *CELÁNEN ŁTE* means “Our Birthright” in *SENĆOŦEN*.

In April 2025, the course was submitted to the Ministry of Education and Child Care for approval as a BAA, as well as a course that would satisfy the ministry’s Indigenous-focused graduation requirement.

In May 2025, *CELÁNEN ŁTE* was duly approved as both a BAA and as a course that fulfills the graduation requirement. The course is scheduled to begin at Stelly’s Secondary in Semester 2 of 2025-26.

In September 2025, at a meeting of the course development working group, some *W̱SÁNEĆ* community members raised concerns that the chosen name might not be appropriate, and a request was made to consider alternatives. Indigenous Education staff subsequently reached out to *W̱SÁNEĆ* community members and Knowledge Keepers to explore different options for a course name.

In October 2025, the course development working group met again to discuss and consider two options that had been suggested by *SENĆOŦEN*-speaking community members. After careful consideration, the name *I,TOTEL,NEW ,E TFE Á,LEŦENEŁ ŁTE* (“Learning Together from our Homelands”) was unanimously recommended by the working group. Please click for [the pronunciation](#) and a [brief explanation](#) of the title.

Staff Recommendation

That the Board approve a name change of the BAA currently known as *CELÁNEN ŁTE* to *I,TOTEL,NEW ,E TFE Á,LEŦENEŁ ŁTE*.

Respectfully submitted,

Suzanne Chisholm
District Vice Principal (Interim), Indigenous Education

School	Goal Statements	Guiding Enquiry	Connection to Strategic Plan	Connection to First Peoples Principles
Elementary				
Brentwood	Promote mental health and well-being through Social Emotional Learning and trauma informed practice.	In what ways might a whole-school emphasis on the explicit instruction of core human skills—such as self-awareness, emotional regulation, relationship-building, and problem-solving—enhance students’ social-emotional well-being?	Mental Health and Wellness and Indigenous Learner Success	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.
	To improve literacy skills for all learners.	How does the Integration of whole class instruction, small group learning and targeted interventions –grounded in best practices and current literacy research –enhance oral language development and overall literacy achievement for all students?	Literacy	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.
Cordova Bay	To foster a culturally responsive school community that focuses on respect for one another and place.	How can we support our students in their ongoing development of critical and creative thinking skills through a First Peoples’ Principles of Learning lens?	Global Citizenship and Indigenous Learner Success	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.
	To improve student achievement in reading, writing, listening, and speaking by using a school-wide scope and sequence of literacy concepts and programs.	How can we continue to increase student success in literacy?	Literacy	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	To build belonging and connection by developing students’ social-emotional and social communication skills.	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?	Literacy and Mental Health and Wellness	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.
	To grow students’ abilities to effectively communicate with others, with a focus on literacy communication skills.	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?	Literacy and Mental Health and Wellness	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.
Keating	To improve foundational literacy and numeracy for all students in our dual track school, with a particular focus on the primary years.	How can we improve foundational literacy and numeracy for all students? Which key practices are impactful across all grades?	Literacy	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.
	To improve students’ mental health and well-being and social-emotional skills through social emotional learning (SEL) and trauma-informed practice.	In a large dual track school, how do we build belonging and nurture a school culture of connection for students, staff and families?	Mental Health and Wellness and Indigenous Learner Success	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.
KELSET	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.	How can we increase engagement and achievement in literacy while recognizing the importance of having students' minds and bodies ready for learning?	Mental Health and Wellness	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.
	To improve student achievement in reading, writing, listening, and speaking by following a progression of skills that are systematic and explicit.	How can we increase engagement and achievement in literacy while recognizing the importance of having students' minds and bodies ready for learning?	Literacy	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.

Lochside	To foster identity, well-being and leadership through a lens of equity and inclusion.	With student voice as our guide, how can we deepen understanding of student experience in order to better identify and remove barriers?	Global Citizenship and Indigenous Learner Success	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.
	To foster literacy development with a focus on achieving proficiency in reading and writing.	By providing a balanced and foundational early years (K-3) literacy program that addresses gaps in literacy knowledge (strengthening phonetic and phonemic skills), will we see an increase in literacy proficiency and engagement in all learners?	Literacy	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.
Prospect Lake	To improve student achievement in reading, writing, listening, and speaking by using a student progression of learning of literacy concepts and programs.	How can we amplify the voice of our vulnerable literacy learners and ensure our instruction honours the diversity of our school population? Using a school wide student progression of learning, how can we build a consistent set of skills for our learners across all grades in literacy?	Literacy	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.
	To build skills and provide opportunities for students to interact responsibly, thoughtfully, and respectfully in all aspects of their lives.	How can we build skills and provide opportunities for students to interact responsibly, thoughtfully, and respectfully in all aspects of their lives?	Global Citizenship and Indigenous Learner Success	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.
Sidney	To increase literacy outcomes for all students.	How can the strategic integration of whole class instruction, small group learning, and targeted interventions—grounded in best practices and current literacy research—maximize literacy achievement for all students?	Literacy	Learning involves patience and time; 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.
Middle				
Bayside	Students will continue to engage and develop their literacy skills.	How can we use data to identify barriers for students and create cohesive and equity based literacy practices at Bayside?	Literacy	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.
	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.	How do we engage students and help them to recognize themselves as learners and part of the learning process?	Mental Health and Wellness	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
North Saanich	Literacy and Numeracy: To enhance student engagement and individual academic success by implementing targeted literacy and numeracy interventions with a particular focus on supporting our most vulnerable learners.	How will the continued implementation of comprehensive literacy and numeracy instruction and intervention processes increase accessibility, equity, and engagement for all students at NSMS?	Literacy	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 ƳSÁNEĆ, 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.
	To continue to enhance the capacity of staff and students to create and maintain respectful, accessible learning environments by developing an inclusive mindset within students and staff.	How can we continue to address inclusion, diversity, and equity and accessibility and language (IDEAL) through instruction, feedback, and school culture, to reflect respect, inclusion, and high expectations for all learners?	Global Citizenship	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).
Royal Oak	Literacy	How can we guide and support our students to develop the literacy skills they need to read, write and communicate effectively in order to reach their potential as learners?	Literacy	Learning is embedded in memory, history and story.

				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).
	Mental Health	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?	Mental Health and Wellness	
Secondary				
Claremont	Acceptance of Self and Acceptance of Others: To foster a supportive and inclusive environment that nurtures both personal and social well-being among all students. This includes cultivating self-awareness, encouraging self-acceptance, and building self-esteem, laying the foundation for empathy, respect, and acceptance of others.	How can we create more meaningful opportunities for students to develop self-awareness and self-acceptance in ways that foster empathy and the acceptance of others?	Mental Health and Wellness and Global Citizenship	Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Learning ultimately supports the well-being of the self, the family, the community, the land, the spirit, and the ancestors. Learning involves recognizing the consequences of one's actions. Learning involves patience and time. Learning requires exploration of one's identity.
Parkland	To increase student engagement in learning at Parkland through intentional and inclusive practices.	How can we build strong connections between students, their learning, and our school to support their success?	Mental Health and Wellness, Literacy and Indigenous Learner Success	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.
	To increase student engagement in learning at Parkland through intentional and inclusive practices.	How can we effectively identify and support students who are becoming disengaged from their learning?	Mental Health and Wellness, Literacy and Indigenous Learner Success	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.
Stelly's	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.	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?	Mental Health and Wellness	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.
	To identify barriers within our school preventing success for our Indigenous Learners.	If we can identify barriers preventing Indigenous learners from achieving success, will we be able to strategically 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?	Indigenous Learner Success	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.
ILC	At ILC, we seek to develop students’ resilience, social responsibility, healthy identity, and sense of belonging in their community. We will do this through positive adult connections, supported interpersonal opportunities, and wrap around mental health support.	How might we intentionally design peer connection opportunities that are inclusive, sustained, and healthy, and lead to meaningful relationships that support positive growth? In what ways can we create engaging learning experiences for students that inspire curiosity, build confidence, and nurture a sense of purpose that guides and grounds them?	Mental Health and Wellness	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.

	Students will develop strong attendance patterns and engage in meaningful, culturally responsive learning experiences that foster academic success, strengthen family and community connections, and honour Indigenous Ways of Knowing—empowering them to graduate with dignity, purpose, and a sense of belonging.	How can we strengthen connections with students and families both on and off campus to enhance belonging and engagement? How can we deepen student learning and engagement through Indigenous Ways of Knowing and Being?	Indigenous Learner Success	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.
SIDES	To support and improve Mental Health and Wellness for K-8 learners – most of whom are full-time SIDES students.	How can we deepen our understanding of the mental health and wellness needs of our K - 8 learners and strengthen our capacity to support their well-being through inclusive, flexible, and community-connected practices?	Mental Health and Wellness	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.
	To support and improve Mental Health and Wellness for our grade 9-12 learners – most of whom are part-time SIDES students engaged in asynchronous learning.	How can we deepen our understanding of the mental health and wellness needs of our grade 9 - 12 learners and strengthen our capacity to support their well-being through inclusive, flexible, and community-connected practices?	Mental Health and Wellness	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.
SIDES NEW	Literacy K-8: To increase literacy outcomes for all students.	How can we improve reading proficiency across our K - 8 online learning community, implement targeted instructional strategies, enhance access to high-quality texts, and support home facilitators in delivering effective reading support?	Literacy	Learning involves patience and time; 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.
SIDES NEW	Literacy 9-12: To increase literacy outcomes for all students.	How can we strengthen literacy among Grades 9 - 12 learners by supporting the development of essential reading, writing, and oral communication skills as well as cultivating critical skills in navigating, evaluating, and creating diverse digital content? In addition, how can we promote responsible and ethical technology use across academic disciplines, empowering students to engage thoughtfully with high-quality texts - including digital media, visual texts, audio content, and multimodal resources?	Literacy	Learning involves patience and time; 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.

Brentwood Elementary School

2025-26 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:

In what ways might a whole-school emphasis on the explicit instruction of core human skills—such as self-awareness, emotional regulation, relationship-building, and problem-solving—enhance students’ social-emotional well-being?

What Do We Know About Our Learners?

Through ongoing observation and collaboration, our staff have noted that many students are benefiting from direct teaching of social and emotional skills. This intentional focus has fostered a noticeable increase in students’ willingness to take risks and try new things in their learning. Over the course of our 2023–25 work, students are demonstrating greater resilience, confidence, and engagement, which is contributing to more consistent success across learning environments. These outcomes affirm the importance of continuing to prioritize social-emotional development as a foundational element of our school goals.

This goal and driving inquiry aligns to both our Mental Health and Well Being and Indigenous Learner Success district 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. Continue capacity building and training for staff;
2. Continue to incorporate best practices and strategies that support social emotional learning;
3. Participate in a school-wide pilot curriculum to provide common language and skill building across the grade levels;
4. Offer explicit teaching of skills in a structured curriculum that includes classroom activities, reinforcement of skills through assemblies, weekly reminders, and student announcements;
5. Find opportunities to share with families the skill building focus to apply in the home setting;
6. Teacher book club - *Kids These Days* by Jody Carrington;
7. Collect baseline data - Record base line of current levels of emotional regulation, problem solving, collaboration and growth mindset - Parent, Staff, Student surveys;
8. Alignment with evidence based research, current resources and Trauma Informed practice; and
9. Incorporate WSÁNEĆ cultural traditions that strengthen mental wellness.

Brentwood Elementary School

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How are We Doing?

- SEL surveys by staff from 2023–25 show that students have responded positively to strategies promoting growth mindset and risk-taking.
- Student voice and classroom observations show that learners are increasingly willing to try hard things and take risks in their learning.
- Staff have identified a need for a more consistent, school-wide approach to social problem-solving and emotional regulation, suggesting that common language and shared strategies could further support student development.

Over the 2025-26 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;
- Compare data in skills in survey taken in Nov 2025 to May 2026 for Grades 3-5;
- Check in with staff each term on whole school focus;
- Maintain synchronized delivery of evidence-based curriculum to allow for school-wide consistency in common language and expectations across the grades from Nov – May; and
- Monitor progress of student growth through tools offered in Second Step resource for consistency and growth comparison.

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 2025-26 school year and beyond.

Brentwood Elementary School

2025-26 School Plan



School Goal: Literacy

To improve literacy skills for all learners.

Inquiry Question:

How does the Integration of whole class instruction, small group learning and targeted interventions – grounded in best practices and current literacy research –enhance oral language development and overall literacy achievement for all students?

What Do We Know About Our Learners?

At Brentwood Elementary, our school goal continues to center on enhancing student literacy through responsive instruction and differentiated strategies that meet the diverse needs of our learners. Informal assessments, FSA data, report card analysis, and classroom observations reveal encouraging progress among reluctant writers in the primary grades, suggesting that targeted interventions are having a positive impact.

Focus remains in intermediate literacy, particularly with writing output and engagement. Additionally, our SLP and kindergarten educators notice the need to support social and oral language among children aged 4 to 6, highlighting a critical area for early intervention.

These findings reinforce the importance of prioritizing oral language and storytelling as key foundations of literacy. Oral language skills support not only reading and writing development, but also social connections, cultural understanding, and effective communication. Strong oral proficiency often leads to improved written expression, making it an important focus to support literacy growth across all grade levels.

This goal and focused inquiry question aligns directly to our district strategic priority in Literacy. Additionally, our intended approaches are deeply connected to the 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. Continue building teacher capacity in oral language instruction:
 - Intermediate literacy sharing sessions;
 - Early learning literacy series – Shelby Pollitt K-3
 - Access to programs that explicitly link speech to print.
2. Continue to support students in progressing toward proficiency in literacy:
 - Use reporting data to monitor literacy progress each term;
 - Use class profile meetings and Lit focused meetings each month to monitor literacy growth and provide support where needed;
 - Provide and assign targeted intervention every 6-8 weeks;
 - Protected learning time; and
 - Exposure to rich literacy environments.
3. Create more opportunities to experience oral language instruction with storytellers:
 - Invitation to elders to share stories;
 - Theatre group presentations;

Brentwood Elementary School

2025-26 School Plan



- Special guests; and
 - Role modeling from school staff.
4. Continue to use oral language strategies such as story workshop, partner talk, and play, etc.
 5. Incorporate First Peoples Principles of Learning – cultural knowledge and social value of oral storytelling; and
 6. Enhancement Agreement Goal: WSÁNEĆ, other First Nations, Métis and Inuit students will experience academic success while maintaining a strong cultural identity.

How are We Doing?

Learner progress in literacy is evident through multiple data sources including:

- Report card data, DLA (District Literacy Assessment) results, profile meetings, and Literacy intervention tracking.

2024 LITERACY	% Emerging	% Developing	% Proficient	% Extending
Kindergarten	5	20	72	2.5
Grade 1	7.5	18.9	73.6	
Grade 2	9.1	25.5	65.5	
Grade 3	12.1	34.5	53.4	
Grade 4	14.3	45.7	35.7	4.3
Grade 5	8.5	42.4	45.8	3.4

- The **intervention model** has been successful in:
 - Delivering current, research-based literacy practices within classrooms
 - Providing targeted interventions to support individual student needs
- This approach is helping to **maximize literacy achievement** across grade levels.

Over the 2025-26 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 literacy, and support using the 3 tiers of intervention model and track over the year;
- **Report card and DLA :** data from previous year and current year to observe the oral language/ literacy growth;

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 2025-26 school year and beyond.

Cordova Bay Elementary School

2025-2026 School Plan



School Goal: Global Citizenship

To foster a culturally responsive school community that focuses on respect for one another and place.

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 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 district strategic goals. 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 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 with regard to taking care of one another and (this) place (school announcements, assemblies, class, and clubs;
- Project-Based Learning;
- STEM afternoons: and after school STEM clubs and coding activities which require students to think critically to develop ideas, and persevere when plans or designs fail;
- 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; 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 numeracy. Foster metacognition by supporting students in justifying their answers and making predictions.

Cordova Bay Elementary School

2025-2026 School Plan



How are We Doing?

Over the 2025-2026 year, we will track progress on our initiatives identified in this year's plan. More specifically:

- **Student Satisfaction Surveys** - Determine those questions related to creative and critical thinking and use as data.
 - Results from the student survey indicate that 81% responded that they keep trying when they have trouble doing something. 81% also respond that they know the type of person that they want to be when they grow up.

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 2025-26 school year and beyond.

While it can be challenging to quantify and assess progress in the area of improved critical thinking skills, we are able to hear from our students and staff, the improving skills that they notice throughout various activities meant to bolster thinking critically.

- Staff note that initiatives such as Passion Projects (where students share about a subject they are passionate about), and Heritage Projects (students research and share about their family's history/heritage) are excellent for building understanding of differences and connection within a school community.
- Within the area of Global Citizenship, there are currently other areas of focus that are of more explicit emphasis, and day to day priority within our school community. Discussion as a staff is underway with regard to shifting to a goal in the area of supporting the well being of one's self, "this place," and others, which is a daily focus.
- Monthly, school wide assemblies have themes and explicit focus/instruction with regard to taking care of areas of the school, one another, and our world (place).
- Discussion at staff meetings about how to support, recognize, and nurture the habits and virtues associated with taking care of one another and "place."
- Design a survey for parents and collect results from parents.
- Student Interviews - Conducted at 3 points in the year with a small selection of students at each grade level. Interviews will be designed to provide insight as to students' capacity to identify ways they can take care of one another and "place," and our school community members' ability to do so.

Cordova Bay Elementary School

2025-2026 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 district 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;
 - A variety of decodable texts from different publishers have been added to our resources, with these guiding principles in mind.
- Access to Google Read&Write 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;

Cordova Bay Elementary School

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- Supporting Heggerty (phonics and phonological awareness instruction) through teacher professional development and resourcing;
 - In addition to supporting staff to participate in district-offered professional learning sessions, collaboration and peer mentoring opportunities are supported within the school.
- 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).
 - Lunch and learn sessions, and other staff collaboration opportunities are underway. At these sessions resident experts can share instructional practices, how to use new resources based on data supported models (such as decodable texts, UFLI teacher manuals, Heggerty resources, etc...), and staff can express what further resources or support they need to further literacy instruction.

How are We Doing?

Over the 2025-2026 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);
 - Spring DLA has now been implemented across all grades and can be layered with report card data, and FSA results to provide a rich understanding of learner success in literacy. Over time this data will be used to track progress of cohorts from year to year, and to provide staff with feedback as to the effectiveness of literacy instruction and interventions.
 - Early primary DLA data collected in fall and then again with the same students in the spring indicates that strategies used by classroom and support teachers have been highly effective in skill building over the course of a school year. Where these supports are not as effective, staff can look at what other factors might be impeding learning.
 - DLA data collected in the fall and again in the spring with students identified for support from the Literacy Support Teacher, show significant progress among students receiving intervention using a data-supported program with the use of decodable materials and based on programs such as UFLI or Heggerty. As an example, grade 1 students receiving Literacy support increased their word recognition by an average of 20 words each from a list of 25 words. Grade 2 students receiving support increased their recognition by an average of 8.4 words from a 25 word list.
- 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), and discussed regularly at weekly Inclusive Education meetings;
- FSA Data will inform whole school instructional practices for literacy and guide our teacher and Educational Assistant professional development model;
- Review other formative and summative literacy assessment tools to assess efficacy and relevancy;
- Interviews with students and parents to get anecdotal feedback. Examples of each are below:
 - In interviews, grade 2 students have provided the following reflections on their experiences in early literacy lessons from teachers using UFLI and/or Heggerty resources:
 - *"When we learn what a diagraph or letter says, then it can help me with reading AND writing. Sometimes it says silly stuff. Some people think the letter 'A' just says 'ah,'" but it can say "ay" like in "make." Also, "E-Y" can say "ay" like in "hey." I was*

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able to read Charlotte's Web on my own. It felt really good to be able to read it by myself."

- *"I really like decodable books because you can highlight words with a partner. I pay attention to UFLI because I want to know how to spell and I don't like to misspell words. Now I hear the word and I can think of how to spell it. I self-correct myself now when I make mistakes. If people don't know how to spell it and I do, I can just look at the whiteboard and help them. I can read chapter books like ballerina ones. It makes me feel nervous, but it is fun."*

- Parent feedback includes the following statement:

"The program (UFLI) is great for reading development. It teaches phonics (the connection of sights to sounds) in small, manageable chunks based on patterning. This is paired with levelled home reading and spelling tests which are other whole language methods of learning language. It is easy for parents to do at home with their kids. It's a very quick activity that leads to positive results, which is highly motivating."

- Student Learning Survey results show that 78% of responding students (45 respondents) indicated that they feel they are getting better at reading. 68% (of 39 respondents) feel they are getting better at writing. Increased focus on writing instruction, both through provided staff collaboration time, and with support of district teacher leaders, and school based Literacy Teachers are aimed at improving these results.
- Staff participated in a podcast club examining Sold a Story. Staff discussed the subject matter as relates to reading instruction, but also the lessons that could be applied to the assessment of other programs or resources in any curricular area.
- Report card data shows that in Literacy 89.3% of our grade 5 students received Proficient or Extending proficiencies on June reports in 2025. The grade 4 cohort in June 2025 had 73% in the Proficient range, and the grade 3 cohort had 72.2% in either Proficient or Extending. We expect to see fewer students in the Emerging range while at least maintaining the numbers in Proficient and Extending ranges as our data driven early literacy instruction becomes more widely implemented and established over years.

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 2025-2026 school year and beyond.

We will continue to implement new instructional strategies and supporting resources for reading and writing instruction, especially at primary grades. Assessment tools such as the DLA are allowing us to not only track student progress on a large scale, but are helping us to identify struggling learners at an earlier age. This allows staff and families to explore reasons for learning difficulties and intervene as soon as possible and often prior to learning struggles damaging a child's self-esteem or image of one's self as a learner.

Currently, data collected from DLA, FSA, and report cards shows results holding fairly steady both from year to year within grades, and also following a cohort from year to year. However, practice in both assessment (we have worked hard as a staff to have achieved full implementation of the spring DLA), and instruction and intervention based on data driven programs such as UFLI or Heggerty are still at early stages of adoption and implementation. We will continue to track progress over the coming years as these practices become more widespread and thoroughly implemented.

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Staff continue to collaborate to support one another in adoption of data driven literacy instruction, and to increase one another's capacity in its use. Meetings are held at multiple points in the year to discuss which resources (professional texts, hands on student materials/tools, and decodable texts) are proving effective in supporting instruction, and which would be the most useful to add to our school's resources.

Staff will continue to seek time to collaborate with colleagues, professional development opportunities and time provided at each staff meeting to collaborate on grade group writing and assessment strategies.

Deep Cove Elementary School

2025-2026 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;
- Students benefit from direct instruction and coaching in communicating needs and using language in the context of social communication
- 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, 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's strategic priorities in Literacy and Mental Health and Wellness. 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

2025-2026 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, lunch social and play groups, etc.);
- Implement common SEL language school-wide and have a shared set of Deep Cove Beliefs and Values that all students and staff can relate to and rely on;
- Integrate school-based counsellor into school planning process and enhance collaboration between their work with classes and school goals/plan;
- School based counsellor facilitates structured lessons on social emotional regulation and problem solving;
- Ensure school goal is reflected in school budget priorities;
- Explicit teaching of conflict resolution, and communication skills, school-wide;
- Continue investments in early literacy resources, such as decodable books, teacher guides/resources (UFLI, Heggerty, etc.), and other tools that enhance literacy instruction
- Connect literacy efforts to school work around anti-racism and reconciliation, by investing in literacy resources (i.e. decodable books, read alouds) that feature stories and voices of BIPOC authors and allows our all our students to see themselves in the literacy resources they engage with;
- Engaging with data (student surveys, report cards, FSA, DLA) as a method of quantitatively reflecting on student growth and using the data to ensure equitable supports are provided to students and that instruction is informed by data;
- Engaging with students and families in conversation and listening as a method of qualitatively measuring students growth in the realms of communication, literacy, and social emotional learning;
- Provide regular school updates to parents on goal progress and activities, and how parents can support learning;
- Multi-Day Literacy (Oral Language, Writing, Reading) learning series over the course of the year, with 100% of Deep Cove teachers from Kindergarten to Grade 3 participating;
- Multi-Day Literacy (Oral Language, Writing, Reading) professional development series for grade 4 and 5 French Immersion teachers, focused on supporting intermediate French Immersion students with foundational literacy skills in English.

How are We Doing?

Over the past school year and coming years, we track progress on our initiatives identified in this year's plan.

And, specifically the following will be key elements:

- Learning Takes Patience and Time;
- Student Self Reflections;
- Foundational Skills Assessment (FSA);
- District Literacy Assessment, in both English and French;
- Observations and evidence from staff and families;
- School based inclusive education and school based team meeting;
- Assessments and Feedback from Speech and Language Pathologist;
- Feedback from District and School Based counselling team;
- Engagement Data: OurSCHOOL Survey;
- Inclusive Classroom Planning

Deep Cove Elementary School

2025-2026 School Plan



Report Card Results for English Language Arts over Past Years (Term 3 Final Grade):

	ELA June 2023	ELA June 2025	French June 2023	French June 2025
Emerging	14%	9%	14%	15%
Developing	47%	40%	42%	33%
Proficient	37%	49%	41%	46%
Extending	2%	2%	3%	5%

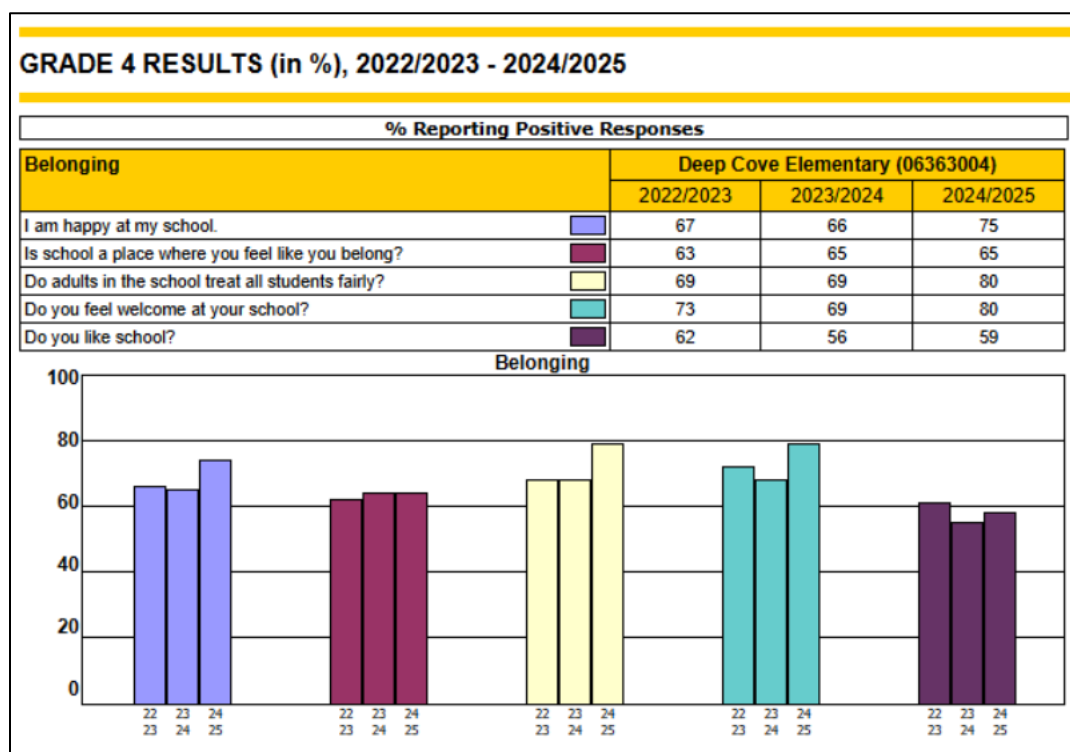
Results of District Literacy Assessment (DLA) over Past Years (Assessed in June)

	English DLA 2024	English DLA 2025	French DLA 2024	French DLA 2025
Emerging	11%	9%	20%	16%
Developing	37%	45%	33%	43%
Proficient	46%	44%	45%	43%
Extending	6%	2%	2%	2%

**The French Immersion DLA introduced for the first time in 2024, so data is not available for earlier years.*

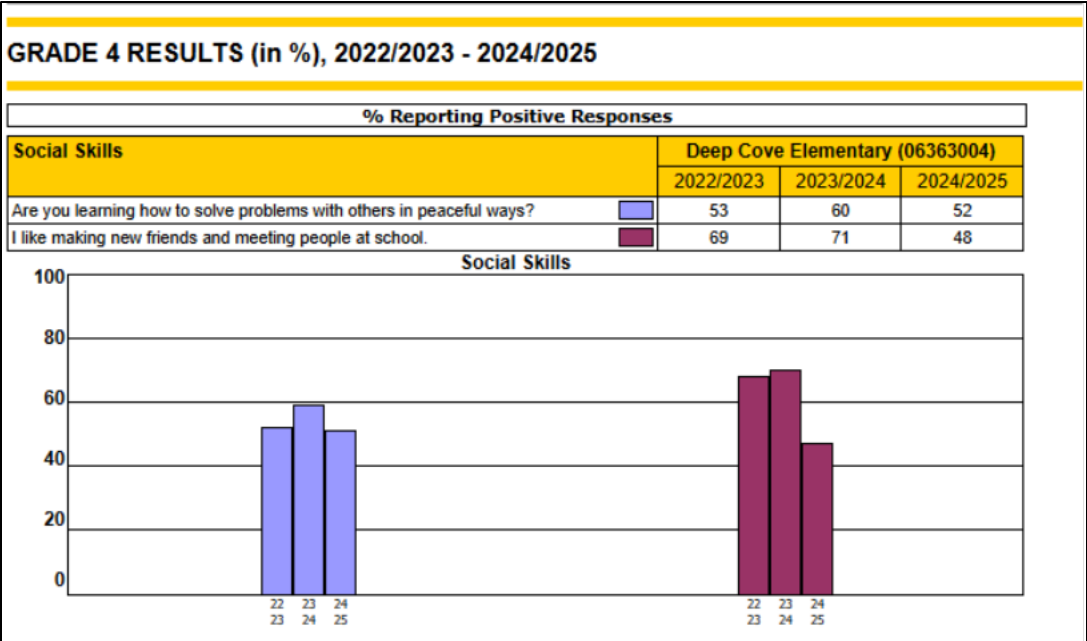
This data confirms our teachers and students reflections that there is overall growth in literacy skills over the past two years, especially in English and amongst students at an emerging level of their literacy skill development. The data also shows that we must maintain our focus on foundational literacy skill development of students in French Immersion.

Below are the results from our three most recent Student Learning Surveys for Grade 4 students:



Deep Cove Elementary School

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This data reveals that since the introduction of the school goal of social emotional learning, on the whole there has been an improvement in students feeling happy at school, a sense of fairness, and feeling welcomed at school. It also reveals a decline in the number of students who identified they like meeting new people and making new friends at school. This result is a cause for deep thinking and reflection on our part as a school community.

Where Are We Going?

Anecdotal evidence and self-reflection indicate growth in students’ oral communication skills, in English and French. A school focus is to support the transfer of these skills for our French Immersion students from French to English, especially in our intermediate grades, and ensure all students continue to receive systematic and explicit instruction not just in literacy but also in social emotional regulation and problem-solving skills.

Summary learning, based on evidence gathered over the year, will provide us with key learnings to guide next steps for the 2025-2026 school year and beyond.

Keating Elementary School

2025-2026 School Plan



School Goal: Foundational Literacy in Reading and Numeracy

To improve foundational literacy and numeracy for all students in our dual track school, with a particular focus on the primary years.

Inquiry Question:

How can we improve foundational literacy and numeracy for all students? Which key practices are impactful across all grades?

What Do We Know About Our Learners?

Research affirms the importance of literacy and numeracy, particularly in the early years as key markers for success, engagement with learning tasks, and sense of self. 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 as well as those who do not yet possess basic math skills to access the working memory needed for more complex math tasks. As such, we aim to mirror our progress in literacy in numeracy as well, by identifying and supporting students with emerging and developing math proficiencies. Students who struggle with foundational math skills – such as numbers, patterns, and basic operations – often experience similar barriers to learning and self-esteem as those striving to read. Ensuring that we are supporting students with success strategies and tools will help us better support learners holistically.

This expanded goal aligns directly to our district strategic priorities. 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, 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 and podcast clubs on the subject of literacy and foundational numeracy;
- Conversations between Keating’s literacy team and that of other schools to compare/share strategies and results;
- School-wide write (year two);
- 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 continue to gather Street Data. These interviews can be facilitated by Inclusive Education staff;
- Creating a scope and sequence to guide effective teaching at every grade level; and
- Considering a school-wide math assessment.

Keating Elementary School

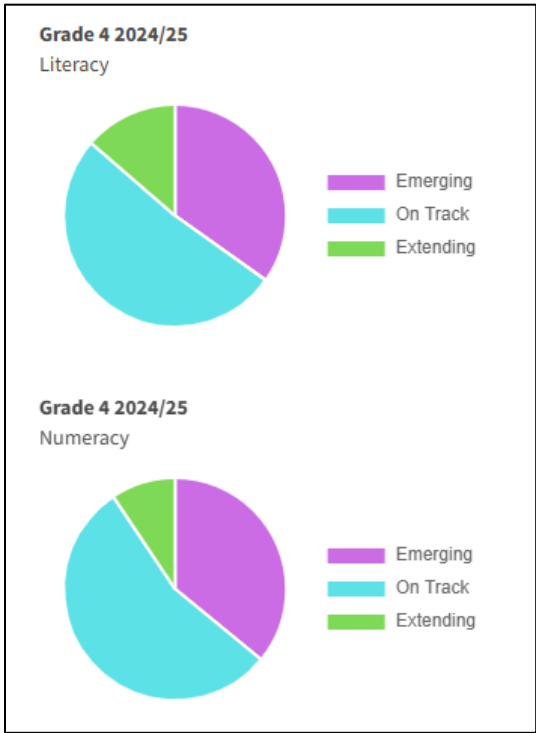
2025-2026 School Plan



How are We Doing?

In 2025/2026, we will track progress on our initiatives identified in this year’s plan:

FSA Proficiency Report, 2024-2025:



District Literacy Assessment Average Student Proficiency Report:

YEAR	RESULT
2022	Developing
2023	Proficient
2024	Proficient
2025	In progress

We know our starting focus areas need to include strengthening early decoding, encoding, fluency and comprehension skills, and building a solid understanding of basic mathematical concepts such as number sense and operations. We recognize the importance of a broad data set to further our practice. For 2025/2026, using the combination of report card data, FSA results, learning summaries, screeners, and DLA results, we will track progress over time to gauge learner success outcomes, identify learning needs, and guide our practice as educators.

Where Are We Going?

Learning Updates, FSA, the DLA, and Kindergarten literacy screeners, plus observational data will provide us with key learnings to guide next steps for the 2025-2026 school year and beyond.

- We will continue to refine our K-5 understanding of impactful practices in literacy and numeracy and find innovative ways to share and expand that learning school-wide.
- We will adopt reflective frameworks, such as Adrienne Gear’s “knew/new” model or Anna Stokke’s Foundation Up! in numeracy.

Keating Elementary School

2025-2026 School Plan



School Goal: Mental Health and Well-Being

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

Inquiry Question:

In a large dual track school, how do we build belonging and nurture a school culture of connection for students, staff and families?

What Do We Know About Our Learners?

With varying demographics and increased student need, we will rely on evidence that intentional inclusive classroom planning and supports for Tier 1, 2, and 3 students, when implemented schoolwide, make a significant difference in students' sense of self and positive school culture.

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

- Learning 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, 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:

- Implementing the Second Step program school-wide;
- Creating whole-school and evidence based classroom programs, partnered with an overarching set of themes that are the focus of schoolwide assemblies, student announcements, and activities;
- Placing staff wellness as a crucial element in the mental health and wellness of the school;
- 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);
- Applying strategies and providing feedback about student learning to support students with self-regulation strategies and skills;
- Creating an outdoor gathering and learning space for students and families; and
- Integrating First Peoples Principles of Learning and Ways of Knowing into the classroom approach.

How are We Doing?

Over the 2025-26 year, we will track progress on our initiatives identified in this year's plan. Grade 4 students, their parents, and staff will complete the OurSCHOOL Engagement Survey. We will consider a school-based SEL assessment, such as the mini-Dessa or school-based alternative.

Where Are We Going?

Summary learning, based on evidence gathered over the year, will provide us with key learnings to guide our next steps for the 2025-2026 school year and beyond. More specifically:

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- From Adrienne Gear's work, we will continue to move away from the KWL (know-want to know-what I learned) to "Knew/New" – what you previously knew versus a new understanding;
- We will continue to explore early intervention, necessary accommodations, and student and classroom supports for students presenting and affected by SEL and self-regulation challenges; and
- We will explore the DOK Depth-Of-Knowledge work of Dr. Norman Webb, to build students' skills in being more active learners who move from passive, to active, engaged learners.

KELSET Elementary School

2025-2026 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.

Using a range of SEL assessments, including the Devereux Student Strengths Assessment, we developed a school-based Social-Emotional Learning tool. Teachers used this 15-question tool to assess each student in their class, rating responses on a 4-point scale. The compiled class data was shared back with teachers. At the start of the 2025 school year, this data can help inform new classroom teachers of each student's SEL status as rated by their previous teacher in April.

Our Social Emotional Learning 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: WSÁNEĆ, 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

KELSET Elementary School

2025-2026 School Plan



Student Leadership Opportunities

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

Staff Professional Development

- August Pro-d, led by two of our staff SEL leads, workshop on trauma-sensitive strategies and practical applications for classroom environments;

How are We Doing?

Over the 2025-26 year, we will track progress on our initiatives identified in this year's plan.

Student Survey Results Spring 2025:

- 97% students feel they are kind
- 93% students feel they can solve problems peacefully
- 93% students feel they belong at the school

Staff at our school engaged in empathy interviews with randomly selected students toward the end of the school year. These conversations gave students a chance to share their perspectives and experiences, ensuring their voices are heard. These interviews reflect the thoughtful work our staff have done to create safe, inclusive, and emotionally supportive spaces. The student insights affirm the impact of our SEL efforts and will help guide our next steps.

Voices 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;
- I'm happy when my family is involvement in school activities, I like to share my school;
- 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 meet my teachers; 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 2025-26 school year and beyond. More specifically:

Planning for 2025-26 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;
- Meeting each term with our SEL Working Group including Inclusion Support Teachers, Classroom Teachers, and Counselor;
- exploration and development of schoolwide focuses 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

2025-2026 School Plan



School Goal: Literacy

To improve student achievement in reading, writing, listening, and speaking by following a progression of skills that are systematic and explicit.

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?

At KELSET Elementary, our staff is deeply committed to improving literacy for all students. Recent report card data and literacy assessments show encouraging progress:

- **Over 12% of our learners are currently at the emerging level**—a decrease from last year, indicating positive shifts in the right direction.
- **34% of students are developing their literacy skills**, which means there is still important work ahead.

Recognizing these results has inspired us to refine how we teach and deliver literacy instruction to ensure every student thrives.

Implementing the “Walk to Read” Model at KELSET Elementary -- This year marks the beginning of our focused efforts to improve literacy outcomes through the implementation of the “Walk to Read” model, inspired by Drinkwater Elementary in the Cowichan District. This data-driven approach involves a team of educators collaboratively supporting all students across multiple classrooms. Instruction is delivered in small groups tailored to individual student needs, targeting foundational literacy skills such as phonemic awareness, digraphs, fluency, and comprehension.

Last year, three groups of KELSET teachers participated in experiential learning visits to Drinkwater, observing the model in action during protected literacy blocks held four times a week. The response was overwhelmingly positive, with staff expressing strong enthusiasm for adopting a similar approach. Teachers were particularly encouraged by the data showing improved literacy outcomes and the alignment of this model with recommendations from the Ontario Human Rights Commission’s *Right to Read* Inquiry.

Our staff recognize the benefits of collaborating to ensure that all students receive a comprehensive and consistent literacy approach from Kindergarten through Grade 5. This shared commitment of being intentionally consistent is driving our collective efforts to build a strong foundation for literacy success across the school.

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 W̱SÁNEĆ, 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.

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What Are We Doing?

- Created a school-wide schedule where pairs of grades (K/1, 2/3, 4/5) have 30 minute blocks of time, 4 days a week of Protected Literacy Time;
- Meeting each term with our 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, where KELSET teachers participated in experiential learning visits to Drinkwater Elementary in Duncan, BC, observing the “Walk to Read” model. A data-driven approach that involves a team of educators collaboratively supporting all students across multiple classrooms.
- Regular Grade group collaboration supported at each monthly staff meeting to review Foundational Learning Progressions, discuss and share observations of learners, where learners are at based on assessments and review student skill groupings.

How are We Doing?

Over the 2025-26 year, we will track progress on our initiatives identified in this year’s plan.

Student Survey Results Spring 2025:

- 93% students feel they are good at listening
- 91% students like reading
- 90% students like writing

Teacher observations:

- Resources and learning materials targeting foundational literacy skills such as phonemic awareness, digraphs, fluency, and comprehension;
- Stronger foundation of letter sounds for grade 1 students;
- Writing and reading development in classrooms and intervention sessions;
- Speech & Language Pathologists involved in supporting literacy to more students;
- Teachers are able to start in a higher place in reading lessons;
- Consistent programming across grades:
 - Letterland, Heggerty and UFLI at kindergarten level
 - UFLI and Foundational Learning Progressions K-4 used at all grade levels
- 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 2025-26 school year and beyond. More specifically:

Planning for 2025-26 School Year:

- streamlining all schedules from support, prep, gym time and alternative activities;
- how to support comprehension strategies as well as phonics instruction;
- increase communication between team members, school 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
- Application for a BCTF TIP Grant to support our first year in leading this data-driven approach;
- Using UFLI progression of skills and Foundational Learning Progressions K-4 from the Ministry; and
- To be a model school for District #63 and other interested districts.

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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 the 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 our “Be a Good Ancestor” lunch time club, student and staff-led territorial acknowledgements, morning announcements, word wall, wooden signage around the school;
- Community members visiting and teaching students about W̱SÁNEĆ principles directly linked to learning in the classroom;
- Saanich Moons and SENĆOŦEN language bulletin board hosted by a different class each moon cycle;
- Opportunities such as the Indigenous Atlas of Canada and Salish Weave for the whole school community multiple times per year;
- Staff learning through Professional Learning sessions – Competency Training and Blanket Activity, Identity Mandala; and
- Beyond the Fence – connection to land – self regulation – use of SENĆOŦEN language to identify Indigenous Plants.

This goal and driving inquiry aligns to both our Global Citizenship and Indigenous Learner Success district 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;
- School-wide multi-cultural potluck held annually;

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- Cultural and identity boards displayed throughout the school;
- Connecting with community through ICA and SWIS and ELL/ELS department;
- Reducing financial barriers for all families in need; and
- Accessing YFC, counselling, SWIS and VICCAR to support student emotional and mental well-being.

How are We Doing?

Over the 2025-26 year, we will track progress on our initiatives identified in this year's plan by continuing to value and honour student voice through empathy interviews.

Student Empathy Interview Responses Spring 2025:

Question: What are we doing well at Lochside?

- *I can be who I am at school.*
- *I am happy at the Potluck eating traditional dishes.*
- *We do presentations on our cultures – we show pictures.*
- *Celebrating everyone's culture. It feels like everyone wants to learn about you - and what you celebrate.*
- *From my perspective things seem fair and everyone can celebrate/share their culture.*
- *Identity presentation - bringing cultural artifacts to school "It was good because I could tell the class where I'm from."*
- *We have sit downs in nature.*
- *The welcome pole ceremony was very special to this place.*
- *When we get to learn about the W̱SÁNEĆ moons.*
- *I was proud of my dragon hanging in class and my Social Studies' poster in the gym.*
- *I feel really happy when we do winter performances/talent shows because everyone is trying their hardest and will let people feel good about what they celebrate.*
- *Our SS book project about Indigenous and non-Indigenous peoples sharing the land.*
- *Class projects celebrating my culture.*
- *This year we would like to create a mechanism for They (the school) most importantly know my name. They also know my likes and how to treat me. They are always there when I'm sad or hurt.*

Where Are We Going?

Summary learning, based on evidence gathered over the year, will provide us with key learnings to guide our next steps for the 2025-26 school year and beyond.

Student empathy interviews have been incredibly meaningful and valuable for our staff and school community to hear about the experiences of students in our school. Going forward, we would like to create a process to collect family stories on the same topics and questions to broaden our understanding even further.

We are currently developing a collaboratively designed welcome sign for our school foyer representing all languages within our diverse school community.

We continue to use the Global Pluralism Tool to direct and refine our anti-racism efforts in the areas of School Culture and Commitment, Physical Space and Activities, and Community Engagement.

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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 district 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, UFLI, Science of Reading processes, LIT interventionist role;
- Unified early years literacy program approach to ensure sequential skill development, common language, tools and scaffolding;
- Whole school book club;
- Family Book Club will be connected to STEM and Literacy Fairs;
- Literacy committee Literary Pumpkins, Mystery Reader, facilitates whole school activities to promote literacy throughout the year such as book tastings, author visits, literacy BINGO, Story Walks, Aurora Borealis Reads, and more;
- 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.

How are We Doing?

Over the 2025-26 year, we will track progress on our initiatives identified in this year's plan. Below is a table showing results for our current grade 2 cohort as of June 2025 using data from the District Literacy Assessment and Summary of Learning Report (report cards) in the area of English Language Arts.

Current Grade 2 Students at Lochside Elementary	District Literacy Assessment June 2025	Emerging	Developing	Proficient	Extending
		4%	10%	56%	29%
Current Grade 2 Students at Lochside Elementary	English Language Arts Learning Summary Data June 2025	8%	25%	58%	8%

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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 2025-26 school year and beyond.

This year we are embarking on deeper analysis of Grade 2 literacy achievement using data from the District Literacy Assessment, Summary of Learning in English Language Arts, and Data collected from our Literacy Intervention program.

K-3 teachers are participating in a yearlong targeted literacy professional development to further their knowledge and skills in using equitable and inclusive literacy practices with a focus on strengthening phonetic and phonemic skills.

Prospect Lake Elementary School

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School Goal: Literacy

To improve student achievement in reading, writing, listening, and speaking by using a student progression of learning 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 school wide student progression of learning, how can we 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.
- Classroom teachers chart growth in reading over time via the DLA and use of running records
- Use of grade-wide write and EET (expanding expressions tool) to guide writing skills
- During Teacher-Librarian collaboration time, students learn Story Maker and SKILLS program to develop their writing and idea generation skills

2. Student Progression of Learning

Our 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.

Student growth in key reading strategies, making connections, and asking and answering questions to further their understanding of texts are priorities. We are building these skills to instill the joy of reading in all students.

This goal and focused inquiry question aligns directly to our district strategic priority in Literacy.

What Are We Doing?

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

1. Equitable Instruction

- UFLI and use of decodables throughout Primary grades to support literacy development;
- Explicit teacher instruction to 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. PAWS Picks student leaders will prepare "book talks" to promote new additions to the library collection.

Prospect Lake Elementary School

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- Commit to diversifying our school Library collection, novel sets, and poster sets to include decodables, graphic novels, social emotional books, MAR (Mothers Against Racism) book basket sets, and new books talks. Diverse books added as recommended from the Destine Lord sessions focused on Anti-Racism.
- Focus on new 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 to allow students to more readily build a consistent foundation of their skills throughout their school experience.
- As a focus group, many staff are participating in a Professional Book Club to refine Literacy instruction. The book club is focused on *'Strive for Five: Strategies for Building Successful Conversations with Young Children'* – Susan L. Hendrickson & Pamela J. Schickedanz.

2. Student Progression of Learning

- 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 student progression of learning; 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 2025-26 year, we will track progress on our initiatives identified in this year's plan. And, specifically:

- Conduct student-centered empathy interviews twice yearly;
 - Empathy Interview Themes (from 2022-2025)
 - Managing challenges (how to seek help, what to do if you need support); celebrating your uniqueness (honouring diversity, celebrating who you are); and feeling connected (peers and adults you can seek support from and enjoy connecting with).
- Track cohorts through June DLA results;
 - June DLA 2023

	Emerging	Developing	Proficient	Extending
Grade 1	1	5	25	2
Grade 2	5	19	21	1
Grade 3	2	31	14	0
Grade 4	0	25	17	0
Grade 5	5	28	25	2

- June DLA 2024

	Emerging	Developing	Proficient	Extending
Grade 1	1	2	29	2
Grade 2	1	11	16	8
Grade 3	7	18	21	1
Grade 4	3	25	21	0
Grade 5	1	33	9	1

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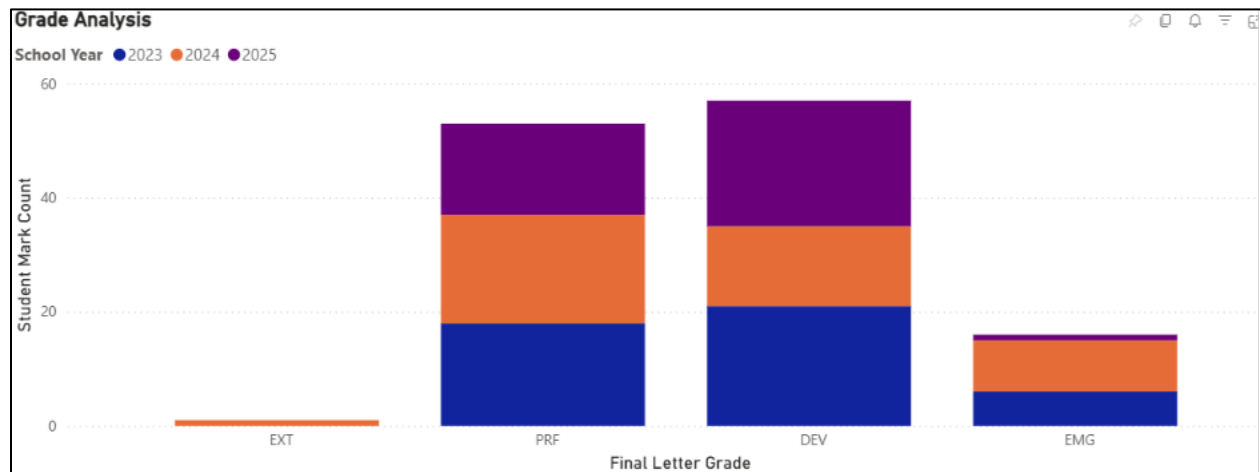


○ June DLA 2025

	Emerging	Developing	Proficient	Extending
Grade 1	3	6	16	4
Grade 2	1	12	11	10
Grade 3	0	23	14	0
Grade 4	6	24	17	0
Grade 5	6	28	21	0

- Track cohorts summary ELA report card data;
 - We have included our Grade 3 cohort as a snapshot. We will monitor this cohort alongside our newly implemented student writing progress folders over the next two years to ensure efficacy of this process.

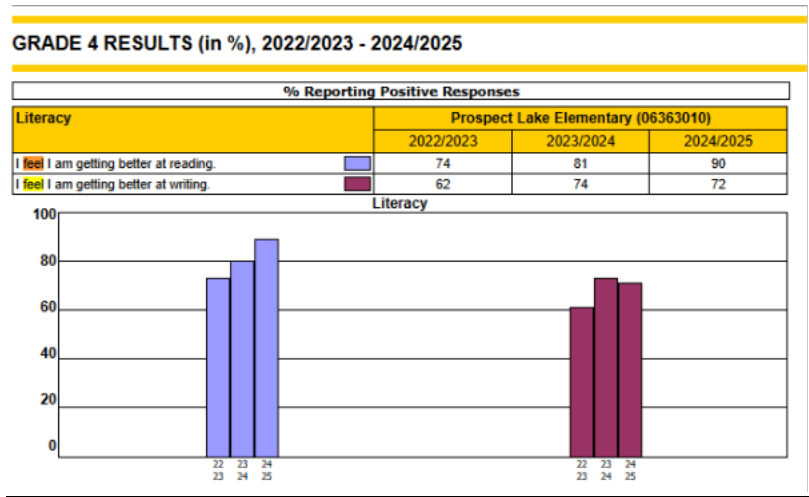
Final English Language Arts by year (Grade 3 students)



- Term by Term Classroom tracking and monitoring of reading and writing skills;
- Student Learning Survey - school questions added Fall 2024;
- English language arts folders- running record, DLA, Spring school wide write. This new project commenced during the 2024-2025 school year, and allows us to compare student writing samples over time;
- 71.8% of students surveyed feel they are getting better at writing; and
- 89.7% of students surveyed feel they are getting better at reading.

Prospect Lake Elementary School

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Where Are We Going?

Based on evidence gathered over the year, summary learning will provide key learnings to guide the next steps for the 2025-2026 school year and beyond.

With the collection of data via the Fall DLA, we are excited to now have 2 opportunities per year to review and reflect on progress of the same cohort during the same instructional year.

We plan to continue with our Literacy goal for at least two more school years as we want to review the impact of the changes in instruction, including but not limited to: UFLI, decodables, LIT support for our emerging students, Heggerty, Jolly Phonics, Letter Land, Expanding Expressions Tool and the new learning from the District Literacy series with Dr. Shelby Pollitt.

Family involvement is a key factor for Literacy Development. New for 2025-2026, we are going to host family reading events once per term.

Prospect Lake Elementary School

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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 align to both our Global Citizenship and Indigenous Learner Success district 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 assemblies. This will be supported in collaboration with our ELL teacher;
- 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.
- Monthly assemblies – compliments, Panther praise certificates, "PAWS Applause" for all our children focusing on positive contributions to school or classroom culture, student presenters and student emcees;
- Increased time in natural spaces- reading in the wild, nature explorers club, trail walks, use of our outdoor classroom.

Prospect Lake Elementary School

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How are We Doing?

Over the 2025-2026 year, we will track progress on our initiatives identified in this year's plan. And, specifically:

Student Learning Survey questions to add to Spring Student Learning 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;
- From the Student Learning Survey (2024-2025) , 71.8% of students report they know how to solve problems in peaceful ways; 71.4% of students feel they can get help that they need from adults in the school;
- From our school technology use survey (Grades 3-5, Oct 2024)- 75% of students have access to a tablet or iPad; 66% of students have access to a gaming system; 35% of students have access to a cell phone. Moving forward, we plan to continue digital literacy lessons to support our students in the ways they connect online as a part of our Global Citizenship goal; and
- 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 2025-2026 school year and beyond.

- Whole school activities for June Indigenous Peoples day and Orange Shirt day;
- PAW CLAW survey—perhaps all students could participate grades 3-5 to provide feedback and gauge student engagement, connection and belonging;
- Data from technology survey—completed in October 2024 while doing digital literacy surveys for grades 3-5;
- Cultivate values and attitudes—global citizenship education commitment to interconnectedness and valuing other cultures;
- Skills for engagement—clubs and teams, school garden, climate change makers, digital citizenship lessons, vulnerable students;
- Saying good luck in various languages for grade 5 farewell/ year end slide show; and
- Digital citizenship survey has now led to a parent engagement evening (April 2025) around safe digital media use.

Sidney Elementary School

2025-2026 School Plan



School Goal: Literacy

To increase literacy outcomes for all students.

Inquiry Question:

How can the strategic integration of whole class instruction, small group learning, and targeted interventions—grounded in best practices and current literacy research—maximize literacy achievement for all students?

What Do We Know About Our Learners?

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

Our most recent (2024/25) report card literacy data showed:

- 38% of students are emerging or developing (improvement from 42% in 2023/24)
- 59% of students are proficient (growth)
- 2% are extending

Our District Literacy Assessment data showed:

- 31% of students are emerging or developing
- 62% of students are proficient
- 3% of students are extending

Through our school-based Literacy intervention team, our school provides daily, regular literacy intervention to 12% of our student population outside of the classroom. Aligning our classroom practice with high quality, research based, whole class literacy instruction will provide foundational 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 weekly.

This goal and focused inquiry question aligns directly to our district's 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);

Sidney Elementary School

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- aligning instruction and intervention amongst all teaching and itinerant staff (classroom teachers, Speech Language Pathologist, and school / district based teams;
- 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.

How are We Doing?

Over the 2025-2026 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 (2025-2026);
- Foundation Skills Assessment (FSA);
- Literacy Tracking form;
- Teacher formative and summative assessments; and
- Designing a responsive and flexible student support schedule (eg Lit support, ELL, SLP, remedy)

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 2025-26 school year and beyond.

Bayside Middle School

2025-26 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 district 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;
- Collaborating with staff through biannual Diversity meetings to recognize barriers to literacy for students and to create support plans;
- Continuing to support staff through Professional Development and in-service opportunities in implementing literacy based strategies in the classroom;
- Participating in the Bridging Roots program through the University of Victoria, developing engaging online content to enhance literacy in SENĆOŦEN;
- 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 supporting the SLP Jordan's Principle application; and
- Continuing to support student participation in literacy programs including School Wide Write and District Literacy Assessments.

How are We Doing?

Over the 2025-26 year, we will track progress on our initiatives identified in this year's plan. More specifically:

- District Literacy Assessment data shows a positive trend, with the percentage of students identified as Emerging decreasing from 7% in 2024 to 6% in 2025;
- Student survey results show a 12% increase in students reporting that adults in the building treat them fairly, indicating improved perceptions of school climate and relationships; and

Bayside Middle School

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- Student feedback indicates a 4% increase in students recognizing that they are improving in reading and writing, reflecting growing confidence and skill development in literacy.

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 2025-26 school year and beyond.

- Collaborate with Marnie Chambers, District Literacy Teacher Leader, to develop a Literacy Logic Model to program, plan, and implement literacy supports for all students; and
- Through additional district staffing, appoint a Teacher Leader in Literacy who will collaborate with educators to enhance literacy instruction across the school, support and mentor staff in implementing effective literacy strategies, and liaise with literacy leaders from other middle schools to share best practices and foster professional growth.

Bayside Middle School

2025-26 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 district 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;
- Created programming and clubs that focus on Indigenous students to increase their feeling of connection and belonging to our school community;
- Counselling and Youth and Family counsellors creating clubs or groups to target social emotional learning for our most vulnerable students;
- Collaborating with Cat Jensen, District Counsellor, around implementation of Second Step Program;
- 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 2025-26 year, we will track progress on our initiatives identified in this year's plan. More specifically:

Bayside Middle School

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- Out of 318 students surveyed in 2015, 86% reported having at least one adult in the building who cares about them and how they are doing—highlighting strong relational connections within the school community.
- Student survey results show a 12% increase in students reporting that adults in the building treat them fairly, indicating improved perceptions of school climate and relationships.
- During the 2024–25 school year, one Indigenous student joined a school sports team. In the current 2025–26 school year, eight Indigenous students have already joined a team. This marks a significant and encouraging increase in participation, reflecting the positive impact of ongoing efforts to foster inclusive and welcoming extracurricular opportunities for all 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 2025-26 school year and beyond.

- Continue to support and expand initiatives that promote the creation of inclusive clubs and sports teams, ensuring all students feel welcomed and have opportunities to participate.
- We will conduct a comprehensive survey across all grade levels to gather student perspectives on how well staff are connecting with them and creating meaningful opportunities for engagement and growth.

North Saanich Middle School

2025-2026 School Plan



School Goal: Literacy and Numeracy

To enhance student engagement and individual academic success by implementing targeted literacy and numeracy interventions with a particular focus on supporting our most vulnerable learners.

Inquiry Question:

How will the continued implementation of comprehensive literacy and 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.

An ongoing analysis of 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 (FSA) data, and a schoolwide benchmark write and new numeracy math screener, we were able to better understand our students' strengths and areas for growth. This data has highlighted the need for targeted literacy and numeracy interventions to increase accessibility, equity, and engagement for all students at NSMS.

As we continue to 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 continues to align 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 at North Saanich Middle School. Our intended approaches are deeply connected to First Peoples Principles of Learning.

First Peoples Principles of Learning

The Literacy and Numeracy 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
- To increase academic success for our WSÁNEĆ, other First Nations, and Inuit students we must ensure that their histories, cultures, and traditions are honoured, reflected, and engaged throughout all aspects of their learning journeys.

What Are We Doing?

At NSMS, we are cultivating a Culture of Responsive Instruction through collaborative literacy and numeracy practices. Our goal is to improve achievement across the curriculum by ensuring equitable access to comprehensive instruction and targeted interventions.

Our Inclusion Support Team, including Inclusion Support Teachers, Counsellors, Indigenous Liaison, Indigenous Teacher, ELL and ELS staff, and our District OT/PT, engages in a robust transition process with feeder schools. This includes collecting data from learning updates, the DLA, and the District Literacy Screener to inform instructional planning and support.

North Saanich Middle School

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We use an Inclusive Classroom Planning Tool to implement Universal Design for Learning (UDL) strategies, ensuring that instruction meets the diverse needs of our learners.

NSMS has developed and facilitated multi-age writing interventions to build student capacity and engagement. Recently, we re-established reading interventions for our most vulnerable students while continuing to offer enrichment opportunities such as the Beaver Computing Challenge, Gauss Math Contest, and Skills Canada competitions.

We are collaborating with other middle schools, district leaders, and the district literacy team to align best practices and build staff capacity. A new math screener is being used to identify gaps early and guide targeted support.

How are We Doing?

Throughout the 2023–24 and 2024-25 school years, we tracked progress on initiatives outlined in last year’s plan. We continue to analyze DLA and learning update (ie ELA) data to monitor student growth and inform instruction with a specific focus on our emerging learners. Specifically, our DLA Data continues to provide insight into foundational literacy skills and areas for growth, while our report card data highlights trends in achievement and engagement across subjects and demographics.

Table 1: 4 year trend in DLA and ELA data of our emerging literacy learners in grade 6-8.

Year	DLA		ELA	
	Developing	Emerging	Developing	Emerging
June 2025	63%	11%	46%	11%
June 2024	53%	14%	54%	7%
June 2023	61%	6%	46%	6%
June 2022	58%	8%	38%	3%

Our DLA and ELA data both show increasing numbers of learners identified as emerging in literacy over the past four years. This is due to both the work we are doing as a staff to augment our skills in onboarding the DLA tool, thereby better identifying learners that need focused literacy supports, and to the group of learners that move through our three grades at middle school. Within the DLA, data shows growth in traits like sentence fluency, vocabulary and coherence. Further anecdotal evidence and student self-reflection indicate growth in communication skills and written skills. Staff reflection and collaboration remain ongoing, helping us assess the impact of interventions and instructional shifts.

Where Are We Going?

Initial indications from our math interventions point to an increase in confidence and reduction in anxiety, which correlates with initial improved performance on problem-solving tasks. At NSMS, we are committed to ensuring all students receive systematic and explicit instruction in literacy, numeracy, and problem-solving skills.

Continued evidence collected over the year will inform our next steps. We aim to deepen our use of data-informed instruction to personalize learning and strengthen collaborative professional learning across middle schools and with district leaders.

North Saanich Middle School

2025-2026 School Plan



School Goal: Global Citizenship

To continue to 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 can we continue to address inclusion, diversity, and equity and accessibility and language (IDEAL) through instruction, feedback, and school culture, to reflect respect, inclusion, and high expectations for all learners?

What Do We Know About Our Learners?

At North Saanich Middle School, we know that inclusion, diversity, equity, accessibility, and language are foundational to learning and leadership. These principles are essential for success, well-being, and personal growth. Students reflect on their middle school experience through tools such as the Hawk Face and the Student Learning Survey, while staff identify areas for personal and collective growth using the IDEAL principles. Together, we are building our capacity to support students' social, emotional, and academic development. We also access student and community perspectives through student-led conferences, family engagement opportunities, and community outreach initiatives. These conversations provide valuable insights that guide our planning and ensure our approaches reflect the voices of those we serve.

Yearly Hawk Face Survey

Year	Happy Student feels all is going well	Straight	Sad Student feels they are being treated unkindly or in a disrespectful manner
2024/2025	83%	12%	5%
2023/2024	83%	15%	2%
2022/2023	81%	17%	2%
2021/2022	79%	16%	5%

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

This focused inquiry also connects directly to the district's commitment to Global Citizenship and is deeply rooted in the 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.

North Saanich Middle School

2025-2026 School Plan



What Are We Doing?

To reduce barriers and promote wellness, we have reorganized our counselling model and increased accessibility for students and families. Part of promoting wellness is honouring 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 ongoing professional development to enhance their capacity with language and strategies related to the IDEAL principles. We have created a Welcome Wall that represents all languages spoken in our school community. This shows our continued commitment to honour diversity and create a more inclusive environment.

We are committed to reducing barriers and promoting wellness for all students and families. We continue to reorganize our counselling model to make support more accessible. Our Indigenous Education weekly meetings now include counsellors and the ELS team, strengthening collaboration. We also partnered with our PAC to align themes from our Comprehensive Counselling Calendar with theirs, creating a unified approach to student and family well-being.

Listening to student voice is central to our work. Each spring, students share their thoughts and concerns through the Hawk Face reflection process, with follow-up supports in place as needed. They also provide input through the Student Learning Survey.

Staff continue professional learning focused on IDEAL principles (Inclusion, Diversity, Equity, Accessibility, and Learning). We formed an IDEAL Steering Committee to guide our equity work and continue collaborating with Diverse Abilities (Year 2). Their team presented to all divisions about accessibility and inclusion, and will share with our parent community in May.

We also continue to partner with an anti-racist consultant to build staff capacity using a Pluralism Reflection Tool to set SMART goals (Year 4). In addition, we run an annual staff book club to deepen understanding and foster dialogue around equity and inclusion.

How are We Doing?

Over the 2025-26 year, we will continue to track progress on our initiatives identified in this year's plan. Our students continue to identify that they feel a strong sense of belonging and connection to our school, and that they are engaging in things they are interested in, and have a choice about what and how they learn. We will continue to collect students' input and perspectives to ensure that our goal is data informed.

Student Voice and Well-Being:

Hawk Face Data:

- Over the past four years, the percentage of students reporting that things are going well at school has remained consistently high (79%–83%). This is encouraging and reflects a generally positive school climate. However, the percentage of students reporting experiences of being treated unkindly or disrespectfully has fluctuated between 2% and 5%. While these numbers are relatively low, they highlight the need for continued attention to mental health and well-being.

Staff Capacity and Engagement:

- Staff participation in professional learning related to IDEAL principles has grown steadily. The IDEAL Committee is active, and collaboration with Diverse Abilities and anti-racism consultants has strengthened our collective understanding of equity and inclusion.

North Saanich Middle School

2025-2026 School Plan



- Our annual staff book club and use of Pluralism Reflection Tool has fostered deeper dialogue and goal setting.

School Culture and Environment:

- Visual actions, such as the Welcome Wall and inclusive language practices, have been positively received by students and their families
- Increased accessibility to counselling services and alignment with PAC initiatives have improved support systems for students and families.

Where Are We Going?

Summary learning, based on evidence gathered over the year, will provide us with key learnings to guide the next steps for the 2025-26 school year and beyond. We will continue to expand our collaboration with Diverse Abilities, deepen our engagement with our anti-racism consultant by setting SMART goals through the use of the Pluralism Tool and continue to work with our PAC and our North Zone family of schools.

Royal Oak Middle School

2025-2026 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 which follows was collaboratively developed by staff with input from students and parents in order 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, write and communicate effectively in order to reach their potential as learners?

What Do We Know About Our Learners?

We collect information from a variety of assessments, both formative and summative, in order to identify areas of growth/strength as well as areas which require more attention:

- District Literacy Assessment (DLA) data (completed school-wide in May every year);
- Report Card data – English Language Arts grades; and
- Anecdotal feedback from small group and whole class “Literacy at Lunch” program (Tues/Wed/Thurs all year).

First Peoples Principles of Learning

The Literacy Goal needs to ensure that:

- Learning is embedded in memory, history and story.
- 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 involves patience and time.

What Are We Doing?

1. School Wide Literacy at Lunch Program:
 - Whole class explicit instruction focused on morphology, writing conventions, grammar and word play
 - Small group explicit instruction focused on decoding, morphology, writing conventions, grammar and word play with adjusted pacing.
2. Individualized literacy instruction targeted to students’ specific and significant needs.
3. Vocabulary building initiative led by Literacy team specific to grade and subject level.

Royal Oak Middle School

2025-2026 School Plan



How are We Doing?

Over the 2025-26 year, we will track progress on our initiatives identified in this year's plan. More specifically:

1. We will track progress on improving literacy skills by examining our DLA data and tailoring instruction to areas requiring attention;
2. We will monitor the progress of the school-wide Literacy at Lunch program by gathering our literacy team for regular monthly meetings and continue to build teacher capacity by providing professional learning to staff on pro-d days, as well as deeper discussion at weekly leadership meetings and monthly staff meetings;
3. We will monitor the progress of emerging readers using a variety of assessment tools; and
4. We will work with the newly formed District Middle School Literacy Team to build our school's capacity and ensure that we are focusing on best practices in literacy and assessment.

Birth Year 2012	ROMS District Learning Assessment (DLA)		
	Emerging	Developing	Proficient/Extending
Grade 6 Results 2022/23	12.4%	49.7%	37.9%
Grade 7 Results 2023/24	7.9%	45.8%	46.3%
Grade 8 Results 2024/25	1.3%	68.8%	29.9%

School Wide Results	District Literacy Assessment (DLA)		
	Emerging	Developing	Proficient/Extending
2022/23	10.8%	50.5%	38.7%
2023/24	6.3%	57%	36.8%
2024/25	3.9%	65.5%	30.5%

Where Are We Going?

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

Royal Oak Middle School

2025-2026 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?

We gather information about our learners from the following sources:

- Conduct interviews to hear from diverse students across our school about what they need to improve their mental health, and to inform our next steps;
- Gather data from the BC Grade 7 Student Learning Survey on the specific questions that relate to mental health, and use this data to redesign our school-based survey to get more detailed feedback from students across all three grades; and
- Compare data from the ROMS student Mental Health Survey in November and June.

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. We are implementing a school-wide mental health plan with monthly themes and weekly topics that are explored on ROMS Mental Health Mondays all year;
2. We are continuing to engage staff in rich professional learning on the topics of mental health, SOGI and anti-racism education
3. We are using the results from our ROMS Mental Health survey to continue to ensure that every student has a go-to adult, and provide support for those who don't.

How are We Doing?

Over the 2025-26 year, we will track progress on our initiatives identified in this year's plan. More specifically:

1. Provide teachers with weekly Mental Health Mondays lessons and activities to continue to build a toolkit of strategies to support student mental health and wellbeing;
2. Provide regular opportunities at weekly leadership meetings and monthly staff meetings for teachers to reflect on our Mental Health Monday lessons and provide feedback to guide our next steps; and
3. Continue to use our school-wide Mental Health survey to identify strong adult connections for all students and develop a plan to actively build stronger connections with students.

Where Are We Going?

Summary learning, based on evidence gathered over the past 3 years, will provide us with key learnings to guide our next steps for the 2025-26 school year and beyond. More specifically, we will use the data collected in our Mental Health surveys to track growth over the students' 3 year middle school journey.

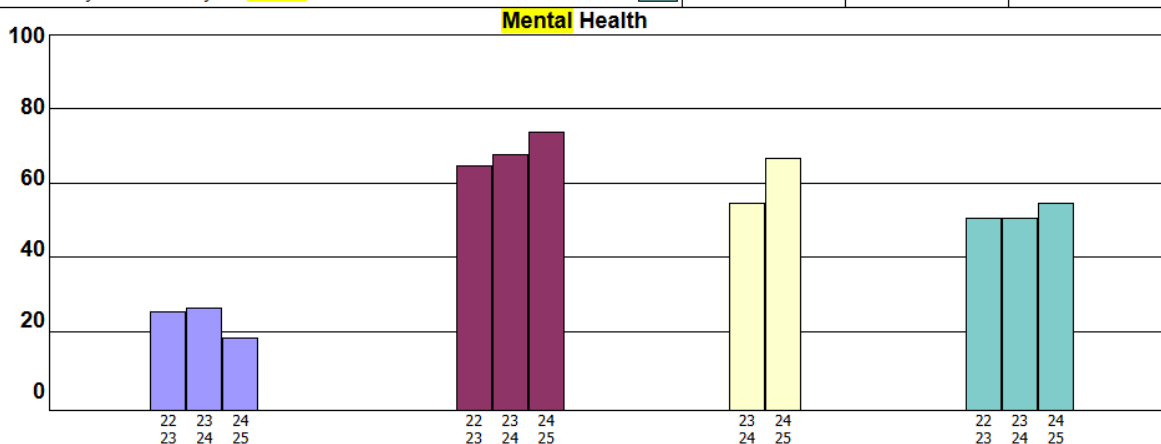
Royal Oak Middle School

2025-2026 School Plan



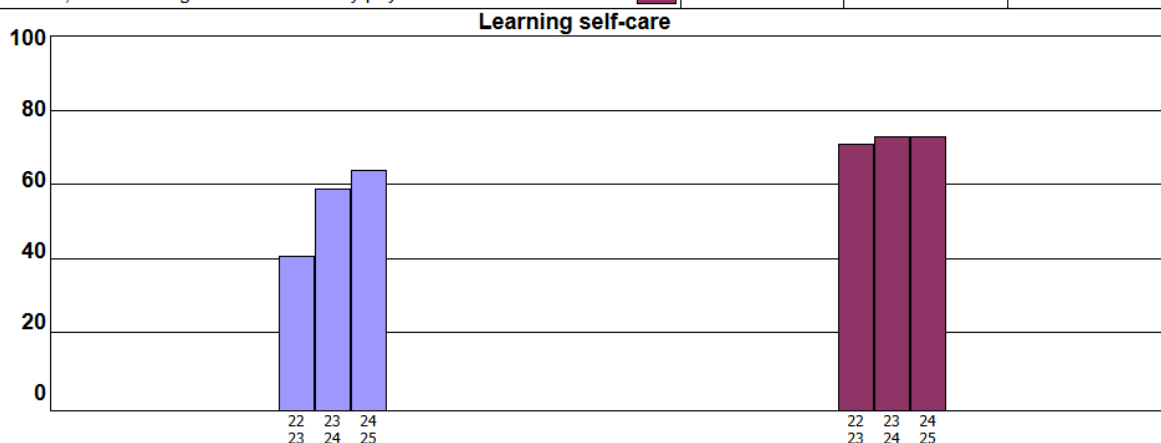
GRADE 7 RESULTS (in %), 2022/2023 - 2024/2025

% Reporting Positive Responses				
Mental Health		Royal Oak Middle School (06363027)		
		2022/2023	2023/2024	2024/2025
Does school make you feel stressed or anxious?*		27	28	20
Do you feel good about yourself?		66	69	75
When I am stressed, there are things I can do to feel better.		N/A	56	68
How would you describe your mental health?		52	52	56



GRADE 7 RESULTS (in %), 2022/2023 - 2024/2025

% Reporting Positive Responses				
Learning self-care		Royal Oak Middle School (06363027)		
		2022/2023	2023/2024	2024/2025
At school, I am learning how to care for my mental health.		42	60	65
At school, I am learning how to care for my physical health.		72	74	74



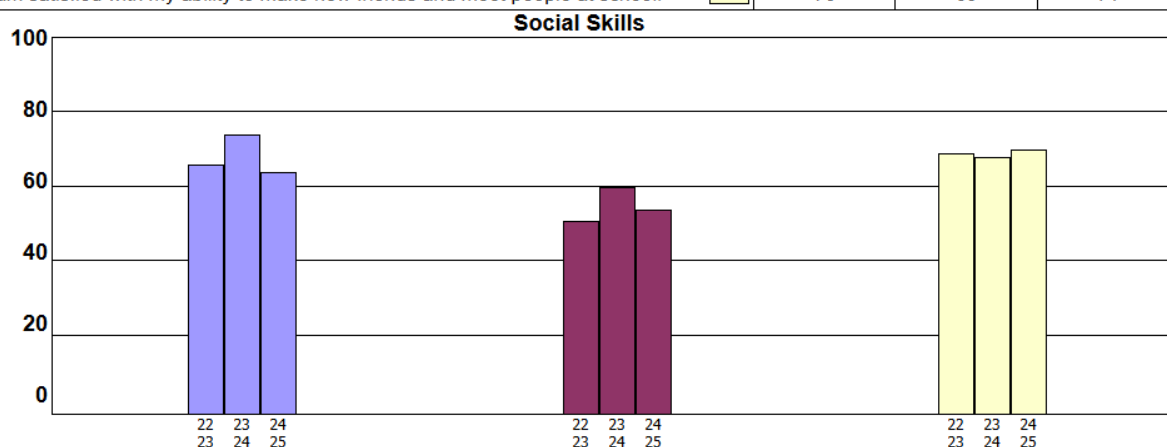
Royal Oak Middle School

2025-2026 School Plan



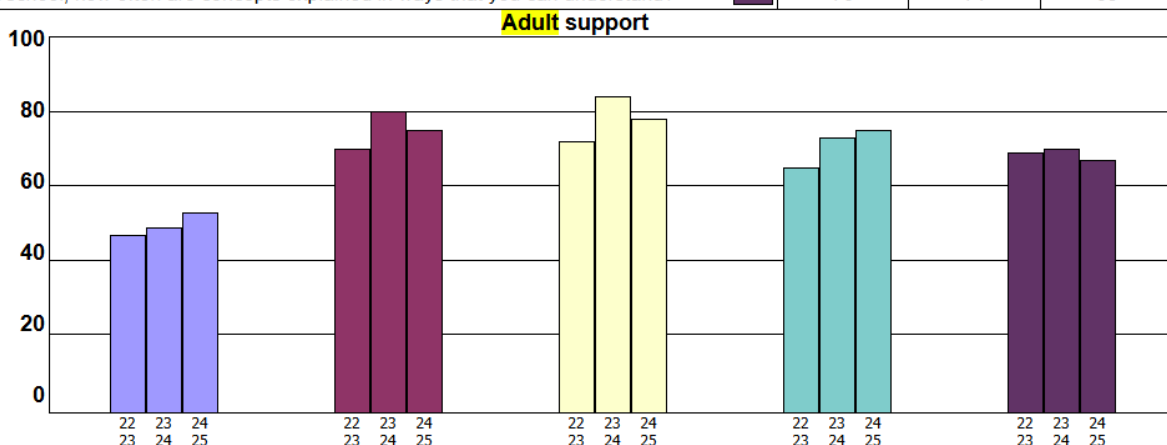
GRADE 7 RESULTS (in %), 2022/2023 - 2024/2025

% Reporting Positive Responses			
Social Skills	Royal Oak Middle School (06363027)		
	2022/2023	2023/2024	2024/2025
At school, I am learning to communicate well.	67	75	65
Are you learning how to solve problems with others in peaceful ways?	52	61	55
I am satisfied with my ability to make new friends and meet people at school.	70	69	71



GRADE 7 RESULTS (in %), 2022/2023 - 2024/2025

% Reporting Positive Responses			
Adult support	Royal Oak Middle School (06363027)		
	2022/2023	2023/2024	2024/2025
How many adults do you think care about you at your school?	48	50	54
Are you able to get the information and advice that you need from adults at your school?	71	81	76
Do the adults at your school value and welcome your questions?	73	85	79
At school, are you able to get extra help when needed?	66	74	76
At school, how often are concepts explained in ways that you can understand?	70	71	68



Claremont Secondary School

2025-2026 School Plan



School Goal: Acceptance of Self and Acceptance of Others

To foster a supportive and inclusive environment that nurtures both personal and social well-being among all students. This includes cultivating self-awareness, encouraging self-acceptance, and building self-esteem, laying the foundation for empathy, respect, and acceptance of others.

Inquiry Question:

How can we create more meaningful opportunities for students to develop self-awareness and self-acceptance in ways that foster empathy and the acceptance of others?

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 help build a strong culture of positivity and inclusivity, and celebrate our differences. As a school staff, we must continue to 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, and improving student well-being, will have a positive effect on the mental health and wellness of our learners. It will also help produce citizens who are more socially and globally aware of how their actions impact others.

This goal and focused inquiry question aligns with Saanich School District's Strategic Plan; specifically, our Global Citizenship and Mental Health and Wellness strategic priorities. 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 ultimately supports the well-being of the self, the family, the community, the land, the spirit, and the ancestors.
- Learning involves recognizing the consequences of one's actions.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

What Are We Doing?

- Encouraging all students to make a trusted connection with at least two adults in our building each year by way of transition activities, team and club involvement, and random hallway intros where staff are encouraged to check in with students who aren't in their classes;

Claremont Secondary School

2025-2026 School Plan



- Increasing the number of clubs and teams that are available for students to join. Over the last two years our school has added 8 new clubs for a grand total of 25 different clubs that students can join, while our athletics department has expanded to 34 options available for joining a sports team;
- Listening to the voices and ideas from our students, especially from those who are members of marginalized communities, new to our building, or cross enrolled with our Individual Learning Centre (ILC) or our South Island Distance Education School (SIDES);
- Instituting a recurring special event twice a year 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
- Enacting a staff initiated and enhanced school wide cell phone policy that is rooted in care and specifically designed to promote relationships, decrease stress levels, and foster more human interaction and connection.

How are We Doing?

The results of our most recent Student Learning Survey showed that 85% of students surveyed said that they had at least one trusted adult they could turn to for help, and 50% of students confirmed that they had already connected with 4 adults they felt they could trust.

Of our 25 school clubs, 3 of them are almost entirely student-run, including our BIPOC club that promotes the discussion and planning of events that are focused on dismantling racism in our school and our surrounding community.

Anecdotally through empathy interviews, many of our cross-enrolled students have said that they've felt more welcomed and have found it easier to transition into a larger school due to the creation of a cross-enrolled TA class led by our counselling team.

72% of secondary students surveyed in our School District said that their main reason for using their cell phone was to scroll through social media; similarly on a recent Student Learning Survey of Claremont students, 75% reported feeling anxious/stressed at school some/most of the time. By minimizing the use of cell phones in our school, especially during class time, we are providing the opportunity for students to be free of distraction, reduce their anxiety/stress levels related to online activity, and interact and form positive relationships.

Our previous school goal was focused on fostering a school culture that confronts and works to eliminate racism, but looking at our most recent survey and empathy interview results we now feel that a greater focus needs to be placed on self-acceptance and self-awareness that will ultimately lead to an overall understanding and acceptance of others.

Where Are We Going?

We are working on creating a more focused survey for our student body that will allow us to gather data related to not being able to use cell phones in class, including how the absence of cell phones impacts school engagement, the formulation of relationships, overall levels of self-esteem, and the ability to think critically.

Parkland Secondary School

2025-2026 School Plan



School Goal: Engagement

To increase student engagement in learning at Parkland through intentional and inclusive practices.

Inquiry Question A:

How can we build strong connections between students, their learning, and our school to support their success?

Inquiry Question B:

How can we effectively identify and support students who are becoming disengaged from their learning?

What Do We Know About Our Learners?

In the context of our two inquiry questions, we have gathered several insights about our students at Parkland:

- **Sense of Belonging:** In 2022/23, 65% of Parkland students report a positive sense of belonging within the school community
- **Support Systems:** We know that some students face mental health challenges, particularly anxiety which leads to challenges maintaining engagement in their learning. These learners require additional support to feel safe, understood, and connected in the classroom community.
- **Motivation and Engagement:** We know that students thrive when learning feels meaningful and connected to their interests. Many learners benefit from opportunities that foster intrinsic motivation and provide clear pathways to persevere and participate actively in their education.
- **Mental Health:** Over the past three years, results from the Student Learning Survey indicate that of the Parkland students who completed the survey:
 - Just over half describe their mental health as excellent or very good (56% in 2024/25; 53% in 2023/24; and 53% in 2022/23),
 - 66% (2024/25) report that either “most of the time” or “all of the time” they have a positive sense of belonging at Parkland (up from 55% in 2023/24 and 60% in 2022/23)
 - 84% (2024/25) feel safe at Parkland (up from 79% in 2023/24 and 80% in 2022/23) In terms of supporting evidence:
- **Academic Performance:** Report card data reveals that some students are facing difficulties in achieving academic success.
- **Attendance Trends:** There is a clear correlation between student attendance and academic performance, highlighting the importance of consistent school participation.
- **Staff Observations:** Conversations and anecdotal feedback from staff consistently point to concerns about student engagement. These concerns include issues such as poor attendance, reluctance to begin or complete tasks, apathy, increased phone use, and heightened anxiety. All of which suggests that a growing number of students are not engaging in their learning to their full potential.

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.

Parkland Secondary School

2025-2026 School Plan



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.

a) What Are We Doing to Build Strong Connections (Inquiry Question A)?

- Selecting strategies that fosters, encourages and supports engagement.
- Offering Social and Emotional Learning and Support at each grade level:
 - Grade 8 Transition
 - Grade 9 and 10 Panther Talks (Presentations from internal and external speakers)
 - Grade 10 – Panther Talks and CLE 10
 - Grade 11 - CLCa - Assemblies
- CLC – Moved into the timetable through Grade Assemblies.
- Strengthening connections with our Indigenous communities:
 - Participation in Elders lunches in community.
 - Partnership with Tseycum Marine Stewardship Program.
 - Elder in Residence Program.
 - Indigenous Life Skills Program: 6 week program at Parkland for all Indigenous students
 - Welcome dinner at Parkland for families of Indigenous students from Parkland and NSMS
 - Staff (Principal, Ind. Support teacher and Indigenous students) to hand deliver invitations in community
- Strengthening our partnership and connection with NSMS. Additional activities throughout the year such as:
 - Red Dress Walk (both schools walked together);
 - Beginning of the year welcome dinner at Parkland for families of Indigenous students from Parkland and NSMS

b) What Are We Doing to Identify and Support Disengaged Learners (Inquiry Question B)?

- We can identify students who are experiencing challenges, particularly those struggling with anxiety and engagement, through systems such as:
 - Inclusive Ed referrals completed by staff
 - Weekly Counsellor/Admin meetings
 - ERASE tool
- Add a Learning Strategies course in our support block to help students develop skills and earn credit.
- Attendance playbook for staff: A guide for staff on roles and responsibilities and levels of intervention.
- Increase in interventions from counsellors/admin regarding attendance.
- Communication with parents as early as possible.
- Skill Building Series for grades 9/10 in the month of October; and
- School-based team meetings that include parents, admin, teachers, and members of the Inclusive Support Team, Indigenous Education team, and the student advocate.

Parkland Secondary School

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How 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.
- Interviewing students experiencing challenges.
- Focus on strategies and interventions to promote student engagement at staff meetings and subject chair meetings; and
- Consulting and collecting input from our School Improvement Group, students, PAC, subject chairs and staff.

a) How Are We Doing in Building Connections (Inquiry Question A)?

- **Sense of Belonging:** Over the past three years, results from the Student Learning Survey indicate an increasing majority of Parkland students have a positive sense of belonging within the school community (73% in 2024/25 which is an increase of 8% since 2022/23). It is noted that Grade 12 student responses reveal a more positive trend in belonging as compared to the grade 10 cohort. One possible explanation for this trend is that Grade 12 students have had the most time to build meaningful relationships with staff, peers, and the broader Parkland community. Their extended time at the school may contribute to a deeper sense of connection and comfort within the school environment.
- **Feeling Welcomed:** In 2024/25, 79% of Parkland students report to feel welcomed at school and most express a desire to remain at the school rather than seek alternative education settings. This trend is in line with the previous two years.
- **Enjoyment of School:** responses to the question “Do you like school?” consistently show a lower trend across the student cohort. This suggests an area for growth and highlights an opportunity for future planning to explore and implement strategies that enhance overall student enjoyment and engagement with school.
- **Attendance:** Attendance data shows a concerning trend for Parkland and should be an area of focus in future iterations of our school plan. In an internal attendance analysis, nine of our top ten students with the highest rates of absenteeism identify as Indigenous. This underscores the ongoing need for focused efforts to address barriers to attendance and engagement, a key focus of our second inquiry question.

b) How Are We Doing in Identifying and Supporting Disengaged Learners (Inquiry Question B)?

Parkland Secondary offers a wide range of specialty programs designed to engage diverse student interests. From 2022 to 2026 (Table 1), enrolment in these programs, including IB, Marine Science, Yoga, and Judo has steadily increased, with IB enrollment alone growing by over 70%, highlighting strong student demand for enriched learning opportunities.

Table 1: Enrolment Requests in Specialty Programs at Parkland Secondary

Year	IB Enrollment	Sailing	Judo	Hockey	Yoga Requests	Marine Science /Marine PHE
2022/2023	142	39	23	15	59	116
2023/2024	195	31	29	26	49	136
2024/2025	193	39	32	29	66	158
2025/2026	246	41	34	46	64	171

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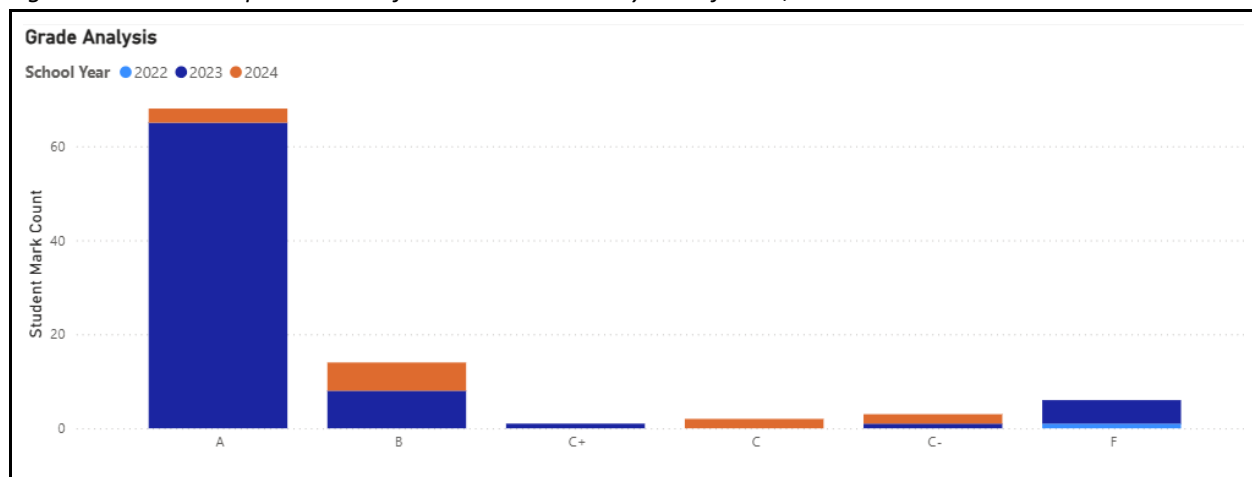
Table 2: Parkland Enrolment in District Career Programs

Year	Task	STAC	TEX	Hair
2022/2023	5	1	2	3
2023/2024*	9	1	2	2
2024/2025	9	3	1	2
2025/2026	7	1	4	2

*Starting in 2023/2024 the CLC delivery model was shifted to in person delivery during the academic timetable.

In 2023 a shift was made in the delivery model of CLC 12A which saw the course moved into a more consistent approach during the scheduled timetable. Prior to this the course was run after school and attendance was not easy to track. The shift has allowed consistent tracking and delivery and has made course completion more attainable for all students (see Figure 1). As a grad requirement course this was actively acting as a barrier when students were not finding success.

Figure 1: Course completion rates for CLC 12A over the years of 2022, 2023 and 2024



Where Are We Going?

To continue to build strong connections (inquiry question A), we will:

- **Evaluate the impact of our Pathways promotion at Parkland**, including the International Baccalaureate (IB) program, the combined IB/BC curriculum for post-secondary preparation, Trades exploration opportunities, specialty programs and academies, and the Parkland Alternative Learning Support (PALS) program. This evaluation will help us understand how effectively these pathways are meeting the diverse needs and aspirations of our students.
- **Strengthen relationships with local Indigenous communities** by expanding opportunities for cultural engagement both within the school and in the broader community. This includes hosting culturally relevant events, inviting community members into the school, and creating spaces where Indigenous students and families feel seen, heard, and valued in order to foster connection, belonging and cultural celebrations.
- **Deepen collaboration with North Zone schools**—including North Saanich Middle School, Sidney Elementary, Deep Cove Elementary, and the Individual Learning Centre (ILC) to ensure smoother transitions, shared learning opportunities, and a more cohesive educational experience for students across the zone.

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In order to continue to identify and support disengaged learners (inquiry question B), we will:

- **Identify and support students experiencing challenges with engagement** by working collaboratively with families, support staff, and community partners to develop personalized support plans and learning pathways tailored to individual needs.
- **Monitor and evaluate the effectiveness of these interventions** through ongoing data collection and reflection, ensuring that strategies are responsive and adaptive to student progress.
- **Continue our collaboration with the North Zone advocate and the Individual Learning Centre (ILC)** to ensure students requiring alternative or flexible educational pathways are supported in accessing appropriate programming and resources.
- **Explore proactive strategies to re-engage students** who are at risk of disengagement, culturally responsive practices, and increased student voice in planning their learning journey.

Stelly's Secondary School

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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 collaborate 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.

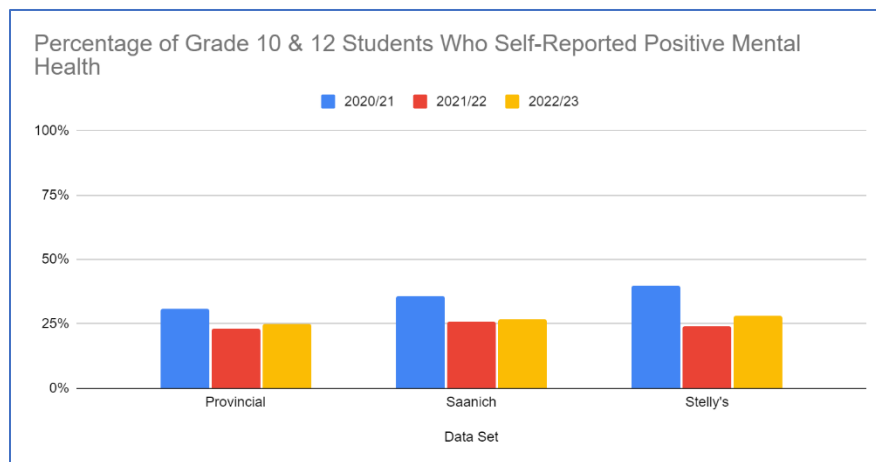
Stelly's Secondary School

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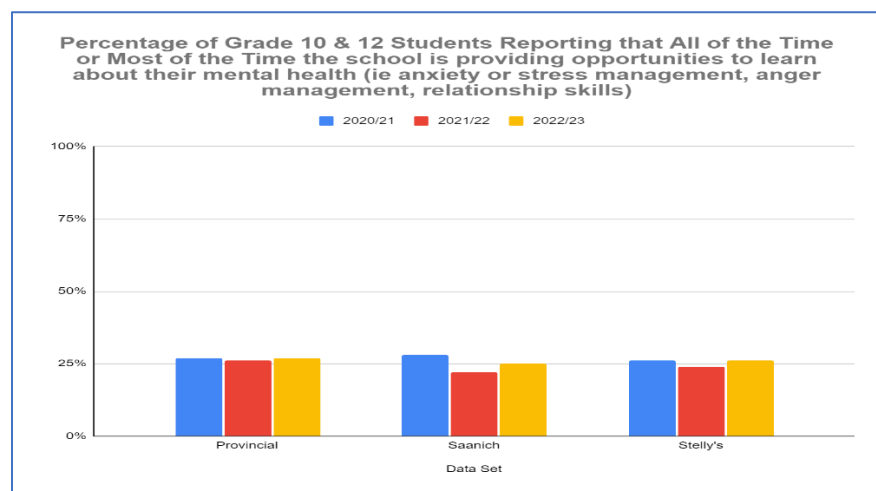


c) What Do We Know About OUR Learners?

Provincially, there has been a decline in the self-reporting of positive mental health. While the 2018 McCreary Centre Society survey showed 73% of grade 10-12 students across the province rated their mental health as good or excellent, the most recent (2024) Stelly's Student Learning Survey data revealed that only 56% of students in grade 10 –12 rate their mental health as "Excellent", "Very Good" or "Good". Equally concerning is that this same survey found that only 37% of grade 10-12 students agreed with the statement, "At school, I am learning how to care for my mental health" (only 27% for grade 12 students) and only 37% agreed the statement, "I am satisfied that in school I learn how to express emotion and deal with problems that I may face in the future".



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



At Stelly's, we continue to see students struggling with attendance with a lack of mental health wellness being a significant contributing factor. 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

Stelly's Secondary School

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

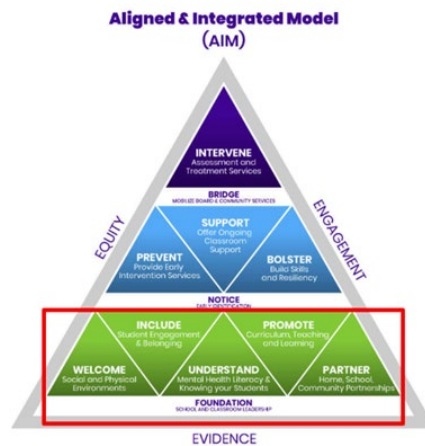
First Peoples Principles of Learning

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.
- Learning involves patience and time.

What Are We Doing?

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



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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 to foster staff relationships and connections.

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 moved the Cultural Room to the front of the school to mark its presence and importance in our school.
- We spend extra time and resources focusing 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 students who might need additional support.

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

- We are in year two of a systems approach to SEL. We have appointed a Wellness Team (including the expenditure of a block of teacher staffing time) who are tasked with organizing and running a series of four Wellness Days per year. On these Wellness Days, all students participate in a series of presentations on topics (see below) that are designed to promote mental health awareness and resilience. Feedback collected from students after each session is used to refine our offerings for the following year.

Grade 9 - Building Resilience and Healthy Boundaries			
<i>Online Harassment</i>	<i>Managing Stress, Anxiety and Grief</i>	<i>How to Support Struggling Friends</i>	<i>Cannabis Use and Impacts</i>
Grade 10 - Making Informed Choices for Personal Safety and Wellbeing			
<i>Gratitude Changes Everything</i>	<i>Consent and Abusive Relationships</i>	<i>Addiction and Substance (Mis)Use</i>	<i>Gangs and Recruitment</i>
Grade 11 - Navigating Life's Challenges: Health, Resilience, and Global Awareness			
<i>Sexual Health</i>	<i>Trafficking, Pornography, and Addiction</i>	<i>Turning Wellness Data into Real Change</i>	<i>Ecological Grief and Climate Anxiety</i>
Grade 12 - Empowering Future-Ready Citizens			
<i>Finances for the Future</i>	<i>Community Supports for Substance Use and Addiction</i>	<i>Violence is Preventable</i>	<i>Traumatic Brain Injury: Impact and Prevention</i>

In our October & November staff meetings each year, we complete a Relationship Mapping activity with the entire staff to identify which grade 9 (or new to Stelly's) students might not yet have a positive staff relationship and then we undergo a process to foster these connections. 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 continue to have a Welcome Back BBQ at the beginning of each year to invite parents and students into the school, and are looking for other opportunities to invite parents and community members into our building.
- We ask teachers to reserve three Parent-Teacher Interview time slots for families of vulnerable students, and provide staff meeting time to make phone calls to invite in these families.
- We hold a rotating course selection evening in one of our four Indigenous communities to assist families with the course selection process and graduation planning. We are looking at ways to continue to provide these opportunities for low-barrier connections between the school and local communities.
- 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.

Stelly's Secondary School

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- 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 2025-26 year, we will track progress on our initiatives identified in this year's plan, specifically we will continue with:

- Wellness Days (Year 2) – run four Wellness Days for all students. We would also like to find a way to better track students' connection to wellness topics, and look at engaging parents in some wellness topics (through virtual and in-person parent sessions).
- Class profile meetings - 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 tracking: data from the previous school year and the current year will be tracked to identify areas where students might need additional support;
- Teacher observations - increase in student awareness of applying strategies, increase academic readiness, increase motivation, increase resilience and perseverance; and
- Student Voice (district sessions, survey feedback, leadership camp examine students' mental health baseline and establish strategies which might help students improve wellness skills and resilience.
- Examine student attendance data (directly or through student survey) to see if there is any correlation between missed learning time and students who report wellness challenges.

Where Are We Going?

By the end of this school year, Stelly's grade 10-12 students will have had eight wellness sessions in total (while the grade 9s will have had four sessions). With a program that is designed to expose students to 16 different topics over the course of four years, it is hard to know when identifiable results will emerge, but we are hoping that we will start to gather anecdotal evidence (e.g. empathy interviews) and summary evidence (e.g. survey data) that suggests that students are gaining tools and strategies that are helping them deal with the wellness challenges faced by young people. By exposing parents to some of these same topics, we are hopeful that the learning will not stop at the school's front door, and that students and their families will start a wellness feedback loop that reinforces the learning and improves wellness at both school and at home.

We are also hopeful that a more concerted effort around minimizing cell phone use in class and increasing student accountability around missed learning time will have positive effects on wellness for students (and staff).

Stelly's Secondary School

2025-2026 School Plan



School Goal: Indigenous Learner Success

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

Inquiry Question:

If we can identify barriers preventing Indigenous learners from achieving success, will we be able to strategically 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 13.4% Indigenous students which is 50% 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. At Stelly's we have seen an improvement on the Literacy 10 Graduation Assessment as well as in 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 Indigenous students choosing the Workplace Math pathway rather the Foundations/Precalculus pathway at a higher rate than their non-Indigenous peers. This limits their first step into post-secondary as many programs require Foundations 11 or Precalculus 11 for direct entry. Stelly's data tell 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 continued focus.

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

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

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 district strategic priority of 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:

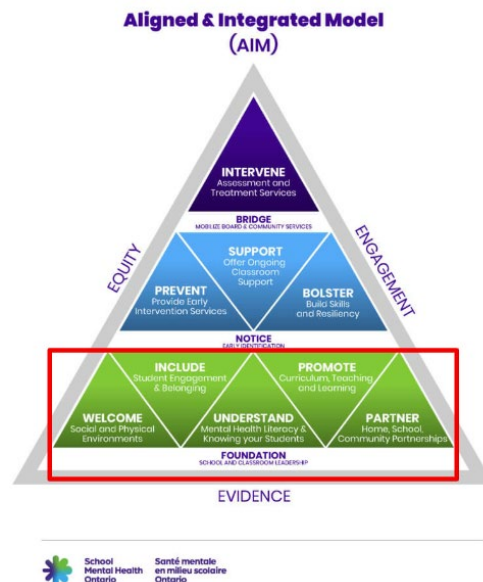
- Learning requires exploration of one's identity.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning recognizes the role of Indigenous knowledge.
- Learning is embedded in memory, history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

Stelly's Secondary School 2025-2026 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 have completed renovations to move the Cultural Room to the front of the school to mark its presence and importance in our school. This space is easily accessible to families, community and elders that want to visit our school.
- Our room signs are written in SENĆOŦEN, French and English, and include a QR code which links to a pronunciation of the word in SENĆOŦEN recorded by the Indigenous leadership students.

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

- We continue to make individual phone calls to families at the beginning of the year inviting them to our Welcome Back BBQ.
- We, with the help of Indigenous Education, have access to a small bus to transport Indigenous students to and from sporting events and home after homework club sessions.

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

- We employ Indigenous Support Staff (2.0 FTE), one full-time Indigenous Support Liaison, and a part-time support person in the role of a life coach to support our graduating Indigenous students as they transition to post-secondary education and the world of work. This life coach position is funded through and RBC grant.

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

- We offer Indigenous Leadership, SENĆOŦEN and are offering a new BAA course which we believe will allow students to see the W̱SÁNEĆ culture reflected in the walls of our building.
- We are currently offering 14 sections of courses that satisfy the Indigenous-focused course graduation requirement as well as two sections of Indigenous Peoples Art.

Stelly's Secondary School

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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 are also considering a community dinner or tea to strengthen connections between the WSÁNEĆ community and the school.
- 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 2025-26 year, we will track progress on the initiatives identified in this year's plan. More specifically, we will continue to look at the following:

- Attendance rates, selection of high-level math courses, 5-year completion rates, Numeracy scores, and Indigenous enrolment growth over time.

Where Are We Going?

FNESC has produced an updated toolkit called Attendance Counts! that reinforces the connection between student attendance and student success. We plan to investigate this link, to monitor Indigenous student attendance, and to introduce intervention strategies with the goal of reducing lost learning time for Indigenous students. We believe that if we can get Indigenous students to attend and engage in their learning on a more consistent basis, we will see increased learner success across all our measurement domains (e.g. course completion, higher literacy and numeracy scores, higher graduation rates).

Individual Learning Centre 2025-2026 School Plan



School Goal: Mental Health and Wellness

At ILC, we seek to develop students' resilience, social responsibility, healthy identity, and sense of belonging in their community. We will do this through positive adult connections, supported interpersonal opportunities, and wrap around mental health support.

Inquiry Questions:

- 1. How might we intentionally design peer connection opportunities that are inclusive, sustained, and healthy, and lead to meaningful relationships that support positive growth?**
- 2. In what ways can we create engaging learning experiences for students that inspire curiosity, build confidence, and nurture a sense of purpose that guides and grounds them?**

What Do We Know About Our Learners?

School District 63 Individual Learning Centre fosters the growth of students who are confident, life long learners, ready to make meaningful contributions to their family and community. Our students pursue 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 with two campuses, located in Broadmead and Saanichton, supporting students in grades 9-12 working towards Ministry of Education graduation. Aligned to the BC Curriculum, the ILC offers a personalized, flexible, and innovative approach to learning.

Students join the ILC with diverse needs, often seeking an alternative educational experience that involves flexible programming, a smaller school environment, wraparound mental health support, and the opportunity to work face to face with caring educators on a personalized plan. We support students through a thoughtful intake process, daily check-ins with teacher advisors and support staff, and strong connections with families and guardians.

ILC staff are committed to building relational trust and placing student voice at the center of each educational plan. Through this model, students achieve academic success while also developing essential life skills in communication, critical and creative thinking, and personal and social responsibility.

Our students:

- Represent the diverse communities of the Saanich School District
- Embark on individualized learning journeys that require personalized academic and mental health supports to build confidence, capacity, purpose and a positive identity
- Are strong, intelligent, hard-working, and talented individuals who are worthy of success
- May have encountered barriers within traditional school settings or the broader community that have made it difficult to fully engage with learning
- Bring rich cultural backgrounds and valuable life experiences to our school community
- Might say, "Get to know me. Meet me where I am at. I can learn. I deserve a pathway forward!"

Our goals and inquiry questions align directly to our district's strategic priority of Mental Health and Wellness. In addition, our approaches are deeply rooted in the First Peoples Principles of Learning.

Individual Learning Centre 2025-2026 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?

- Every learning opportunity begins with the **foundation of a strong, supportive adult relationship**. Each student is paired with a Teacher Advisor to collaboratively develop a Personal Education Plan (PEP), engage in regular progress reviews, and set meaningful goals throughout the year
- **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, field trips in community, and active living opportunities
- **Enriching the grad program** through cross enrollment and partnership with neighbourhood schools
- Providing 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?

- Maintaining consistently strong **5- and 6-year graduation rates** that reflect ongoing student persistence and achievement. Students who participated in grade 9 cohort in 2018, 2019, and 2020 went on to achieve a combined graduation rate of 78%.
- Demonstrated measurable **improvement in student attendance patterns**, indicating stronger engagement and connection to learning.
- Gathering and reflecting on **student voice** showing increased enjoyment, belonging, and reduced stress levels — student statement: *"I feel so much less stressed going here than at my last school."*

Where Are We Going?

Expand **social skills and mental wellness group offerings** at both sites to further support students' social-emotional development and overall well-being

Individual Learning Centre 2025-2026 School Plan



School Goal: Indigenous Learner Success

Students will develop strong attendance patterns and engage in meaningful, culturally responsive learning experiences that foster academic success, strengthen family and community connections, and honour Indigenous Ways of Knowing—empowering them to graduate with dignity, purpose, and a sense of belonging.

Inquiry Questions:

1. **How can we strengthen connections with students and families both on and off campus to enhance belonging and engagement?**
2. **How can we deepen student learning and engagement through Indigenous Ways of Knowing and Being?**

What Do We Know About Our Learners?

The Saanich School District resides on the traditional territory of the **W̱SÁNEĆ** people which includes the four local communities of **Pauquachin, Tsartlip, Tseycum and Tsawout**.

The Individual Learning Centre (ILC) operates two campuses in Broadmead and Saanichton, serving students from across the district – including a high proportion of Indigenous learners. While Indigenous students make up approximately 8% of the overall Saanich School District population, they represent 23% of ILC's student community. This reflects both the strength of ILC's connections with Indigenous families and the importance of culturally relevant and responsive education at both sites.

At ILC, local Indigenous knowledge systems are woven throughout the curriculum. This approach allows all students - Indigenous and non-Indigenous alike - to see Indigenous perspectives, strengths, and gifts reflected in their learning and in their school community.

Many students come to ILC seeking a different educational experience – one that is flexible, relational, and grounded in personal growth. Our smaller school settings offer self-paced learning, a personalized approach, and wraparound supports that include transportation assistance, food programs, mental health services, and opportunities for students to explore their values and identity in a safe and caring environment.

Our students:

- Live and learn on the traditional territories of the **W̱SÁNEĆ** people;
- Come from rich cultural backgrounds bringing diverse gifts and experiences into the classroom each day;
- Are strong, intelligent, hard-working, and deserving of success;
- Must see themselves reflected in their learning, curriculum, and community;
- Attend and engage more fully when learning is land based and culturally responsive;
- Learn as much outside the classroom as they do within it; and
- All benefit from **Indigenous Ways of Knowing** and opportunities to connect with the land on which they live and learn.

This focus and our ongoing **inquiry into culturally responsive education** directly align with the **Saanich School District's Strategic Priority: Indigenous Learner Success and the First Peoples Principles of Learning**. Together, we continue to build a learning community where every student feels valued, connected, and supported to thrive.

Individual Learning Centre 2025-2026 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 course offerings to include more land-based learning, Indigenous content and ways of knowing throughout the curriculum – for example, Science 10, Specialized Science 12, Take a Hike program;
- **Providing transportation and food supports** to for Indigenous families to reduce barriers for Indigenous families and ensure all students can fully participate in learning;
- **Launching an Indigenous Leadership Group** at Saanichton campus to strengthen student voice, advocacy, involvement, and environmental stewardship at ILC;
- Revitalising the Indigenous Rain Garden with support from Pacific Rim College – explore opportunities for teaching, counselling and cultural learning beyond the classroom;
- Celebrating our new **ILC Raven mascot**, designed by W̱SÁNEĆ artist, Sarah Jim, symbolizing resilience, hope and the power to come back. The Raven reflects both the strength of our students and the cultural significance of the land where our schools are located;
- **Building a strong ILC 'Key People' team** including teachers from Broadmead and Saanichton campuses, Take a Hike program, our Indigenous Teacher, and Indigenous Support Liaison;
- Increase SENĆOŦEN language visibility and use across staff, student, and family communications to celebrate and honour the local language of the W̱SÁNEĆ people; and
- Expanding inclusive athletics through the ILC basketball team that competes in the W̱SÁNEĆ 3 on 3 Basketball tournament each year.

How are We Doing?

- **Improved Student Attendance:** Demonstrated measurable improvement in attendance patterns, reflecting stronger student engagement and connection to learning.
- **Student Voice and Well-Being:** Continued collection and reflection on student feedback showing increased feelings of belonging, connection, and trust within the school community and with staff.
- **Culturally Responsive Practice:** Ongoing staff professional learning and curriculum renewal informed by the voices and experiences of our Indigenous students.

Where Are We Going?

Continuing to **refine our practices** to ensure they are fully aligned with the **First Peoples Principles of Learning**, guiding how we teach, learn, and build relationships within our school community.

Expanding athletic opportunities by increasing the number of **ILC sports teams**, including strong participation from **Indigenous athletes**. These programs provide inclusive, community-building, and **barrier-free opportunities** for students to engage in sport, coaching, and mentorship.

South Island Distance Education School

2025-2026 School Plan



School Goal: Mental Health and Wellness K-8

To support and improve Mental Health and Wellness for K-8 learners – most of whom are full-time SIDES students.

Inquiry Question:

How can we deepen our understanding of the mental health and wellness needs of our K - 8 learners and strengthen our capacity to support their well-being through inclusive, flexible, and community-connected practices?

What Do We Know About Our Learners?

Our K - 8 program serves full-time students for whom SIDES is the school of record. These learners progress synchronously through their coursework from September to June. Unlike traditional brick-and-mortar schools, the majority of learning takes place remotely, with home facilitators, typically parents or caregivers, playing a central role in guiding and supporting the educational experience.

Families choose online learning for a variety of reasons, often based on their perceptions of how well the traditional system can meet their child's needs. These reasons may include concerns around religious accommodation, SOGI (Sexual Orientation and Gender Identity) inclusion, mental health or behavioral challenges, and physical accessibility. Many families also value the flexibility that SIDES offers in structuring their child's schedule and learning environment.

Our students are not immersed in the typical social development context of a shared physical classroom, and many families engage with SIDES on a transitional basis, spending one to two years with us before returning to a brick-and-mortar setting. While some students thrive in this online model, a significant number face challenges with engagement and connection.

These dynamics make it more difficult to identify and respond to mental health and wellness needs, both for students and their caregivers. The distance-based nature of our program can obscure signs of distress and limit opportunities for early intervention or community-based support.

This goal and its associated inquiry questions are closely aligned with our district's strategic priority in Mental Health and Wellness, and our approaches are deeply informed by the First Peoples Principles of Learning, particularly the emphasis on holistic well-being, relational learning, and the importance of nurturing strong connections.

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?

- Use feedback from home facilitators and engagement data to identify wellness challenges and barriers to success.
- Participate in district-led mental health and wellness initiatives to uncover systemic gaps and opportunities.
- Recognize the unique needs of transient families and those navigating complex personal circumstances.
- Offer regular onsite sessions for middle school students to foster academic support and community-building.

South Island Distance Education School

2025-2026 School Plan



- Host extracurricular activities such as Garden Club and Science Club for K - 9 learners to encourage peer interaction.
- Run weekly virtual classes across grades that emphasize community-building and social skill development.
- Provide weekly library reading sessions ("Midday Mojo") to nurture connection among our youngest learners.
- Design K - 8 programming to be highly inclusive and continually responsive to evolving student needs.
 - Maintain a flexible schedule that allows students to learn when and where it suits their needs, reducing stress and increasing accessibility.
 - Implement early interventions such as learning assistance, SLP, and reading support to help students experience success and reduce frustration.
 - Use Brightspace and other tools to ensure clarity, accessibility, and manageable pacing for all learners.
- Actively support home facilitators with technology training and guidance to strengthen the learning environment at home.

How are We Doing?

Our onsite events are attended by a small percentage of students who live locally. These students clearly benefit from the social connections formed during their time onsite, which in turn supports their mental health and overall well-being.

We understand that students living outside the Greater Victoria area are generally unable to access these opportunities, creating a known inequity in access to community-building experiences. To help address these challenges, we actively create opportunities for virtual engagement, recognizing the importance of connection in an online learning environment. Our support staff host weekly virtual group sessions, including social gatherings and themed activities such as cooking and craft clubs, which foster community, creativity, and a sense of belonging among students.

In the spring of the 2024 - 2025 school year, we brought on a counsellor to support K - 8 teachers in re-engaging students. The counsellor reached out to families who had not connected with their child's teacher, helped rebuild those relationships, and provided targeted support to encourage re-engagement. As a result, over 50% of those students resumed active participation in their learning.

Where Are We Going?

As we continue to prioritize the mental health and wellness of our students, our next steps focus on deepening connection, expanding access, and refining our understanding of student needs:

- **Expand Community-Building Opportunities**
We will continue to grow both in-person and virtual community-building initiatives, ensuring students across BC have meaningful opportunities to connect, collaborate, and belong - regardless of geography.
- **Strengthen Virtual Wellness Supports**
We will build on existing virtual group sessions and wellness resources, expanding offerings that promote mindfulness, social-emotional learning, and mental health literacy across all grades.
- **Ensure Equity in Access and Belonging**
We remain committed to addressing inequities in access to onsite programming and will continue to design inclusive experiences that reflect the diversity of our learners and their families.

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School Goal : Mental Health and Wellness 9-12

To support and improve Mental Health and Wellness for our grade 9-12 learners – most of whom are part-time SIDES students engaged in asynchronous learning.

Inquiry Question:

How can we deepen our understanding of the mental health and wellness needs of our grade 9 - 12 learners and strengthen our capacity to support their well-being through inclusive, flexible, and community-connected practices?

What Do We Know About Our Learners?

Our grade 9 - 12 student population is composed of two distinct subgroups:

- Part-time students who take most of their courses at a brick-and-mortar school elsewhere in BC, and
- Full-time SIDES students, for whom SIDES is the school of record and primary learning environment.

In addition, adult learners - including both graduates upgrading courses and non-graduates working toward completion - represent a significant portion of our grade 11/12 cohort.

Students choose online learning for a wide range of reasons, which generally fall along a “first choice to last option” continuum.

- “First choice” motivations may include high-performance athletics, academic flexibility, or temporary absence from BC.
- “Last option” circumstances often involve medical fragility, attendance challenges, or mental health concerns.

Each group brings unique pressures and realities that shape their mental health and wellness needs.

While some students thrive in the asynchronous online environment, many struggle with engagement, leading to course completion rates that are notably lower than those in traditional schools. We recognize that some learners seek a sense of community at SIDES, while others - anchored in their home schools - prefer a more transactional relationship with our program.

Given that most learning occurs remotely, it is inherently more challenging to identify and respond to mental health and wellness concerns. Gaps in support may go unnoticed, and opportunities for early intervention are limited.

Our goal and inquiry questions are directly aligned with the district’s strategic priority in Mental Health and Wellness, and our approaches are deeply informed by the First Peoples Principles of Learning, particularly the emphasis on holistic well-being, relational learning, and the importance of belonging.

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.”

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What Are We Doing?

- Promote the Counselling Connections website and ensure it is integrated into course navigation and communications.
- Analyze Brightspace engagement survey data and feedback from students to uncover barriers and unmet needs.
- Continue offering on-site social opportunities (e.g., art club, games club, hiking club) and expand virtual community-building events (e.g., science club, virtual field trips).
- Foster relationships through expanded instructional protocols such as videoconferencing, virtual classes, and teacher-led interviews.
- Maintain flexible course completion timelines (up to one year) to reduce stress and increase accessibility.
- Continue refining courses by using Brightspace tools to design for clarity, manageability, and wellness-sensitive pacing.

How are We Doing?

We recognize the importance of understanding student success through data. As part of our ongoing efforts, we continue to find ways to conduct a deeper analysis of course completion rates among our secondary students to identify meaningful patterns - whether across departments, specific courses, or student subgroups. This will help us uncover areas of strength and opportunities for targeted support.

We are also actively leveraging Brightspace tools to enhance communication with students. Features such as automated reminders, personalized messaging, and progress tracking allow us to connect with learners in more timely, relevant, and supportive ways - especially important in an asynchronous environment where students may feel disconnected.

We continue to explore creative ways to engage students through regular check-ins, onsite activities, and outreach to community supports. This helps us foster meaningful connections and build a strong sense of community for every learner.

Where Are We Going?

As we continue to prioritize the mental health and wellness of our grade 9 - 12 learners, our next steps focus on deepening insight, strengthening connection, and expanding responsive supports:

- **Analyze Completion Patterns to Inform Support**
We will conduct a focused review of course completion data to identify trends across departments, courses, and student subgroups. This will help us better understand where students are thriving and where additional support may be needed.
- **Enhance Communication Through Brightspace**
We will continue to leverage Brightspace tools such as automated nudges, personalized feedback, and progress tracking to foster timely, meaningful communication and reduce feelings of isolation in asynchronous learning.
- **Expand Virtual Wellness and Community Initiatives**
Building on our existing virtual group sessions, we aim to offer more opportunities for students to connect socially and emotionally, including wellness workshops, peer-led groups, and interest-based clubs.

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School Goal: Literacy K-8

To increase literacy outcomes for all students.

Inquiry Question:

How can we improve reading proficiency across our K - 8 online learning community, implement targeted instructional strategies, enhance access to high-quality texts, and support home facilitators in delivering effective reading support?

What Do We Know About Our Learners?

Our K - 8 program supports full-time students who progress synchronously through coursework from September to June. Learning is delivered remotely, with home facilitators, typically parents or caregivers, playing a central role in guiding instruction and supporting daily learning. Families choose online education for various reasons, including the flexibility it offers and the ability to tailor pacing to individual student needs. Many students engage with SIDES on a transitional basis, often for one to two years, rather than as a long-term placement. Because students are not part of a shared physical classroom, reading engagement and development can vary significantly. Key factors influencing literacy growth include the level of facilitator involvement, access to appropriate materials, and individual student motivation.

This goal and focused inquiry question aligns directly to our district 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?

- Provide leveled reading materials and digital libraries aligned with curriculum outcomes
- Offer scaffolded literacy support tailored to student needs, including: Read-aloud tools; Word processors for editing; Google Read&Write: Audiobooks when appropriate.
- Use diagnostic tools to assess reading levels and personalize instruction
- Embed reading tasks across subject areas to strengthen comprehension and vocabulary
- Share reading strategies and resources with home facilitators to support guided and independent reading
- Engage in professional development and district-wide literacy initiatives focused on reading instruction and assessment

How are We Doing?

Teachers report a growing use of formative assessments, including the District Literacy Assessment, to monitor student progress; however, challenges persist in providing individualized feedback in a remote learning environment. To support literacy development, reading and writing strategies are intentionally embedded throughout lesson content, helping students build essential skills over time.

In addition, learning sessions for parents are facilitated to explore key topics such as establishing a productive home learning environment, understanding how children learn to read in the primary grades, and supporting foundational writing development. When parents gain insight into the rationale behind instructional approaches, they are more likely to engage with available resources and actively support their child's learning journey.

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Where Are We Going?

- Enhance tools for tracking reading and writing progress and informing instructional decisions.
- Continue to refine remote reading practices to ensure consistent growth across all grade levels.
- Strengthen collaboration with home facilitators through instructional guides and regular updates.
- Embed Saanich Digital Literacy framework across all K - 8 classrooms, focusing on the essential building blocks students need to confidently and responsibly navigate the digital world.

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School Goal : Literacy 9-12

To increase literacy outcomes for all students.

Inquiry Question:

How can we strengthen literacy among Grades 9 - 12 learners by supporting the development of essential reading, writing, and oral communication skills as well as cultivating critical skills in navigating, evaluating, and creating diverse digital content?

In addition, how can we promote responsible and ethical technology use across academic disciplines, empowering students to engage thoughtfully with high-quality texts - including digital media, visual texts, audio content, and multimodal resources?

What Do We Know About Our Learners?

Our Grades 9 - 12 students engage in remote learning with varying levels of digital fluency and access to technology. Many are self-directed learners who rely heavily on digital tools for communication, research, and coursework. They come from diverse backgrounds and bring a wide range of experiences with online platforms, media, and digital collaboration. While some students transition to SIDES for greater flexibility or specialized support, others remain long-term and pursue graduation through our program. In this context, the digital environment serves as both the medium and the message - making it essential that students are equipped to critically engage with digital content and tools in meaningful, ethical, and effective ways.

This goal and focused inquiry question aligns directly to our district 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?

- Embed digital literacy outcomes into core subjects (English, Social Studies, Career Education).
- Teach source evaluation, media bias, and digital identity management.
- Provide tools for multimedia creation, presentations, and collaboration.
- Engaging in professional development for digital literacy instruction.
- Encourage students to reflect on strategies for online learning.
- Use LOR resources to enhance instruction, especially in writing and digital literacy.

How are We Doing?

Students are demonstrating increased confidence in using digital tools for research and communication, with noticeable improvements in source evaluation and citation practices. However, concerns remain around an over-reliance on AI-generated content. Teachers report greater integration of digital literacy tasks across subjects, though approaches to addressing AI use vary. There has been a rise in ethically questionable uses of AI, including incidents of copying and cheating, which raise concerns about academic integrity and the authenticity of student work. We are exploring ways to create clear guidelines and proactive education around responsible AI use, students may continue to rely on these tools in ways that undermine meaningful learning.

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Where Are We Going?

- **Building a Digital Literacy Framework**
 - Build on District level guidelines and develop school-wide expectations for responsible AI use
 - Create modules on AI ethics, academic integrity, and critical thinking.
- **Enhancing Authentic Digital Learning**
 - Expand student opportunities for blogging, podcasting, and data visualization.
 - Shift focus from assignment counts to meaningful daily learning experiences.
- **Supporting Instruction and Assessment**
 - Strengthen tools to assess literacy growth.
 - Provide clear instructions for using digital tools like the Read Tool in D2L.
 - Offer professional development for remote digital literacy instruction.
- **Promoting Ethical AI Use and Academic Integrity**
 - Address AI misuse through coordinated instruction and clear standards.
 - Design assessments that encourage original thinking.
 - Use data to identify trends, close learning gaps, and celebrate progress.