

How can we make each student's life better?

1. **We will increase the feelings of connectedness our students feel.** This includes connectedness to our school and to what they are learning. Our goal is that by the end of the year each student will be able to identify two adults, at least one of them being a staff member of our school, that they know believe that they can and will be successful.

Strategy	Examples
<p>Student engagement is key. We believe that if we increase student choice and voice they will be more engaged. Our students registered in grades 8 and 9 will have many electives to chose from and will spend half of each day studying diverse areas of choice through the elective offerings. Also, students in these grades will be working towards an individual, self-designed project in an area of passion.</p>	<p>Every student is in a homeroom and is part of a two homeroom team that works on all Core Courses together and in 6/7 work on Exploratories as well</p> <p>Breadth of elective offerings that reflected student requests. Our students in grades 8 and 9 got to select electives from a long-list to make a short list. We then offered those courses and they got to choose which courses they wanted to study.</p> <p>Reduced the number of teachers the students see in order to strengthen connections</p> <p>We offered students the opportunity to play on several sports teams (soccer and volleyball) this term and now are shifting to basketball</p> <p>We have a number of clubs/teams up and running:</p> <ul style="list-style-type: none"> ▪ Improv ▪ Dungeons and Dragons ▪ Audio-Visual ▪ Destination Imagination <p>Hackergal/Codesters project</p> <p>We have introduced a Mindfulness course for some of our high-profile students registered in grades 8/9 who struggle with anxiety and self-regulation</p> <p>We have purchased a program to support all staff and students working on their mindfulness and inner self</p> <p>We have initiated and are developing a MakerSpace to connect students through hands-on learning and growing a Maker Mindset</p>

	<p>On Fridays, our students in grades 8 and 9 have Flex Fridays where they can work on independent projects with a mentor teacher of their choice.</p> <p>We have established a student government.</p> <p>We have put out a survey to all students asking them for their hopes, dreams, changes, and things they want to keep as we plan for the coming school year.</p> <p>Many of our teachers build voice and choice into their programs and assignments.</p> <p>We still need to find ways to give students greater voice, but believe that our student government structure will help us with this.</p>
<p>Our Aboriginal Students will receive additional support from our Aboriginal Support Workers who will focus on connecting students to their culture and connecting our whole school community with the diversity of these cultures.</p>	<p>We have more than 100 students who have identified as having aboriginal heritage.</p> <p>We have two Aboriginal Support Workers who work with our students and focus their work on 4 goals we established at the beginning of the year:</p> <ul style="list-style-type: none"> ▪ To increase Aboriginal students' sense of belonging, cultural identity and self-esteem. ▪ To increase the academic success of all Aboriginal students through personalized learning. ▪ To increase the awareness and understanding of First Nation, Metis and Inuit history, traditions and culture for all students. ▪ To enhance Aboriginal students' skills, qualities and confidence in leadership. <p>They have lead events for the whole school such as Orange Shirt Day and had students create an award winning presentation of our local village and their traditional fishing weirs.</p> <p>Introducing an Elders and Youth lunchtime drop-in.</p> <p>Elders Story Project with Wendy Morton.</p>
<p>Embed authentic aboriginal activities into what we do.</p>	<p>Cultural lunches with wild meats such as elk, moose, deer and salmon as well as bannock and local berries</p>

	<p>Provide local cultural knowledge as well as Indigenous knowledge from around the world</p> <p>Opportunities for field trips which have included going to our local Big House where our students learnt about self-care and ancient teachings on maintaining mental, physical and emotional health as well as traveling to the Campbell River Big House and gaining more knowledge on reconciliation and cultural practices.</p> <p>Hands on crafts and teachings that help expand on cultural knowledge but also provide a sense of pride in what our students make and then take home to share with their families. The crafts include dreamcatcher making, spirit gardens, west coast art designs, mask making, medicine pouches, screen printing, Big House model building and the list goes on.</p> <p>School wide events such as Orange Shirt Day and Aboriginal day where we have brought in special presenters to share their personal experiences and culture. Last year we were fortunate enough to have a cultural Maori group visit us from New Zealand.</p> <p>School projects such as "The Elders Project" where we have brought in elders from our community to share their history and have it documented by our students and then published in a book that has been shared with the entire school and wider community.</p> <p>We work hard to integrate culture, oral traditions and Indigenous knowledge into our curriculum by bringing in resources from the community but also by bringing in cultural practices and artifacts into the classrooms. We have a growing collecting of tools, baskets, carvings and authentic resources that we can have the students touch and use.</p> <p>We are also working on bringing in more up to date resources for our teaching staff to use and we have recently purchased a classroom set of text books that include many new cultural finds and a broader view on Indigenous culture in Canada</p>
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	<p>Our students have the opportunity to network and build connections with students from our neighboring schools as we participate in cultural events and workshops with their leadership students and abed support workers at those locations</p>
<p>We will create and support an active student government.</p>	<p>Established in December, 2017</p> <p>Meet every second Thursday</p> <p>Participated in our School Review in January</p>
<p>Target resources for our least engaged/connected students.</p>	<p>We started our Community Connections Program which is designed to address the needs of our most vulnerable students registered in grades 8 and 9</p> <ul style="list-style-type: none"> ▪ Added support from John Howard Society and MCFD ▪ Added a drop-in group 1/week for student wellness <p>Boys Group – Boys registered in grades 8/9 selected to receive additional supports/opportunity to work with outside agency supports to receive support through a “Boys Group”</p> <p>Girls Group – added a block for girls to have a class targeting their specific needs/interests in second semester</p> <p>We have introduced a Mindfulness course for some of our high-profile students registered in grades 8/9 who struggle with anxiety and self-regulation.</p> <p>We have purchased a program to support all staff and students working on their mindfulness and inner self.</p> <p>Groups - Boys, Girls, GSA, and Anxiety</p> <p>Firewood program</p> <p>We hired a second LST and are targeting our resources for our neediest students</p> <p>Amy Crooks from CVTS is doing healthy relationship sessions with our students</p> <p>Elders and youth lunchtime drop-in</p>

	<p>Boys Club Network</p> <p>Tea Service and Lifeskills program for some of our students requiring social skills, etc.</p>
<p>Have all students involved in leadership activities.</p>	<p>Grade 8/9 Leadership (90 students)</p> <ul style="list-style-type: none"> ▪ Students went to Courtenay Elementary to help students learn to ride bikes safely ▪ Students in grades 8/9 volunteering at the Soup Kitchen ▪ Student in grades 8/9 volunteering at Ecole Puntledge Park ▪ EDAS ▪ Christmas Hamper Program – filled 7 <p>Every student in grades 6/7 will take a Leadership class as part of their Exploratories</p> <p>Have established a student government</p> <p>Have clubs that provide for student leadership opportunities</p> <ul style="list-style-type: none"> • Dungeons and Dragons • A/V Club

2. We will reduce the feelings of bullying many of our students report feeling.

Strategy	Examples
<p>Through direct teaching and modelling, we will help students understand and prevent bullying.</p>	<p>We have worked actively to support our students with conflict resolution</p> <p>Green Thumb Theatre presentation re: diversity, compassion, and kindness</p> <p>GSA and Rainbow Crosswalk</p> <p>Focused on the Successful Learner Trait of ‘Compassion’ in September</p> <p>Each homeroom has done work on compassion, empathy, and is working to build community.</p>

	<p>Our behaviour modification work focuses on pro-social behaviour.</p> <p>Our community building work in Goal 1.7 helps to address this.</p> <p>We are providing direct supports for the bullied and the bullier with our Counsellor and our Youth and Family Support Worker.</p> <p>We have targeted some supports to our more at-risk bullies.</p> <p>We will have Elisha d'Agnostino come in to do a session for parents about how to support their bullied child.</p> <p>Amy Crooks from CVTS will be working on anti-bullying sessions with all of our students in grades 6/7</p>
We will be vigilant and active in addressing any bullying we are aware of.	<p>We have worked actively to support our students with conflict resolution</p> <p>This is continuous and on-going</p>
Work with student council to create programs/awareness supporting student safety.	<p>Have established a Student Government</p> <p>GSA and a rainbow cross-walk</p>

3. We will increase the sense of community within our school.

Strategy	Examples
We will create and support events that build a sense of community such as a pancake breakfast on the first day of school; Terry Fox Run/Walk; Cops for Cancer; assemblies; sports teams	<p>Pancake Breakfast to welcome everyone</p> <p>Fun afternoon activities at end of first week</p> <p>Halloween Dance</p> <p>Halloween Costume Assembly</p> <p>80's spirit day for students registered in gr6/7</p> <p>Christmas Hampers</p> <p>Salad Bar that is free for everyone on Wednesdays</p>

	<p>Remembrance Day Assembly</p> <p>Monday morning meetings with all staff who want to attend</p> <p>Secret Pal Program</p> <p>Teaching Staff Dinner on November 23, 2017</p> <p>Terry Fox Run/Walk</p> <p>Cops For Cancer Assembly</p> <p>Many Homerooms have class “meetings”, some weekly, where the discuss different themes and experiences</p> <p>Community Connections: Students requested opportunity to learn something "meaningful" and wanted a 'hands-on' project. Class is now constructing a Go-Cart from scratch using the metalwork tools and supplies available.</p> <p>Grade 8/9 Leadership</p> <ul style="list-style-type: none"> ▪ EDAS project for homeless people ▪ Christmas Hampers – filled 7 ▪ Soup Kitchen ▪ Volunteering at EPP <p>Green Thumb Theatre presentation re: diversity, compassion, and kindness</p> <p>Teachers in our family of schools are meeting to look at our transition processes and the best way to support students as well as ways to build on what each other are doing.</p> <p>Christmas Dinner.</p> <p>Sports Teams – Soccer, Volleyball, Basketball</p>
<p>We will work with Lake Trail Neighbourhood Connections to continue to connect our students with community members.</p>	<p>Many after-school activities like Smoga, Fly Fishing, Young Cooks</p>

<p>Student Leadership will create and produce activities designed to build our community.</p>	<p>Grade 8/9 Leadership</p> <ul style="list-style-type: none"> ▪ Students went to Courtenay Elementary to help students learn to ride bikes safely ▪ Students in grades 8/9 volunteering at the Soup Kitchen ▪ Student in grades 8/9 volunteering at Ecole Puntledge Park ▪ EDAS ▪ Christmas Hamper Program – filled 7 <p>Every student in grades 6/7 will take a Leadership class as part of their Exploratories</p> <p>Spirit Days</p> <p>Theme events</p> <p>School Dances</p>
<p>Various events will be organized for parents and our community members to have them come into the school and connect with our learning.</p>	<p>Dr. Claire in September targeting parents of students in grades 6/7</p> <p>District panel of direction of education: Most Likely to Succeed</p> <p>Meet the Teacher evening and day in November</p> <p>Elisha d’Agnostino “bully-proofing your child” presentation in February 15th</p> <p>School Planning Council</p>
<p>Gerald will produce a weekly Newsletter to communicate with our school community.</p>	<p>Weekly newsletter to keep parents informed and connected with what’s happening at our school – average of 175 readers</p>

4. We will increase student learning in core areas (reading, writing, numeracy).

Strategy	Examples
	<p>Gr6/7 team spent time in September getting base-line data for all three areas (measure) and teachers are building programs in their teams to address the needs identified in these assessments</p>

	<p>Received a SETBC grant to support struggling readers with technology supported interventions</p> <p>All grade 7 students, except 4, participated in the FSA (measure)</p> <p>We are working with Shelley Moore to increase our skills and awareness of meeting diverse student needs inclusively</p> <p>Reading Challenge – 300 books by students registered in Gr 8/9 in 2 months</p> <p>On Fridays we are providing extra support for students struggling with Math</p> <p>Teachers of students in grades 6/7 focusing on increasing literacy through a Humanities approach</p> <p>Have added another .3 LST time targeting our students in grades 6/7 struggling with reading</p>
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5. We will increase student learning and proficiency in the eight Successful Learner Traits.

Strategy	Examples
<p>We will focus on one Trait/month: September – Compassion; October – Industrious; November – Strategic; December – Thoughtful; January – Enthusiastic; February – Creative; March – Risk-Taking; and April – Confident. In May and June we will work with all eight in concert with each other.</p>	<p>Introduced and developed Compassion, Industry, and Strategic during the term focusing on each for a month</p> <p>Many of our homerooms are having weekly meetings to discuss related themes</p> <p>Have aligned our Gotcha! Program with the SLT's</p>
<p>We will continue to work with Susan Bannister to develop our skills in helping</p>	<p>Teachers are continuing to work with these as teacher teams, but we have not done anything as a staff since August</p>

students develop their proficiency in these eight traits.	
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6. We will increase each student’s development of the Core Competencies.

Strategy	Examples
	<p>Student self-assessment for Term One on at least one of the Core Competencies</p> <ul style="list-style-type: none"> ▪ Pre-taught what they are and used the language throughout the semester ▪ Gr6/7 team did this in their e-portfolios ▪ In grades 8/9, students reflect on their learning through answering reflective questions related to each of the 6 core competency headings. Students then set learning goals in each of the core competency areas. <p>Reachout Psychosis presentation</p> <p>Black-Top Players</p> <p>Being discussed, reflected on, and developed</p> <p>Student self-assessment – on-going</p>