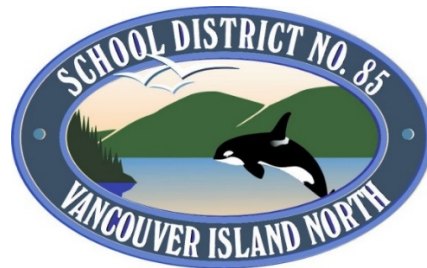




“Bringing Learning to Life”

North Island Secondary School SCHOOL PLAN

2023-2024



Submitted: July 7, 2023
Principal: Jen Turner

SCHOOL PLAN 2023-2024
North Island Secondary School

School Mission Statement

Our central focus is to enable ALL learners to fulfill their potential.

School Context

North Island Secondary is located in the traditional territory of the Kwakwaka'wakw. Our regional school represents five separate communities: Alert Bay, Port Alice, Port McNeill including Hyde Creek and Nimpkish Heights, Sointula and Woss and staff and students are honoured to learn on the traditional territories of the Kwakwaka'wakw and local lands. Our total student population is around 301 students; with 46% of student being Indigenous, and they travel to school by walking, or by school bus or ferry. Some spend as much as two hours per day travelling to and from school. Several students from Port Hardy have chosen to commute daily to NISS for their education.

We work closely with the 'Namgis nation to have elders and role models come into all our classes. Through this partnership we bring in Language and Culture tutors who assist with the teaching of the Kwak'wala language and the local culture. Students partake in learning about cultural wellness, traditional medicine, traditional food preparation, knot tying, drum making, cedar weaving, blanket making and much more. This continued work demonstrates the community connections and strength as Indigenous and Non-Indigenous youth, and families work and learn together, and further enhances cultural understanding.

To make sure students are the center of learning at the school, NISS staff strive to have inclusive and purposeful lessons. From creating thorough course outlines, to planning high quality and engaging lessons, the staff works to meet the needs and advance the learning of all students. For a rural high school, we offer as many opportunities for students as some of the larger high schools in BC. This is due to the many talents of the teaching staff and many local community members willing to work closely with the school. We take pride in the diverse nature of the courses North Island Secondary School has to offer students from grades 8-12 and in our growing community partnerships.

We believe in mentorship for staff and students and this is seen in staff actively seeking out mentors and mentors willing to step in and work with others. The same goes for students; many in the senior levels opt to mentor younger students by becoming Learning Leaders and peer-tutoring in classes. They often choose a course that they enjoy and then share that love of learning by assisting younger grades in those courses.

Wellness for all is now a huge focus in the educational setting, we incorporate wellness workshops for students and staff throughout the year and during In-service days. All the Learning Support Teachers, the Counsellors, and the Child and Youth Care Workers have developed skills-based programs and activities for students that focus on their specific needs which are now coordinated from out of the NISS WellNISS Centre. You can visibly see the positive difference in students once they are introduced and are actively involved in some of these programs and supports.

Summary of Student Body Assets

Students have a variety of options during their 5 years at NISS. As early as the grade 8 rotation of Careers class, we find out what the educational and vocational goals and aspirations are of the students.

We work closely with members from the Town of Port McNeill, Community Futures, the Chamber of Commerce, the 'Namgis First Nation, and businesses around the North Island to create connections and relationships among the student body and the locals. Many of the businesses provide opportunities for the youth to gain experience, to gain more information or to even work in their space.

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In conjunction with a full range of regular academic programming at the school, students at North Island Secondary have access to Fine Arts courses including World Music, Guitar, Graphic and Studio Arts. Trades classes include Woodworking, Carpentry, Auto Mechanics, and Metalwork.

For students with an interest in the sciences, our school provides senior level courses in Anatomy & Physiology, Chemistry and Physics. Regarding the humanities, English is offered as a hybrid with English and First Peoples English resources. B.C. First Nations Studies 12, Social Justice 12, Law 12, Kwak’waka 9-12. and History 12 have been choices for students. At the grade 11 level we offer English First Peoples 11 to all students at NISS.

Student involvement in Home Economics classes has led many graduating students on to careers and post-secondary education in Food Services. The students in the food courses also provide catering services for local meetings and events which support school programs and creates a great sense of relevance for learners. Textiles is another popular course and students can be seen knitting, sewing, making button blankets, pillows, and bags.

Our Learning Commons has become the central focal point of the school. It is a place for teachers, the teacher librarian, and support staff to collaborate and experiment with the curriculum, build inquiry learning, work on critical thinking skills, and integrate technology for students. The physical design of space has become a safe and comfortable place in which students can learn and socialize. In the room, we have a computer lab so that students have more space to access online resources. We also have two additional physical computer labs, as well as four portable Chromebook carts, which are used daily, to help support the demand of digital technology use and integration within the new curriculum.

NISS has a partnership with North Island College to offer students the opportunity to take dual credit courses alongside regular scheduled classes in preparation for students to take a variety of first year university classes in advance.

Enriching access for students with employers is a priority at NISS. NISS continues to monitor and place students in the Youth Work in Trades (YWIT) program, our Forestry Program and Work Experience in partnership with local employers.

Summary of Student Body Needs

Our data collected in the 2022-2023 School year identified these areas of focus:

While we celebrated many successes and areas of growth in the 2023 Spring Student Learning Survey, we found areas that need more focus and support due to students answering “neither agree nor disagree”, “disagree”, or “strongly disagree” identified in the survey in 2023 which are:

- Students were not participating in Indigenous activities at school
- Student acknowledged they felt like were not being taught the local Indigenous Language
- Students felt stressed or anxious at school
- Students felt like they were not learning how to care for their mental health
- Students felt like they were not learning to express emotions or emotional problems at school
- Students felt like they were experiencing discrimination based on their sexual orientation or gender identity

This valuable student voice, feedback, and information, along with staff observations and input was integral to choosing authentic goals to focus on for the upcoming school year.

We also noticed on the District Assessment of Reading Team for Literacy (DART) and the Diagnostic Math Assessment (DMA for Grade 8-9) a large portion of students are still not meeting expectations for Math and Reading Comprehension. As a school we are choosing to focus on improving number sense in Math and Reading

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Comprehension in English Classes for the upcoming school year through direct teaching, and group support.

NISS Truth and Reconciliation Goal Focus:

NISS staff are committed to continued monthly conversations, progress, action, and review of our Truth and Reconciliation Goals at staff meetings.

1. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal people in Canadian history, and the story of residential schools.

- Making more connections in class (what is happening now)
- Sharing out and celebrating what we are doing more to School Community and North Island Community
- Land Acknowledgements/ Daily announcements
- Use of authentic resources, as recommended by SD85 Team
- NISS Sub Committee to identify age-appropriate content and build NISS resources each year
- Mentors
- Elders in Residence
- Sharing of authentic stories and experiences
- Field Trips
- Use of Kwak'wala at school
- Spiritual (grounding, brushing, dancing, singing, art)
- Conversations beyond the legacy of residential schools to the injustice of colonialism

2. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.

- Elders in Residence – sharing of personal experience and stories of survivors, passing on knowledge
- Elders and mentors giving students and staff guidance
- Proper protocols
- Healthy boundaries
- Accessing resources we already have in the school, source new authentic ones
- Departmental meetings to discuss, plan, and implement into school based on guidance
- Ensure we are following and reviewing First Peoples Principles of Learning
- Education and Understanding of the Indian Act
- Understanding how trauma effects generations
- More community connections
- More Pro-D Focus for staff
- More cultural activities as a school community (planned in September 2022)

3. Building student capacity for intercultural understanding, empathy, and mutual respect

- Work and learn from Elders and Mentors
- Showcasing cultural diversity
- Workshops for students (respect and understanding, blanket exercise, work at the log, discovering stories behind legends and art)
- Education through presentations, and access to community and school events
- Student led community outreach (whole school inclusiveness)

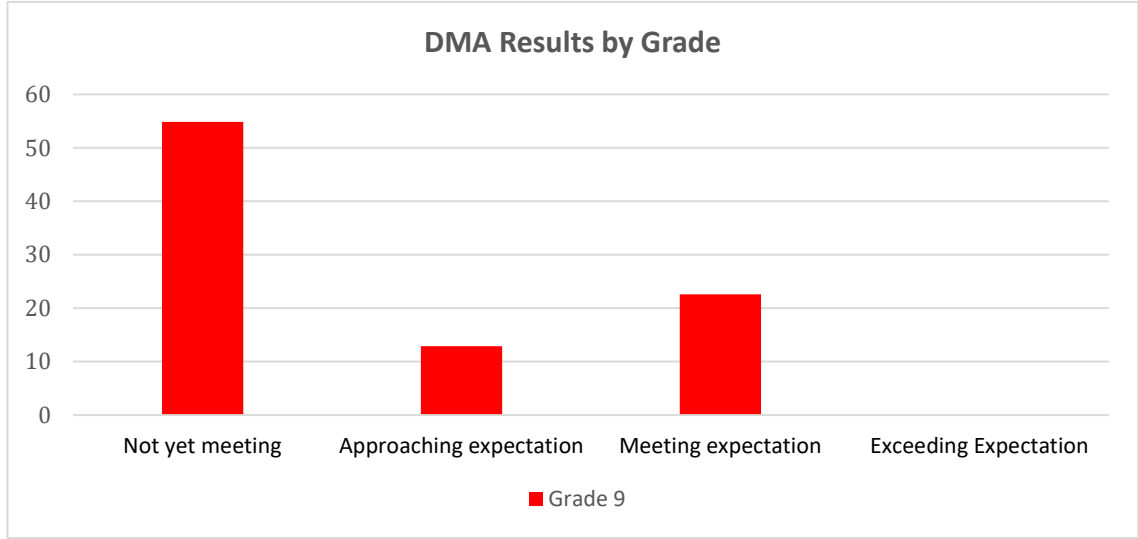
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- PA (public Announcement) greetings, sharing protocols, singing, language, drumming, greetings, land acknowledgement, and stories

Section 1 – Student Achievement Profile

- Any area where the data is masked is because there are less than 10 students to report

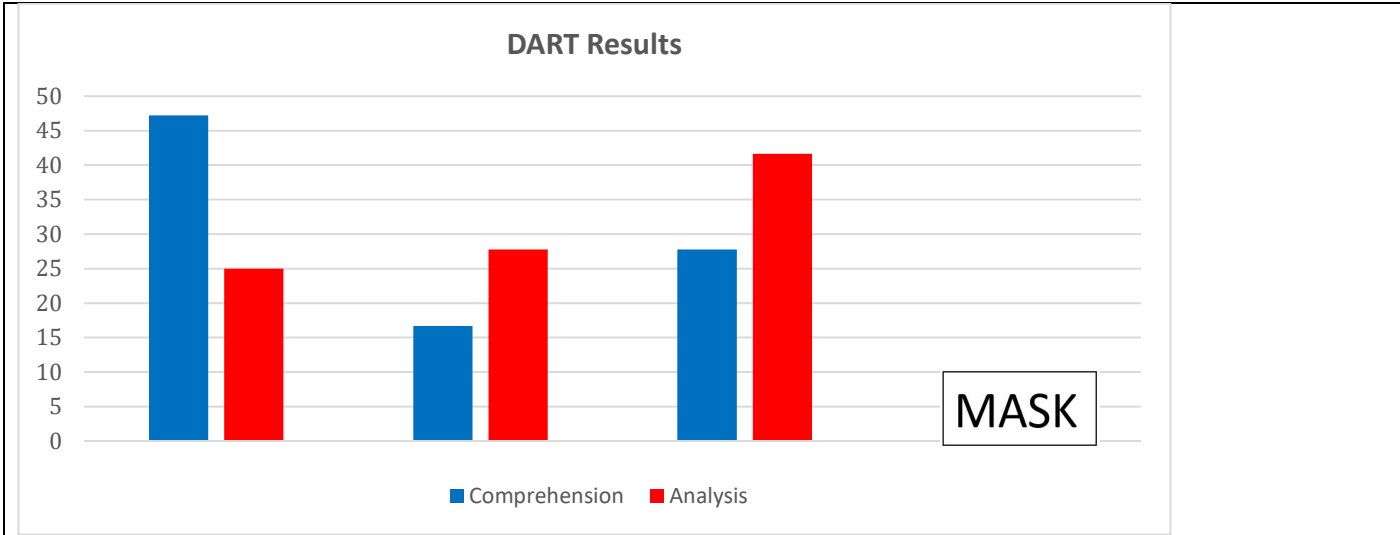
DMA:



DMA 8	DMA 9		DMA8%	DMA9%
37	31	Total		
14	17	Not yet meeting	38	55
masked	masked	Approaching expectation	16	13
11	masked	Meeting expectation	30	23
masked	masked	Exceeding Expectation	masked	masked

DART:

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	Comprehension	Analysis	Comprehension %	Analysis %
Not yet meeting	17	masked	47	25
Approaching expectation	masked	10	17	28
Meeting expectation	10	15	28	42
Exceeding Expectation	masked	masked	masked	masked
Total	36	36		

Student Learning Survey 2023 Results

Highlights and Successes

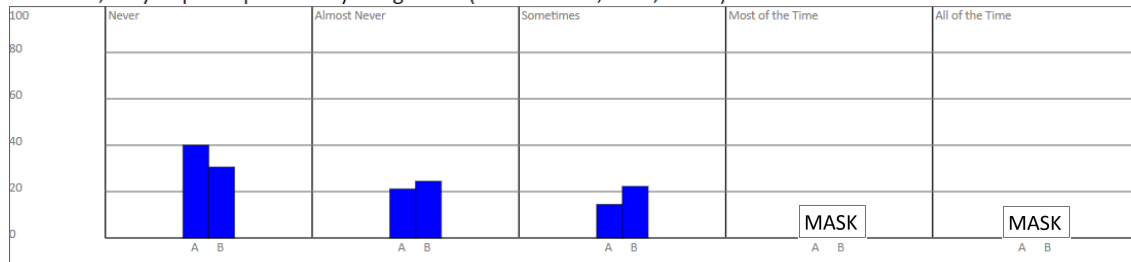
- Students describe their mental health as improved from survey from 2021-2022
- Students feel welcomed and that they belong
- Students feel cared about by many staff in the building
- Students feel safe
- Students feel supported moving to next grade level
- Students feel they can get the information and advice they need from school staff
- Students feel that their questions about school and to staff are valued and answered
- Students feel they are learning good social and communication skills
- Students feel they are treated fairly at school
- Students like school
- Students feel that they can get extra help with their schooling
- Students feel like they have input in their learning and growth
- Students feel that they get feedback from their teachers on how to improve their learning
- Students feel they have ownership of their learning
- Students feel the learning is explained in ways they can understand
- Students know and understand criteria of how their work is marked
- Students feel they are improving their writing

Based on the data, we found areas that need more focus and support due to students answering “neither agree or disagree” identified in the survey in 2023 which are:

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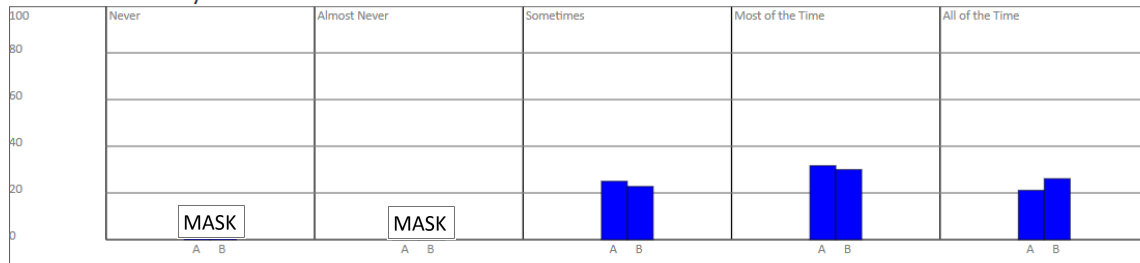
- Students were not participating in Indigenous activities at school

At school, do you participate in any Indigenous (First Nations, Inuit, Metis) celebrations or activities?



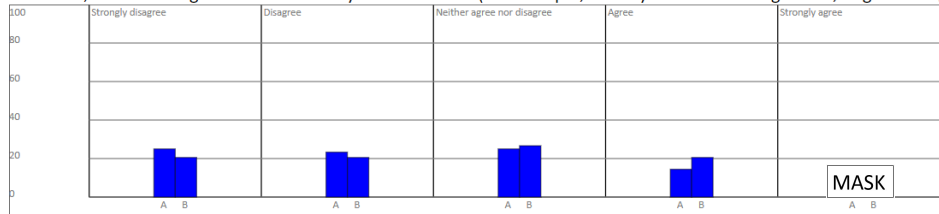
- Students felt stressed or anxious at school

Does school make you feel stressed or anxious?



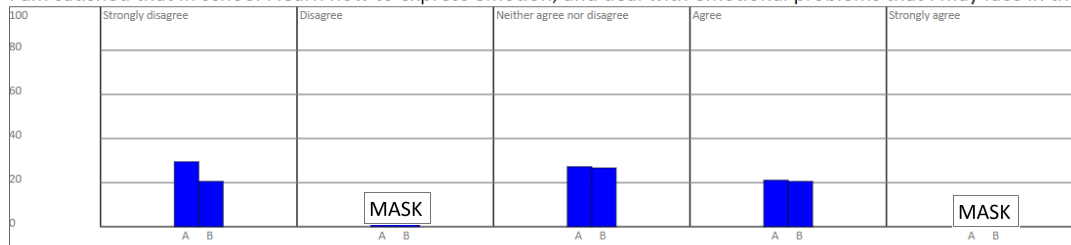
- Students felt like they were not learning how to care for their mental health

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



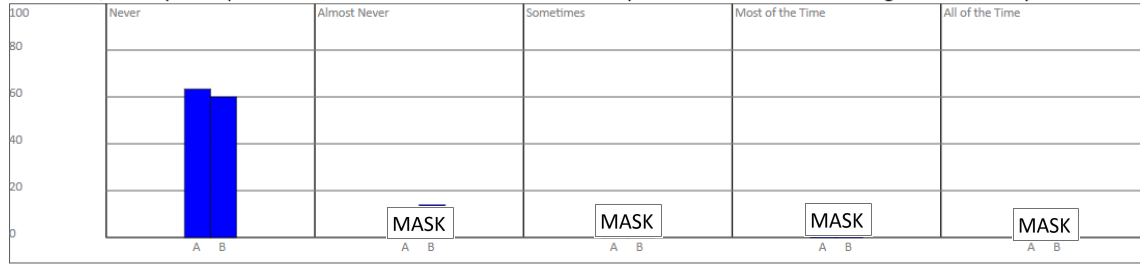
- Students felt like they were not learning to express emotions or emotional problems at school

I am satisfied that in school I learn how to express emotion, and deal with emotional problems that I may face in the future.



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- Students felt like they were experiencing discrimination based on their sexual orientation or gender identity
- At school, have you experienced discrimination on the basis of your sexual orientation or gender identity?



Section 2 – School Goals

Goal 1 - Intellectual Development

Goal: NISS students can improve overall literacy skills by June 2024 with a targeted teaching and learning approach towards reading comprehension.

Rationale: (the why to support this as a school goal)

When looking at the grade 9 DART assessment for grade 9 students, and 55% percent of our students in grade 9 were not yet meeting expectations on the DART literacy assessment. Further broken down there was 47% of grade 9 students who were not meeting expectations for reading comprehension at their grade level. Staff discussions throughout the months of May and June shared similar observations in other academic areas that a focus on literacy and improved reading comprehension skills would benefit students in every area of their learning.

Action Plan:

- Targeted reading comprehension lessons in English and Humanities classes 8-12
- BC Learning Pathways Proficiency Descriptors and BC performance Standards Quick Scale rubrics to guide learning

Evidence/Data: (how will you measure progress toward this goal)

- DART Assessments at the beginning of the semester to identify learning gaps and areas of focus
- DART Assessments at the end of each Semester to measure growth over time
- Data from the Provincial Literacy Assessments at the Grade 10 and 12 levels
- BC Learning Pathways Proficiency Scale

Goal 2 - Human and Social Development

Goal: NISS students can focus on SEL (Social Emotional Learning) to learn to care for their mental health, (for example, brain and body functioning during stressful times, managing anxiety, stress management, self-regulation, anger management, healthy boundaries, relationship skills).

Rationale: (the why to support this as a school goal)

As part of the school’s Inquiry Project in 2021-2022 School year, survey data showed that our students saw mental health and awareness as something that was only required by those experiencing a mental health crisis. Staff at NISS found this interesting and wondered, how did students gain such a misconception about mental health and wellbeing? As we continued to build awareness around mental health our student learning survey data

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in the Spring of 2023 showed that our students may be aware of their mental health, and that their overall mental health is improving, but are still needing to learn to care for their mental health at school. We would like to open all WellNISS Centre for all students in our school that focuses on skills-based education around mental health and social emotional learning. With a centralized location in the school for wellness supports this would allow easier and visible access to services for staff and students.

Action Plan:

- Bi-monthly Joint WellNISS Committee and staff meetings to discuss and plan SEL learning for the school
- NISS Wellness days (Multiple times a year)
- Skills based workshops/lessons taught based on student need (outside agencies, CYCW, and Counsellor)

Evidence/Data: (how will you measure progress toward this goal)

- Student Learning Survey (Comparing results from April 2023 to April 2024)
- Wellness Day feedback forms (in September January and June and after each Wellness Day)
- monthly Staff Meeting discussions
- Joint WellNISS Committee bi-monthly meetings
- School Community discussions, observations and Feedback
- McCreary Report Data

Goal 3 - Career Development

Goal: NISS students can learn life skills that they need for future careers and life after graduating. This could include communication, financial planning, taxes, budgeting, resume building, career options, post-secondary planning, technology, and independent living.

Rationale: (the why, include evidence analyzed to support this goal)

The student learning survey communicated that these are areas where students are wanting further education. Learning these skills will help students more confidently face the future, providing inspiration for graduating and moving into adult life. Providing these skills earlier (grade 8 and 9) provides students with more time to think about their future choices, and options as they choose classes etc. for future years.

Action Plan: (specific actions, structures or resources needed)

- Whole school Career Fair – sharing of realistic job opportunities for students
- Field Trips to community businesses
- Guest Speakers for a variety of grades
- Options for and planting the seeds for NIC/Colleges/Universities - Open House
- Collaboration time for Careers Teachers

Evidence/Data: (how will you measure success)

- Student Learning Survey
- Classroom Reporting
- Core competency Self-Assessment

Section 3 – Professional Inquiry

School Inquiry Project Application (2023-2024)

School: North Island Secondary School

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In what ways will improving the understanding of SEL (Social Emotional Learning) of our students to improve the social emotional well-being and academic outcomes of our students at NISS? (Year Three)




School Team: The entire North Island Secondary Staff and Joint WellNISS Committee

Scanning:

We originally gathered together for book club on average once every 2 weeks to discuss Reclaiming Our Students: Why Our Children Are more Anxious, Aggressive and Shut Down Than Ever.

Our goal within reading the book was not only to gain more understanding in SEL for ourselves and our students but to also create a common language within our school to build a foundation of SEL within our school community.

We then established a joint WellNISS Committee in 2022 that included members of our Inquiry Team and we invited students to join. This group continued the conversation of overall wellness for our school and took on the planning of monthly wellness themes activities, presentations and Wellness Day based on the need identified in the Survey below:

Role within the school					
<ul style="list-style-type: none"> ○ Staff ○ Student - 179 Students took part in the survey. 54 student offered specific comments 					
		2		4	
Where do you feel we are at with wellness at niss? "WELLNISS"					
- For staff	16	17	63	51	21
- For students	26	19	66	42	21
- For academic programs	23	16	71	43	15
Please comment: What would you like to see happen this year to make wellness better at NISS?					
Comments included: "Most teachers pay attention to public expression or known cases of mental illness. I think more regular checks on all students would help." "More Sports" "Wellness day at least 2 times a school year." "More awareness of what the school offers for mental health help" "Respect others" "Wellness topic on action against discrimination" "Full-on Mental Health workshops" "People being more mindful of things like anxiety. No tolerance for racism as well" "More school spirit" "Skiing" "More clubs" "I think you guys should do a talent show this year!"					

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The joint Committee and school staff decided to target social emotional structure and routine within our school and had monthly wellness themes published in newsletters and on the WellNISS information board with grab and go strategies and ideas for students. They organized mentoring with our elementary feeder schools, as well as offering workshops in an in-service style of learning for students throughout the year and on WellNISS Day May 18, 2023. Based on last year's feedback, WellNISS day was planned for an entire day for students and staff to experience SEL related topics within 4 sessions based on student wellness needs from the school surveys.

Results from the school surveys as seen in the graphic above indicated that students overwhelmingly enjoyed the day and allowed students time to focus on their mental health and wellbeing but wanted more focused skills based learning on mental health and wellness as well as more club and school spirit activities throughout the year. An area of need that came up for students was knowing how to access services for supports. Services Flowcharts were created for students and staff of how to access supports in the building for a specific need, and these flowcharts are now in the students and staff handbooks.

In our Student Learning survey in April 2023, the results showed an improvement in students overall mental health, but the results still demonstrated a need for students to learn how to specifically care for their own mental health, and emotional problems and expressions.

One of the other pieces of data also came from our Core competency Self Assessments is that one of the most common things that students wanted to improve in their overall goals for school was focus during class time. In asking staff at a year-end staff meeting, some of the areas that they witnessed student unable to focus on during lessons or worktime was due to the distraction of cellphones during class time.

1. Focusing:

In year three of this Inquiry, we are now focused on growing student knowledge and specific skillset on wellness topics that students identified that will hopefully increase their capacity to care for their own wellness, and help them access the services and supports that they need.

We are coordinating counselling and Child Youth Care Workers in one large physical space in the school and naming it the WellNISS Centre. This will encompass access to counselling services, calming spaces, connection with supportive adults and outside agencies, access to food and wellness supplies, as well as offering small group skills based SEL training on topics like Anxiety Skills for Adolescents, Conflict Resolution, Nature-Based Therapy, Friendship/Social Skills, Journaling Therapy, Assertiveness/Self-Advocacy Training, Identity/Belonging, Blanket Making, and Healthy Boundaries (Including Social Media) to name a few areas already identified from staff and students.

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We also were curious if we worked on our school policy around limiting cell phone use during class time would we see an overall increase in student engagement and overall wellness. We are planning to focus on the education of the effects of cell phone and device use for our students in Grade Group Meetings, School Assemblies, Workshops, with the hope of helping students learn the tools to understand and manage devices to improve their overall wellness. We are also implementing a Cell Phone Policy that will limit cellphone use during instructional time to help teach healthy limits.

2. Developing a Hunch:

In our work with our students and school community in the past two years, we are seeing students wanting more messaging, more information, more accessibility to mental health topics, training and professionals. We acknowledge our ability to act as leaders and how we discuss, model, promote, and provide opportunities to discuss mental health and well-being in our school and in our classrooms. We have a hunch that with specific targeted teaching, workshops and mental health and wellness promotion, we will see changes in overall student wellness, attendance, and engagement, leading to better marks and more confident and connected learners.

3. Professional Learning:

We believe that continued professional growth focused on embedded SEL across subject areas will help address our focus. We are going to continue our learning with the Hannah Beach videos purchased for September 2022, based on the book “Reclaiming our Students”, as we are not fully through all of the modules with staff. We also see the need to specifically add to our professional library resources in order to offer specific skills based groups to students.

Inquiry Resources Needed

- The Social Media Workbook for Teens: Skills to Help You Balance Screen Time, Manage Stress, and Take Charge of Your Life by Michelle Garcia
- Socially Curious and Curiously Social: A Social Thinking Guidebook for Bright Teens and Young Adults
- Slaying Digital Dragons: Tips and Tools for Protecting Your Body, Brain, Psyche, and Thumbs from the Digital Dark
- Supporting Worries & Anxiety: Tweens & Teens Bundle Authors: Kate Collins-Donnelly Marci Fox Leslie Sokol Dominique Baudry
- Tools to Try Cards for Tweens & Teens: Regulation Strategies to Focus, Calm, Think, Move, Breathe, and Connect | The Zones of Regulation Series Authors: Leah Kuypers Elizabeth Sautter
- Strategies for Anger Management Workbook for Teens and Adults by Kerry Moles
- Bridges to Safety: Help Teens Teach Character and Conflict Resolution by Bill Walsh
- Teen Friendship Workbook By John J. Liptak, EdD and Ester A. Leutenberg

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4. Taking Action:

- Establishing a centralized WellNISS Centre in the school where students can access school and outside agency WellNISS supports
- We host bi-monthly WellNISS Joint Committee (NISS staff members, our Elders in residence and students) to organize wellness activities throughout the school year based on student need
- Student and staff support flowcharts that were developed in 2022 are included in staff and student handbooks in September 2023
- Teachers will continue to look for opportunities for SEL learning to occur. This may include but is not limited to guided lessons on topics of SEL, community presentations, and promotion of self-care through outdoor based education.
- We will publish through newsletter, school website, and other social media platforms useful Social emotional tools and SEL tips
- Establish a working group (Parents staff and students) to build policy around the limiting of cell phone use during instructional time

5. Checking:

We will use a variety of ways to assess if we are making a difference. We will be looking for the following evidence:

- Staff Meeting and Joint WellNISS Committee Meeting conversations
- WellNISS Room Services accessed
- School and WellNISS Survey Data
- Students Learning Survey Data
- McCreary Report Data
- Students take more ownership and responsibility for their mental health and wellness
- Community supports and involvement for our students

School Principal Signature

Staff Rep Signature

Date of Signatures: mm/dd/yr

Adapted from Dr. Judy Halbert and Dr. Linda Kaser "Spirals of Inquiry: For Equity and Quality"

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Section 4 – Focus on Learning

Summary of Priorities based on selected data						
1. Student Learning	Target	Interventions/Actions	2. Professional Learning/Supports	Monitoring Plan	3. Roles and Responsibilities	4. Resources
<p>A. focus on SEL to learn to care for student mental health, (for example, brain and body functioning during stressful times, managing anxiety, stress management, self-regulation, anger management, healthy boundaries, relationship skills).</p>	<ul style="list-style-type: none"> -Students happier -More students have a sense of well-being -students feeling supported with mental health -students building a toolkit of wellness strategies -students to have access to mental health supports -students beginning to take a leadership role to plan wellness day 	<ul style="list-style-type: none"> -create a WellNISS room in the school where students can access supports and services -Bi-Monthly joint WellNISS Committee Meeting for staff and students to collectively survey students and staff on their WellNISS Needs and Plan School Wide Activities, and Workshops for students and staff -Monthly Grade Group meetings for SEL learning for students (a new theme each month, with strategies for self-care). These sessions include lessons, activities, videos, and guest speakers. -intensive skills based -NISS Wellness days (Multiple times a year) 	<ul style="list-style-type: none"> Teacher and support staff training in teen mental health (Hannah Beach Videos – purchased already through inquiry funds) -In-service days -Staff Meeting review (how are we doing, next steps) -List of resources needed as outline in Inquiry Project Professional Learning 	<ul style="list-style-type: none"> -Monitoring staff feedback at staff meetings and through school based wellness surveys based on need for growth -Student Learning Survey Data Review in Spring 2023 	<ul style="list-style-type: none"> -All staff listening to what a student need Admin, joint WellNISS Committee to facilitate presentations and workshops for students and staff WellNISS Team to share resources, and hold bi-monthly meetings 	<ul style="list-style-type: none"> -Hannah Beech Videos -Reclaiming our students (book club)

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<p>Focus on Improving Reading Comprehension with Grade 8 and 9 Learners</p>	<p>-Grade 8 and 9 students</p>	<p>-Targeted math instruction guided by formative assessment -Explicit teaching of reading comprehension learning gaps based on DART Assessment at the beginning of each semester</p>	<p>Professional learning through in-service, grade group meetings for professional growth time, and collaboration -Release time for collaboration -RTI -Targeted SEA time -LA/RT support -Increased use of formative assessment</p>	<p>Ongoing formative assessment to determine next steps for instruction -Principal to facilitate discussion with English Department in September, January and May on 2022 Assessment results and DART assessment times to track 2023 achievement during the Semester - DART to be completed at the beginning of the semester to identify gaps in learning and at the end of semester to track student growth -Performance standards used with students -DART Data Student and Learning Survey Data Spring 2023 -English Department identify new Reading Comprehension resources needed based on student need</p>	<p>-Instruction will be differentiated meeting the needs of all learners -Support staff to meet with Math department, common language and consistent program delivery -Principal to facilitate discussion at staff meeting, order resources, provide time for collaboration, and arrange for in-service -Teachers to use formative assessment to continually inform instruction, provide feedback, monitor progress, goal set -Students will regularly self-assess, monitor their progress, and adjust and make new goals</p>	<p>-Mentoring time with newer/experienced English Teachers -Performance Standards -Learning Pathways (new) -Classroom Rubrics -Aleks Program for Math Basics -Classroom Assessments, DART Assessments and Observations</p>
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<p>Focus on improving Number Sense for grade 8-10 learners</p>	<p>-Grade 8 and 9 students</p>	<p>-Targeted math instruction guided by formative assessment -Explicit teaching of problem-solving strategies -Increased use of problem-based instruction</p>	<p>Professional learning through in-service, grade group meetings for professional growth time, and collaboration -Release time for collaboration -RTI -Targeted SEA time -LA/RT support -Increased use of formative assessment</p>	<p>Ongoing formative assessment to determine next steps for instruction -Principal to facilitate discussion with Math Department in September, January and May on 2022 Assessment results and DMA assessment times to track 2023 achievement during the Semester - DMA to be completed at the beginning of the semester to identify gaps in learning and at the end of semester to track student growth -Performance standards used with students -DMA Data Student and Learning Survey Data Spring 2023 -Math Department identify new Math resources needed based on student need</p>	<p>-Instruction will be differentiated meeting the needs of all learners -Support staff to meet with Math department, common language and consistent program delivery -Principal to facilitate discussion at staff meeting, order resources, provide time for collaboration, and arrange for in-service -Teachers to use formative assessment to continually inform instruction, provide feedback, monitor progress, goal set -Students will regularly self-assess, monitor their progress, and adjust and make new goals</p>	<p>-Mentoring time with newer/experienced Math Teachers -Performance Standards -Learning Pathways (new) -Classroom Rubrics -Aleks Program for Math Basics -Classroom Assessments and Observations</p>
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SCHOOL PLAN 2023-2024
North Island Secondary School

<p>Focus on student transitions from grade to grade, and developing healthy partnerships with feeder schools, and strengthening the NISS connectedness with community</p>	<p>-Community and inter school connections (NISS with feeder schools) -develop a sense of belonging in and to our school community</p>	<p>-transition meetings with feeder schools -Family credit dinners in feeder school communities -student led community events at NISS where feeder schools are invited to participate to build community and capacity - develop survey for feeder school connections</p>	<p>-Time to collaborate with schools -students and staff to plan feeder school activities and community outreach</p>	<p>-Record feeder school and community visits to NISS -Record learning opportunities, and feeder school events outside of the school (community based) -Parent and Family feedback -elementary school feedback (Admin/teachers/students/families) -BC Learning Survey data</p>	<p>-Principal and Vice Principal staff to lead planning discussions for events at staff meetings -Teacher and leadership students collaborate on events -Admin, teachers and NISS leadership students to develop survey for feeder school connections</p>	<p>-Transitions Inquiry NOII -Grade 8 discussions and survey in September and May about what they think are the most important issues and topics for students in grade 7 transitioning into grade 8</p>
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