



“Bringing Learning to Life”

# North Island Secondary School

## SCHOOL PLAN

2024-2025



Submitted: July 12, 2024

Principal: Jen Turner

## Introduction – School Context

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 296 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. Learning Support Teachers, Counsellors, and Child and Youth Care Workers have developed skills-

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based programs and activities for students that focus on their specific needs, which are now coordinated from out of the NISS “WellNISS” Room. 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 10 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 Nāmgis First Nation, and businesses around the North Island to create connections and relationships between 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

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 offered at NISS, include Woodworking, Carpentry, Auto Mechanics, and Metalwork.

For students with an interest in the sciences, our school provides senior level courses in Anatomy & Physiology, Biology, 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’wala 9-12, Genocide Studies 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. These students also prepare a hot lunch for the entire student (and staff) population, once per week. This exciting treat is looked forward to by many. 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,

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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 2023-2024 School year identified these areas of focus:

While we celebrated many successes and areas of growth in the 2024 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 2024 which are:

- Students were not experiencing Indigenous activities and language study at school
- Students still felt stressed or anxious at school (even though there was significant improvement from 2023-2024 school year)

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 Diagnostic Math Assessment (DMA for Grade 8-9) a large portion of students are still not meeting expectations for Math. As a school we are choosing to focus on problem solving and introducing strategies to improve Mathematical Thinking.

Also in looking at our attendance data for the Spring of 2024 we noticed a lot of absences from classes and were curious if we focused on creating powerful opportunities to improve over-all sense of belongingness, and engagement through academic and school celebrations, would we would see an increase in student attendance (School Goal #2 as well as Inquiry Focus).

School approach to Indigenous Education and Reconciliation

***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.

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1. Building student capacity for intercultural understanding, empathy, and mutual respect.
  - Work and learn from Elders and Mentors
  - Listening to student voice, and ideas to action from and with our NISS Indigenous Youth Panel
  - Showcasing cultural diversity
  - Workshops for students (respect and understanding, blanket exercise, work at the log, discovering stories behind legends and art) based on student and school need
  - Education through presentations, and access to community and school events
  - Student led community outreach (whole school inclusiveness)
  - PA (public Announcement) greetings, sharing protocols, singing, language, drumming, greetings, land acknowledgement, and stories
  
2. Sharing information and best practices on teaching curriculum related to residential schools and Indigenous 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 2024)
  
3. Continue to develop and implement Kindergarten to Grade Twelve curriculum and learning resources on Indigenous 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

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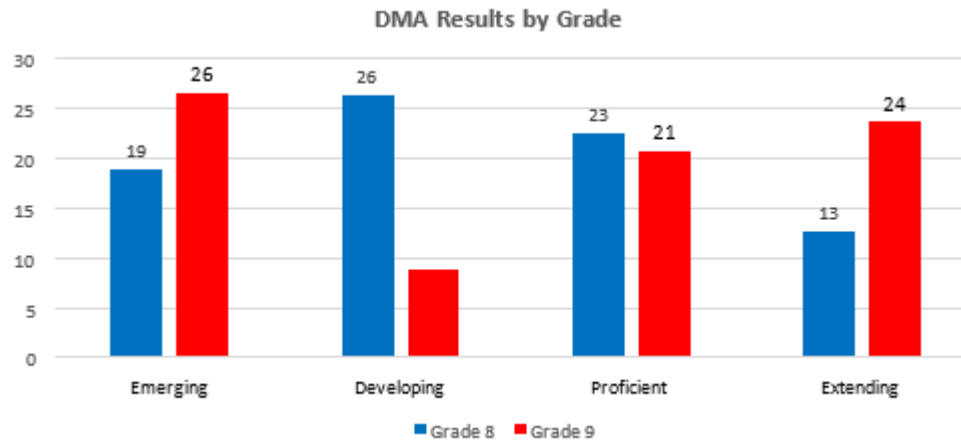
each year

- Mentors, and 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

**Section 1 – Student Achievement Profile**

**DMA:**

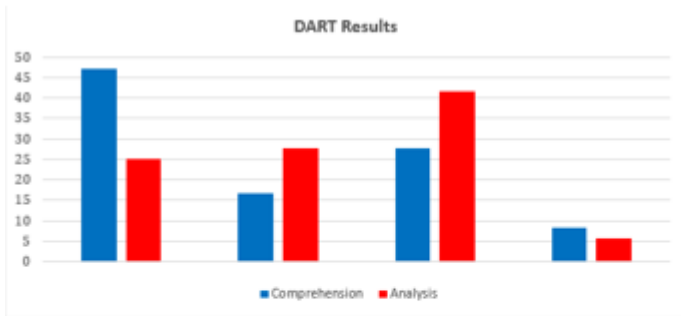
**Grade 8 and 9 Results June 2024**



Total	DMA8%	DMA9%
Emerging	19	26
Developing	26	masked
Proficient	23	21
Extending	13	24

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**DART:**  
**Grade 9 Results June 2024**



	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		

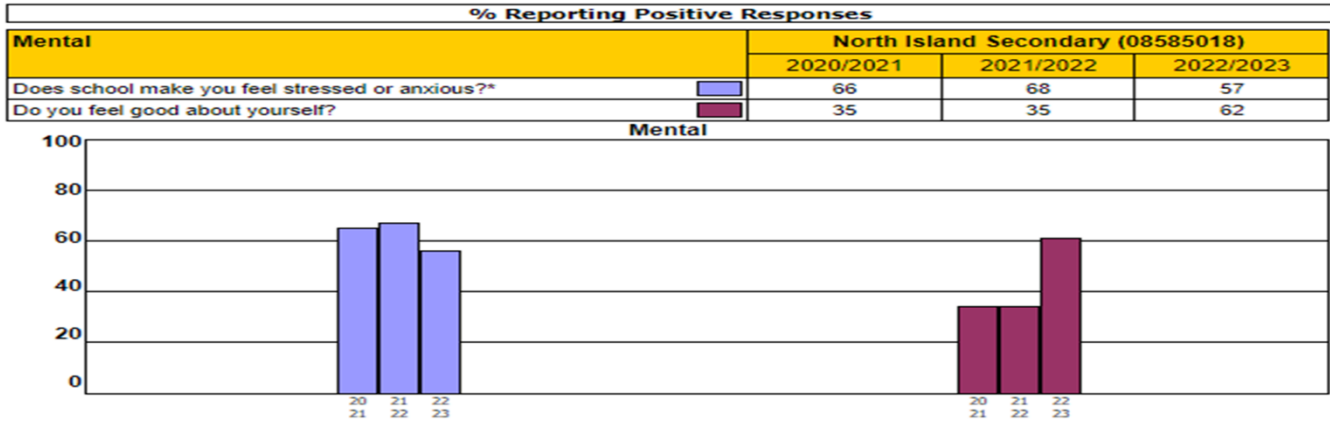
**School Selected Additional data: (examples: student learning survey data, FN survey data, EDI data, attendance, or absence rates...)**

**Student Learning Survey Highlights and Successes**

- Students describe their mental health as improved from survey from 2022-2023
- Students feel welcomed and that they belong
- Students feel cared about by 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 by the adults
- Students like school
- Students respect each other
- Students feel adults value and welcome my questions
- Students feel school rules and expectations for behaviour are clear
- 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

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- Students feel they are improving their writing
- Students get to work with classmates on projects



In 2024 students felt less anxious or stressed at school and felt better about themselves.

### Results from the 2023 McCreary Adolescent Health Survey

<p><b>In 2018...</b></p> <ul style="list-style-type: none"> <li><b>75%</b> of students rated their mental health as good or excellent.</li> <li><b>56%</b> chatted or texted after they were expected to be asleep.</li> <li><b>62%</b> of those who had tried alcohol had drunk it in the past month.</li> <li><b>26%</b> did not eat breakfast on school days.</li> <li><b>22%</b> had been injured seriously enough to require medical attention.</li> <li><b>28%</b> had skipped school in the past month.</li> <li><b>36%</b> had volunteered in the past year.</li> <li><b>67%</b> planned to attend post-secondary.</li> </ul>	<p><b>In 2023...</b></p> <ul style="list-style-type: none"> <li><b>58%</b> of students rated their mental health as good or excellent.</li> <li><b>74%</b> chatted or texted after they were expected to be asleep.</li> <li><b>59%</b> of those who had tried alcohol had drunk it in the past month.</li> <li><b>41%</b> did not eat breakfast on school days.</li> <li><b>37%</b> had been injured seriously enough to require medical attention.</li> <li><b>43%</b> had skipped school in the past month.</li> <li><b>53%</b> had volunteered in the past year.</li> <li><b>69%</b> planned to attend post-secondary.</li> </ul>	<p><b>Also in 2023...</b></p> <ul style="list-style-type: none"> <li><b>47%</b> rated their mental health as good or excellent.</li> <li><b>36%</b> slept for at least 8 hours.</li> <li>52% had tried alcohol, 38% had vaped, 37% had used cannabis, and 24% had smoked tobacco.</li> <li><b>13%</b> went to bed hungry at least sometimes because there was not enough money for food.</li> <li><b>71%</b> of those who required medical help received the treatment they needed.</li> <li>56% felt safe at school.</li> <li>42% felt like a part of their school.</li> <li><b>50%</b> worked at a paid job during the school year.</li> <li><b>57%</b> felt quite or very hopeful for their future.</li> </ul>	<p><b>Students reported better health and well-being when they...</b></p> <ul style="list-style-type: none"> <li>Participated in regular physical activity.</li> <li>Slept for at least 8 hours.</li> <li>Had supportive adults in their family, school, or community.</li> <li>Had access to balanced and nutritious meals.</li> <li>Accessed the medical services they needed.</li> <li>Felt connected to school.</li> <li>Felt connected to culture and community.</li> <li>Felt hopeful for the future.</li> </ul>
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Even though NISS has made good strides in Mental Health supports and overall wellness for our students, our school is still committed to continuing this work out of our WellNISS Room based on the needs of our students.

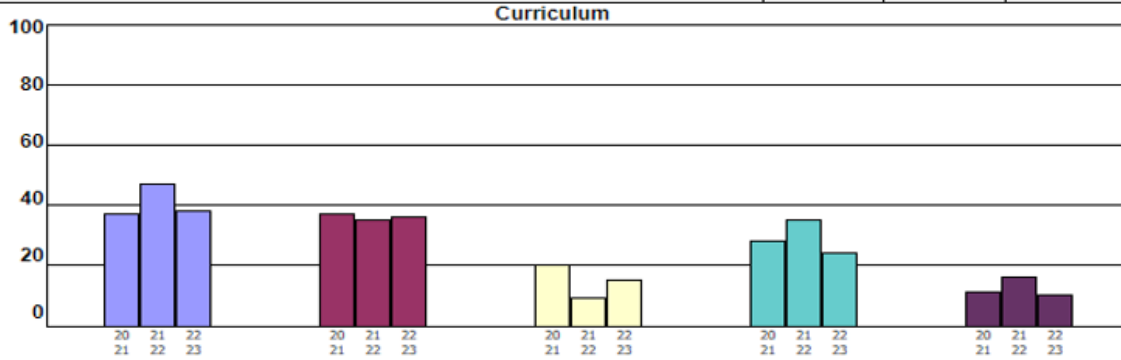
**Key Areas of Focus for this year are:**

Improving Indigenous Education and Language for our students in classes, and in overall belonging and experiences at school.



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Curriculum	North Island Secondary (08585018)		
	2020/2021	2021/2022	2022/2023
At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?	38	48	39
At school, are you being taught about local First Nations?	38	36	37
At school, are you being taught the local First Nations' language(s)?	21	10	16
At school, are you learning about how human activity affects our environment?	29	36	25
Is your school helping you to access, analyze, and evaluate media content?	***	17	***



**Section 2 – School Goals**

Briefly describe the school’s 3 goals for the year based on the broader areas identified in the Ministry’s [Policy for Student Success: The Educated Citizen](#).

**Goal 1 - Intellectual Development**

**Goal:**

NISS Math department will focus on reducing Math Anxiety by direct teaching support with problem solving, showing thinking, and building confidence in Math Learners

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

In staff discussions at the April and May 2024 staff meetings, Math Anxiety was a prevalent topic of conversation as something staff believed we needed to focus on for the 2024-2025 school year. Staff observed students in grade 8 and 9 Math classes struggling with Math Confidence, Problem Solving and the ability to show their mathematical thinking, and felt that attention in this area of learning was warranted. Our DMA results and pass/fail rate for grade 8 and 9 math courses is further data to support this focus.

**Action Plan: (specific actions, structures or resources that are needed or that you plan to do to work on this goal)**

Direct Teaching using differentiated educational approaches such as collaborative work, rich tasks, number talks, problem-based learning, direct instruction. When you choose the right approach at the right time, it is our hunch that student learning becomes visible. It is our

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hope with this approach (using the resource Building Thinking Classrooms in Mathematics), that students become more confident mathematical thinkers.

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

- DMA to be completed at the beginning and the end of the semester to identify gaps in learning and at the end of semester to track student growth.
- Student Surveys at the beginning and end of the course to measure student growth and identify areas of need in the learning process.
- Student Learning Survey Data on Mathematics.
- Report Card Proficiency Scales

**Goal 2 - Human and Social Development**

**Goal:** NISS students and staff can create powerful opportunities to improve over-all sense of belongingness and improve behavioral, emotional, and cognitive engagement through academic and school celebrations.

**Rationale: (the why to support this goal)**

Student and staff engagement is vital to the educational process, and as a school team we believe creating a positive school climate and culture is essential for student success. In the books our Inquiry team has drawn inspiration from are: Making Thinking Visible: How to Promote Engagement, Understand and Independence for All by Ron Ritchhart (Author), Mark Church (Author), Karin Morrison (Author), and The Innovator's Mindset: Empower Learning, Unleash Talent, and Lead a Culture of Creativity Goerge Couros, Engagement by Design: Creating Learning Environments Where Students Thrive by Douglas Fisher (Author), Nancy Frey (Author), Russell J. Quaglia (Author), Dominique Smith (Author), Lisa L. Lande (Author), and finally Five Paths of Student Engagement by Dennis Shirley and Andy Hargreaves the research is supporting our hunch that when students feel like they are important part of the school community, they're more likely to be engaged in their learning.

We noticed a drop in overall attendance last year in classes and we are curious, if we collaboratively (staff and students) implement these changes if we will see an increase in attendance, student engagement and participation at NISS.

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

We are looking to focus on things like:

- Making space in our school classes and schedules for themed events that celebrate successes which allows everyone to get together as a school community and encourage connectedness
- Learning celebrations – two/three each Semester in the Learning Commons or Multipurpose Room
- Monthly school wide assemblies that highlight students’ achievement
- Weekly announcements on Mondays that are made by students to announce upcoming events and encourage NISS Spirit
- Monthly surveys to encourage students voice in what is needed to make our school a better place for everyone

**Evidence/Data: (how will you measure success)**

Student Learning Survey Results  
School Survey/ QR Code  
School Community Testimonials collected through Slido  
Attendance records in classes

**Goal 3 - Career Development**

**Goal:** NISS students can learn life skills that they need for future careers and life after graduating in our grade 10 Careers classes like; resume building, exploring career options, options post-secondary planning, and creating budgets for 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 in grade 10, 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)**

- Direct Teaching in Careers Classes around problem solving strategies
- Whole school Career Fair – sharing of realistic job opportunities for students

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- Field Trips to community businesses
- Guests 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
- School Observations

**Section 3 – Professional Inquiry (expansion of one of the above school goals, based on the Spirals of Inquiry).**

**School Inquiry Project Application (2022-2023)**

School: Can NISS students and staff create powerful opportunities to improve over-all sense of belongingness and improve behavioral, emotional, and cognitive engagement through academic and school celebrations?

School Team:

1. Scanning:

Engagement has a huge role in our students' learning process. As educators, it is our responsibility to provide ways in which we develop/create truly engaged students in our school. We noticed that attendance has dropped in classes, and we were curious if we focused on creating a positive school climate, and planned engaging school activities if we would see a difference in NISS identity, a sense of belonging and school engagement, as well as increased attendance for our students.

2. Focusing:

Student and staff engagement is vital to the educational process, and as a school team we believe creating a positive school climate and culture is essential for student success. In the books our Inquiry team has drawn inspiration from which are: *Ensouling our Schools* by authors, Jennifer Katz and Kevin Lamoureux, *Making Thinking Visible: How to Promote Engagement, Understand and Independence for All* by Ron Ritchhart (Author), Mark

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Church (Author), Karin Morrison (Author), and *The Innovator's Mindset: Empower Learning, Unleash Talent, and Lead a Culture of Creativity* Goerge Couros, *Engagement by Design: Creating Learning Environments Where Students Thrive* by Douglas Fisher (Author), Nancy Frey (Author), Russell J. Quaglia (Author), Dominique Smith (Author), Lisa L. Lande (Author), and finally *Five Paths of Student Engagement* by Dennis Shirley and Andy Hargreaves the research is supporting our hunch that when students feel like they are important part of the school community, they're more likely to be engaged in their learning . We are looking to focus on things like:

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- Weekly announcements on Mondays that are made by students to announce upcoming events and encourage NISS Spirit
- Monthly surveys to encourage students voice in what is needed to make our school a better place for everyone

3. Developing a Hunch:

In staff discussions we narrowed in on key points where we have known engagement at school to be the strongest. These key points are:

- Educational success is the main goal.
- Input from all stakeholders in the school community is key.
- Differentiated instruction during classes is important for all students to be successful
- Project and Place-based learning approaches will benefit all students.
- Student engagement is a priority.
- Recognition of student successes is inspiring, and achievements celebrated.

4. Professional Learning:

- books/videos on student engagement (*Ensouling Our Schools*, *Making Thinking Visible*, *Future Focused Learning*, *Innovator's Mindset*, *Leaders of Their Own Learning*)
- Elders and community member sharing/presentations

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5. Taking Action:

- incorporation of Indigenous ways of knowing/learning in all aspects of classroom activities through staff and student collaboration. Our Indigenous Youth Panel will work collaboratively in the planning of school events and as well as identify activities they would like to learn about in the classroom. Staff would work collaboratively also with our Indigenous support team, and our Elders and Mentors to ensure we are providing these authentic learning experiences for our students.
- monthly celebrations to showcase department successes
- regular collection of student input/suggestions to improve curricular and extra-curricular activities
- throughout the year, encourage students and invite local community musicians to perform.
- celebrating cuisine that will connect all students and cultures and include community participation
- appreciating visual and fine arts in forms of art gallery walk or productions that will trigger discussions amongst students and teachers
- Monthly academic recognition which will inspire students to take pride in their work

6. Checking:

- more Elders and other community members involved in sharing knowledge
- more evidence of student behavioural (participation in academic, social and co-curricular activities), emotional (positive and negative reactions to teachers, classmates, academics, and school), and cognitive (students' level of investment in learning) engagements
- teachers utilizing creative teaching strategies/approaches to deliver lessons
- evidence of teacher and student autonomy by cocreating class activities
- student-student mentorship
- better over-all student attendance
- student feedback collected through surveys or QR Code Question Stations in the hallway before school and at lunch (Slido)

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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**

<b>Summary of Priorities based on selected data</b>						
<b>1. Student Learning</b>	Target	Interventions/Actions	<b>2. Professional Learning/Supports</b>	Monitoring Plan	<b>3. Roles and Responsibilities</b>	<b>4. Resources</b>
Focus on improving Mathematical Thinking Grades 8-9	-Grade 8 and 9 students	-Targeted math instruction guided by formative assessment -Building thinking classrooms in mathematics is an approach to teaching math that encourages student collaboration, problem solving, and engagement. Some of the key elements of this approach are: <ul style="list-style-type: none"> <li>• Using standing, randomized group work to promote communication and interaction</li> </ul>	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	Ongoing formative assessment to determine next steps for instruction -Principal to facilitate discussion with Math Department in September, January and May on Assessment results and DMA assessment times to track 2024-2025 achievement during the Semester - DMA to be completed at the beginning and the end of the semester to identify gaps in learning and at the end of semester to track student growth -Math Department with Administration to identify new Math resources needed based on student need	-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 Department meeting, order resources, provide time for collaboration, and arrange for in-service -Teachers to use formative assessment to continually inform instruction, provide	-Building Thinking Classrooms in Mathematics, Grades K-12: 14 Practices for Enhancing Learning 2020 by Peter Liljedahl (Author) -Teaching Mathematics as Storytelling author Peter Liljedahl  -Mentoring time -Performance Standards -Learning Pathways (new) -Classroom Rubrics -Aleks Program for Math Basics -WCLN Resources accessed on D2L



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		<p>-Sharing this process with staff at the staff meeting to develop cross curricular connections of Math and these thinking strategies in other subject areas</p> <ul style="list-style-type: none"> <li>• Working on non-permanent, vertical surfaces to facilitate sharing and revising ideas</li> <li>• Answering the right questions that elicit students' thinking and reasoning</li> <li>• Evaluating what you value, such as effort, creativity,</li> </ul>			<p>feedback, monitor progress, goal set</p> <p>-Students will regularly self-assess, monitor their progress, and adjust and make new goals</p> <p>-Math Teachers to share updates of progress at staff meeting</p>	<p>-Classroom Assessments and Observations</p>
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		and persistence				
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).	<ul style="list-style-type: none"> <li>-continued growth for students to be looking after their mental health and actively and hopefully independently seeking supports when they are needed</li> <li>-More students have a sense of well-being</li> <li>-students feeling supported with mental health</li> <li>-students continuing to build a toolkit of wellness strategies</li> <li>-students to have access to mental health supports</li> <li>-students taking a leadership role to plan wellness day</li> </ul>	<ul style="list-style-type: none"> <li>-create a WellNISS room in the school where students can access supports and services</li> <li>-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</li> <li>-Monthly intensive skills-based groups offered through the WellNISS Room based on need identified from students</li> <li>-NISS Wellness days (Multiple times a year)</li> </ul>	<ul style="list-style-type: none"> <li>Continued teacher and support staff training in teen mental health (Hannah Beach Videos – purchased already through inquiry funds)</li> <li>-In-service days</li> <li>-Staff Meeting review (how are we doing, next steps)</li> <li>-List of resources needed as outline in Inquiry Project Professional Learning</li> </ul>	<ul style="list-style-type: none"> <li>-Monitoring staff feedback at staff meetings and through school-based wellness surveys based on need for growth</li> <li>-Student Learning Survey Data Review in Spring 2024</li> </ul>	<ul style="list-style-type: none"> <li>-All staff listening to what a student need</li> <li>Admin, joint WellNISS Committee to facilitate presentations and workshops for students and staff</li> <li>WellNISS Team to share resources, and hold bi-monthly meetings</li> </ul>	<ul style="list-style-type: none"> <li>-Student Surveys to determine educational need</li> <li>-Outside agency support to host educational workshops and weekly or monthly skills-based groups to continue to promote learning SEL growth</li> </ul>
Focus on student transitions from grade to grade, and developing healthy partnerships with feeder schools, and strengthening the NISS connectedness with community	<ul style="list-style-type: none"> <li>-Community and inter school connections (NISS with feeder schools)</li> <li>-develop a sense of belonging in and to our school community</li> </ul>	<ul style="list-style-type: none"> <li>-transition meetings with feeder schools</li> <li>-Family credit dinners in feeder school communities</li> <li>-student led community events at NISS where feeder schools are invited to</li> </ul>	<ul style="list-style-type: none"> <li>-Time to collaborate with schools</li> <li>-students and staff to plan feeder school activities and community outreach</li> </ul>	<ul style="list-style-type: none"> <li>-Record feeder school and community visits to NISS</li> <li>-Record learning opportunities, and feeder school events</li> </ul>	<ul style="list-style-type: none"> <li>-Principal and Vice Principal staff to lead planning discussions for events at staff meetings</li> <li>-Teacher and leadership students collaborate on</li> </ul>	<ul style="list-style-type: none"> <li>-Transitions Inquiry NOIIE</li> <li>-Grade 8 discussions and survey in September and May about what they think are the most important issues and topics for</li> </ul>

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		participate to build community and capacity - develop survey for feeder school connections		outside of the school (community based)  -Parent and Family feedback  -elementary school feedback (Admin/teachers/students/families)  -BC Learning Survey data	events  -Admin, teachers and NISS leadership students to develop survey for feeder school connections	students in grade 7 transitioning into grade 8
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