

Guiding Principles

We believe a meaningful process uses a variety of methods to engage all our educational partners and is inclusive and respectful of diverse cultures and perspectives.

We believe the information about the learning in our school should be accessible and communicated in a variety of methods. This communication should include what students are learning, how they are learning it, why what we are learning is important and how our learners are being supported.

We believe learning is best presented by the learner through a variety of means and on a continual basis.

We know our students are successful when they are:

- Engaged in their learning
- Able to share and teach their learning to others
- Able to learn in a variety of locations and settings

We know our school is successful when:

- We foster a caring and nurturing learning environment
- Staff and students work together to ensure learning is taking place
- Everyone takes responsibility for student learning

Our Driving Question

How can we continue to support and nurture the development of the whole student?



Mark R. Isfeld Secondary is an inclusive and accepting school where students feel safe, respected and free to pursue their ambitions in a supportive and caring environment.

Evidence

- We have an established GSA and have many classrooms labeled as LGBTQ safe zones
- We have remarkably few reported incidents of fighting, intimidation, bullying or harassment for a school our size.
- Members of our community seek or recommend enrollment at Isfeld for students who have experienced difficulties in social interactions in the past.
- It is universally understood that the relationships a student forges will be a key indicator of that student's ultimate success.



We believe in providing opportunities to educate and develop the whole person, including personal and social development as well as intellectual growth. We accomplish this through forming mutually respectful relationships with each student.



Evidence:

- Our established Teacher Advisory system puts students with the same teacher over the five years they stay at Isfeld, allowing this teacher to know the student's aspirations, the student's struggles, the student's family and as a consequence that teacher feels personally invested in the success of that student.
 - We want our students to graduate, but also to be happy, productive members of society. At the core of this ambition is ensuring students know they are valued.
- We are increasingly aware of the personal challenges many of our students face, and we are helping students achieve by working with them from where they are.



We provide meaningful and relevant instruction and diverse learning opportunities, recognizing multiple intelligences and learning styles. We encourage all students to challenge themselves in the Four Pillars (Academics, Arts, Athletics and Citizenship) and to find joy in their personal pursuit of excellence.

Evidence:

- We maintain a high achieving culture, where students use the encouragement of other students to strive to excel.
- Students are able to take courses in a classroom with a teacher, or may elect a more independent learning approach through our Independent Learning Centre, or by completing Independent Direct Studies.
- Our most coveted award, and the only award presented at graduation, is the Isfeld Four Pillars Award.
- We are moving to new curriculum which will provide more opportunities to develop skills and attributes needed in this century.
- Students are using Project Wednesday to pursue learning they find meaningful and engaging. The excitement created by implementing this program has been palpable.
- Students are actively encouraged to participate on teams or in clubs. The number of clubs available to students has more than doubled in the last five years. Student involvement in athletics continues to hover at around 30% of the total school population.
- We are more mindful of the mental and emotional state of the student, and are providing more instruction on organization and stress management. All grade 8 and 9 students have been issued planners to improve organization, homework completion and communication with parents.
- We have been mindful of placing students in the appropriate ACE-IT program, and some of these students have found new relevance in their education and have responded with greater effort and resolve.
- Interact Club and Environment Club meet student needs to think globally and act locally. Computer clubs are bringing students together to share in a common passion. Art clubs are allowing students to gain extra instruction to improve their technique.
- Some students are motivated to excel in school, but are profoundly stressed by this pursuit. This continues to be a concern we strive to address on a person by person basis.





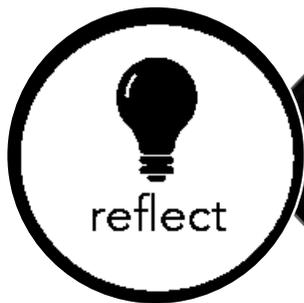
We track our performance on course completion and exam results, record attendance trends and the rate at which our graduates complete grad transitions. We will gather information on Project Wednesdays and make adjustments as necessary. We seek and carefully weigh the feedback provided to us by our current and graduating students, and value the input of our parents and community partners.

Evidence:

- Student satisfaction survey data continues to indicate that our students support their school and value their opportunities here.



- Inquiry projects are presented at the end of each semester.
- Provincial exam results continue to place Isfeld at or above the provincial average in every category, which now includes French Immersion results.
- We are now taking student attitudes and reflections into account when evaluating their learning experience.



We review our data and reflect on our progress. 1-days in January and June are checkpoints in the year to review our programs and make adjustments. Staff members meet regularly to address student concerns by grade level and to address implementation challenges presented by new curriculum.

Evidence:

- We are seeing the concept of a growth mindset taking hold at Isfeld.
- We are challenged by using old metrics to measure new curriculum and personal growth. We will need to develop new standards for measuring success that take learning in the affective domain into account.
- We continue to grapple with the diverse needs of our students. Some need to prepare for the rigors of post-secondary education, while others need to find purpose and relevance in their education. We must present educational opportunities to meet students' current needs as well as what the future will ask of them.