

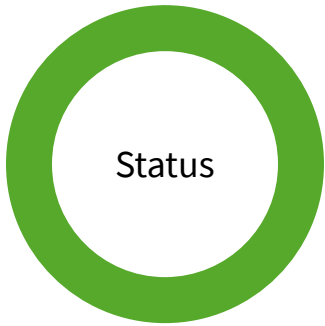


Mark R. Isfeld Secondary School Plan

Report Created On: Feb 22, 2019

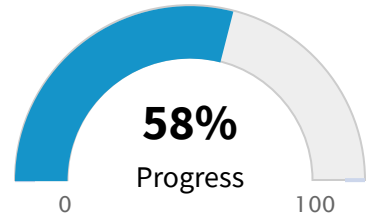
2 Goal	7 Action
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Overall Summary



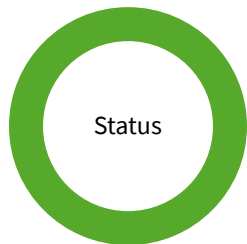
● On Track

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100.0



Plan Summary

Goal 5.24



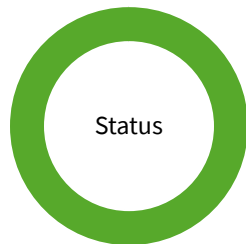
● On Track

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100.0	3

Action: 3

Mark R. Isfeld Secondary School Learning Plan 2018-19 Goal #1: To incorporate the core competencies at all levels so that they manifest themselves uniquely in all disciplines Rationale: When we focus on core competencies and de...

Goal 5.25



● On Track

%	#
100.0	4

Action: 4

Mark R. Isfeld Secondary School Learning Plan 2018-19 Goal #2: To provide opportunities and reinforce the relationships between staff members, students, parents and the community. Rationale: Positive relationships help to estab...

Goal 5.24 Progress 54%



Mark R. Isfeld Secondary School Learning Plan 2018-19

	%	#
● On Track	100.0	3

Goal #1: To incorporate the core competencies at all levels so that they manifest themselves uniquely in all disciplines

Rationale: When we focus on core competencies and developing a positive school culture, then students will improve their ability to be creative thinkers, engage in deeper learning and be independent problem solvers.

When students want to come to school and are given tasks that require them to develop the core competencies they will successfully demonstrate the outcomes of their courses at Mark R. Isfeld Secondary. Furthermore, students will be able to apply the competencies in their studies, job site, or endeavors beyond Mark R. Isfeld Secondary.

What is our evidence? In each of our classrooms, there are students demonstrating the core competency attributes like communication, critical thinking, social responsibility, creative thinking, personal awareness and cultural identity. Teachers are reflecting and designing tasks, assignments and lessons that both teach and require students to demonstrate these important attributes.

Action: 3

Update provided by Sean Lamoureux on Jan 15, 2019 18:10:40

Jan 2019: Staff presented to their colleagues different examples of how they ascertain student understanding of the core competencies. Then in small group staff discussed the following question "How are your students demonstrating to you their understanding of the core competencies?". Examples will shared.

Action 5.24.1

Update provided by Sean Lamoureux on Feb 14, 2019 16:19:14

Sep 04, 2018 - Jun 28, 2019 On Track Progress 56%

Semester two course outlines submitted that reflect the core competencies at different stages of use.

Increase core competency literacy in all grades through direct discussion

Strategies

- Mini core explanatory competency lessons in specific subject areas.
- Create posters and visuals for staff reference during discussions.
- Look to envelop a grade 8 mosaic course that enables the teacher the time to explain and implement the self-evaluation process. (Sept 2019)
- Look to develop a grade 9 mosaic course that provides the teacher the time to further develop and grow the self-evaluation process. (Sept 2019)
- Staff share and submit subject specific assignments with direct links to their implementation of the core competencies.

Action 5.24.2

Sep 04, 2018 - Jun 28, 2019

On Track

Progress 51%

Update provided by Sean Lamoureux on Feb 14, 2019 16:20:11

Created Careers 8 and Careers 9 in the time table for September 2019.

Utilize the language of the core competencies in the education of grades 8-10 students.

Strategies

- Staff incorporate descriptions of the core competencies in their course outlines.
- Staff implement strategies like a core competency header on assignments to assist with increasing core competency literacy and self evaluation.
- Staff implement strategies like “peer to peer” discussions.

Action 5.24.3

Sep 04, 2018 - Jun 28, 2019

On Track

Progress 55%

Update provided by Sean Lamoureux on Feb 14, 2019 17:58:24

Semester 1 self assessments completed

Evolve school-wide practices to have students effectively and meaningfully self-reflect on the core competencies in their classes.

Strategies

- Create a principals’ advisory group for feedback and student voice.
- Round table meetings between stakeholders to determine the process and procedures that would produce an effective and meaningful self reflection.
- Develop a tracking procedure for student self-assessments that is continuous and allows for better student access and movement between schools.
- Utilize staff meetings to facilitate guided discussions.
- Discuss time table changes that support completion and tracking of student self-assessments

Goal 5.25 Progress 61%



Mark R. Isfeld Secondary School Learning Plan 2018-19

	%	#
● On Track	100.0	4

Goal #2: To provide opportunities and reinforce the relationships between staff members, students, parents and the community.

Rationale: Positive relationships help to establish a school culture that fosters a sense of belonging and increases students’ sense of wellbeing. This has a positive effect on student effort and academic achievement. Positive school culture helps prepare our students to become good citizens and the meet the challenges of the future.

What is our evidence? When students want to come to school they attend regularly. Office referrals, discipline and suspensions are reduced. Parents and the community speak positively about the school and are happy to send their children and willingly engage in the education that is occurring.

Action: 4

Action 5.25.1

Sep 04, 2018 - Jun 28, 2019 On Track Progress 60%

To build capacity with the staff.

Strategies

- Facilitate school wide implementation days on BC’s New Curriculum. Specific topics include course outlines and core competencies. (Aug 2018, Sept 2018)
- Introduction of our Indigenous Education workers Jeanie McDonald and Holly Johnstone
- Initiated Feeder school administration breakfast
- Facilitated the “Family of School” presentation to staff
- Support Pro-D – Shelly Moore Oct 15, 2018

Update provided by Sean Lamoureux on Feb 22, 2019 15:35:45

4 staff attended Tom Schimmer webcast on Assessment (Jan, 2019). Shared information at our Feb 2019 staff meeting.

4 staff attended blended learning professional development (Feb 2019)

Staff shared a variety of ways to facilitate continuous assessment with their colleagues (staff meeting Feb)

Time Table discussion with staff to seek and share feedback for Sept 2019

Action 5.25.2

Sep 04, 2018 - Jun 28, 2019

On Track

Progress 67%

Organize specific opportunities that support interactions between different stakeholders

Strategies

- Orange Shirt Day. (Sept 27, 2018)
- Terry Fox Day (Sept 26, 2018)
- Meet the Teacher Evening (Sept 27, 2018)
- French Immersion to Airport Beach (Sept 18, 2018)
- Potlatch 67-67 Exhibition Courtenay Art Gallery
- Grade 12 / Grade 8 Park Day – English (Sept 19, 2018)
- Staff / grad street hockey game (June 2018, 2019)
- Grade 8-9 Movie Day at the Cineplex (Nov 2018)

Update provided by Sean Lamoureux on Feb 22, 2019 16:03:10

Brenda Lucki RCMP Superintendent - "Restorative Justice in Canada's Policing Strategies" attended by numerous Isfeld students.

Action 5.25.3

Sep 04, 2018 - Jun 28, 2019

On Track

Progress 64%

Incorporate structural changes that encourage and facilitate communication.

- Principal's Advisory Group
- Teachers Advisory
- Project Wednesday sub committee
- Institute Isfeld logo Fridays where all staff support the school with the clothes they wear. (September 2019)
- Staff Meeting: good news items and staff sharing
- Creation of a Boys Group & Girls Group
- Developed a parent led salad bar (Jan 2019)

Update provided by Sean Lamoureux on Feb 22, 2019 15:54:13

* Time Table Building Process

* Teacher preference sheets (Dec 2018)

* Staff Meeting discussion (Jan, Feb 2019)

* Time table meeting (Feb 2019)

* Individual and departmental meetings about course booklet (Feb), course offerings, (Feb-June 2019)

* Continuous updating of school / community sign

* Myed email structure to communicate important information to parents ie: Salad bar sign up, portal access

Action 5.25.4

Sep 04, 2018 - Jun 28, 2019

On Track

Progress 53%

Providing extra supports to ensure students are successful

- Student intake meetings, two and four week follow up with counseling / admin
- Weekly SBT meetings (Admin, Counseling, LART)
- Assignment of case managers to Ministry categorized students
- Blended learning packages
- File reviews, Level B testing
- Differentiating instruction in classrooms
- Peer tutoring program
- Homework Club – English (every Tuesday morning & Thursday afternoons)
- French Immersion Tutoring (every Tuesday morning & Thursday afternoons)

Update provided by Sean Lamoureux on Feb 22, 2019 15:58:07

- * Weekly School Based Team meeting to collectively plan for student success.
- * Counselors / Admin Review Semester 1 failure lists (Feb 2019)
- * Grad in Jeopardy of Failure Meetings: Counselors met with students and communicated with parents (Jan, Feb 2019)