

**School Goal Statement:** Continue to build a positive school culture and community partnerships that supports personalized student engagement, learning and wellness.

**1. Rationale:**

- a. In order to meet our Enhancement Agreement goals, we need to continue infusing Indigenous culture and content in our programs for the benefit of all students.
- b. We can increase opportunities for students to be successful in academic course engagement by strengthening our Literacy/Numeracy practice.
- c. We need to support staff and student wellness and work to model and maintain a healthy balance. In light of the new challenges of COVID-19 and the pandemic, we need to be particularly mindful around mental health/wellness, as we work to maintain team cohesion, an ongoing sense of shared purpose, and a positive school identity.
- d. Part of building a positive school culture in our context, means responding positively and effectively to challenging behavior. In order to improve our capacity in this area, we will incorporate the Collaborative & Proactive Solutions (CPS) model more consistently into our practice.

**2. Strategies:**

**a. Taking Action:**

- i. Include and prioritize an Indigenous Report in every staff meeting as an opportunity for Key People to share. Facilitate the development of a consistent Indigenous team at ILC including Indigenous Teacher & Indigenous EA. Support the development of an Indigenous student leadership group at ILC.
- ii. Consult with literacy and numeracy experts in the district around effective classroom resources, curriculum, and approaches that may enhance what we are currently doing. Increase IST involvement in supporting and resourcing classroom teachers to meet student needs. In order to increase school engagement and course completion for our junior students, we will continue to offer a specialized grade 9 program at both of our primary campuses.
- iii. Based on the success of the wellness videos we created last year, we aim to apply the same principles of collaborative partnerships with community agencies and a “whole school” counselling approach to support staff and student wellness over the course of the school year.
- iv. While we established a foundational awareness of the CPS model last year, we aim to continue to build staff comfort and understanding with the CPS model – continue regular core team meetings and expand CPS interventions to include new students with high frequency challenging behaviours.

**b. Checking/Results:**

- i. Regular meetings with Indigenous Team to discuss and evaluate progress
- ii. Continue to monitor course progress and attendance data from monthly Centre Team meeting notes.
- iii. Continue to monitor graduation rate, and grade 9 course completion rate.

- iv. Observation of staff engagement in collaborative process, CPS paperwork, and staff feedback on CPs interventions at Centre Team meetings

**Student Achievement Data:**

- 1. % of students graduating:

	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Course Completion	84%	84%	84%	-	-
Graduation Rate	52%	62%	79%	-	68%