



School Growth Plan

Purpose and Vision

School:	Partners in Education (PIE)
Principal	Stephanie Hall

School Growth Plans are school specific strategic plans. They are:

- collaboratively developed;
- focused on student learning goals;
- aligned with the District Strategic Plan;
- evidence-informed using a cycle of improvement;
- specific, measurable, achievable, relevant, and time-bound.

Content:

The following content will be used to create School Growth Plan documents and/or website pages for each school and department. Please also email three pictures to the Director of Communications: an image to go with *Our Story*, an image to go with *Our Learners*, and an image to go with *Our Story is Beyond*.

Our Story

We are grateful that our school district, and the original centre of our school, is situated in the breathtakingly beautiful traditional territory of the Tla'amin Nation, who have inhabited these lands since time immemorial. Our other centres, staff, students, and their families are situated in the many unceded and final agreement territories throughout British Columbia.

Partners in Education (PIE) is a K-12 Provincial Online School (POLS) operated by qathet School District in the [qathet Regional District](#). We currently have 1,486 students with an approximate combine full-time equivalency (FTE) of 1,171. While many students are enrolled with PIE full-time, some students in Grades 8-12 are enrolled part-time, which is the reason for the difference between the number of students and the FTE.

PIE students are primarily located in the or near our main centres – the qathet Regional District, the Comox Valley, and Bowen Island. We also have several community-based cohorts and home-based learners from other locations in BC as many families and students choose PIE as their online school. We collaborate with parents/caregivers and, when appropriate, students to plan individualized learning programs that meet Ministry of Education and Child Care provincial curriculum and assessment standards in flexible, student-centered learning opportunities, both online and in-person. Developing relationships between the students, parents/caregivers, and the teachers in an integral part of that process.

Our Motto:

Where Life and Learning Meet

Our Vision:

PIE Supports students and parent in developing and carrying out an educational program that meets provincial learning standards. Education programs utilize paper and electronic resources but also incorporate the experiences of families, in order to realize the unique possibilities, open to every student. We embrace the First People's Principles of Learning because learning, for all, is embedded in memory and history and that learning is sacred, takes time, and requires patience.

Our Values:

PIE is a relationship-based school where collaboration between students, parents, and teachers is of utmost importance in the creation of meaningful and engaging individualized student learning plans.

Design Statements (gleaned from several stages on and Appreciative Inquire process)

In the PIE, we strive to:

- *build supportive, respectful, trustworthy relationships with all members of our community, both in person and online*
- *collaboratively develop holistic individualized learning programs for every child and an intergenerational learning environment that acknowledges, reflects, and celebrates unique interests, passions, quirks, goals, and abilities*
- *be flexible in all aspects of our shared educational experiences*



Our Learners

Of the 1,486 students enrolled in PIE this year we currently support 327 students with disabilities and diverse abilities, and 122 Indigenous learners. Because PIE is not a neighborhood school, families/students choose to come to us, and their reasons for doing so are varied. We attract learners who want to:

- develop a meaningful relationship with their teacher and the PIE community
- be involved in the design of their educational plan in a collaborative way with teachers and parents
- have the flexibility to be creative across all areas of study and to pursue passion topics in-depth, when desired
- work in environments that suit their particular needs
- have more flexibility in their daily schedules

- weave their educational journey through their time together as a family



Inquiry Question

How do we design an extracurricular, inclusive, virtual space to cultivate connection and build a sense of belonging for students.

Goal 1

This goal relates to **Priority 3** of our [District Strategic Plan](#) and the following First People's Principle of Learning: *Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors*

Priority 3: Cultivating Connection (ʔaʔaθəm)

Prioritize mental health, community connections, and social-emotional learning.

- Continue to create and promote safe, welcoming, and inclusive learning environments.
- Promote the development of social-emotional skills

Actions

- Provide time for Inclusive Education Teachers (IETs) to design an extracurricular, inclusive, virtual space to cultivate connection and build a sense of belonging for students
- Design and offer an inclusive virtual space for PIE students, to go live in January 2026

- Continue to provide locally relevant and enriching In-Person Learning Opportunities for PIE students (from Sept-June)

Evidence

- Tracking the number of students engaging in the virtual space (e.g. compare attendance of first event to later events)
- Analysis of the students accessing the space over the course of the year (e.g. same students? Different students?)
- Use student surveys to evaluate engagement within the virtual space

Inquiry Question

How might increased engagement for PIE learners impact their achievement of core and curricular competencies?

Goal 2

This goal relates to **Priority 1** of our [District Strategic Plan](#) and the following First People's Principle of Learning: *Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).*

Priority 1: Cultivating an Ethic of Learning (titwšem ta?ow)

Ensure early learners and students have the best possible learning experience (student success).

- Increase student engagement and voice
- Foster deep learning so all students can flourish in a rapidly changing world

Actions

- Assess levels of student engagement
 - a. Analyze AQA data to monitor student progress
 - b. Teachers will develop an Engagement Rubric to assess engagement level for all of their students on an [Evidence of Student Engagement Survey](#)
 - c. Teachers choose three students to employ strategies intended to foster increased engagement and reflect on their efforts by April 30th
 - d. Dedicate time in our May staff meeting to review results of our efforts to foster engagement
 - e. Include a survey in the HL 101 course where families can provide feedback on what's working well and what they would like to see/see more of
- Develop strategies to foster student engagement
 - a. Provide Brightspace access to our HL 101 course for interested families with K-3 students in September 2025.
 - b. For teachers, use UDL and Spiral of Inquiry processes to guide change in practice, as necessary
 - c. Provide time in our November staff meeting to review and discuss strategies for increasing student engagement

- d. Create a section in the teaching team for engagement ideas and best practices, drawing on teacher feedback
- e. Develop and inclusive virtual space (see Goal 1)

Evidence

- Brightspace data showing usage of HL 101 course
- AQA data will be reported to the Ministry of Education and Child Care in October 2025 and shared with PIE Staff at the following staff meeting
- Collect evidence of student engagement
 - Survey results showing engagement level of students on a scale of 1-4 (rubric to be provided for guidance) by October 31st
 - Teachers and IETs to share, at our May meeting, their year-end reflection on what worked well and what didn't work in terms of attempting to foster increased engagement



Our Story is Beyond

Online schools were significantly affected by the pandemic as large numbers of students and families sought alternatives to in-class instruction. In the 2019-2020 school year, our school-wide FTE was 726. In 2020-2021, it increased to 1,438. In 2021-2022, when many of us expected our numbers to rapidly decline, we instead maintained an FTE of over 1,200 students. While there was still a great deal of uncertainty regarding in-class instruction at the beginning of that school year, we suspect the higher-than-expected FTE (that increased over the course of the year) was also due, in large part, to an increased number of families/students discovering that online learning worked really well for them.

Online schools are typically a 'first choice' or 'last resort' for many and we regularly serve students who fall into the following categories: 'full-time, high academic achievers', 'students with full or part-time jobs', 'part-time students requiring specific courses for graduation', 'students experiencing anxiety in traditional settings', 'students who have encountered significant challenges in the traditional system' and 'students with disabilities and diverse learning abilities'. In all of these cases, our school's focus on **relationships**, **flexibility**, and **individualization** helps students achieve positive academic outcomes.

A word cloud graphic with the word "flexible" in large, bold, dark teal letters at the center. Surrounding it are several other words in various sizes and colors (brown, green, and dark teal). The words include: "relationships" (large, brown, top right), "supportive" (medium, green, top right), "individualized" (medium, dark teal, bottom center), "progressive" (small, brown, top center), "positive" (small, brown, top center), "unique" (small, green, top right), "rigorous" (small, brown, top right), "familial" (small, dark teal, left), "connection" (small, brown, left), "collaborative" (small, green, left), "multi-age" (small, brown, top center), "personalized" (small, brown, top center), and "inclusive" (small, dark teal, bottom center).

relationships
supportive
flexible
individualized
progressive
positive
unique
rigorous
familial
connection
collaborative
multi-age
personalized
inclusive