



School Growth Plan 2024/2025

School: Partners in Education (PIE)

Principal: Stephanie Hall

Purpose and Vision:

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.



Our Story

We are grateful that our school district, and the original centre of our program, 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 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 1,358 students with an approximate combined full-time equivalency (FTE) of 1,150. While many students are enrolled with PIE full-time, some students in Grades 8-12 are enrolled part-time. The difference between our number of students and our FTE is the result of having part-time students in Grades 8-12.

PIE students are primarily located in 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 select 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 is an integral part of that process.

Our Motto:

Where Life and Learning Meet

Our Vision:

PIE supports students and parents in developing and carrying out an educational program that meets provincial learning standards. Educational 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.

Design Statements gleaned from several stages of an Appreciative Inquiry process over the past six years are:

In the PIE program, 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 1,358 students enrolled in PIE this year we currently support 341 students with disabilities and diverse abilities, and 135 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 curriculums 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
- be seen and appreciated for the individuals they are

Goal 1

Priority 3: Cultivating Connection (ᐃᐱᐱᐱᐱ)

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

- Engage, involve and support connections within the school and community
- Amend professional development schedule to allow PIE teachers to learn with and from each other and other online educators
- Continue to identify students of concern and implement strategies to build connections with them, with mid-year review and year-end reflection on what worked well and what didn't work
- Trauma-informed learning strategies resource to be created/collated by trauma awareness committee for PIE families and staff

Evidence

- Continue to provide locally relevant and enriching In-Person Learning Opportunities for PIE students (from **Sept-June**)
- Work with outside agencies, as needed, to best support PIE students (from **Sept-June**)
- Offer a whole-school professional development session in qathet on **August 27th-28th**
- Move our provincial specialist association (PSA) day from Oct 25th to May 1st to allow for more PIE staff to attend the BC Educators for Digital Learning (BCEDL) conference in Victoria, BC, on **May 1st**
- PIE staff will complete the 2024-2025 Students of Concern survey for 3-5 of their 24-25 students by: **October 31st**
- PIE Staff will complete a Students of Concern Mid-year Check-in by: **Jan 31st**
- PIE Staff will complete a year-end Students of Concern reflection by: **June 1st**
- Share Trauma-Informed Learning Strategies resource progress by: **January 8th** and completed project by: **June 27th**

Goal 2

Priority 1: Cultivating an Ethic of Learning (tituwšem taᐱow)

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

- Create a Brightspace 'Welcome Module' that incorporates Universal Design for Learning (UDL) strategies and approaches as an inclusive introduction to online learning
- Identify and develop authentic resources to guide students and families through inquiry-based learning
- Analyse course completion data
- Survey Grade 10-12 students to see what helps and hinders them in completing their courses

Evidence

- Share 'Welcome Module' progress by: **January 8th** and have the finished product ready for use by: **June 27th, 2025**
- A resource sharing authentic resources (including information on how to find/develop authentic resources) for use in inquiry-based learning will be shared with PIE students and parents/caregivers by **June 27th, 2025**
- Course completion data compiled and reviewed by PIE staff (in virtual 'data walks') at our **January 8th** and **June 4th** staff meetings
- Data from PIE students describing what does and does not help them with completing their courses compiled by: **January 31st**



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 the following types of students: '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.

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