



# School Growth Plan 2023/2024

**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, are 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 BC.

Partners in Education (PIE) is a Provincial Online School (POLS) operated by qathet School District in the [qathet Regional District](#). We currently have 1,300 students with an approximate combined FTE of 1,200.00. PIE students are primarily located in one of the three main centres – the qathet Regional District, Bowen Island, and the Comox Valley. We pride ourselves on strict adherence to ministry curriculum and assessment standards in flexible, student-centered learning opportunities both online and in blended local settings, where developing relationships between the students, parents, and the teachers is an integral part of the process.

Our Motto:

*Where Life and Learning Meet*

#### Our Vision:

*PIE supports students and parents to develop and carry out an educational program that meets provincial learning standards. Educational programs utilize paper and electronic resources but also incorporate the experiences of the 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 1,300 students enrolled in PIE this year we currently support over 300 students with disabilities and diverse abilities, and 130 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 (ᐃᐱᐱᐅᐅᐅ)

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

**Goal:** Students can access comprehensive supports, as needed

**Objective:** All students are supported in the following areas of need: academic, social, emotional, and spiritual

## Action

- Include available supports for Indigenous students in our school's program description
- Develop a database of effective student supports for students with disabilities and diverse abilities for learning support teachers to reference in the development of IEPs
- Create student and parent satisfaction surveys to gauge areas of need (academic, social, emotional, and spiritual) to send to our families

## Evidence

- Available supports for Indigenous students will be described on our [website](#) and in the description of PIE on the [Online Learning BC website](#) - Deadline: **October 31<sup>st</sup>, 2023**
- Excel spreadsheet created listing typical supports for students with disabilities and diverse abilities with the Ministry designations the supports are best suited for specified – Deadline: **January 31<sup>st</sup>, 2024**
- Data from student and parent satisfaction surveys sent by **May 31<sup>st</sup>, 2024** will be available for our planning day in June – **Deadline: June 24<sup>th</sup>, 2024**

## Goal 2

### Priority 1: Cultivating an Ethic of Learning (tituwšem taᐅow)

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

**Goal:** Create a healthy and safe learning environment

**Objective:** Promote student engagement in their learning and their community

## Action

- Teachers will identify 3-5 students they are most concerned about, in terms of academic, social, emotional and spiritual engagement, and submit those student names to PIE Admin, via Microsoft Form, by October 31.
- Teachers will access our collaboratively developed resources for encouraging engagement and put as many strategies as they feel will be useful into place for those students.
- In January, teachers will assess whether or not the strategies are working and record their findings on a mid-year Microsoft Form. Strategies will be continued or adjusted as needed, at that time.
- At the end of the year, teachers will assess whether or not the strategies used had an impact on the students they identified in October.
- Analyze length of time to complete courses.

## Evidence

- List of students needing support compiled from all teachers (via Microsoft Form) – Deadline: **Oct. 31<sup>st</sup>, 2023**.
- Follow-up reflections on what's working and/or need for further intervention (via Microsoft Form) - Deadline: **Jan 31<sup>st</sup>, 2024**.
- Year-end review of each students' progress, or lack thereof (via Microsoft Form) - Deadline: **June 15<sup>th</sup>, 2024**.
- Data from #3 and #4 compiled and analyzed to gauge the effectiveness of the strategies, with goals for improvement collaboratively designed for 2024-2025 – Deadline: **June 28<sup>th</sup>, 2024**.
- Data from course completion – **Deadline: June 24<sup>th</sup>, 2024**



## 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 actually 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 a disability or diverse learning abilities'. In all of these cases, our school's focus on **relationships, flexibility, and individualization** help students achieve positive academic outcomes.

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