School: PIE
Principal: Stephanie Hall

School Growth Plan 2022/2023

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 original campus 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 campuses, staff, students and their families are situated in many unceded and final agreement territories throughout BC.

Partners in Education (PIE) is an Online School operated by School District 47–Powell River. We currently have over 1,400 students with an approximate combined FTE of 1,200.00. PIE students are primarily located in one of the three main centres – Powell River, 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 close connections between the students, parents and the teachers is an integral part of the process.

Our motto is "Where Life and Learning Meet" and our vision is:

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 five 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

As PIE is not a neighborhood school, people choose to come to us, and their reasons for that 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 people they are

Goal 1

Theme: Learner Success
Goal: Support mental health needs and well-being of students and employees
Objective: Promote student engagement in their learning and their community

Action

- Teachers will assess their students and identify the 3-5 most at-risk students, in terms of cognitive engagement, and submit those student names to PIE PVP, via Microsoft form, by October 31.
- Teachers will access our newly developed resource for encouraging cognitive 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 their at-risk students.

Learners, Explorers, Creators

Evidence

- List of students needing intervention compiled from all teachers (via Microsoft form) – Deadline: Oct. 31, 2022.
- Completion of Strategies to Improve Student Engagement resource – Deadline: Oct. 31, 2022 (Initial document created at our Jun 29, 2022 Planning Day).
- Follow-up reflections on what's working and/or need for further intervention (via Microsoft form) - Deadline: Jan 31, 2023.
- Year-end review of each students' progress in cognitive engagement (via Microsoft form) - Deadline: June 30, 2023.
- Data from #3 and #4 compiled and analyzed to gauge the effectiveness of the strategies, with goals for improvement collaboratively designed for 2023-24 – Deadline: June 30, 2023.

Goal 2

Theme: Engagement and Connections
Goal: Improve communication and engagement strategies to adapt to the varying needs of our community
Objective: Implement strategies that meet the preferred communication and engagement needs of our students and stakeholders

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Action

- Survey families for preferred method of communication.
- Increase our social media presence by adding an Instagram account and by posting more content (from families as well as admin/teachers) more regularly to our Twitter and Facebook accounts.
- Ensure that families are given clear and detailed training on how to use our communication platforms (e.g., email, Brightspace, shared documents, etc.).

Evidence

- Preferred method of communication survey designed, sent out, and compiled in October – Deadline: Oct. 31, 2022.
- Assess PIE community interaction with Twitter, Instagram and Facebook – Deadline: January 31, 2023 (adjust strategies for the rest of the year, if necessary to increase engagement).
- Track number of views for each Newsletter sent to our families – Deadline: June 30th, 2023.
- Resources created and/or training sessions offered to help families use the various communication platforms in PIE – Deadline: June 30, 2023.

Our Story is Beyond

Online schools were significantly affected by the pandemic as 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. This past year (2021-2022), when many of us expected our numbers to decline fairly rapidly, 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 this school year, we suspect the higher-than-expected FTE (that persisted for the whole year) was also due, in large part, to an increased number of families discovering that online learning actually worked really well for their family.

Online schools are typically a 'first choice' or 'last resort' for students and we regularly serve the following types: '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 failed in, or have been failed by, the traditional system' and 'students with a designated learning disability'. In all of these cases, our school's focus on **flexibility**, **relationships** and **individualization** help students achieve positive academic outcomes.