

<b>School Name:</b>	<b>Timberline</b>
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## Section 1 – Our Context

**Timberline Secondary is a grade 9-12 public school in the Campbell River School District. Our student population is approximately 800 students. The school opened in 1997 and shares a unique campus with North Island College. This partnership yields a variety of opportunities for our students and staff.**

## Section 2 – School Goals/Observables/Action Plans

School-Wide Observable Vision for Success in <b>Indigenous Worldviews and Perspectives</b>		
Part 1: What would we observe students doing and demonstrating?	S1	<b>Students are enrolled in Ayajuthem language and culture courses at the Homalco Nation and are also getting credits at Timberline for an IDS course with us</b>
	S2	<b>Students are participating in community Indigenous focussed events on days such as Truth and Reconciliation Day (Sept. 30), Indigenous Veterans Day (Nov. 8) and National Indigenous Peoples Day (June 21). We have also added an Indigenous Peoples' Celebration Day in June that we plan to run again this year</b>
	S3	<b>Students are familiar with and understand the First People's Principles of Learning and are learning about each Principle in their classes</b>
Part 2: What would Educators be doing and demonstrating to make this happen for each student?	E1	<b>Educators are supporting students in achieving success (credits) with the Ayajuthem IDS course. We are also working closely with the Homalco Education Department to ensure our students are supported</b>
	E2	<b>Educators are organizing participation in these events and supervising students taking part in community events outside of our school</b>

	E3	<b>Educators are using multiple methods and pathways to support student learning about the Principles of Learning and crafting lessons that highlight individual Principles in their classes</b>
Part 3: What are the types of tasks/assessments would we see in a classroom?	T1	<b>Students completing reflections, practicing language acquisition, learning about cultural practices. Students are also meeting regularly with their IDS teachers to assess progress towards their IDS course outcomes</b>
	T2	<b>Students are participating in Indigenous cultural events out in our community.</b>
	T3	<b>Tasks that provide choice for students to demonstrate their understanding of the Principles in different ways. Students learn about the Principles of Learning in every class and are able to answer a survey/assessment tool that shows that these Principles are being worked on in every class in the school.</b>
Part 4: What would leaders be doing and demonstrating to help ensure each educator makes this happen in their classroom?	L1	<b>Leaders are meeting regularly with teachers to ensure the program has resources etc needed to ensure student success with these courses. Leaders also show that this is an important initiative by attending events and meetings at the Homalco Nation</b>
	L2	<b>Leaders are helping to organize the student participation in these events by booking busses, finding funding for release time for teachers if needed, signing off on travel permission slips etc</b>
	L3	<b>Leaders are supporting staff by modelling practices, offering resources and professional development opportunities /professional sharing to ensure staff are comfortable and confident to teach to the Principles of Learning</b>

### **Bracketing Our Work – Our Leadership Impact Statement:**

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- Click or tap here to enter text.
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Then we will observe...

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Educators (leading indicators):

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Tasks/Assessments (leading indicators):

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Students (lagging indicators):

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And our data/evidence (lagging indicators) will show...”

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### Goal # 1 – Long Term Planning – Monthly Highlights/Syllabus

August:	Indigenous Perspectives goal reviewed at August Staff Meeting	February:	Classroom observations and staff/student feedback opportunities
September:	Focus on Sept. 30 <sup>th</sup> Reconciliation Day student participation in activities	March:	Indigenous Perspectives Pro D day: March 31 <sup>st</sup> . Staff debrief and planning time
October:	First Peoples Principles of Learning (FPPL) are reviewed and wise practices for bringing the FPPL are brainstormed at October Staff Meeting	April:	Indigenous Student Recognition Ceremony
November:	Classroom observations and staff/student feedback opportunities	May:	Planning for Indigenous Celebration Day, Indigenous Graduation Ceremony
December:	Meeting with Homalco Education Advisor	June:	Indigenous Celebration Day Indigenous Student Graduation Ceremony
January:	Classroom observations and staff/student feedback opportunities	July:	Review of plan and next steps

### Maintaining Momentum – Our Ongoing Check-In/Reflection Plan

In order to ensure we are moving forward, and our staff is receiving the support they need, we will make ongoing staff learning visible by doing the following. **Note:** *What are your checkpoints? What protocols will you use to ensure that the staff is moving forward? This is an opportunity to outline when you will check-on with teams, protocols you will use (i.e., 4S Heat Check, or others), peer learning partners/triads you will set up and how often you will check in)*

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## School Goals/Observables/Action Plans

School-Wide Observable Vision for Success in <b>Student Centred Learning Environments</b>		
Part 1: What would we observe students doing and demonstrating?	S1	-Students feel welcomed, safe, connected and experience belonging at school by participating in extra-curricular opportunities
	S2	<b>-Students understand and own their learning, which helps them to become self-directed, life-long learners. Evidence of this occurs with student being able to follow the expectations of the school's Personal Electronic Device protocols. Specifically, students would be; keeping their personal electronic devices (PEDs) off and away during class time, staying engaged in classroom learning activities without their PEDs, and be able to stay in their classrooms for the entire block</b>
	S3	There is voice and choice for students to contribute to system improvement and change. Students are involved in the 'Student Voice Committee'
Part 2: What would Educators be doing and demonstrating to make this happen for each student?	E1	-Staff support students to feel welcomed, safe, connected and experience belonging at school by offering up a variety of extra-curricular opportunities at our school
	E2	<p>-Staff are supporting students with the cell phone restrictions with reminders and are modelling expectations by staying off PEDs themselves.</p> <p>-Staff are providing options for activities to help keep student engagement high during class time</p> <p>-Staff are encouraging students to stay engaged. Enforcing the stay in class for the first and last 20 minutes of class school wide expectation</p>
	E3	Staff are helping to organize and facilitate the Student Voice Committee
Part 3: What are the types of tasks/assessments would we see in a classroom?	T1	Students are engaged in a wide variety of athletics, the arts, technology, and games type activities at the school
	T2	<p>To support student with overcoming the need to connect to their cell phones, these type of tasks/assessments are prioritized:</p> <p>-verbal discussions, paper and pen tasks, group work</p> <p>-a wide variety of tasks that encourage engagement and conversations</p>

		-prioritizing 'hooks' at the start of class to get students engaged, and 'tickets out the door' at the end of class to keep the entire class full of meaningful learning opportunities
	T3	Student Voice Committee is operational and meeting regularly. Monthly full committee meetings, and monthly planning team meetings are occurring
Part 4: What would leaders be doing and demonstrating to help ensure each educator makes this happen in their classroom?	L1	Leaders are providing funding support for release time for staff to be able to provide enriching extra-curricular activities for students
	L2	<p>Leaders are supporting the restrictions on cell phones by:</p> <ul style="list-style-type: none"> <li>-reminding students and staff about the importance of this initiative and offering resources and supports for both groups</li> <li>-visiting classrooms and offering supports and resources for both groups</li> <li>-being visible in classrooms and hallways to remind students and staff of these expectations</li> </ul>
	L3	Leaders are helping to organize and facilitate the Student Voice Committee

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## Goal # 2 – Long Term Planning – Monthly Highlights/Syllabus

August:	<ul style="list-style-type: none"> <li>-Reviewed opportunities to support student with extra-curricular activities</li> <li>-reviewed the Personal Electronic Device (PED) restriction protocols</li> <li>-outlined the Student Voice Committee structure and plans to staff</li> </ul>	February:	<ul style="list-style-type: none"> <li>-Classroom observations and staff/student feedback opportunities</li> <li>-Student Voice Leadership Team and Committee meet to continue contribution opportunities</li> <li>-focussed on ensuring all extra-curricular activities had staff sponsors for Spring season</li> </ul>
September:	<ul style="list-style-type: none"> <li>-focussed on ensuring all extra-curricular activities had staff sponsors for Fall season</li> <li>-anecdotal feedback gathered from students and staff around how well the new PED protocols were being followed</li> <li>-student voice committee planning team meets and starts planning process for the year</li> </ul>	March:	<ul style="list-style-type: none"> <li>-Classroom observations and staff/student feedback opportunities</li> <li>-Student Voice Leadership Team and Committee meet to continue contribution opportunities</li> </ul>
October:	<ul style="list-style-type: none"> <li>-focussed on ensuring all extra-curricular activities had staff sponsors for Winter season</li> <li>-staff meeting feedback gathered from staff around how well the new PED protocols were being followed. PAC parent feedback explored</li> <li>-student voice committee meets and begins planning process for the year</li> </ul>	April:	<ul style="list-style-type: none"> <li>Classroom observations and staff/student feedback opportunities</li> <li>-Student Voice Leadership Team and Committee meet to continue contribution opportunities</li> </ul>
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## School Goals/Observables/Action Plans

School-Wide Observable Vision for Success in <b>Evolving For Tomorrow</b>		
Part 1: What would we observe students doing and demonstrating?	S1	Students are writing the Provincial Literacy and Numeracy Assessments and achieving grade level proficiency marks for these assessments
	S2	Students are completing Core Competency Self Reflections at the end of each semester
	S3	Grade 9s will complete the Grade 9 Transition Survey in the Fall of 2025
Part 2: What would Educators be doing and demonstrating to make this happen for each student?	E1	With the introduction of a new provincial assessment and reporting policy, staff at secondary have been focused on revising and developing our assessment practices through the core competencies and new Reporting Order

	E2	With the introduction of a new provincial assessment and reporting policy, staff at secondary have been focused on revising and developing our assessment practices.
	E3	Teachers will work with grade 9s to complete the Grade 9 Transition Survey
Part 3: What are the types of tasks/assessments would we see in a classroom?	T1	-students engaged in literacy and numeracy assessment practice lessons -students offered literacy and numeracy assessment review sessions -students writing literacy and numeracy assessment practice tests
	T2	-students engaged in core competency self reflections at the end of every semester
	T3	Completion of the Grade 9 Transition Survey in the Fall of 2025
Part 4: What would leaders be doing and demonstrating to help ensure each educator makes this happen in their classroom?	L1	Leaders are providing funding support for release time for staff to be able to continue their learning journey with standards based assessment practices
	L2	Leaders are providing funding support for release time for staff to be able to continue their learning journey with standards based assessment practices
	L3	-Leaders are organizing, implementing, and assessing the results of the grade 9 transition surveys

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### Goal # 3 – Long Term Planning – Monthly Highlights/Syllabus

August:	Review competency based assessment expectations at the August staff meeting	February:	-Assessment/Reporting Team meets to plan next steps for supporting students with core competency reflection capacity building
September:	Form the Assessment/Reporting Team of teachers for the year	March:	-Numeracy/Literacy Assessment Data reviewed -Assessment/Reporting Team presents core competency support plan to staff at staff meeting
October:	Assessment/Reporting Team presents updates at the October staff meeting	April:	-Students write the Provincial Numeracy and Literacy Assessments
November:	-students write the Provincial Numeracy and Literacy Assessments -Review report card and core competency student reflection expectations for reporting	May:	-Students complete the Core Competency Self Reflections for semester 2
December:	Grade 9 Transition Survey completed by students	June:	Grade 9 Transition survey follow up is completed with students
January:	-Students complete the Core Competency Self Reflections for Semester 1 Report Card -Grade 9 Transition Survey results are shared with staff and plans developed for next steps	July:	Review of plan and next steps

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