Student Achievement Plan 2024-2025

CAMPBELL RIVER
School District 72

School Name:	Ecole Phoenix Middle School

Section 1 – Our Context

Two years ago, I had the opportunity to step into the role of principal at a school where I had previously served as vice-principal for four years, with a brief hiatus spent at another wonderful school. The unexpected gift of this transition was the deep familiarity we shared as colleagues—both as individuals and as a team—and the shared commitment to long standing goals we had identified in our multi-year Student Achievement Plan, which focusses on the goals of Belonging, Hope, and for improved student Achievement outcomes.

Our district has prioritized valuing Indigenous ways of knowing and doing, equity and actions that contribute to reconciliation through its Strategic Plan, with a particular emphasis on actionable initiatives, that are measurable. Our multi-year commitment focus at Phoenix of staff Professional Development that continues to focuss on building relationships with local Indigenous knowledge keepers and position them as our teachers and mentors to build our capacity as a staff team.

Section 2 – School Goals/Observables/Action Plans

School-Wide Observable Vision for Success in **Belonging and Hope through whole staff and student engagement in creating a Reconciliation Action Plan (RAP).**	
If RAP was impacting belonging and hope was being executed at the highest level in our school	
Part 1 – S1: What would we observe students doing and demonstrating?	Students would be able to identify and share what our RAP goals for belonging and hope mean interms of actions in the school that are culturally safe, responsive, and celebratory of Indigenous culture.
	Students meet regularly with Indigenous elders in residence, artists in residence, langage classes,
	Students voice would determine how students see their role in leading the engagement of community knowledge keepers and would know and participate in the local protocols of gifting, inviting, listening, honoring.
	Students sharing their identities as strengths and centering the power that is in our diversity evidenced by mutual respect – fewer conflicts, increased attendance, improved school connectedness.

Part 2 – E1: What would Educators be doing and demonstrating to make this happen for each student?	**Facilitating Cultural Safety and Responsiveness:** • Ensure the classroom environment is culturally safe and welcoming, particularly for Indigenous students. This includes providing a space where Indigenous perspectives and cultures are celebrated. • Teachers are integrating Indigenous knowledge, protocols, and perspectives into the curriculum, supporting students in making these connections in meaningful ways. • actively engage with Indigenous elders, artists, and knowledge keepers, helping to bridge cultural knowledge and community practices with student learning. **Supporting Student Leadership:** • Teachers encourage students to take leadership in engaging with Indigenous community knowledge keepers, empowering them to take ownership of cultural exchanges, events, and initiatives. • Teachers guide students in understanding and participating in local Indigenous protocols, such as gifting, inviting, listening, and honoring, ensuring that students understand the significance of these practices and their role in them. **Creating Opportunities for Self-Expression and Identity Sharing:** • create an inclusive space where students can express their identities, share their cultural strengths, and celebrate diversity. • ensure that the classroom reflects these values, promoting mutual respect and understanding. • model and encourage the behaviors of active listening and respectful engagement, ensuring that the classroom is a place where all voices are heard and valued. **Building Community Connections:** • work to establish and maintain relationships with Indigenous community leaders and knowledge keepers, helping to foster reciprocal relationships between students and the community. • support students in hosting events or participating in cultural activities that center Indigenous ways of knowing, doing, and being, ensuring that these activities are accessible and inclusive for all students. **Monitoring Progress and Impact:** • track how well the RAP (Reconciliation Action Plan) goals are being met within the school community, gathering feedback from students. • involved in reflection and evaluation, helping to measure progress toward increased belonging, hope, and cultural safety. This could include gathering

	data on school connectedness, attendance, and how students are engaging with Indigenous culture.
Part 3 – T1: What are the types of tasks/assessments would we see in a classroom?	1. **Identifying and Sharing RAP Goals:** o Students are actively involved in identifying what the RAP goals mean in terms of actions within the school. They participate in discussions and activities where they can define and explain how cultural safety, responsiveness, and celebration of Indigenous culture can look in practice. o They can reflect on how these goals connect to their own experiences and values, and share these reflections with peers, teachers, and the broader school community. 2. **Engaging with Indigenous Elders and Knowledge Keepers:** o Students meet regularly with Indigenous elders, artists, and knowledge keepers, learning from their wisdom, art, and language. o They engage in cross-cultural dialogue, asking questions, sharing ideas, and learning to listen in a way that is respectful of Indigenous protocols. 3. **Leading Community Engagement:** o Students take a leading role in organizing and facilitating events or projects that bring in community knowledge keepers. They actively participate in the planning and execution of these events, with support from teachers, but guided by their own ideas and leadership. o They also help to ensure that the appropriate local protocols (such as gifting, inviting, listening, and honoring) are followed in these community engagements. 4. **Participating in Cultural Learning Activities:** o Students take part in language classes, workshops, and cultural events that celebrate Indigenous art, music, storytelling, and traditions. They learn not just about Indigenous culture but also how to engage with it in a way that is respectful and informed. 5. **Sharing Their Identities and Strengths:** o Students are encouraged to share their own cultural identities, including their Indigenous heritage, and explore how their

	backgrounds contribute to the school's diversity. This is a process of celebrating who they are and embracing diversity within the school.
	o They participate in activities and discussions where they can reflect on how they can use their identities and experiences to build a stronger, more connected school community.
	6. **Promoting Mutual Respect and Connection:**
	o By engaging in these activities, students demonstrate increased mutual respect, leading to fewer conflicts and a stronger sense of belonging within the school community.
	o They contribute to a school culture that values diversity, respects difference, and promotes inclusion. This is evident in improved school attendance and a greater sense of school connectedness, as students feel seen, heard, and valued.
Part 4 – L1: What would leaders be doing and demonstrating to help ensure each educator makes this happen in their classroom?	**Setting Vision and Direction:** • set the overarching vision for cultural safety, belonging, and hope within the school community. • ensure that the RAP goals are embedded in the school's mission, and values, • communicate the importance of these goals to all staff, students, and community members, providing a clear direction for how the school is working toward reconciliation and Indigenous inclusion. **Building and Sustaining Relationships:** • foster relationships with Indigenous communities, elders, artists, and knowledge keepers. • build trust and ensure these community relationships are respected and nurtured over time. • create partnerships with local Indigenous organizations and leaders, ensuring that these partnerships are reciprocal and beneficial for both students and the community. **Allocating Resources and Support:** • ensure that the necessary resources—such as funding, time, professional development, and cultural materials—are allocated to support the integration of Indigenous culture and perspectives into the school. • provide logistical support for teachers and students in their efforts to engage with Indigenous knowledge keepers, participate in cultural activities, and implement protocols of gifting, listening, and honoring. **Creating Policies and Practices for Culturally Safe Schools:**

	- play a central role in establishing and implementing school policies that ensure cultural safety, inclusion, and respect for Indigenous traditions. - Co-create policies with staff and students that are reflected in classroom practices, school events, and extracurricular activities. - work with staff to revise codes of conduct, discipline policies, and anti-bullying measures to align with the principles of respect, inclusion, and cultural responsiveness. **Promoting Professional Development:** - prioritize ongoing professional development for teachers and staff around Indigenous culture, history, and protocols. - support training on cultural competency, unconscious bias, and the effective inclusion of Indigenous perspectives in the curriculum. - ensure that all staff are equipped with the knowledge and skills to create culturally safe spaces for students and to engage meaningfully with Indigenous knowledge keepers. **Monitoring Progress and Accountability:** - responsible for tracking and assessing the progress of the RAP goals, ensuring that they are being meaningfully integrated into the life of the school. - lead regular check-ins, collect feedback from students, teachers, and the community, and adjust strategies as needed to ensure the goals of belonging, hope, and cultural safety are being achieved. **Engaging and Empowering Students as Leaders:** - encourage and support students to take on leadership roles in engaging with Indigenous knowledge keepers, planning cultural events, and practicing protocols of gifting, inviting, listening, and honoring. - help create a school culture where students are empowered to lead initiatives around cultural exchange, community building, and celebrating diversity, reinforcing the message that students' identities and voices are valued. **Creating Safe Spaces for Reflection and Dialogue:** - ensure that there are spaces within the school where students, staff, and the community can reflect on the progress toward the RAP goals and engage in dialogue about what it means to be a culturally responsive and inclusive community. - encourage in open conversations about reconciliation, Indigenous culture, and the importance of diversity, helping to maintain a school climate where people feel safe to express themselves and engage in ongoing learning. **Celebrating Successes and Strengthening School Culture:**

	• celebrate the successes and milestones of the school's work toward reconciliation, acknowledging the hard work of students, teachers, and community members. • highlight how the school's efforts are fostering belonging, reducing conflict, and improving school connectedness. • work to ensure that the school becomes a model of inclusivity, hope, and cultural safety, where diversity is not just accepted, but actively celebrated in everyday school life.

Bracketing Our Work – Our Leadership Impact Statement:

"If we...(insert leadership team actions, professional learning actions, calendar, timelines)...

• work to ensure that the school becomes a model of inclusivity, hope, and cultural safety, where diversity is not just accepted, but actively celebrated in everyday school life.   • Click or tap here to enter text.

Then we will observe...

• The incorporation of Indigenous perspectives, knowledge, and cultural practices into their lessons, curricula, and classroom discussions. For example, students might study Indigenous history, literature, art, or language alongside other worldviews, creating a balanced and inclusive approach to education.   • Click or tap here to enter text.

Educators (leading indicators):

Classrooms feature diverse materials, such as Indigenous art, literature, and symbols, ensuring that students see themselves and others reflected in the learning environment.   • Teachers adapt their teaching methods to support diverse learning styles and needs, ensuring that all students, including those from Indigenous and marginalized communities, feel seen, heard, and valued.   • **Respect for Cultural Protocols and Practices:**   • Educators model and encourage behaviors that respect cultural protocols, such as welcoming Elders into the school, offering gifts, and respecting Indigenous customs around gatherings, ceremonies, and storytelling.   • Teachers demonstrate awareness of and sensitivity to local Indigenous customs and traditions, ensuring that these are respected and integrated into the daily life of the school.   • **Facilitation of Dialogue and Reflection:**   • Educators create safe spaces for students to reflect on their identities, share their experiences, and discuss issues of diversity and cultural inclusion. This might include structured activities or open-ended discussions that encourage critical thinking and empathy.

- Teachers encourage open conversations about reconciliation, social justice, and the importance of celebrating all cultures, fostering mutual respect and understanding.
- **Personal and Professional Growth:**
- Teachers engage in ongoing professional development around cultural competency, anti-bias education, and reconciliation. This commitment to learning is visible in their practices and interactions with students and colleagues.
- They work collaboratively with Indigenous knowledge keepers, community members, and other professionals to enhance their cultural awareness and support the goals of inclusivity.

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Tasks/Assessments (leading indicators):

Increased School Connectedness:
- Students feel a strong sense of belonging and connection to the school. This is reflected in higher attendance, more active participation in school events, and a positive school climate.
- Students express a sense of pride in their school, particularly in how it values cultural inclusion. This sense of pride could be demonstrated through student involvement in school activities, projects, or leadership roles.
Empowerment to Lead and Advocate for Change:
- Students take on leadership roles in promoting inclusivity and cultural safety, advocating for initiatives that support diversity, social justice, and reconciliation. They feel empowered to challenge injustice and advocate for changes that make the school more welcoming for everyone.
- Students are involved in decision-making processes, such as creating initiatives to celebrate Indigenous cultures, or participating in assemblies, meetings, and committees that focus on issues of equity and inclusion.

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Students (lagging indicators):

Active Engagement and Leadership in Cultural Events:
- actively involved in organizing and participating in events that celebrate diversity, such as Indigenous language days, cultural performances, storytelling sessions, or art exhibitions that highlight various cultural traditions.
- Student-led initiatives such as cultural clubs, peer mentorship programs, or community-building activities reflect a shared commitment to inclusion and respect for diversity.
Celebration of Identity and Diversity:
- Students confidently share their own cultural identities and experiences in class, celebrating their unique backgrounds and the diversity within the school. This could include students from various Indigenous communities, ethnicities, and other marginalized groups.
- Students actively engage in cross-cultural exchanges, learning from their peers about different traditions, languages, and practices. There is a visible respect for the richness of cultural diversity in how students interact with one another.
- **Respectful and Supportive Interactions:**

- There is a marked reduction in instances of bullying or exclusion. Students show mutual respect, care, and support for one another across cultural lines, with conflicts being addressed constructively.
- Students actively practice listening and learning from others, particularly from those who may hold different worldviews or experiences. They value diversity not just as a concept but as something that enriches their lives.

- Click or tap here to enter text.

And our data/evidence (lagging indicators) will show…"

- **Inclusive and Culturally Safe School Climate:**
- The school environment itself reflects cultural inclusivity, with visual cues such as Indigenous art, multilingual signage, diverse representations of cultures in classroom materials, and celebratory events that reflect the diversity of the student body.
- cultural safety is a priority in the physical and emotional environment of the school, providing support for students facing discrimination or marginalization.

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| August: | Click or tap here to enter text. | February: | **Expanding Student Leadership in Cultural Safety**
 Educators:
 • **Goal:** Promote student leadership in cultural celebrations.
  ○ Facilitate student-led cultural projects or presentations (e.g., Indigenous language week, art showcases).
  ○ Continue to weave Indigenous knowledge and practices into everyday classroom activities.
  ○ Encourage peer teaching and learning, where students share their cultural knowledge and experiences with classmates.
 Students:
 • **Goal:** Lead and advocate for inclusivity.
  ○ Organize cultural days, guest speaker events, or artistic exhibitions that showcase Indigenous culture and diversity.
  ○ Start participating in local protocols like gifting, inviting, and honoring in school events.
  ○ Take part in or lead reconciliation activities, such as discussions or art projects.
 Leaders:
 • **Goal:** Support and celebrate student leadership.
  ○ Celebrate student-led initiatives that promote cultural safety and diversity.
  ○ Ensure that students are given the necessary resources and support to lead cultural initiatives. |
| September: | **Laying the Foundation**
 Educators: | March: | **Deepening Cultural Engagement and Reflection**
 Educators: |

	• **Goal:** Begin integrating cultural safety and inclusivity into the classroom.
	    ○ Review and incorporate Indigenous perspectives into the curriculum (history, art, literature).
	    ○ Begin building classroom norms around respect for diversity and cultural sensitivity.
	    ○ Prepare students for the year by introducing school-wide RAP (Reconciliation Action Plan) goals.
	Students:
	• **Goal:** Get to know and share cultural identities.
	    ○ Participate in "getting to know you" activities that celebrate cultural backgrounds.
	    ○ Begin discussions on the importance of inclusivity and cultural safety.
	    ○ Students create personal identity projects or share their cultural stories with classmates.
	Leaders:
	• **Goal:** Set the tone for inclusivity and cultural safety.
	    ○ Host an opening assembly that introduces the year's goals around cultural safety, hope, and belonging.
	    ○ Communicate the importance of the RAP goals to staff and families.
	    ○ Initiate relationships with Indigenous community leaders, knowledge keepers, or Elders for future collaborations.
			• **Goal:** Deepen cultural exchanges and integrate protocols.
			    ○ Foster deep reflection on Indigenous culture and the meaning of reconciliation through classroom discussions and projects.
			    ○ Continue to invite Indigenous community members to participate in curriculum delivery and events.
			Students:
			• **Goal:** Lead reconciliation and cultural safety discussions.
			    ○ Lead or participate in reconciliation activities such as panels, dialogues, or sharing circles.
			    ○ Reflect on the role of hope, belonging, and cultural safety in their school community.
			    ○ Create public projects or presentations that celebrate Indigenous culture and show progress toward reconciliation.
			Leaders:
			• **Goal:** Review and refine practices, plan for sustainability.
			    ○ Review how effectively RAP goals have been achieved so far, making adjustments as needed.
			    ○ Ensure that students and staff have the support needed to maintain cultural safety practices into the future.
			    ○ Host a large-scale cultural event to celebrate the end of the school year, reinforcing the importance of diversity.

October:	**Building Knowledge and Community Connections**	April:	See March above

Educators:
- **Goal:** Deepen cultural understanding and create responsive practices.
  - Attend professional development on cultural competency, anti-bias education, or Indigenous teachings.
  - Begin planning cultural activities or lessons that involve Indigenous knowledge keepers.
  - Incorporate Indigenous language, art, and traditions into daily lessons.

Students:
- **Goal:** Engage with Indigenous culture through community knowledge.
  - Begin regular interactions with Indigenous Elders or community members for storytelling or cultural workshops.
  - Participate in activities such as art or language classes that highlight Indigenous culture.
  - Students are introduced to local protocols of gifting, listening, and honoring, practicing these in classroom activities.

Leaders:
- **Goal:** Foster community relationships and model inclusivity.
  - Coordinate visits or workshops with Indigenous artists, Elders, or community leaders.
  - Ensure cultural safety policies are communicated and incorporated into the school's broader framework.

	o Evaluate school facilities and materials to ensure they reflect diverse cultures.		

November:	**Strengthening Cultural Awareness and Inclusivity** **Educators:**
	 • **Goal:** Create culturally responsive classroom environments.
	     o Start integrating student identity exploration into class discussions or projects.
	     o Plan a cultural day/event or assembly that celebrates diversity (e.g., sharing food, traditional dress, music).
	     o Build on community engagement by inviting Indigenous knowledge keepers to participate in school life.
	 Students:
	 • **Goal:** Take ownership of cultural engagement.
	     o Lead classroom or school discussions about what diversity means and why it is celebrated.
	     o Begin practicing local protocols (inviting, listening, honoring) in group work or school events.
	 Leaders:
	 • **Goal:** Evaluate progress and promote student leadership.
	     o Assess how well RAP goals are being communicated and integrated into daily school life.
	     o Ensure students have leadership opportunities to organize cultural events, such as a student-led assembly or cultural fair.
		May:	See March above

	o Ensure that school-wide events promote mutual respect and cultural exchange.		

December:	**Reflection and Celebration**
	Educators:
	• **Goal:** Reflect on cultural responsiveness and inclusivity.
	   o Reflect on progress toward inclusivity and culturally safe spaces. What's working, what can be improved?
	   o Plan and facilitate activities for celebrating Indigenous culture during the holiday season (e.g., storytelling, drumming, cultural performances).
	   o Start a unit or project around reconciliation or celebrating Indigenous leaders.
	Students:
	• **Goal:** Participate in and lead cultural celebrations.
	   o Plan and participate in holiday celebrations that highlight the diversity of cultures in the school.
	   o Share reflections on the importance of cultural safety and hope in the school environment.
	Leaders:
	• **Goal:** Celebrate the successes and plan ahead.
	   o Gather feedback from students, teachers, and community members about the school's cultural climate.
		June:	**Reflection, Celebration, and Forward Planning**
			Educators:
			• **Goal:** Reflect and celebrate growth.
			   o Facilitate end-of-year activities where students present their projects or share their reflections on what they've learned about Indigenous cultures and reconciliation.
			Students:
			• **Goal:** Reflect and celebrate achievements.
			   o Share end-of-year reflections on how they've contributed to cultural inclusivity and reconciliation.
			   o Participate in a final celebration that acknowledges their leadership in cultural initiatives and promotes hope and belonging for the future.
			Leaders:
			• **Goal:** Celebrate achievements and plan for the future.
			   o Plan for the next year, using feedback and reflections from staff, students, and the community to inform future goals.

January:	**Revisiting and Reinforcing Cultural Safety Goals**	July:	Click or tap here to enter text.

Educators:
- **Goal:** Refine and reinforce culturally responsive teaching.
    - Revise the curriculum for the second half of the year, ensuring Indigenous perspectives and cultural practices are continued.
    - Conduct lessons focused on diversity, hope, and belonging to re-align students' understanding of cultural safety.
    - Begin more focused lessons on local Indigenous history and contributions.

Students:
- **Goal:** Refocus on community and leadership.
    - Reflect on and share how they have grown in understanding cultural diversity since the start of the year.
    - Lead discussions or activities on what "belonging" and "hope" mean in their community.
    - Encourage students to take leadership roles in school-wide projects that promote cultural safety and inclusion.

Leaders:
- **Goal:** Review school's cultural climate and adjust strategies.
    - Conduct mid-year surveys or focus groups with students and staff to evaluate the school's climate around inclusivity.
    - Reaffirm commitment to RAP goals in all staff and student communications.

	o Encourage educators to implement feedback to enhance inclusivity in the classroom.		

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)*

- **Consistent Theme in Assemblies:** Ensure that school-wide assemblies and events continue to emphasize the goals of belonging, hope, and cultural safety, so that they remain a central theme in the school's culture.
- **Visibility of RAP Goals:** Display RAP (Reconciliation Action Plan) goals and cultural values prominently throughout the school, in classrooms, and hallways. This keeps the vision in front of the school community and serves as a reminder for students and staff alike.

2. Data Collection and Reflection
- **Regular Check-ins:** Schedule periodic check-ins (e.g., at the end of each term) to assess how well the school is progressing in terms of inclusivity, cultural safety, and belonging. This can include surveys, focus groups, or informal discussions with students, teachers, and parents.
- **Student Feedback:** Actively seek feedback from students on how they feel about the school environment, their sense of belonging, and their experiences with diversity and inclusion. This can be done through surveys, suggestion boxes, or student-led forums.
- **Teacher and Staff Reflection:** Encourage educators to reflect on how their practices are contributing to the goals. Provide regular opportunities for teachers to meet and share their experiences, challenges, and best practices in supporting cultural inclusivity.

3. Ongoing Professional Development
- **Continuous Learning:** Offer ongoing professional development opportunities related to cultural competency, anti-bias education, decolonization, and Indigenous knowledge. This ensures that teachers are not just exposed to these concepts once but are continuously developing their understanding.
- **Expert Visitors and Workshops:** Bring in guest speakers, Indigenous knowledge keepers, and cultural experts throughout the year. This can include workshops, cultural exchanges, and even virtual sessions, to deepen the understanding of diverse cultures.
- **Collaborative Planning:** Facilitate regular professional learning communities (PLCs) or collaborative planning sessions where educators can share and discuss how they're integrating cultural perspectives into their teaching. This helps maintain engagement and builds a collective approach to meeting the school's goals.

4. Empowering Student Leadership

- **Student-led Initiatives:** Encourage and support students in taking ownership of cultural inclusivity initiatives, such as organizing events, leading cultural awareness campaigns, or running peer education programs. When students are actively involved in leadership roles, they feel a stronger sense of investment in the school's goals.
- **Cultural Ambassadors or Committees:** Establish student leadership groups like "Cultural Ambassadors" or "Reconciliation Committees" that meet regularly to discuss ongoing activities, plan new initiatives, and give input into school decisions related to cultural inclusivity.
- **Celebrate Student Efforts:** Highlight and celebrate student-led initiatives regularly in school-wide assemblies, newsletters, and on social media. Public recognition keeps students motivated and fosters a sense of pride in their contributions.

Our Internal, School-Based Celebrations of Impact Date(s):   Click or tap here to enter text.

Link to learning log(s):   Click or tap here to enter text.

Our District Celebration of Impact Date: Click or tap here to enter text.

School-Wide Observable Vision for Success in belonging and hope will lead to improved school connectedness positively impacting student achievement. If students feel a sense of belonging and hopeful, was being executed at the highest level in our school	
Part 1 – S1: What would we observe students doing and demonstrating?	Students would feel connected to their school and personal identity leading to improved academic performance in literacy and numeracy. **Taking Ownership of Their Learning:** - actively engaged in their education, showing a sense of ownership and responsibility for their learning. - set personal goals for success, reflect on their progress, and work with educators to overcome challenges.
Part 2 – E1: What would Educators be doing and demonstrating to make this happen for each student?	**Creating an Inclusive and Safe Classroom Environment:** - Teachers foster an inclusive classroom culture by setting clear expectations for respect, kindness, and empathy. They establish a space where all students feel safe to express their identities, share their experiences, and learn from one another. - Educators actively work to eliminate exclusionary practices and promote equitable participation, ensuring that every student feels seen, heard, and respected. **Integrating SEL into the Curriculum:** - Teachers incorporate **Social and Emotional Learning (SEL)** into daily lessons, helping students build resilience, self-regulation, empathy, and other skills that support their social and academic growth. - Teachers use restorative practices to address conflicts and encourage students to reflect on their actions and the impact on others, promoting a culture of healing and accountability. **Using Culturally Responsive Teaching:** - Educators integrate culturally relevant materials and perspectives into their curriculum to reflect the diverse backgrounds of their students. This might include incorporating Indigenous knowledge, literature from various cultures, or lessons that highlight the historical and contemporary contributions of marginalized groups.

	○ Teachers design lessons that allow students to bring their own identities and lived experiences into the learning process, making the content more meaningful and relevant.
Part 3 – T1: What are the types of tasks/assessments would we see in a classroom?	**Tasks for Students:** • **Participate in Social and Emotional Learning (SEL):** Engage in activities or lessons focused on building resilience, empathy, and interpersonal skills. • **Contribute to Group Projects:** Work together on group projects, especially those that explore themes of belonging, hope, and diversity. • **Lead and Participate in Community Events:** Organize and participate in events that celebrate cultural diversity, inclusion, and hope, such as cultural heritage days, art exhibitions, or talent shows. • **Mentor or Support Peers:** Become involved in peer mentoring or tutoring, supporting other students and contributing to a positive school environment. • **Reflect on Personal Growth:** Regularly assess personal goals and learning progress, and reflect on how they contribute to the community and their own sense of belonging.
Part 4 – L1: What would leaders be doing and demonstrating to help ensure each educator makes this happen in their classroom?	**Creating a School-Wide Culture of Belonging and Hope:** • model inclusive practices, prioritize diversity in leadership, and ensure that all staff and students feel valued and respected. **Supporting Teachers and Staff Development:** • provide professional development opportunities focused on building cultural competency, SEL, trauma-informed practices, and strategies for fostering hope and belonging in the classroom. • encourage teachers to collaborate and share best practices around building a positive school climate and promoting student achievement. **Fostering Community and Family Engagement:** • provide avenues for parents to participate in school life through volunteering, attending cultural events, or contributing to decision-making. • foster partnerships with local Indigenous communities, cultural groups, and service organizations to enrich the school environment and create a broader network of support for students and families. **Monitoring and Ensuring Equity:**

	- use data and feedback to monitor school-wide achievement and engagement. They ensure that the needs of all students are being met, with particular attention to those from marginalized or underrepresented groups. - ensure that there is a clear pathway for addressing any barriers to belonging or achievement, such as discrimination, bullying, or disengagement, and that these issues are addressed in a timely and effective manner.

Bracketing Our Work – Our Leadership Impact Statement:

"If we…(insert leadership team actions, professional learning actions, calendar, timelines)…

- If we improve hope and belonging, students will feel connected to school and learning which will influence improved learning outcomes in literacy and numeracy.
- Click or tap here to enter text.

Then we will observe…

- **Sense of Belonging:** When students feel that they belong, they are more likely to participate in school activities, engage in the curriculum, and contribute to the classroom environment. They feel that their contributions are valued, which increases their **intrinsic motivation** to learn.
- **Hope and Self-Efficacy:** Hope is closely tied to the belief that success is possible. When students feel hopeful about their future and confident in their abilities, they are more likely to persist through challenges and approach their work with a positive mindset. This leads to **greater academic effort**, higher achievement, and resilience in the face of setbacks.

 Improved Academic Achievement
- **Academic Confidence:** A sense of belonging and hope enhances students' academic self-concept. When students feel supported and optimistic, they are more likely to take risks in their learning, ask for help when needed, and strive to improve. This leads to better grades, more consistent progress, and overall academic success.
- **Decreased Absenteeism and Dropout Rates:** Students who feel connected to their school are more likely to attend regularly and stay engaged with their education. **Belonging** can decrease **school avoidance**, which is often linked to academic failure and dropping out.

Positive Social and Emotional Development
- **Increased Emotional Resilience:** Hope helps students build resilience, making them more likely to bounce back from challenges, whether they are academic, social, or personal. They develop a positive outlook, even in difficult circumstances, which promotes emotional well-being.
- **Improved Peer Relationships:** A school culture of belonging fosters friendships, reduces social isolation, and minimizes bullying. Students who feel accepted and valued by their peers are more likely to have **positive, supportive relationships** and engage in **pro-social behaviors**.
- **Improved Behavior and Conflict Resolution:** A sense of belonging and hope can decrease feelings of frustration and alienation, which are often triggers for misbehavior. Students in an inclusive, supportive environment are more likely to engage in **positive behavior** and use **restorative practices** to resolve conflicts.

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Educators (leading indicators):

- **Stronger Teacher-Student Relationships:** Educators who prioritize belonging and hope in their classrooms build deeper, more trusting relationships with students. This rapport increases students' willingness to participate and engage with the curriculum, creating a more productive and **effective learning environment**.
- **Increased Student Engagement:** When students feel a sense of belonging, they are more likely to actively engage with the material and participate in class discussions. This makes teaching more dynamic and responsive, as educators see higher levels of student **engagement** and **enthusiasm**.
- Click or tap here to enter text.

Tasks/Assessments (leading indicators):

- Mentorship, peer tutoring, student voice, student council, leadership
- Click or tap here to enter text.

Students (lagging indicators):

- **Increased Achievement:** Leaders who focus on belonging and hope create the conditions necessary for improved student outcomes. By fostering a supportive and inclusive environment, they help ensure that all students, regardless of background, have the resources and mindset to succeed academically. **High expectations combined with support** lead to higher achievement levels across the board.
- **Reduction in Disciplinary Issues and Absenteeism:** A school that focuses on emotional well-being and positive school culture is likely to experience fewer disciplinary problems and reduced absenteeism. Leaders who actively address issues related to exclusion, bullying, and discrimination create a safer, more connected environment for students, reducing barriers to learning.
- Click or tap here to enter text.

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

- **Improved Academic Performance:** As students feel more connected to their school, they are more motivated, more likely to attend regularly, and engage more deeply in their learning. This emotional connection enhances their academic performance, leading to higher grades, test scores, and overall achievement.
- **Fostering Resilience:** A culture of belonging and hope fosters resilience in students, encouraging them to keep working toward success despite challenges. They become more likely to **persevere** through academic difficulties, ask for help when needed, and take risks in their learning.
- **Stronger Community Relationships:** When the school community—students, educators, and families—works together with a focus on belonging and hope, it builds stronger, more supportive relationships. This sense of connectedness extends beyond the classroom and leads to a **positive school reputation** and an overall sense of pride in the school.
- **Equity and Inclusion:** Fostering belonging and hope is particularly impactful in supporting **equity** within the school. Students from marginalized backgrounds—such as those who identify as Indigenous, racial minorities, or those facing socio-economic challenges—are more likely to feel included, supported, and valued. This **reduces achievement gaps** and ensures that all students have equal opportunities to succeed.

- Click or tap here to enter text.

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

August:	Click or tap here to enter text.	February:	Click or tap here to enter text.
September:	Click or tap here to enter text.	March:	Click or tap here to enter text.
October:	Click or tap here to enter text.	April:	Click or tap here to enter text.
November:	Click or tap here to enter text.	May:	Click or tap here to enter text.
December:	Click or tap here to enter text.	June:	Click or tap here to enter text.
January:	Click or tap here to enter text.	July:	Click or tap here to enter text.

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)*

- **Students** experience increased engagement, motivation, academic achievement, and social-emotional development.
- **Educators** benefit from stronger teacher-student relationships, job satisfaction, reduced burnout, and a more effective classroom environment.
- **Leaders** create a positive school culture, increase student outcomes, and lead with a shared vision of belonging and hope.
- The **overall school environment** becomes more inclusive, equitable, and supportive, leading to sustained improvements in **academic performance**, **student well-being**, and **school connectedness**.

By consistently prioritizing belonging and hope, all members of the school community contribute to an environment that not only supports **student achievement** but also **nurtures a culture of care and inclusivity** that benefits everyone involved.

Our Internal, School-Based Celebrations of Impact Date(s):	Click or tap here to enter text.
Links to learning log(s):	Click or tap here to enter text.

Our District Celebration of Impact Date:	Click or tap here to enter text.