Mission:

The Seycove community strives to **engage** its members in opportunities for **collaborative innovation and learning**, to build and maintain **purposeful connections and relationships**, and to create a **safe environment** in which to develop **citizens of integrity**.

#1 Curriculum	Strategies	Measures	Time Frame	Evidence
Engaged/ Empowerment	Instructional strategies expansion	Send teachers to Buck Institute workshop https://www.bie.org/ Apple Teacher/ Google Certified Educator	Sept-June 2019	Budget & resource allocations # of Apple Teacher/ Google Certified Educators at the end of the school year * Indicators from 'Our Schools Survey' BC Teaching Skills (teacher self-assessment)
Citizens of Integrity	Instructional strategies which incorporate critical thinking, moral integrity, and citizenship	Self-Assessment of Core Competencies	Sept-May, 2019	Focus groups [book study] / Creating a record of special events Completion of Self-Assessment of Core Competencies
Collaborative innovation & learning	Collaboration and Co-teaching	Collaborative Learning Cycle, Group Development Rubric (Wellman & Lipton, 2017)	Sept-June 2019	Focus groups [book study] / Creating a record of special events Budget & resource allocations
Continue to develop	District supports (website, workshops)	**Core competencies** become a target of lessons and unit planning	Sept-June 2017 Jan-June 2018	- Teachers are using the language around competencies within the classroom and while communicating student learning - Students are able to speak of the competencies and indicate their growth in these areas
Completed	Course selections/offerings for 2018/2019	Student survey for course selections (Fall 2017)	November 2018	2018/2019 course offerings based on student survey

'Our School Survey Data'

*Drivers of Student / SE Outcomes	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Effective learning time	6.2	6.2	6	6.1	6.2	
Relevance	5.4	5.5	5.4	5.6	5.3	
Rigor	5.9	5.9	5.9	6	5.8	
Positive teacher-student relations	6.1	6	5.9	5.7	5.9	
Positive learning climate	6.2	6.3	6.3	5.9	6	
Expectations for success	7.2	7.3	7.3	7	7	
Value schooling outcomes	60	60	57	58	57	
Intellectual engagement composite	49		45	45	41	
Interested & motivated	27	23	27	24	22	
Effort	71	70	68	65	62	
High skills & high challenge	65	67	69	66	65	

#2 Connection	Strategies	Measures	Time Frame	Evidence
Citizens of Integrity	Increase awareness and use of C.L.A.S.S awards within the school and classroom	Presentations to students and announcements to increase awareness # of Class awards given out each month and over the year	Sept-June 2019	Staff awarding students # of awards given out * Indicators from 'Our Schools Survey'
Purposeful connections & relationships	Attach engagement/ Flex time to a course	Create rubric to use for reporting	Sept – June create rubric	Attached to a course for 8-12 – rubric used for reporting
Continue to develop	Engagement time (scheduled time weekly for passion activities/flex time)	Staff reporting of connection to students Student attendance/ participation during engagement time	Jan-June 2017 Sept-June 2018	Attendance data for flex time * Indicators from 'Our Schools Survey'

'Our School Survey Data'

*Drivers of Student / SE Outcomes	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**
Sense of Belonging	72	74	74	69	66	
Participation in Sports	49	46	49	43	52	
Participation in Clubs	46	48	41	35	34	
Positive Friendships	80	81	82	82	84	
Positive self-esteem	75	77	76	75	68	

#3 Diversity	Strategies	Measures	Time Frame	Evidence
Safe Environment	Training in UDI, DI District supports (website, workshops)	Workshop & training Bulletins and newsletter	Sept-June 2019	# of teachers participating in workshop/training opportunities BC Teaching Skills (Teacher Self-assessment)
	Inclusive model - altering current model of special needs classes	Decrease number of LAC & LI classes to provide resource teacher push into classrooms time	Sept-June 2019	Focus group Opinion survey
Continue to develop	Continue to develop processes/protocols with the SBRT and staff	Review of NVSD handbooks: Choices, Counselling, Inclusive Education, Transition Planning	Sept-June 2018/2019	Completion of School Based Service Delivery Model for Inclusive Education: Best Practice self-assessment by E/SBRT members
Continue to develop	Ensuring consistent use of teaching to diversity checklist	Workshop & training Bulletins and newsletter	Sept-June 2018	Teachers using the language found on the teaching to diversity checklist

'Our School Survey Data'

*Drivers of Student / SE Outcomes	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Moderate to high levels of anxiety	19	24	25	24	28	
Moderate to high levels of depression	20	22	24	24	28	
Positive behavior at school	97	97	97	98	97	
Regularly truant	16	15	18	26	18	
Bully, exclusion, harassment					14	
Feeling safe attending school					75	

https://docs.google.com/document/d/1BTYGgpwtcUPFnc6akD4PXMDjxPWU66okP6S8xCA4dQ8/edit?usp=sharing