

2026-27 SCHOOL FRAMEWORK FOR ENHANCING STUDENT LEARNING

School: Island ConnectED

Principal: Andrea Davidson

Our Story/Our Learners

Island ConnectEd K–12 is an inclusive learning community serving approximately 300 full-time K–12 students and 140 adults looking to complete their graduation requirements or post-secondary program requirements in a flexible, accessible, and innovative educational environment. We support a diverse range of learners through a unique blend of in-person and online learning, grounded in relationship, belonging, and personalized pathways.

In addition to our full-time K–12 learners, Island ConnectEd continues to play a significant district role by supporting approximately 2,000 Grade 10–12 course enrollments annually for students attending neighbourhood secondary schools who access online learning to complement their schedules.

Our school is deeply committed to meeting learners where they are academically, socially, and emotionally. We offer:

- Full-time K–12 blended learning programs tailored to the individual needs of each student and family
- Secondary online course offerings that expand learning pathways for district students
- In-person support for Grades 8–12 five days a week, including both drop-in and scheduled support
- In-person learning opportunities for K–9 students that foster academic growth and connection
- Support for adult learners upgrading their education or working toward the Adult Dogwood

At Island ConnectEd, we strive to make learning engaging, personal, and connected. Our educators build strong relationships with students and families while creating a community of belonging through meaningful opportunities for connection, including clubs, field studies, cultural events, and community-based activities. We continue to honour Coast Salish territory and are committed to embedding hul'q'umi'num' language and culture into our learning spaces and experiences.

Island ConnectEd remains a place where students can belong, grow, and thrive whether learning at home, in person, or through a blended model.

Learner Profile (Current Overview)

Students continue to choose Island ConnectEd for flexibility, personalized support, and a calm and responsive learning environment. Our model supports the development of independence, self-regulation, and strong digital literacy skills.

- 21% of full-time K-12 students are identified as having diverse abilities and/or disabilities
- 19% of full-time K-12 students and 18% of adult learners self-identify as Indigenous
- 1% of students are children in care

35% of full-time K-12 students are identified as priority learners, highlighting the importance of flexible pathways, responsive intervention, and individualized support structures.

Island ConnectEd also continues to support online learning access across the district with approximately 2000 course enrollments annually and embedded classroom partnerships extending reach and impact. Over recent years, Island ConnectEd has taken intentional steps to strengthen inclusion, student success, and community connection.

Island ConnectEd's hybrid learning model presents unique opportunities and challenges. While flexibility and personalization are core strengths, as an online school it is challenging to reach students who elect a remote learning environment for their educational program. As a result, the school's improvement efforts focus on three key areas: enhancing student success through proactive planning and intervention, strengthening engagement through in-person learning opportunities, and deepening connections to Indigenous language, culture, land, and wellness.

Related to Goal #1: School completion data indicates that students who activate in an online course (complete the activation assignment and engage in curricular learning) have an 85% success rate. Island ConnectEd data will be analyzed this school year to determine the demographics of students who sign up and don't activate or who don't find success in their activated courses. Graduation progress reports, course completion data, credit accumulation reviews, and student learning plan audits indicate that students who are struggling academically or are off-track for graduation are not always identified through a consistent school-wide monitoring process.

As such, Island ConnectEd is committed to:

- Implementing a consistent school-wide process for reviewing graduation progress and credit accumulation.
- Developing and regularly updating individualized graduation and learning plans for all students with priority population students taking precedence in the reviews.
- Increasing communication with students, parents, and caregivers regarding graduation status, goals, and available supports.
- Establishing scheduled check-ins between students and staff to review progress and adjust plans as needed.
- Using updated progress information via Canvas and reporting periods throughout the year to identify students requiring additional interventions and support.
- Establishing a student learning hub that is supported by Island ConnectEd's CYFSW and school counsellor – outreach and in-person alternative space for students who require additional levels of support

Related to Goal #2: By October 2026, we will establish two monthly streams of in-person learning: student-focused opportunities that build engagement, connection, and skill development, and parent/caregiver learning sessions that strengthen understanding of elementary pedagogy, literacy and numeracy development, mental health and wellness, and strategies for supporting learning at home. This goal aligns with district priorities related to Student Success and Wellness by strengthening family-school partnerships, increasing engagement, and supporting parents/caregivers in their roles as learning partners to promote student success and well-being.

This matters because senior Island ConnectEd students and elementary parents / caregivers have indicated a greater need to learn in their respective communities. Interviews with parents/caregivers, with students and with staff showed that students, parents/caregivers, and staff identified a need for increased opportunities to learn together in-person, build relationships, and strengthen school-home supports and connections. Limited opportunities for in-person connection can reduce students' sense of belonging and caregivers' confidence in supporting learning at home. Island ConnectEd staff is committed to increasing these opportunities for social connections and for enriched learning.

As such, Island ConnectEd is committed to:

- Providing monthly in-person learning opportunities for secondary students focused on engagement, connection, and skill development.
- Offering monthly parent/caregiver learning sessions focused on literacy, numeracy, and supporting learning at home.
- Creating opportunities for students and families to build relationships with staff and one another.
- Gathering ongoing feedback from participants to refine programming and ensure it meets learner and family needs.
- Integrating Indigenous ways of knowing, community perspectives, and place-based learning opportunities.

Related to Goal #3: School-based observations, student and family feedback, and review of our instructional model indicate that while Indigenous ways of knowing, being, and doing are intentionally integrated throughout our online learning program, opportunities for land-based learning, local language acquisition, and targeted cultural instruction are more challenging to provide consistently within a hybrid learning context.

Students and families would benefit from more frequent opportunities to engage with hul'q'umi'num language, local Indigenous knowledge, and connections to the lands on which they live and learn. Increased exposure to language, culture, history, and Indigenous ways of knowing and doing can strengthen belonging, wellness, cultural understanding, and connections to community and place, especially for Indigenous students and priority populations.

This matters because as a school located on Coast Salish territory, we have a responsibility to support learning about local First Peoples, the hul'q'umi'num language, and the histories,

knowledge systems, and perspectives of this land. Consistent and accessible learning opportunities help deepen relationships with place, support reconciliation, and foster respect

and understanding among students and families. Integrating teachings connected to wellness and the Medicine Wheel also aligns with our commitment to supporting the whole child through intellectual, physical, emotional, and spiritual well-being.

As such, Island ConnectEd is committed to:

- Featuring a prominent weekly newsletter spotlight focused on hul'q'umi'num language learning.
- Sharing seasonal round teachings that connect learners to local lands, waters, and traditional practices.
- Highlighting local Indigenous history and stories that deepen understanding of place and community.
- Incorporating wellness teachings connected to the Medicine Wheel and holistic well-being.
- Encouraging families to engage in simple language-learning and land-based activities together.
- Seeking ongoing guidance and feedback from Indigenous partners and knowledge holders.

School Goal #1

Board Goal:

Student Success

Board Objective:

Increase graduation rates for students: who identify as Indigenous, who have disabilities and diverse abilities, and/or are Children and Youth in Care.

Focused Improvement Goal:

By each reporting period (November, January, April and June), all Island ConnectEd school-aged students will have updated/current learning plans, and students identified as at-risk of not meeting graduation requirements will be identified through the school-based team process and supported through a documented intervention plan.

This aligns with the district's strategic goal of student success with a particular focus on meeting the needs of priority population students.

Implementation Plan:

School-based Action	Strategy Type
Review graduation status and credit accumulation for all students in the Island ConnectEd 10-12 graduation program	Universal
Develop graduation plans for Island ConnectEd students considered non-grads past their YOG	Targeted
Conduct RYG reviews, starting with priority populations and then K-12 students with SBT	Universal

Goal Tracking:

Metric	Monitoring Checkpoints
Graduation and Learning Plans in place for every student in the 10-12 graduation program	Reviewed at every reporting period
Graduation and Learning Plans in place for every non-graduated Island ConnectEd student	Ongoing, with registration

Ongoing Engagement:

We will work with School of Record personnel in partnership to develop intervention and graduation plans.

School Goal #2

Board Goal:

Student and Employee Wellness

Board Objective:

Increase the number of students who feel welcome, safe and have a sense of belonging in their school.

Focused Improvement Goal:

By October, 2026, we will establish two monthly streams of in-person learning: student-focused opportunities that build engagement, connection, and skill development, and parent/caregiver learning sessions that strengthen understanding of elementary pedagogy, literacy and numeracy development, mental health and wellness, and strategies for supporting learning at home. This goal aligns with district priorities related to Student Success and Wellness by strengthening family-school partnerships, increasing engagement, and supporting parents/caregivers in their roles as learning partners to support student success and well being.

Implementation Plan:

School-based Action	Strategy Type
Monthly presentations designed for secondary students focusing on a variety of interest-based topics including career foci, land-based learning, mental health and wellness, the future of technology, money and finance (to name a few)	Universal
Bi-weekly parent learning groups unique to online learning partnerships between home and school to support literacy and numeracy development at home / in the community as well as in school	Targeted

Goal Tracking:

Metric	Monitoring Checkpoints
Monthly presentations summary and student feedback for future planning	Monthly presentations summary and parent/caregiver feedback for future planning

Ongoing Engagement:

We will engage multiple community partners to support both student learning and connection as well as parent/caregiver learning and connection.

School Goal #3

Board Goal:

Truth and Reconciliation

Board Objective:

Increase awareness of and access to resources available to support hul'q'umi'num language learning.

Focused Improvement Goal:

By June 2027, students and families will expand their understanding of hul'q'umi'num language, local Indigenous histories, seasonal teachings, and holistic wellness approaches through ongoing engagement with Indigenous learning opportunities embedded within school communications. This goal supports Truth and Reconciliation by increasing awareness and appreciation of local Indigenous language, culture, and knowledge systems. It also advances the district's commitment to wellness by promoting holistic well-being through teachings connected to the Medicine Wheel and strengthening learners' connections to community, culture, and place.

Implementation Plan:

School-based Action	Strategy Type
Develop a weekly Indigenous Learning Spotlight for the school newsletter	Universal
Share hul'q'umi'num words, phrases, and pronunciation guides through school communications	Universal
Highlight local Indigenous history, cultural teachings, and significant community events through school communications	Universal

Goal Tracking:

Metric	Monitoring Checkpoints
Monthly review of Indigenous Learning Spotlights published	Quarterly monitoring of number of hul'q'umi'num words and phrases shared with families
Evidence of increased awareness of local Indigenous history, language, and wellness teachings determined through student and parent/caregiver survey feedback conducted mid-year and end-of-year	

Ongoing Engagement:

We will access information through Snuneymuxw, Snaw Naw As and Stz'uminus teachings to honour these lands first.