

School
Inglewood Secondary

FESL Year
Year 3

School Context
<p>Inglewood Secondary (ISS) is a tier 3 Alternative School located in the heart of West Vancouver. Inglewood is an inclusive school supporting diverse, equitable, alternative learning opportunities for youth who have experienced barriers to their educational journey. ISS offers high-quality academic programming with specialist staff who have a foundation in trauma-informed teaching and learning. ISS functions as part of a continuum of social/emotional/behavioural supports available to youth in grades 9 – 12 who required additional wrap-around supports in West Vancouver Schools.</p> <p>ISS has close partnerships with the North Shore Community Resources such as Foundry North Shore, WVPD, VCH, Family Services and other mental health and well-being resources in the community. For students in grades 9 -12 who may be struggling to engage and attend school have the option to attend the Take a Hike Cohort or the RISE Cohort.</p> <p>The Take a Hike Cohort is for youth in grades 10 -12 and combines land-based learning, academics, therapy and community involvement in partnership with the Take a Hike Foundation. The RISE Cohort is available for students in grades 9 -12 and will build on students' resilience, academic achievement and self-efficacy offering high-quality, community based educational programming</p>

Identified Goal:
Is your goal specific, meaningful, measurable and evidence informed?
<p>To minimize barriers for vulnerable youth to help them achieve success in school and in their lives.</p> <p>To increase the students active engagement in learning at Inglewood secondary by increasing students sense of belonging and innovating our instruction.</p> <p>To provide an environment that allows vulnerable youth to achieve academic success and improve their academic excellence.</p>

Rationale for Goal
<p>Why is this goal important to your school community?</p> <p>How will this goal improve educational outcomes for students?</p> <p>The students who come to Inglewood Secondary typically have struggled to engage and attend school. Many of the students have mental health concerns, substance use and addictions, past and current trauma and have faced a multitude of barriers to success within the traditional model of the school system. We see our role at Inglewood as a safe space for students to be reignited and reengaged on their educational and life journeys. By focusing on increasing students sense of belonging and innovating our instruction, we feel this will help the youth to feel supported and empowered to create their own positive path with positive outcomes.</p> <p>Through increasing our network of youth development agencies, resources, and support centres, we believe we will see an increase in student self-esteem, growth of individuality, and enhanced social</p>

skills. Our goal is to assist our youth in developing the knowledge, skills, and attitudes necessary to participate in and to build a healthy community and to help create a positive school culture. In addition by focusing on these goals, we will help students build protective factors including autonomy, belonging and competence which are important protective factors that promote youth wellbeing and positive mental health.

Evidence/Data

What evidence/data is leading your school to this goal?

What student success data do you want to improve? What are your measures of success?

Data will be collected from the following sources:

- Staff observations
- Student feedback and surveys
- Parent/Caregiver feedback and surveys
- Anecdotal evidence from students, staff, families and community partners

As a school, we have noticed that students come to us feeling a lack of connection to their school, social connections as well as community connections. We feel that focusing on building the sense of belonging of the students of Inglewood at school, amongst peers and within the community will help to foster supports and structures that will assist them to feel empowered to create a positive path forward. We will focus our attention on the following 5 core elements:

- Relationships that are safe and caring between staff and students and with the families
- An environment that is safe and predictable
- Use of diverse toolbox of supports and strategies to meet the individualized, unique and changing needs of the youth
- Continuous, intensive shared time and learning with staff and youth
- Staff communicate their strong beliefs and high expectations in youths' ability to succeed

Student Success Data to measure:

- Attendance data
- Course completion data
- Students connection to adults they can trust and go to for support
- Increase in community resource access for students and families
- Graduation data
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Stakeholder Engagement

How have you included the perspectives/voice of all stakeholders in your school community?

How will you ensure ongoing collaboration with all your different stakeholders?

Students

- Daily circle time and opportunities to share
- 1:1 conversations

Parents and other stakeholders

- Feedback through conversations, surveys, meetings, etc...
- Community partner perspectives such as
- Provincial survey data from: EDI, MDI, YDI, McCreary, Student Learning Surveys

Connection to the District FESL Goals (Sense of Belonging, Numeracy, Career and Life Goal Preparation)

Inglewood Secondary's initiatives align closely with the West Vancouver Schools' Strategic Plan for 2023-2027, reflecting a shared commitment to student well-being, academic excellence, and community engagement.

1. Student-Centered Learning and Well-Being

Inglewood's 2 cohorts, Take a Hike and RISE, prioritize connection, outdoor learning, and individualized support, mirrors the district's focus on fostering environments that support student well-being and personalized learning experiences.

2. Community and Family Engagement

The school's efforts to strengthen partnerships with organizations such as Foundry, Family Services, and the West Vancouver Police Department align with the district's strategic goal of enhancing community connections to support student success.

3. Academic Excellence and Innovation

By implementing foundational literacy and numeracy supports, along with project-based and experiential learning approaches, Inglewood supports the district's commitment to academic excellence and innovative teaching methods that engage students and prepare them for future success.

4. Equity and Inclusion

Inglewood's focus on trauma-informed and inclusive practices, including staff professional development and the integration of restorative practices, aligns with the district's strategic priority of promoting equity and inclusion within the school community.

These shared priorities demonstrate a cohesive approach between Inglewood Secondary and the West Vancouver Schools' Strategic Plan, ensuring that efforts at the school level contribute to the broader goals of the district.

Action Plan

What is your action plan for your FESL goal?

What specific strategies will you implement each year?

What resources, supports, and professional learning will you need to meet your goal?

What structures will you put in place to ensure an ongoing focus towards your goal?

Year 1

Actionable steps:

- Start a student breakfast program
- Develop a foundational literacy/numeracy program to support students to develop the skills and attitudes necessary to engage in the BC graduation program. Also be a program to support grade 8 and 9 students in the future.
- Staff collaboration time weekly to engage in professional development and to enhance the connectedness of staff
- Use of district experts to help staff with intervention programs and instructional materials to meet the students where they are at. To increase the differentiation of the instruction and learn more about innovative teaching practices
- Increase daily physical activities with students; increasing the connection to the West Vancouver Rec Center and other local fitness centers
- Introduce weekly elder visits to increase Indigenous connections and learnings
- Weekly outings to aid in experiential and project based learning
- Build connections with local resources such as Foundry, Family Services, Sexual Assault Response Program, West Vancouver Youth Hub

- Monthly Community Evenings for parents and caregivers to connect with one another and for information sharing of community resources

Resources, Supports and Professional Learning:

- Apply for grants to help support student activities and food program
- safeTALK training for staff
- VTRA refreshers
- Attendance at the Alternative Schools Conference in February
- Naloxone Training for staff, possibly for students and parents
- Continued daily debriefs to assess students progress

Year 2

Actionable Steps

- Full breakfast and lunch program that
- Introduction of a music program with the Sarah McLachlan School of Music
- Continued physical activity with the Game Ready Program with the Washington Kids Foundation
- Develop and strengthen the partnership with the WVPD through regular visits to the school to build healthy relationships with students
- Embrace and implement the Take a Hike Shared Practices with a focus on designing a process to support healthy engagement of students when dealing with conflict resolution or navigating challenging moments.
- Build on the daily circle practice by implementing the strategies of the Take a Hike Program
- Partnership with Take a Hike Foundation – Develop a grade 10 – 12 program with the guidance and partnership of the Take a Hike theory of change and other practices to enhance the programming and team at Inglewood
 - Clinical therapist
 - Adventure based learning
 - Community Involvement
 - Land Based learning
 - Team building opportunities
- Build on the partnership with district specialist staff in response to student needs
- Re-design of the school logo

Resources, Supports and Professional Learning

- All staff to attend the annual Provincial Alternative School Pro-D
- SafeTalk training for all staff and students
- Naloxone training for students
- Additional curricular resources to support the curriculum
- Vancouver Sun Adopt a School Grant to support the breakfast and lunch program
- Safety Care training for all staff
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Year 3

1. Strengthening Student Well-Being and Belonging

- Expand the Breakfast & Lunch Program
 - Secure sustainable funding (e.g., grant applications, community partnerships).
 - Integrate student-led involvement (e.g., cooking classes, meal planning).
- Expand Indigenous Connections
 - Integrate more land-based learning days for both cohorts connected to the curriculum.

2. Strengthening Academics & Engagement

- Build on Literacy & Numeracy Supports

<ul style="list-style-type: none"> ○ Implement a structured intervention framework based on assessment data. ○ Introduce student peer-tutoring programs. • Develop Career & Life Skills Pathways <ul style="list-style-type: none"> ○ Partner with local businesses for work experience placements. ○ Offer micro-credentialing or certifications (e.g., food safety, first aid). ○ Prioritize PATHS for students in grade 12 and to help prepare for life after high school • Provide Access to school and staff during extended breaks <ul style="list-style-type: none"> ○ Provide summer session options to support credit attainment and to maintain connection
<p>3. Strengthening Community & Family Engagement</p> <ul style="list-style-type: none"> • Deepen Partnerships with Community Agencies <ul style="list-style-type: none"> ○ Establish standing MOUs with agencies such as Foundry, Family Services, and VCH for ongoing direct services within the school. ○ Expand onsite mental health and addictions supports (e.g., adding dedicated counseling hours).
<p>Resources, Supports & Professional Learning</p> <ul style="list-style-type: none"> • Attend specialized training (restorative practices, trauma-informed intervention, and culturally responsive teaching). • SafeTALK and Naloxone Training continuation (potentially expanded to family engagement sessions). • Seek long-term funding options to sustain existing programs (e.g., Vancouver Sun Adopt a School, partnerships with local businesses, corporate sponsorships).

<p>Reflection/Summary of Learning/Next Steps (End of each year))</p> <p>What are the highlights of your learning journey for this year?</p> <p>What progress have you made? How do you know this?</p> <p>What aspects of your plan do you need to refine or adjust?</p>
<p>Inglewood Secondary has made significant progress in minimizing barriers for vulnerable youth, fostering a sense of belonging, and strengthening academic engagement. Through targeted initiatives—including the introduction of a full breakfast and lunch program, expanded community partnerships, and innovative instructional approaches—students are experiencing increased stability, connection, and success in their educational journeys.</p> <p>Key Learnings & Progress</p> <ul style="list-style-type: none"> • Increased Student Engagement & Well-Being: The Take a Hike and RISE cohorts have provided structured, supportive environments that prioritize connection, outdoor learning, and individualized supports. Student feedback indicates a growing sense of belonging and trust in staff and peers. • Strengthened Community & Family Partnerships: Collaborations with Foundry, Family Services, WVPD, and local organizations have deepened, providing more wraparound supports for students and families. • Academic Growth & Support Systems: The foundational literacy and numeracy supports and specialized teachers has helped students build critical skills, while project-based and experiential learning approaches have increased engagement and relevance in coursework. The

introduction of career exploration opportunities, micro-credentialing, and skill-building initiatives has also supported students' pathways beyond graduation.

- Trauma-Informed & Inclusive Practices: Staff engagement in professional learning—such as SafeTALK, VTRA, and alternative education conferences—has reinforced a trauma-informed, student-centered approach. The integration of restorative practices and daily circle time has improved school culture and peer relationships.

Next Steps & Areas for Growth

- Sustaining & Expanding Core Initiatives: Strengthening funding strategies and partnerships will be essential to ensuring the longevity of the breakfast/lunch program, mental health supports, and experiential learning opportunities.
- Enhancing Student Leadership & Voice: Creating formal leadership roles for students—such as peer mentors, ambassadors, and student-led projects—will further empower youth and foster self-efficacy.
- Deepening Academic and Career Pathways: Expanding academic options, developing additional career certifications, and strengthening post-secondary and workforce connections will ensure students have meaningful transitions beyond high school.
- Building and Developing Resources for the families of Inglewood: Expanding engagement opportunities through workshops, resource-sharing, and facilitated connections with community services will strengthen the support network for families. Creating an accessible hub for mental health, substance use, and educational resources will further empower caregivers to support their youth.
- Embedding Equity & Cultural Connections: Continuing to integrate Indigenous knowledge, restorative practices, and culturally responsive teaching will further support student identity, belonging, and holistic success.

As we enter the next phase of Inglewood's journey, our focus remains on ensuring that every student and their family experiences a safe, caring, and enriching educational experience that empowers them for their future.