

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

CABE Secondary

2026-2027



Intellectual Development

Goal: Student Engagement

Rationale:

Students consistently report higher engagement in hands-on, project-based, and interest-driven learning experiences. While progress has been made in expanding these opportunities, attendance and course completion remain inconsistent.

Planned Actions:

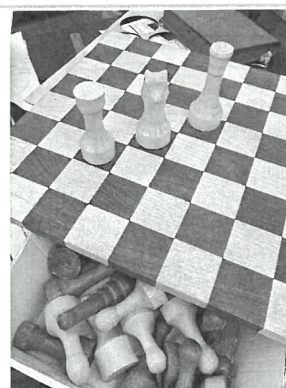
- Offer blended academic courses that include hands-on learning opportunities.
- Expand field trip opportunities and hands-on learning options.
- Support staff in developing STEAM curriculum, and having STEAM mentor here;
- Continue to provide enhanced breakfast and lunch options.
- Ensure that elective offerings & Connections activities align with student interests.
- Support staff in taking small groups (4-8 students) on local field trips and outdoor learning opportunities.

Indicators of Success:

- *Increase average student attendance from baseline to target
- *Increase overall course completion rate
- *Increase the percentage of students completing 2 or more courses per term
- *Increase successful transitions to Dogwood Diploma vs Adult Dogwood
- *Increase student-reported engagement & satisfaction (survey data)
- *Improved transition rates to post-secondary, employment, or training pathways

School Community Engagement Process:

Staff and DH meetings; WRAP, SBT, and attendance review processes; Ongoing student voice (surveys, interviews, course feedback); District collaboration (STEAM/LIT teams; Partnerships with community agencies, businesses, and organizations; Communication through social media and school events

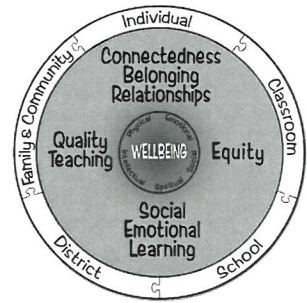


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **CABE Secondary**

*Increasing Success in
Life for All*

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Human and Social Development

Area of focus:

Sense of Belonging: Foster social-emotional growth, resilience and connection through trauma-informed, relational and culturally responsive practices.

Planned Actions:

- *Strengthen the Connections block as a Tier 1 intervention focus on: self-efficacy, goal-setting, SEL.
- *Embed consistent, school-wide trauma-informed and restorative practices
- *Provide explicit teaching of self-regulation and relationship skills
- *Maintain and expand community-building opportunities: Assemblies, SPARK Awards, guest speakers, clubs and interest-based activities
- *Expand recognition systems for: Course completion, attendance, personal growth, effort and resilience
- *Strengthen adult-student connections (every student connected to a trusted adult).

Indicators of Success:

- *Increase percentage of students reporting a strong sense of belonging (survey data)
- *Reduction in chronic absenteeism
- *Increase in participation in Connections, assemblies, and school-wide activities
- *Increase in course completion and credit accumulation
- *Increase in positive peer interactions and reduced behavioural incidents
- *Increase in percentage of students achieving Dogwood Diploma

School Community Engagement Process:

Ongoing staff professional development; Student and family feedback (surveys, conversations), Collaboration with community agencies and support services; Continued communication and celebration through school platforms and social media; Strengthening restorative and relational practices across the school community.



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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***Increasing Success in
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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Deepen the understanding and integration of Indigenous perspectives, histories, and ways of knowing across the curriculum, while supporting Indigenous student success, belonging, brilliance and voice.

Planned Actions:

- Participating in Indigenous Ed. workshops and resource sharing sessions.
- Modeling First People's Principles of Learning in staff activities.
- Maintain weekly Monday circles in Connections.
- Providing opportunities for Indigenous cultural experiences (visits from cultural leaders, land based learning, annual longhouse field experience).
- Provide opportunities for Indigenous students to connect with each other, and participate in leadership opportunities with the district and at CABE.
- Find ways to recognize Indigenous brilliance across all areas.

Indicators of Success:

- *Increased Indigenous student participation in leadership and cultural opportunities
- *Improved attendance and course completion for Indigenous students
- *Increased participation of staff in Indigenous-focused professional learning
- *Increased sense of belonging reported by Indigenous students
- *Strengthened relationships and engagement with Indigenous families and community

School Community Engagement Process:

- *School-wide participation in Orange Shirt Day and National Indigenous Peoples Month
- *Recognition of Indigenous veterans and contributions
- *Cultural events and experiential learning opportunities
- *Ongoing engagement with families, community members, and district supports.
- *Student surveys and anecdotal evidence from parents and students.



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOALS #1 & 2

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Reflection

What We Learned (2025-2026)

- *Student engagement significantly improves when learning is hands-on, experiential, and aligned with student interests.
- *Opportunities such as electives, field trips, and small-group experiences positively impact both attendance and participation.
- *Strong relationships with staff remain a key factor in student success.

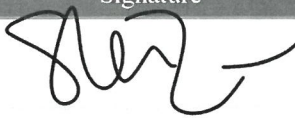
Ongoing Challenges

- *Inconsistent attendance remains a significant barrier
- *Some students continue to disengage from traditional or less interactive coursework
- *Maintaining consistent connection and motivation for all learners

Key Focus for 2026-2027

- *Strengthening intentional, engaging learning pathways
- *Expanding experiential and community-connected opportunities
- *Deepening social-emotional supports and sense of belonging
- *Increasing use of data to monitor engagement, attendance, and course completion
- *Enhancing student voice in shaping their learning experience

Signatures

Title	Name	Signature	Date
Principal	Sandi Lauzon		June 30/2026
Assistant Superintendent	Andrea Hunter		June 30/2026

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