School: Samuel Robertson Technical Secondary
Principal: Dennis Dickson
Assistant Superintendent: Ken Cober

A. Goal

Goal 1: Student Engagement

Students attending classes regularly and making connections with staff in authentic and meaningful ways. Students having opportunities to personalize learning and explore their passions.

B. Rationale

Students often miss classes with which they do not feel connected or engaged. Learning becomes more personal as students connect material to real life. Motivation becomes both intrinsic and extrinsic as students develop connections and see meaning behind assignments, projects and activities in the classroom.

C. Action Plan (List specific actions, school level and district level resources or structures used)

- Staff will have opportunities to grow their practice to include differentiated learning options, personalized learning structures and develop one-to-one connections with students.
- Additional learning activities to enhance engagement will be encouraged and supported (field trips, guest speakers etc).
- Attendance tracking (monthly) and follow-up to identify students not attending regularly (excused and non-excused absences).

D. Evidence / Data (How will you measure success?)

- Attendance tracking/records.
- Student participation rates in school events and extracurricular opportunities.
- Student voice meetings with administrative team.
- Student learning survey data
- Graduation rate
- Anecdotal reports/reflections shared by students and staff.

Principal:	Superintendent:	Board Chairperson:	Date:

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A. Goal

Goal 2: Social Emotional Learning (SEL)

Students and staff feel supported in and out of the classroom through practices that utilize trauma-informed practice, wellness and personal-social responsibility.

B. Rationale

Staff, students and parents should be more informed about how social emotional wellness impacts student learning, engagement and health.

Staff should recognize the role that social-emotional wellness plays in their individual classrooms and the school community at large - especially in academic areas where the curricular expectations can be very high.

C. Action Plan (List specific actions, school level and district level resources or structures used)

- Encourage staff and students to contribute to activities surrounding the monthly district SEL themes.
- Offer tools for every classroom to develop social emotional wellness skills.
- Give support to staff surrounding trauma-informed practice and other SEL tools.

D. Evidence / Data (How will you measure success?)

- Counsellor and child care worker will connect with admin to give their feedback regarding student social emotional wellness.
- Theme months will provide visual evidence of community growth and learning.
- Student learning survey data
- Student and staff "check-ins" (student voice meetings, staff meetings, department meetings, etc.) with administrators to assess SEL development and social-emotional wellness.

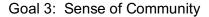| Principal:	Superintendent:	Board Chairperson:	Date:

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A. Goal

Goal 3: Sense of Community

Students and staff working together to create a safe, supportive and enjoyable place for learning and personal development.

B. Rationale

SRT has a number of new students and new staff members. Deliberate attention needs to be paid toward community attachment for all new community members – students, staff, and parents.

C. Action Plan (List specific actions, school level and district level resources or structures used)

- School-wide activities – formal, informal and extracurricular – that focus on building community and celebrating school culture.
- Staff and student promotion and participation in student-organized activities (assemblies, competitions, spirit teams).
- Staff organized professional and social activities creating opportunities to develop connections and strengthen relationships.
- Use of social media/school app to engage/connect community members (students, parents).

D. Evidence / Data (How will you measure success?)

- Participation levels for students and staff in school-wide activities.
- Staff participation levels with professional and social activities.
- Student learning survey data
- Parent participation/involvement with Parent Advisory Council (PAC).

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