

# North Delta Secondary School School Goals: 2023–2028

## Overview:

NDSS is a vibrant and diverse community, enriched by a wide range of cultures, languages, and backgrounds. We believe our diversity is a source of strength and are committed to fostering an inclusive environment where every member of our school community is valued and empowered. We continuously work to create conditions that support both intellectual and social growth, embracing the many identities—gender, sexuality, race, ethnicity, and religion—that shape our community. Our goal is to ensure that everyone feels safe, respected, and included, while promoting meaningful experiences built on openness and empathy. Additionally, we are dedicated to the ongoing refinement of our policies, practices, and pedagogy to uphold a learning environment that is equitable, inclusive, and actively anti-racist.

As we look ahead to the next phase of our school goals planning, in order to better meet the needs of our students and staff, we remain committed to fostering a sense of belonging and connection. Since the start of the 2024-2025 school year, we have engaged in conversations with our staff, parents, and students, to identify an area of focus that they believe will make a meaningful and positive impact on student learning as well as accentuate key principles that are vital to student growth and development.

We recognize that a strong sense of self-worth and self-awareness plays a crucial role in fostering positive personal and cultural identity. When students develop a confident understanding of who they are and their place in the world, they are better equipped to navigate the challenges of a global society. In the context of our school, this aptitude is shaped by four key facets—*Sense of Belonging and Safety; Equity and Justice; Student and Staff Engagement; and Personal Wellness*—which are embedded in our approach to inquiry and innovation.

## Process:

At North Delta Secondary School, we believe that building school goals must be grounded in both theoretical frameworks and practical experiences to create meaningful and sustainable change. The most recent studies on student-centered learning (Hoidn, & Reusser, 2020; Ho, 2023), social-emotional development (Durak, et al. 2011; Simmons, 2021), and equity-based education (Bouchanan-Rivera, 2023; Davenport, 2022; Gorski, 2019; ), provide a foundation for understanding best practices in teaching, embracing identity, social justice, engagement, and well-being (Szabo, 2023). At the same time, practical experiences—including feedback from students, staff, families, and community partners—offer real-world insights into what strategies are most effective in our school context (Gordon & Turner, 2025). By integrating research-based approaches with lived experiences, we ensure that our goals are not only aspirational but also actionable, leading to measurable improvements in student success, well-being, and engagement. This balance allows us to adapt to evolving challenges, remain responsive to our community's needs, and build a school culture that supports continuous growth.

Similarly to the process that the Delta School Board adopted to build our District's Vision, we used an Appreciative Inquiry (AI) model to develop our school goals (Gordon & Turner, 2025). The AI is a strengths-based, positive approach to organizational change and development. It focuses on identifying and building upon a school's existing strengths, successes, and positive attributes, rather than concentrating on problems or deficiencies (Gordon & Turner, 2025). The idea is to help groups envision a better future by exploring what works well and imagining how to amplify those aspects.

## Focus Areas:

This strategic plan outlines North Delta Secondary School's (NDSS) commitment to fostering a safe, inclusive, and equitable learning environment for all students. It aligns with Delta School District's Vision 2030, emphasizing innovation, student success, and social responsibility; particularly the pillars:

- "Equity and Inclusion are the Norm"
- "Well-Being and Mental Health Flourish"
- "Learners Feel Deeply Engaged and Connected"

The NDSS' values are the core foundation of its genuine relationships with staff, students, parents, community, and with each other. Together, we seek to provide a safe, inclusive, and healthy learning environment that prepares Huskies to become bold and ethical citizens of the world.

The identity focus for NDSS lies with the acronym P.R.I.D.E. which stands for *Performance, Respect, Integrity, Diversity, and Environment* (North Delta Secondary School, 2025). In our Husky P.R.I.D.E. matrix, we provide examples of the types of positive behaviors that we encourage students and staff to exhibit at school and in the community (North Delta Secondary School, 2025). The current school goals are meant to help us navigate these expectations as we strive to improve the learning and working environment for our NDSS' population.

## Strategic Priorities:

### A. Sense of Belonging and Safety

→ Goal: Build a school culture where all students and staff feel secure, connected, and respected.

Objectives:

- Enhance emotional and physical safety across the school community.
- Strengthen relationships among students, staff, and families.
- Create inclusive spaces that celebrate diversity and belonging.

Implementation Strategies:

1. Inclusive School Culture:
  - a. Establish student affinity groups for diverse identities (e.g., LGBTQIA+, newcomers, Indigenous students).
  - b. Host "Belonging Week" annually to foster community-building activities.
    - i. Having prayer room
    - ii. A calm room
    - iii. Find ways to build connections between the seniors and juniors.
    - iv. Introducing Husky P.R.I.D.E. principles during Individualized Learning Time (ILT) and focusing on restorative practices
2. Safety Programs:
  - a. Embrace the work done by the Leadership Groups (B.A.M, Student Council, DYAC, etc.) in connecting younger students to grads and providing mentorship opportunities.
  - b. Train students and staff on bystander intervention and conflict resolution.
    - i. Providing school wide presentations by Green Thumb Theatre, Safer Schools Together, White Hatter, Out in Schools, and more.
    - ii. Implement an anonymous way to report any potential infractions (in advance)
    - iii. Focus on restorative justice principles as an alternative to punishments
3. Physical and Digital Safety:
  - a. Ensure school facilities are accessible, secure, and inclusive.
    - i. Introduction of the "Hallway Pass" and "Washroom Sign-up Sheet"
  - b. Introduce workshops on digital citizenship and safe online behavior.
    - i. Implementation of the new PDD guidelines

4. Family and Community Engagement:
  - a. Organize regular family nights with workshops on fostering belonging at home.
  - b. Partner with local organizations to support vulnerable families.
    - i. The school holds regular meetings with Parental Advisory Council with extended collaboration opportunities throughout the school year
    - ii. Regular correspondence with families through Newsletters, School App, Social Media Accounts, Website, School Newspapers, Evening Events, etc.

### *B. Equity and Justice*

→ Goal: Create equitable opportunities for all students, removing barriers to success and fostering a culture of fairness.

#### Objectives:

- Promote equitable access to resources, supports, and opportunities.
- Educate students and staff on systemic injustices and empower them to be agents of change.
- Ensure all policies and practices reflect anti-discrimination principles.
- We need diverse clubs and programs that promote equity and talk about these topics

#### Implementation Strategies:

1. Equity-Focused Curriculum:
  - a. Integrate equity and justice education into every subject area.
  - b. Collaborate with Indigenous Elders and local organizations to enrich learning experiences.
  - c. Additional Social Justice Blocks added to run performance task projects and initiatives.
2. Resource Allocation:
  - a. Conduct annual reviews to ensure equitable access to academic supports, extracurriculars, and technology.
  - b. Create targeted support programs for underserved students - breakfast clubs, gift cards/baskets, homework help, connections to outside agency support, etc.
  - c. Bulletin Boards and Display Cases installed in the hallways to increase awareness of social justice issues and promote Husky P.R.I.D.E.
  - d. Conscious effort to invest into beautification of the building - improvements in Library services, PHE facilities, fitness centre, accessibility to all students/staff, and various renovations around the school.
3. Equity Leadership Teams:
  - a. Establish student and staff equity teams to advise on initiatives and policies.
  - b. Regularly train staff on anti-oppression, cultural humility, and inclusive teaching.
  - c. Emphasis on restorative practices rather than punitive measures.
4. Accountability and Transparency:
  - a. Develop measurable equity indicators and publish progress reports annually.
  - b. Use data to refine initiatives and address disparities.
  - c. Keeping track on tendencies and variables affecting school culture/climate

### *C. Engagement*

→ Goal: Inspire students to actively participate in their learning, school community, and future pathways.

#### Objectives:

- Strengthen student voice and leadership opportunities.
- Foster hands-on, real-world learning experiences.
- Enhance relationships between students, staff, families, and the broader community.

#### Implementation Strategies:

1. Student Leadership and Voice:
  - a. Providing opportunities for DYAC members to attend Staff Meetings in order to provide input and recommendations on school's needs and initiatives.
  - b. Expand leadership opportunities, including mentorship and student-led projects.

2. Innovative and Experiential Learning:
  - a. Increase project-based, inquiry-driven learning experiences.
  - b. Partner with local businesses and post-secondary institutions for career exploration programs - encouraging students to sign up for Work Experience and Trades Programs.
3. Community and Family Connections:
  - a. Host regular family engagement nights focused on student success and well-being.
  - b. Develop mentorship programs with community leaders and alumni.
  - c. Host Career Nights where successful professionals share their experiences with students and families.
  - d. Hold Post-Secondary Information Sessions where representatives from the local colleges and universities are invited to answer questions.
4. Equity in Participation:
  - a. Identify and address barriers to involvement in extracurriculars and leadership roles.
  - b. Provide funding support for students facing financial barriers to participation.
  - c. Collaborate with District Programs/Departments on leadership initiatives for students and communicate this information/opportunities to NDSS families.

#### *D. Personal Wellness*

→ Goal: Prioritize student and staff well-being by fostering a culture of social, mental, emotional, and physical health.

#### Objectives:

- Strengthen mental health supports and proactive well-being strategies.
- Promote physical activity, nutrition, and healthy lifestyle choices.
- Build resilience and social-emotional skills among students and staff.

#### Implementation Strategies:

1. Comprehensive Mental Health Supports:
  - a. Expand access to counseling services and wellness programs.
  - b. Identify preventative measures or activities that alleviate stress and enhance coping skills
  - c. Implement school-wide mental health literacy programs to reduce stigma.
2. Social-Emotional Learning (SEL):
  - a. Continue to embed SEL strategies into the curriculum to teach coping skills, emotional regulation, and conflict resolution.
  - b. Train staff on trauma-informed and restorative practices.
3. Physical Well-Being Initiatives:
  - a. Introduce wellness-focused school schedules, including brain breaks and outdoor learning.
  - b. Promote active living through intramural sports, fitness clubs, and movement-based learning.
4. Staff Well-Being and Professional Development:
  - a. Provide mental health and wellness training for staff.
  - b. Foster a positive work environment through wellness initiatives and recognition programs.

### Alignment with Delta School District Vision 2030:

1. Our Learners Are Engaged and Empowered:
  - Support student-driven learning experiences.
  - Create diverse, inclusive opportunities for engagement.
2. Well-Being and Mental Health Flourish:
  - Ensure students and staff have the tools to thrive mentally, emotionally, and physically.
  - Promote resilience, balance, and a sense of belonging
  - Emphasize Professional Development that features topics on Mindfulness and Wellbeing
3. Equity and Inclusion are the Norm:
  - Ensure that every student and staff member feels respected and included.
  - Actively dismantle barriers that hinder participation or success.

### Implementation Timeline:

By ensuring that we are accessing information and initiatives that indeed make an impact within the context of our school, we have adopted the principles of the *Spiral of Inquiry* (Kaser & Halbert, 2017), which is consistent with our District Visioning process (Gordon & Turner, 2025). Kaser and Halbert (2017) explain that a continuous cycle of questioning, examining, and refining teaching methods will ultimately enhance the learning of the staff and students. The “Spiral of Inquiry” consists of five stages: scanning, focusing, developing a hunch, learning, and checking (Kaser & Halbert, 2017). We believe that this framework is fostering a reflective, data-informed structure, allowing us to stay responsive to our staff and students’ needs.

Phase	Key Actions	Timeline
Scan/Focus	Learning about the school culture, needs of our students and staff. Focusing on “street data.”	September 2023 to May 2024
Developing a Hunch	Analyzing the data, experiences, and feedback received from students and staff	June 2024 to December 2024
Learning	Develop a School Goal strategic plan and start piloting safety, equity, and well-being initiatives.	January 2025 to June 2026
Taking Action	Form strategic planning committees and organize initiatives for full implementation	September 2026 to June 2027
Check	Expand successful initiatives. Collect feedback and adjust programs.	September 2027 to June 2028

### **Measuring Success:**

Meaningful school transformation depends on the strength of relationships built on trust, empathy, and authenticity. It accentuates the significance of perceiving students and staff as active members of the school community, where their unique cultural backgrounds, identities, and lived experiences are not only recognized but embraced (Safir & Dugan, 2021). Focusing on measuring our progress by listening to the voices of students, staff, families, and community partners as well as engaging in observations, conducting interviews, and reflecting on personal stories will ultimately shape how we approach teaching and learning moving forward.

A major focus of our school goals is equity. Since traditional and standardized data often reinforces inequalities by failing to capture the experiences of marginalized communities, we will be adopting a balanced approach consisting of surveys, anecdotes, interviews, qualitative and quantitative feedback, while trying to contextualize conventional or universal data based on our school culture (Safir & Dugan, 2021). Creating a culture of equity and inclusivity is not just about altering the curriculum but shifting the mindset or characteristics of the school. This involves rethinking how we assess success, how we interact with students and staff, and how we make decisions at every level of the school improvement process. Hence, we will collect our data through the methods of listening, engaging, decoding, and acting (Safir & Dugan, 2021). Some of the ways to gather the evidence of our needs and progress will be achieved through:

- Student Learning Surveys: Track sense of belonging, safety, and inclusion annually.
- Equity Metrics: Measure access gaps in academic performance, extracurricular involvement, and technology use - data collection through MyEd and CIMS systems.
- Wellness and Mental Health Data: Monitor use of mental health resources and assess well-being improvements; track student and staff well-being through self-assessments
- DYAC Engagement Surveys: Measure student participation in academic and extracurricular activities.
- Attendance and Academic Data: Assess correlations between engagement, wellness, and student success by analyzing various MyEd reports.
- MDI Surveys: using the data collected from Grade 8 students to learn about the students' needs early on in their transition year from elementary school.
- PreVenture Program: identifying students with tendencies to be exposed to high risk behaviors.
- Developing a checklist based on each of the "Strategic Priorities" and asking staff to complete it at the end of semesters - follow up activities/reflections achieved throughout the year and Staff/Department Head meetings.
- PISA (Programme for International Student Assessment) - The Programme for International Student Assessment (PISA) is an international assessment that measures 15-year-old students' knowledge and skills in the areas of reading, mathematics and science. PISA is organized by the Organization for Economic Co-operation and Development (OECD). PISA is a collaborative effort among member countries of the Organisation for Economic Co-operation and Development (OECD). In Canada, PISA is carried out through a partnership between Employment and Social Development Canada (ESDC) and the Council of Ministers of Education, Canada (CMEC).
- Documentation and Analysis of the behaviour database through Excel Spreadsheet (formulas).

North Delta Secondary School embraces its role in fostering equity, connectedness, inclusion, and resilience as foundational elements of its success. Through collaboration, innovation, and accountability, NDSS is committed to realizing the Delta School District Vision 2030 by ensuring every student thrives in a safe, equitable, and inclusive environment, while maximizing their engagement and personal well-being.

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