

## EMCS 2025-26 School Plan

### **School Context:**

*Edward Milne Community School (EMCS) is located on the traditional territory of the T'Sou-ke Nation in Sooke. Serving approximately 750 students in grades 9 through 12, EMCS is a vibrant and diverse learning community derived from both urban and rural families. The school is committed to academic excellence, inclusive education, and strong connections to the community. With a growing emphasis on Indigenous education, digital literacy, and continued work on numeracy and literacy, EMCS supports students in preparing for their futures through a range of academic, trades-based, and experiential learning opportunities.*

### **Goal #1:**

***Foster a Stronger Sense of Belonging for All Students***

### **Actions/Strategies:**

- *Barrier free food security programs*
- *Continue to support and implement school-wide initiatives such as student mentorship programs, cultural celebration events, and inclusive clubs.*
- *Embed strategies at staff meetings to support staff with trauma-informed practices and cultural responsiveness.*
- *Increase student voice through leadership opportunities, surveys, and student forums.*
- *Strengthen relationships with local Indigenous communities and integrate Indigenous perspectives across the curriculum and increase cultural visibility.*
- *Integrate Indigenous knowledge (and language: SENĆOŦEN and dii?diitidq) and culturally responsive resources to increase engagement and relevance.*

### **Data/Evidence of Impact:**

- *Ministry Student Learning Survey, Student Voice Survey, Equity Survey*
- *Participation rates in extracurricular activities and leadership programs*
- *Qualitative feedback from student focus groups and staff reflections*
- *Student participation in PAC, EMCS Society Board and SEAPARC Commission*
- *Reduction in behavior incidents and increased classroom engagement*
- *Review student achievement data and participation in interventions/re-engagement programs (e.g. cohort)*

**Goal #2:****Increase Student Attendance and Engagement****Actions/Strategies:**

- Ensuring consistency with attendance data entry
- Early intervention and family outreach (track attendance at SBT)
- Agency in class: engaging, relevant, and hands-on learning experiences that connect to student interests and real-world applications
- Increased accountability when signing out: call home to confirm
- Recognize and celebrate improved attendance and student effort
- Collaborate with community partners and careers department to create opportunities and pathways that meet students needs

**Data/Evidence of Impact:**

- *Daily attendance records and chronic absenteeism rates*
- *Track South Island Partnership and WEX engagement*
- *Capstone Presentations*
- *Student engagement surveys and classroom participation data*
- *Comparison of academic performance and attendance trends over time*
- *Feedback from families and support staff (SEF, Student Advocates)*

**Goal #3:****Improve Literacy, Numeracy, and Digital Literacy Across All Grade Levels****Actions/Strategies:**

- All grade 9s participate complete the MAZE Reading Comprehension from Core Reading Library to provide a baseline for reading as they start at EMCS
- Provide targeted interventions and supports for struggling learners, including tutoring and small group instruction
- Differentiated lessons based on formative MAZE Reading Comprehension results
- Endeavor to find a numeracy assessment for the same formative information
- Integrate digital tools and platforms to enhance learning and digital fluency
- Foster collaborative relationships with the District Curriculum team
- Create student guidelines for responsible AI use, including how to evaluate the reliability of digital content and use generative tools ethically
- Encourage student projects that utilize digital tools and AI responsibly to solve real-world problems

**Data/Evidence of Impact:**

- *Provincial assessment results: Literacy and Numeracy Assessments*
- *School-based assessments and report card data*
- *Teacher observations and formative assessment data*
- *MAZE re-test at end of grade 9 year*