

## DIRECTIONS 2025: ACTION PLAN FOR LEARNING

### CABE Secondary 2025-2026



## Intellectual Development

Goal: School Engagement

#### Rationale:

Students want to engage in meaningful learning opportunities such as hands-on, project-based, blended learning, and passion projects that are highly individualized and tailored to their needs and aspirations.

#### 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:

- Monitor Data: Improved Attendance, Course Completions & on-time grads;
- Qualitative data gathered from student surveys and interviews;
- Monitoring engagement in Connections and progress with Self-Efficacy course;
- Graduation rate/transition to post-secondary, trades, employment;
- Regular reviews of Student Learning Plans to see progress/growth;
- Regular reviews of Course completion & Core Competencies Survey goals and CLC interview & WEX interview.

#### School Community Engagement Process:

Staff & DH Meetings, Attendance, WRAP & SBT Meetings, Staff Pro D, Student surveys, course completion surveys; District STEAM LIT Team, feedback from students on school wide events, field trips, and course completion data. Continue to create partnerships with outside agencies and organizations; Instagram community.

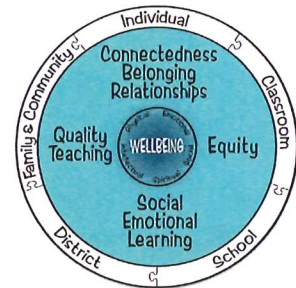


### DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **CABE Secondary**

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# DIRECTIONS 2025: ACTION PLAN FOR LEARNING



## Human and Social Development

### Area of focus:

Sense of Belonging: CABE students need to have opportunities to make healthy connections and attachments with adults and peers as they have been displaced from their home schools, due to disengagement from school and learning.

### Planned Actions:

- Midday Connection time built into the timetable, including Self-Efficacy coursework.
- Community Building Assemblies- SPARK Awards, Terry Fox, Orange Shirt Day, Remembrance Day, Motivational Speakers, etc.
- Connections Breakfast on Wednesday mornings, and hot Breakfast and Lunch program.
- Common curriculum in Connections block, and opportunities to engage in non-curricular activities like clubs are in mainstream.
- Recognizing students when they complete a course, and celebrating their successes.
- Find more ways to recognize student work, celebrate student successes, incentives for work ethic and improvement.

### Indicators of Success:

- Increase in students feeling safe and welcome at school and an increase in positive peer relations (anecdotal - student statements, increased participation in Connections Block & assemblies)
- Increased percentage of students completing the 80 credit Dogwood Diploma instead of the 20 credit Adult Dogwood Diploma.
- Survey results indicating student satisfaction with: overall educational experience, supports provided by staff, sense of belonging, and positive connections with adults in the building.
- Year-to-year data showed increased course completion rate and improved attendance.

### School Community Engagement Process:

Staff Pro D around Grad Program, Social-Emotional Learning, Self-Regulation Strategies, and Trauma Informed Practices; Continue to build capacity in Restorative Practices; regular communication with students and families via surveys etc; maintain community partnerships with outside agencies, businesses, organizations; social media (Instagram).



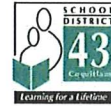
## DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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## DIRECTIONS 2025: ACTION PLAN FOR LEARNING



### Indigenous Learners and Indigenous Ways of Learning

#### Area of focus:

Embedding Indigenous content and worldviews into courses available at CABE including being intentional about implementing First People's Principles of Learning.

#### Planned Actions:

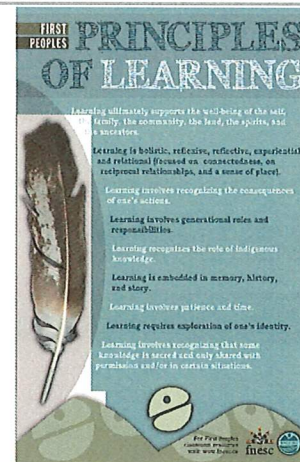
- Participating in Indigenous Ed. workshops and resource sharing sessions.
- Modeling First People's Principles of Learning in staff activities.
- Continue with Monday circles in Connections.
- Providing opportunities for district cultural activity leaders to come to CABE.
- Yearly field trip to Cheakamus Centre in Squamish
- 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:

- Student data from surveys
- Increased participation by Educators in Indigenous Pro-D to enhance learning
- Increased participation of Indigenous families in school community (strengthened relationships with Indigenous families)

#### School Community Engagement Process:

- Orange Shirt Day Participation in recognition of Canada's history
- Recognition of Indigenous Veterans on Remembrance Day
- Offer opportunities for Indigenous Cultural Activities
- Yearly Squamish field trip to the Cheakamus centre & long house
- Indigenous Month, and days of celebration in June,

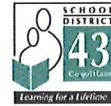


## DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOALS #1 & 2

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### CABE Secondary

## Reflection

CABE students have been displaced from their home schools so there is a need to develop both adult and peer relationships to foster school connectedness. Research shows that students who are highly connected to their school engage in less risky behavior, are more likely to report good health, do well in school, and want to continue their education past grade 12 (McCreary, 2003). While CABE students report a high satisfaction with their school experience, they continue to have irregular attendance and report disinterest in what they are learning. CABE has expanded the elective options to increase student engagement through access to extensive elective course options, including Tech Ed, Art, Photo, Ceramics, Foods, Jewellery, Textiles, Gardening, Guitar and Music Production. Attendance and feedback from students seem to indicate that students are more engaged in their schooling overall when they have opportunities to take part in hands-on learning, where they are able to create things and work on high interest projects. We have expanded this practice to include outdoor learning opportunities, and small group (4-8 student) field trips.

CABE has been working to intentionally plan curriculum and healthy connections to promote a safe and inclusive learning environment that meets the needs of our students on an individual basis. Our journey is supported through incorporating Core and Curricular Competencies, First Peoples' teachings, learning pathways, trauma informed practices, and using restorative practices to strengthen and promote positive relationships and repair harm. Moving forward we will continue to offer a variety of field trips, and expand this to include club offerings: weight training, and hiking are two that have surfaced. We are also going to expand our school wide assemblies, and invite in more guest speakers that address areas of interest. We continue to survey students to see what they would like changed at CABE, and while the vast majority declare that they wouldn't change anything as they love the school, there is a consensus around field trips and opportunities beyond the regular classroom. This will be a focus next year.

## Signatures

Title	Name	Signature	Date
Principal	Sandi Lauzon		June 23/25
Assistant Superintendent	Andrea Hunter		Jun 24/25

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