



# MONTHLY NEWSLETTER: DECEMBER 2021



## Imagine High School Growth Plan

**Deep learning is quality learning that 'sticks' with you for the rest of your life; it increases student engagement through personalization and ownership; it connects students to the 'real world'; it resonates with values; it builds skills, knowledge, self-confidence, and self-efficacy; it builds new relationships with and between the learner, their teachers, families and communities; and it deepens the human desire to connect with others to do good.**

- Michael Fullan

Thank you to students, staff, and families for input that led to the creation of the Imagine High School Growth Plan. This document represents our collective thinking and goals for the learners at our school.

The Imagine High plan is aligned with the new SD33 Strategic plans, and highlights how learning must be engaging, relevant and meaningful, grounded in inclusive practices and First Peoples Principles of Learning, and committed to the growth of future-oriented citizens.

Please [click on this link](#) to view the Imagine High School Growth Plan.

## LOOKING AHEAD

**Important dates and events coming soon at Imagine High**

**December 17 - Holiday Student Gathering in Theatre**

**December 18 - Winter break begins**

**January 4 - Winter break ends**

**January 5 - Deep Dive choices shared with students**

**January 7 - Deep Dive selections complete**

**January 7 - Independent Inquiry Student Application due**

**January 13 - Students informed of Deep Dives**

**January 17 - Deep Dives begin**

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## ATHLETICS UPDATE

Our basketball nets are being worn in at Imagine as our teams prepare to enter their season with league games beginning in December. There is still room on the teams, if you are interested please contact Ms. Low.

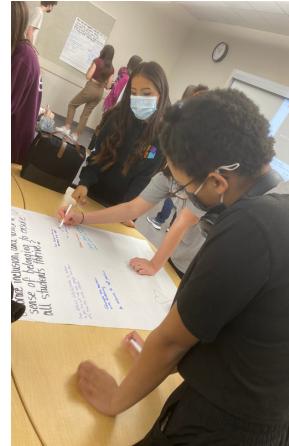
We also had the privilege of hosting coaches from the Chilliwack Grapplers who came in to give our PE classes some instruction on wrestling. For more information check out their facebook page: *ChilliGrapplers*



A screenshot of a YouTube channel page for "Imagine High". The channel has no subscribers. The main navigation bar includes "HOME", "VIDEOS", "PLAYLIST", "UPLOADS", and "PLAY ALL". Below the navigation, there are two video thumbnails. The first thumbnail shows a person in a library setting with the title "Learning at Imagine High Integrated Arts and..." and "2:17". The second thumbnail shows an exterior view of a building with the title "Community at Integrated Arts" and "No views • 58 mi".

## IMAGINE HIGH VIDEO SERIES

Please visit the [Imagine High Youtube](#) channel to see the first of several Imagine high videos.



## SPORTS, CLUBS, AND ACTIVITIES

As clubs are starting to take root, we want to make sure students are in the know about the various extra curricular activities available:

- Basketball (see Ms. Low)
- Minecraft Club (see Mr. Wylie)
- DND Club (see Ms. Lemon)

## IMAGINE PAC

If you are interested in being part of the Parent Advisory Council at Imagine High, please email:  
[iss-pac@sd33.bc.ca](mailto:iss-pac@sd33.bc.ca)



PAC info is available at:  
<https://imagine.sd33.bc.ca/imagine-pac>

## REGISTRATION OPEN FOR IMAGINE HIGH 2022/2023

Registration for the 2022/2023 school year is now open:  
<https://sd33.bc.ca/registration>

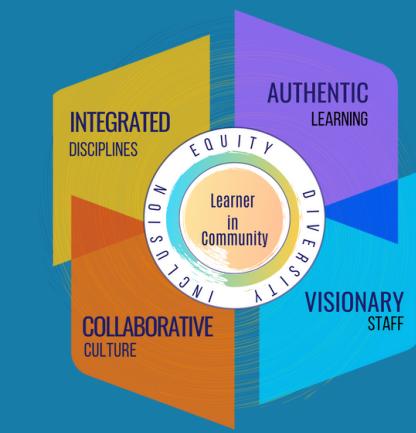
Availability of spaces will vary by grade, and we will have seats available for students in Grade 9, 10, and 11.

We will have space for the following for 2022-2023:

Grade 9- 150 spaces

Grade 10 - Currently full (waitlist available)

Grade 11- 100 spaces



Prior to confirming enrollment, you will receive communications from Imagine High in January 2022 sharing how to sign up for a short, 15 minute zoom connection. We ask that all new students and their families join us in a learning conversation together- we love meeting our learners ahead of time and hearing about their hopes and dreams. Students already on a waitlist do not need to re-register.



## Inclusive Practices at Imagine

**"We do not DO inclusion FOR people with disabilities. Rather, it is incumbent upon us to figure out how all the things we do can be inclusive."**

-Lisa Friedman

Assessment is in the air at Imagine and as a team we are gathering evidence of student learning through conversations, observations and products. This method of gathering is called triangulation of evidence and its purpose is to examine patterns and trends over time using daily work, planning participation, group activities and self and peer assessment as a few examples.

Evidence can be collected by the classroom teacher, education assistant, the Inclusive Design Team, the students family, and the students themselves and is used to demonstrate what the student is capable of doing throughout the learning process. Triangulation is effective for determining student learning and can show a teacher the strengths of each student and accurately determines where student learning needs to focus.

In order to ensure that students claim ownership over their learning and to listen to them regarding how they feel they are doing, the student should play an active role throughout all stages of the assessment process. Through the triangulation process, students are conferencing with teachers about their projects and discussing observations of their reading, writing and numeracy skills. Encouraging students to invest in their learning increases motivation when giving the student a voice in the assessment process.

## DEEP DIVES AT IMAGINE HIGH

These intensive learning opportunities support students to hone in on personal passion areas, prepare for internships/work experience, and learn with industry standard tools. Deep Dive experiences prepare students for self-directed personalized learning projects at the Grade 11/12 level.

During Deep Dive Institutes, learning in the integrated core and elective sessions are paused.

- Students receive 2 elective Flex credits for Deep Dives over the course of the year (not tied to a specific elective stream)
- During Deep Dives, students are responsible for developing goals to guide project management, provide evidence of learning, and reflect on the learning process.
- Full Day (Chunked activities and breaks)

## Evidence of Student Learning

Examining Patterns & Trends over Time

### Conversations

Student Conferences  
Self & Peer Assessment



### Products

Daily Work  
Projects  
Quizzes & Tests  
Writing Samples  
Speeches

### Observations

Reading skills  
Listening & Speaking  
Planning & Drafting  
Partner & Group Activities  
Participation

VISIT OUR WEBSITE FOR INFORMATION:  
**IMAGINE.SD33.BC.CA**