

Revised September 17, 2022



Sa-Hali Secondary School Annual School Learning Plan 2022-2023



Acknowledgement

Secwepemcúl'ecw yi7élye ell, re tmicws re Tk'emlú'semc n7élye.
School District No. 73 (Kamloops-Thompson) acknowledges that it is on
the territory of the Secwepemc Nation, specifically the territory of the
Tk'emlups te Secwepemc People

Kamloops School District No. 73 is located within the traditional territory of the Secwépemc people and includes the seven Secwépemc First Nations Bands:

- Tk'emlúps te Secwépemc
- Whispering Pines/Clinton Indian Band
- Skeetchestn Indian Band
- Simpcw First Nation
- Adams Lake Indian Band
- Little Shuswap Lake Indian Band
- Neskonlith Indian Band

Our school partners with Tk'emlups te Secwepemc through our Local Education Agreement [LEA](#) and the Aboriginal Education Enhancement Agreement [AEEA](#).

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It is for you to see what is required).

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CONTEXT

Sa-Hali Secondary School located at 255 Arrowstone Drive, sits on the top of the Kamloops Xget'tem Trail and has close proximity to the intersection of Notre Dame and Summit Drives.

Sa-Hali is a Grade 8 to 12 school with the following groups of students and staff:

989	=	Total student body
77	=	International Learners
122	=	Aboriginal Learners
175	=	Ministry Identified Learners (83 Low Incidence Learners)
48	=	Landed Immigrant Learners
313	=	Student Athletes
52	=	Teaching Staff
25	=	Support Staff
3	=	Administrators

At Sa-Hali, we work collaboratively with our partner elementary schools; students from Summit Elementary, Pacific Way Elementary, and McGowan Elementary join us in several activities before they join us in Grade 8. These activities focus on numeracy, literacy and the development of core competencies as well as provide important transition and relationship building between students, teachers and school communities.

Sa-Hali Secondary staff is working to build connections with Aboriginal students and families. The Aboriginal Education team consisting of an administrator, a lead teacher and two aboriginal education workers meet weekly to discuss support necessary to the success of our aboriginal students. Outreach plans to students and families as well as specific activities to connect aboriginal students to our school work help build successes for these students.

At Sa-Hali Secondary School, we are guided by the Kamloops Thompson School District's strategic plan, and the Mission statement of "supporting learning opportunities and environments which inspire students to thrive. We encourage students and families to provide feedback to support our ongoing development of success and achievement by participating in our Parents Advisory Council, Principal's Student Advisory Council, DEWRS and School Learning Surveys, student focus groups and open communication in response to monthly newsletters. Throughout the school year we will communicate our progress on our learning plan by engaging the community in discussions to develop the concept of what is important to us and how we want to recognize that.

Sa-Hali has a long tradition of valuing the concept of "togetherness". This sense of community shapes the culture in our building for both staff and students. As we come out of pandemic restrictions, and with a large turnover in staff, this year we are looking to celebrate our "togetherness" by planning whole school activities and celebrations throughout the year.

Learning Goal

INTELLECTUAL DEVELOPMENT

To develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.

DISTRICT GOAL: Every learner will develop competencies and skills to succeed academically.

DISTRICT OUTCOME: Students will meet or exceed literacy/numeracy expectations for each level.

SCHOOL RESULTS ANALYSIS:

While both numeracy and literacy are an important focus at Sa-Hali Secondary school, this year we have chosen to focus more specifically on numeracy development. Students at Sa-Hali as a whole do very well, but Aboriginal and diverse students have a gap in comparison to our non-Aboriginal and non-diverse students.

SCHOOL GOAL:

1. Numeracy. All students will meet or exceed expectations for each level

AREAS TO CELEBRATE:

There are several area where Sa-Hali has shown progress or demonstrated success:

- Over the past few years, numeracy development has been on an overall upward trend
- The percentage of students proficient or extending numeracy expectations tend to be on par with the district

AREAS TO GROW:

- 1a: 16% Aboriginal students are below Non-Aboriginal students as indicated on the Grade 10 Numeracy Assessment.

26% Diverse students are below Non-Diverse students as indicated on the Grade 10 Numeracy Assessment.

- 1b: 27% Aboriginal students are below Non-Aboriginal students as indicated on the Grade 10 Literacy Assessment.
23% Diverse students are below Non-Diverse students as indicated on the Grade 10 Literacy Assessment.

OBJECTIVES:

Aboriginal and Diverse students will meet or exceed numeracy expectations for each level.

SCHOOL STRATEGIES:

To improve in numeracy and intellectual development, we will (classroom practices):

- Provide linear Math 8 & 9
- Practice UDL strategies
- Develop more consistent and informative assessment strategies
- Expand the use of proficiency scales

To improve classroom practices, we will (PD strategies):

- Targeted PD for UDL and Competency Based IEPs
- Develop a steering committee comprised of administrators, instructional leaders, and classroom teachers that will analyze current assessment practices and design targeted learning for staff in staff meetings, collaboration, and professional development
- Focused Collaboration time on numeracy and assessment practices
- Embedded Instructional Leaders to support teachers in developing lessons that align with the First Peoples Principles of Learning

To improve in grade-to-grade transitions, we will...

- Revamp our existing reporting process to allow teachers to collaborate on the review process of report cards
 - We will use this experience to inform the direction development of the steering committee
- Review the success rates of Aboriginal and diverse learners in our CORE team meetings (which include our Aboriginal Education Lead Teacher, and

our 2 AEWs) and use the First People's Principles of Learning to develop strategies to share with classroom teachers

- Refine our student referral process to include a pre-screen by the CORE team prior to School Based Team Meetings
 - This will include a series of required I/F meetings each term

Our graduation rates continue to be consistently higher when compared to provincial results in both the overall student body and Aboriginal learners. To improve school completion, we will...

- Review the progress of our diverse learner population through our CORE team so we can provide flexible and appropriate programming that meets the needs of all students

Our staff has identified Standard #9 in the Professional Standards for BC Educators as one they would like to have collaborative ongoing and consistent development of. In order to achieve this and improve Aboriginal student learning, we will...

- Invite our Aboriginal Lead Teacher along with our AEWs to begin each staff meeting with a discussion focused around language, culture, and ways of knowing and being of First Nations.
- Have all of our grade 10 students engage in an English First Peoples class
- Have our English department work with our Aboriginal Lead Teacher and AEWs during collaboration time to develop culturally appropriate curriculum
- Continue to have our AEWs work directly with Aboriginal families to identify areas for concern for Aboriginal students and develop action plans to support

To improve in learning, we are ensuring that our resources meet our students' needs...

- Curriculum resources will need to be purchased for our English department as they switch the focus of English 10 to English First Peoples
- We will use our Instructional Leaders meetings as a key check in point to reflect and report on the success and challenges of each departments efforts in implementing the strategies outlined above
- We will provide release time for our steering committee to develop direction and supports for our staff
- Our Aboriginal Lead teacher has been provided non-enrolling time to develop resources and support teachers in developing Professional Standard #9

- We will explore the idea of hosting a drumming group during our Connections block

Evidence and Next Steps

The school learning plan will be reviewed after each school term and the following groups will be included in the review process...

- After completing the the collaborative report card review process, the administration team will review the SLP and notes key areas for further exploration
- The SLP will then be brought to the Instructional Leaders team meeting where successes and challenges will be looked at and goals for the steering committee to strategize over will be identified
- The steering committee will take those goals and develop strategies to be shared at upcoming professional development days, collaboration time, and staff meetings
- The Instructional Leaders will be key in teaching these strategies to our teachers and in communicating back to the steering committee about what is working and what is not
- The Principal will share initiatives and progress and illicit feedback from the PAC and the Principal's Student Advisory Council

Wellbeing Goal

Feeling Welcome/Safe/Sense of Belonging/ Two or More Adults Who Care

HUMAN & SOCIAL DEVELOPMENT

To develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, acceptance and respect for the ideas and beliefs of others.

DISTRICT GOAL: Every learner will feel welcome, safe, and connected to their environments (district-school-classroom).

DISTRICT OUTCOME: Students will feel welcome, safe, and connected to their school.

SCHOOL RESULTS ANALYSIS:

SCHOOL GOAL: Students will feel connected and have a sense of belonging to Sa-Hali Secondary School.

AREAS TO CELEBRATE:

- Secwepemctsin language signs throughout the school
- New Aboriginal art logo in the school gym by an Aboriginal student artist
- Clubs and activities for many different groups of students to allow for choice
- Areas to sit and collaborate for students throughout the school
- Focus on technology for students to use to excel, regardless of availability in the home. Ratio of chromebooks to students approximately 1:3

AREAS TO GROW: DEWRS indicates that students do not feel that they will graduate high school - indicates a low level of hope for their future.

SCHOOL STRATEGIES: At Sa-Hali we feel that we have a lot to celebrate together, but we feel that we need some clarity around what is important to us as a community and how we choose to recognize the things that are important to us. We believe that vision and recognition are key motivators for success and that if we revise our awards and recognition process to be more aligned with our vision, we will support our students to become motivated and hopeful learners. In order to achieve this, we plan to...

- Engage staff and stakeholders in discussions around what is important to us as a Sa-Hali Secondary community
- Solicit feedback from stakeholder groups around our current awards and recognition processes
 - This would include students, parents, teachers, and the band
- Put together an awards and recognition committee to revise our process

Evidence and Next Steps

Our plan is to have our awards and recognition process revised and implemented in the spring of 2023 so that we can end the school year with a trial run and use feedback from that to make further necessary revisions in the 2023/24 school year.