

Revised June 27, 2023



Sa-Hali Secondary School Annual School Learning Plan 2023-2024

Due: September 30



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 ([link current signed copy](#)) and the Aboriginal Education Enhancement Agreement ([link](#)).

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:

994	=	Total student body
29	=	International Learners
130	=	Aboriginal Learners
131	=	Ministry Identified Learners (61 Low Incidence Learners)
52	=	Landed Immigrant Learners
310	=	Student Athletes
53	=	Teaching Staff
23	=	Support Staff
3	=	Administrators

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, families, and staff to be active contributors in building a strong community that supports learning and values the concept of "togetherness".

Designed as a junior high, and now well over capacity, Sa-Hali continues to weather a great deal of change. Catchment area changes have occurred, resulting in a much needed decline in enrollment. While we expect to continue to observe this decline, we are also observing an increase in international learners attending TRU, and with that, an increase in our own ELL population. While we embrace the diversity this brings to our school, it also means that each year, we need to be prepared to pivot as the population distribution will continue to be unbalanced between the grade levels for the foreseeable future. With this in mind, we have put a number of strategies and structures in place to support our community.

Over the past year, we have done a significant amount of work around identifying what matters at Sa-Hali. We have narrowed our focus to Community, Safety, and Accountability, and have had a great deal of success building on these concepts by planning whole school activities, revitalizing our recognition process, and honing in on the new reporting order. We plan to continue this work by putting more formal structures in place. In September, we will be starting our new FLEX program, having our Aboriginal Lead teacher work more closely with students, and unveiling our redesigned collaboration and student intervention model. Further to this, we plan to develop and update our Response to Intervention process, continue work to align our awards and recognition with the new reporting order, and develop a new staff onboarding process.

We are purposeful in working with our feeder elementary schools by engaging students in targeted transition activities throughout the year. From February through to June we have made several visits to the elementary schools including administrators, counselors, and peer

mentors. In addition, we have hosted parent information sessions, and we've also had grade 7s come to us to take part in student led activities. Further to this, we are planning a 2 week SMART START session to support grade 8s in their transition through their mosaic rotation.

This coming year marks Sa-Hali Secondary's 50th Anniversary, so we will also be exploring ways that we can connect with the community and celebrate our ongoing legacy.

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.

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

In 2022-2023, our school focused on numeracy.

LITERACY/NUMERACY: Students will meet or exceed literacy/numeracy expectations for each level.

SCHOOL RESULTS ANALYSIS:

In looking at the DEWRS and graduation assessment data, we can see that our school continues to score somewhat higher than the district average, but we are still not as strong in numeracy as we are in literacy. Also, given that this was our first year using the linear Math/PE model, we need to continue with it for at least another year to see if our results are impacted.

AREAS TO CELEBRATE:

We continue to see an upward trend in our numeracy results.

AREAS TO GROW:

Numeracy scores for our Aboriginal students are below the district average.

SCHOOL GOAL: To have more targeted interventions to support students with their numeracy skills.

SCHOOL STRATEGIES:

- Plan a measure of success for our linear Math/PE strategy
- Have Aboriginal Lead Teacher work one on one with aboriginal students
- Create a numeracy support block for grade 8 and 9 students

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

- Continue to work with teachers to develop understanding of the CBIEP and how best to gather evidence
- Work with teachers to develop replacement goals for our CBIEPs for students on school completion certificates
- Continue to explore best practices in assessment strategies
- Develop a plan around work habits feedback using our GRIT effort rubric
- Support teachers in focused collaboration initiatives

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

- Initiate FLEX program for students requiring flexible programming
- Implement a SMART START program for our grade 8 students
- Make use of predictive analytics to identify and support at-risk students
- Revamp our Response to Intervention process
- Work with the district committee to develop and implement reporting order flow chart that will allow for a structured approach to providing supports for students who are emerging in their learning
- Develop a process for I/F follow ups
- Continue to celebrate the grade 12 capstone presentations as a whole school to honour the efforts of our students and to create a culture of excellence for our younger students

To improve school completion (Use graduation rates), we will...

- Initiate FLEX program
- Revamp our Response to Intervention process

To improve Aboriginal student learning, we will... (Use Local Education Agreement and Aboriginal Enhancement Agreement)

- Have Aboriginal Lead Teacher work one on one with aboriginal students
- Expand our English First Peoples offerings
- Purchase more chromebooks
- Have each Instructional Leader take the lead on a collaborative project

District goals:

To improve numeracy, we will:

- **Build staff capacity to teach from a culturally sensitive stance that connects with learners' experiences and identities**

through collaboration with Aboriginal and Inclusive Education, and Curriculum Departments.

- Use proficiency-based assessments to identify learner needs and determine areas of focus for classroom instruction and intervention.
- Enhance instruction of number sense, geometric thinking, and spatial reasoning in primary classes.
- Focus on the analysis and communication strands of the numeracy cycle to build thinking classrooms in intermediate classes.
- Integrate numeracy instruction across a variety of content areas in secondary schools

Evidence and Next Steps

This section is to be revised on an ongoing basis as you learn from by reviewing school goals, strategies, and evidence-in-action. Describe when (dates) you reviewed the school learning plan and who was involved. Aim to review it with students, parents, staff, and Aboriginal partners on a regular basis to see how we are progressing on school goals and what might need to change. Consider making this work logistically with a student focus group, PAC, and a staff group who offer informal feedback on an ongoing basis). There are different ways to consult and gather meaningful feedback and we will make time for this discussion during family of schools next year.

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.

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

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

SCHOOL RESULTS ANALYSIS:

Based on the work that was done with our Principal's Council students in determining what matters at Sa-Hali, we can see that we have an engaged student population who are committed to building a positive culture at our school. Our DEWRS results show that we are on par with district and provincial averages in terms of students being connected at school.

AREAS TO CELEBRATE:

- Washroom beautification project
- Creation of a Principal's Council
- Development of grade 7 transition activities
- Identification of the 3 pillars of what matters at Sa-Hali: Community, Accountability, Safety
- Professional learning around report card comments
- Awards and recognition revamp

AREAS TO GROW:

- DEWRS data indicates our students are below the norm in their plans to go to college or university

SCHOOL GOAL: To support students in bringing more accountability into their classroom learning.

SCHOOL STRATEGIES:

- We will continue with our work around what matters at Sa-Hali by identifying specific strategies that can be put in place to support community, accountability, and safety
- We will work as a team to figure out how we will recognize achievement in work habits according to our GRIT rubric
- We will align our awards and recognition process with the new reporting order
- We will continue to embed best practices in assessment and understanding the new reporting order into our professional learning
- We will redesign our staff collaboration time so that goals and outcomes are measurable and linked to our school learning plan

District goals re: transitions

To improve grade-to-grade transitions, we will:

- Continue with the intake process into alternative education programs to involve the Inclusive Education Services and Aboriginal Education District Team to provide support for students and families.
- Examine the intake process for @KOOL for part-time and full-time programming to determine why students are leaving their current school to attend @KOOL.
- Increase the data literacy of school leaders and teachers by providing student data dashboard in-service training to monitor student progress from grade to grade.

- Increase opportunities for elementary-aged students to work directly with secondary-aged students.
- Improve communication with parents about student progress by publishing individual student Diploma Verification Reports and providing in-service to parents on how to track progress.

To improve feeling safe, welcome, having a sense of belonging and two or more adults who care, we will:

- Implement Social-Emotional Learning (SEL) strategies with First Peoples Principles of Learning, and Seven Grandfather Teachings so that students and staff are familiar with how these domains (self awareness, self management, social awareness, relationships skills and responsible decision-making) support students to manage their emotions which promotes safety for themselves and others, and increases their social skills and self regulation skills to remain in their classrooms and develop a sense of belonging.

To improve feeling safe, welcome, having a sense of belonging and two or more adults who care, we will:

- Build staff capacity for incorporating SEL with First Peoples Principles of Learning, and Seven Grandfather Teachings through distribution of a comprehensive SEL/Mental Health

(Mental Health Literacy and Mental Well-Being as per the PHE BC Curriculum) scope and sequence with evidence-based, developmentally appropriate resources.

- Provide support to school leaders to collaboratively establish targeted strategies for supporting students identified as feeling unsafe, unwelcome, or a low sense of belonging or connection within their school community.
- Broaden comprehensive Inclusive Sexual Health Education instruction for grades K-7 and expand opportunities for parent/caregiver engagement.

To improve feeling safe, welcome, having a sense of belonging and two or more adults who care, we will:

- Increase knowledge of language translation opportunities for school communities to proactively address cultural and linguistic inequities.
- Continue to support students with mental health and substance use issues at all levels of intervention.
- Implement well-being training programs for adults leading our system with attention to cultural safety and humility.
- Continue supporting Indigenous students and families through counseling, advocacy, cultural support, and outreach within the schools.

To improve feeling safe, welcome, having a sense of belonging and two or more adults who care, we will:

- Continue providing resources, and opportunities for students and staff from diverse backgrounds to see themselves represented in their curriculum and schools, to foster a positive sense of identity and community.
- Implement a human rights/diversity framework that supports students and staff to understand racism, discrimination, sexism, harassment, homophobia and transphobia to promote safety and humility, and positive personal identity.

Evidence and Next Steps

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