

Revised September 12, 2024

SOUTH KAMLOOPS SECONDARY 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 the Skeetchestn and Tk'emlúps Indian Bands through our Local Education Agreement (link [Skeetchestn](#) and [Tk'emlúps](#)) and the Aboriginal Education Enhancement Agreement ([link](#)).

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CONTEXT

We are in exciting times right now at SKSS as we move into the second year of our School Learning Plan for 2022-2027. Working within the framework and curriculum of the B.C. Education Plan and the new 2022-2027 SD #73 District Strategic Plan, student and staff engagement at SKSS is clearly focussed on cooperative and personalized learning. Our collective focus is on providing the most optimal learning environment on our campus that is inclusive and respects the needs and goals for each of our students.

We currently have 1065 students attending South Kam of which 15% are of indigenous ancestry and 12% are defined as diverse learners. We proudly serve as the home secondary school for: Savona, Aberdeen, Dufferin, South Sa-Hali, Beattie, Lloyd George, Skeetchestn Community School, and Sk'elep School of Excellence elementary schools. Our Family of Schools are a diverse group composed of urban/rural, schools of choice - dual track French Immersion, broad social economic groups, and two First Nations communities who are highly collaborative and student-centered.

Our first year SLP implementation has been a positive experience for our staff, students, and community. The focus for 22/23 was to establish an SLP framework based on: communication and feedback for both goals, aligned collaboration and pro-d, and a review of early evidence to establish specific strategies for 23/24.

With the inclusion in 23/24 of early data sets specific to both of our goals, our collective planning will use this evidence to further support the tasks, strategies, interventions, and assessments we will implement school wide to benefit all of our students.

At SKSS, we are guided by the SD#73 District Strategic Plan and the collective goals that focus on: Intellectual Development, Human and Social Development, Cultural and Identity Development, and Career Development. Our focus on our Literacy goal and our Human and Social Development goal are guiding the designing and planning for the necessary strategies, tasks, questioning, assessments, and First Peoples Principles of Learning that are preparing our Titans for the ever changing and evolving needs of our global society.

In order to ensure that we have a strong sense of ownership and opportunity with our 2022-2027 SLP planning, it is essential that we involve students, staff and our community in this process. The perspectives and the perceptions from all of our stakeholders is imperative as we redefine what learning looks and sounds like in our 21st century classrooms.

Opportunities for stakeholder feedback included: formal education meetings planned within our school, school based surveys (student/staff/community), SKSS PAC, Satisfaction surveys, DEWR, Nonfiction Reading Assessment (NRFA), EDPlan Insight data, annual SLP “Point of Inquiry”, Skeetchestn and Tk’emlúps band consultations, Principal’s Council and our staff coordinators and leadership team. Future growth in our learning partner engagement will focus on the digital platforms for feedback, surveys, weekly messengers home and our SKSS website, as well as the face to face conversations through: PAC, P/T interviews, and Open House opportunities throughout the year on our campus. This open communication has empowered our school community to have a voice throughout this planning process and has allowed us to establish a platform for success for our SKSS School Learning Plan.

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:

As per data analysis review starting in the fall of 2023

- Focus on: Determining Importance, Inferring, Extracting Information from Text, Vocab, and Critical Analysis.
- Datasets for: All Learners, Diverse Learners, and Indigenous Learners

[Data Appendix](#)
[NFRA Gr 8,9](#)

23/24 Data Appendix:

[SKSS Literacy 2024 File.pdf](#)

SCHOOL GOAL:

Through developing a school wide literacy continuum guided by our core literacy target areas, we will show an annual growth of students obtaining a 3 or 4 (meet or exceed / be proficient or extend expectations) in NFRA and Provincial Literacy Assessments.

- Building upon our previous SLP that focussed on the core competencies and foundational skills, our current SLP will focus on a **Literacy Continuum** towards establishing a school wide approach to improving student learning.
- Annual growth will be demonstrated by all learners with specific attention to: *Diverse Learners, Indigenous Learners, and I.E./Emerging Learners.*
- **23/24 strategies/interventions** will be prioritized based on current data on: *Determining Importance, Extracting Information from Text, **Vocabulary (priority 1)**, Inferring, Personal Connections and Critical Analysis.*

AREAS TO CELEBRATE:

- **Spring 2023 Literacy 10 data results:**
Achieving proficiency level 3= **58.90%** Spring 2024= **74.74%**
Achieving proficiency level 4= **12.33%** Spring 2024= **8.42%**
- **Spring 2023 Literacy 12 data results:**
Achieving proficiency level 3= **76.19%** Spring 2024= **65.27%**
Achieving proficiency level 4= **8.57%** Spring 2024= **20.90%**
- **23/24 NFRA data results for grade 8/9:**
Proficient/Extending- Extracting Info from text Gr.8= **57.06%** Gr.9= **67.13%**
23/24 data Gr.8= 64.12% Gr.9= 74.09%
Proficient/Extending- Determining Importance Gr.8= **44.10%** Gr.9= **46.22%**
23/24 data Gr.8= 49.10% Gr.9= 57.56%
Proficient/Extending- Critical Analysis Gr.8= **31%** Gr.9= **37.49%**
23/24 data Gr.8= 41.54% Gr.9= 52.39%
Proficient/Extending- Vocabulary Gr.8= **23.47%** Gr.9= **4.93%**
23/24 data Gr.8= 34.14% Gr.9= 29.17%

AREAS TO GROW:

- **Spring 2023 Literacy 10 data results:**
Achieving proficiency level 1= **.95%** Spring 2024= **0%**
Achieving proficiency level 2= **14.29%** Spring 2024= **15.79%**
- **Spring 2023 Literacy 12 data results:**
Achieving proficiency level 2= **25.97%** Spring 2024= **11.94%**
- **23/24 NFRA data results for grade 8/9:**
Proficient/Extending- Vocabulary Gr.8= **23.47%** **23/24= 34.14%** Gr.9= **4.93%** **23/24= 29.17%**

AREAS TO GROW FROM THE 23/24 DATA:

- Continued focus and growth on Literacy 10 and 12 proficiencies
- Focus on closing overall achievement gap between Aboriginal students and Diverse students in comparison to all learners:

Proficient/Extending- “Overall” Indigenous 22/23 data Gr.8= 14.36% Gr.9= 26.82%
23/24 data Gr.8= 32.44% Gr.9= 41.07%

Proficient/Extending- “Overall” Diverse 22/23 data Gr.8= 18% Gr.9= 7.69%
23/24 data Gr.8= 13.52% Gr.9= 30.77%

Proficient/Extending- “Overall” All 22/23 data Gr.8= 30.36% Gr.9= 35.22%
23/24 data Gr.8= 43.52% Gr.9= 61.02%

OBJECTIVES:

- Indigenous students and Non-Indigenous students will meet or exceed literacy expectations.*
- Diverse students and Non-Diverse students will meet or exceed literacy expectations.*

SCHOOL STRATEGIES:

22/23: To improve in literacy, we will (classroom practices):

- We established, “**What does it mean to be a literate learner in your curricular area?**” Interactive process(s), throughout the 22/23 school year, with **staff/student/parent consultations for planning/implementation.**
- We will Implement specific school-wide literacy strategies starting in the fall of 2023. Diverse- Strategies/Tasks/Questions/Interventions/Assessments.
- We will utilize measures and assessments to guide classroom planning: Curricular competencies, NFRA, and Provincial Literacy assessments to guide appropriate interventions.
- We will implement literacy strategies and principles of learning that reflect First Peoples perspectives as well as our Local Education and Aboriginal Education Enhancement Agreements.
- We will implement literacy strategies and Universal Design for Learning principles that will meet the needs of all learners within all departments.

22/23: To improve classroom practices, we will (PD strategies):

- We utilized the following for staff pro-d: staff meetings, coordinator meetings, and literacy focussed pro-d days.
- We reviewed initial data sets for: NFRA and Provincial Literacy Assessments and student/parent literacy fall survey
- We implemented: preliminary strategies re- Mike Carson pro-d and the literate learner.
- We focussed on a *Literacy Continuum* to further support reading and writing: strategies, mastery instruction, and intervention based supports (23/24)
- We will provide teachers, at each staff meeting in 23/24, specific literacy strategies to review and implement to meet the needs of their learners and curriculum.
- We will provide our parents/guardians, on a monthly basis via messenger, the same literacy strategies that were shared with our staff for their own review and support at home with their child.

To improve in grade-to-grade transitions:

- We will review our grade-to-grade transitions' results and list key strategies to improve.
- We will review our specific subpopulations who are needing targeted strategies and consider what those strategies are by working with our staff and aligned support teams within our school (Inclusive Ed., Aboriginal Ed. teams)- Equity scans specific to all learners.
- We will review our student referrals within our Inclusive Education dept. and what we are doing to support at risk learners through evidence based instructional interventions.

To improve school completion (Use graduation rates):

- We will review the graduation rates and list key strategies to continue to improve.
- We will review sub-populations and list key strategies to continue to improve graduation rates for those students.

To improve Indigenous student learning:

- We will review the strategies in the Local Education Agreements and Aboriginal Education Enhancement Agreement and include those strategies that staff agree will have the most impact.
- We will ensure that the First Peoples Principles of Learning and resources are acknowledged and implemented school wide in all dept's.
- We will utilize the Indigenous support teacher to provide literacy interventions for our most at-risk learners in grades 8 and 9.
- We will use our ELL language support teacher to provide literacy interventions for our most at-risk learners in grades 10,11, and 12.
- We will communicate progress with parents/guardians and local band education coordinators.

To improve in learning, we are ensuring that our resources meet our students' needs. At the core of our student centered resources within Literacy development, we will focus on:

- Curriculum resources (classroom/curriculum based and school wide intervention resources)
- Human resources (new Literacy coordinator position for 23/24 and assigned Literacy intervention support to our Inclusive Education dept.)
- Continued Pro D with a literacy focus within staff collaboration times/days

Evidence and Next Steps- 2023/2024 updates noted below

- SLP reviews with staff- 22/23: Staff meetings (September, October, December, March, and May)
- SLP reviews with staff- 22/23: Coordinator meetings (October, December, March, and June)
- SLP Pro D with staff-22/23: November with Mike Carson and December with Dr. Leyton Schnellert.
- SLP reviews with students- 22/23: September, October/Nov. with Principals Council.
- SLP reviews with PAC/parents- 22/23: September, December, January, and April.
- SLP reviews via parent survey- 22/23: September, January, and June.

We will commit to a similar schedule for 23/24, but with more local band consultations stemming from our targeted interventions for at risk Indigenous learners. The

introduction in 23/23 of SKSS Literacy Coordinators and the new Indigenous literacy support teacher, will further assist students and staff with targeted and planned school wide support and resources.

2023/2024 updates: Literacy planning, pro-d, and school wide implementation was led by our newly established **Literacy team** (Corina Wagge, Trisha Rimmer, and Graeme Hallett) who were tasked with monthly pro-d at our staff meetings. Resources and literacy strategies with a focus on vocabulary guided staff collaboration and planning. **The link below is a detailed report of our 23/24 school wide Literacy Pro-D/Collaboration/Actions:**

[SKSS Literacy 2023-24](#)

23/24 Literacy planning and action plans were also evident within each dept. Giving evidence to a school wide focus on Literacy- Vocabulary:

- Resources including updated NFRA data for PLC
- Visuals: posters/visual media/word walls/Illustrated vocabulary
- Metacognition tasks activating prior knowledge
- Vocabulary development: thematic/expressions, word families, context clues
- Peer editing to build vocab capacity with students
- Daily reading with a goal of increasing participation in all dept's
- Word morphology/Critical Thinking and Analysis
- Writing workshops
- Word play/Word of the Day
- Visual vocabulary
- Prefixes/Suffixes and Root word meanings (Jigsaw learning)

23/24 Literacy interventions (Indigenous and Diverse Learners):

- **Targeted Literacy support block for at-risk indigenous learners**

Focus: Reading fluency, vocabulary, and comprehension utilizing various tasks and strategies as supported by Jocelyn Pelly. Flexible support provided through pull out support and full time scheduled support in our LAC.

- **Intensive Literacy interventions for diverse learners(LAC):** Vocab building, Sight word development, Phonetics/Phonemic awareness, Rhyming words, reading comprehension, oral reading, and visuals to match vocab,

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:

- As per 23/24 data analysis reviewing students feeling safe/sense of belonging and having a connection with 2 or more adults who care within our building.

[data appendix](#)

2023/2024 Data Sets:

[SKSS Well Being 2024.pdf](#)

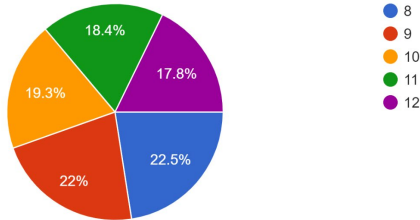
[South Kamloops SecondaryOurSCHOOL Secondary School Survey12023.pdf](#)

Fall 2023: "Belonging" student survey data, including anecdotal student feedback, in support of our collective school wide planning

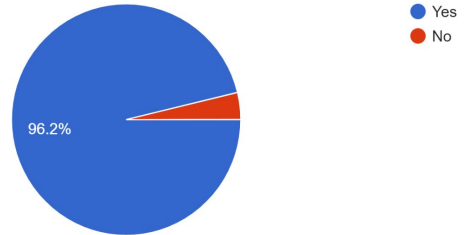
**Belonging at South Kamloops Secondary:
A survey from our students for our students**

794 responses

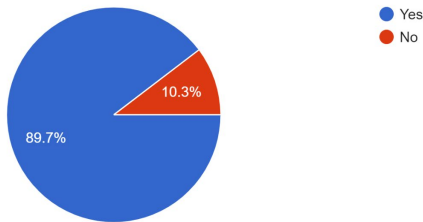
What grade are you in?
794 responses



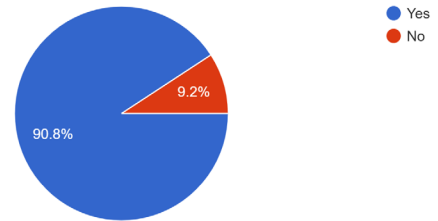
I have friends and positive relationships at South Kam.
794 responses



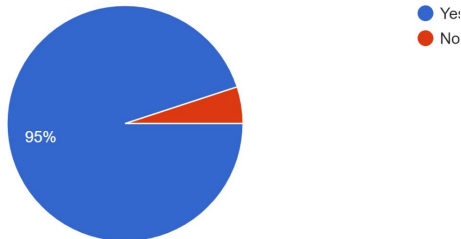
Our school feels like a safe, supportive, and secure environment.
794 responses



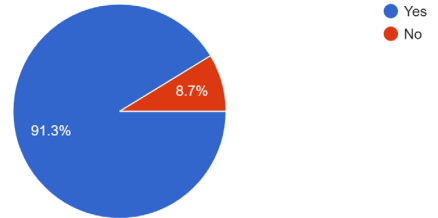
I have positive relationships with 2 or more staff at South Kam.
794 responses



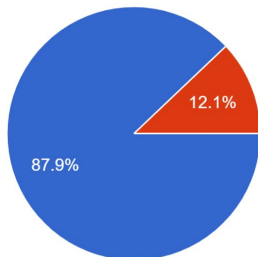
It is important that students understand the importance of the edu
794 responses



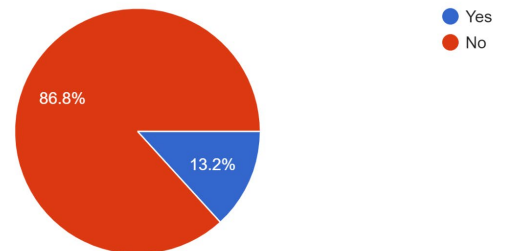
I feel I am supported and respected in my school and classroom(s).
794 responses



Feeling important is necessary to building our Titans commun
794 responses



As part of this student "belonging" survey, would you be willing to be interviewed to give more feedback?
794 responses



The summarized student feedback from the 794 responses is as follows:

Our school feels like a safe, supportive, and secure environment.

1. It's clear that many students feel a sense of safety, support, and inclusion at our school. Positive relationships with teachers, the presence of friends, and the overall atmosphere contribute to this feeling. It's also notable that some students appreciate the efforts made by the school in terms of security measures, support systems, and inclusive environments.

It seems like the overall sentiment from the responses is that the school is generally considered safe and supportive by many students. They appreciate the positive environment, helpful staff, and the availability of resources for support. However, there are also mentions of concerns, such as crowded buses, occasional unsafe feelings in bathrooms, and issues with certain students or behaviors.

I feel I am supported and respected in my school and classroom(s).

1. It seems like there is a range of experiences among the responses. Some students feel respected and supported by both teachers and peers, appreciating the positive environment, helpful teachers, and supportive classmates. On the other hand, some mention concerns about certain teachers not providing enough support, feeling ignored, or experiencing unkind behavior from peers.

It's great to see that many students feel supported and respected in their schools. Positive relationships with teachers, classmates, and a supportive environment contribute to a better learning experience. It's also important to acknowledge that some students may face challenges or feel unsupported, and addressing those concerns is crucial for creating a positive educational environment for everyone.

Our school has many clubs and activities that I am interested in participating in. If your answer was no, what obstacles have you faced in joining our South Kam clubs and groups?

1. The feedback we received shows various reasons why our students might not be interested in joining clubs. Some common themes include lack of interest, not finding them enjoyable, feeling too busy with other commitments, not having time, not feeling a connection with existing clubs, and sometimes experiencing social anxiety or a fear of judgment.

SCHOOL GOAL:

We will show an annual growth with students feeling safe, having a sense of belonging, and having 2 or more adults who care within our building.

Our systemic goal is to show positive growth that reflects an inclusive school that recognizes and supports all learners.

Our 2017-2022 SLP had a goal of increasing school pride and responsibility both within our school and community. Our approach with our new plan will be to scaffold that goal to a more specific one that embraces inclusivity, safety, well being and positive connections to adults in our building.

AREAS TO CELEBRATE:

- 22/23 *School Learning Survey* data highlights positive 5 year trend with Feeling safe **23/24 SLS data not available until September**
- 22/23 SLS data: consistent 5 year growth with Indigenous and Diverse Learners sense of Feeling Welcome **23/24 SLS data not available until September**
- 22/23 DEWR data reflects positive growth in all 6 Social Emotional Outcomes. **23/24** results indicate growth in 5 out of 6 Social-Emotional Outcomes- 5% less than Cdn norm with Intellectual engagement
- **23/24** Principals Council "Belonging at South Kamloops Secondary" google surveys (**794 responses**) show very positive data indicators for: Child Feeling Safe- 90%, Importance of education- 95%, I have friends and positive relationships- 96%, I have positive relationships with 2 or more staff- 91%, I am supported and respected at SKSS- 91%, and My teachers help me to understand and be successful- 93%

AREAS TO GROW:

- As per 22/23 Student Learning Survey results: continue with a focus on a Sense of Belonging and Adults Care. Strategies to include reducing the gap with results specific to Indigenous and Diverse learners (compared to all learners).
- **To be updated in September 2024 when data is available**

SCHOOL STRATEGIES: 22/23 & 23/24

- Staff completed a collaborative exercise to identify strategies used throughout the school year to address school safety, well being, and connectedness to

adults: Presentations of Learning, high fives recognition, positive comments and validated achievements, school wide spirit activities/events, passion projects in all curricular areas, student surveys to receive feedback for planning and student voice through Principal's Council, Link Crew, and our Leadership class.

- Implement strategies and principles of learning that reflect First Peoples perspectives as well as our Local Education and Aboriginal Education Enhancement Agreements.
- School wide planning/educational activities: Truth and Reconciliation Day, National Indigenous week, SKSS Language and Cultural days, and Day of Suwentwecw.
- We will implement Universal Design for Learning principles that will meet the Social/Emotional needs of all learners within all departments.
- To improve our Human and Social Development goal (feeling welcome/safe/sense of belonging/two or more adults who care), we will continue to act upon and implement the strategies aligned to the student and parent feedback suggestions we received through our surveys. Staff are dedicated to providing the most safe and connected learning environment that at its core is student centered and modeled with school wide healthy relationships and mentoring.

Evidence and Next Steps

- SLP reviews with staff- 22/23 & 23/24: Staff meetings (September, October, December, March, and May)
- SLP reviews with staff- 22/23 & 23/24: Coordinator meetings (October, December, March, and June)
- SLP reviews with students- 22/23 & 23/24: September, October/Nov. with Principals Council. (December 2023 survey to students- 794 responses)
- SLP reviews with PAC/parents- 22/23 & 23/24: September, December, January, and April.
- SLP reviews via parent survey- 22/23: September, January, and June (Personal Digital Device Parent/Staff Survey- June 2024. Follow up in the 24/25 school year).

22/23 events:

- School Spirit and Culture: Welcome back bar-b-q, Link Crew/Leadership theme weeks, 20+ SKSS Clubs, Principals Council International Student recognitions, annual Lahal tournament, Pep Rally and inaugural Gym Riot, Xmas assembly and Grad Variety Show, and the ongoing commitment for our grade 7 school visits and orientations with our Link Crew.
- Specific opportunities for school staff, parents/caregivers, and students to increase their understanding of mental health literacy and school-based Inclusivity supports. Examples include:
 - o Mental health workshops
 - o Inclusivity workshop
 - o 2SLGBTQ+ history workshop
 - o Anti-racism workshop
 - o Black history workshop
 - o National/Cultural acknowledgements/events/recognitions: Truth and Reconciliation Day, Remembrance Day, Day of Suwentwecw, International Student Day, Black History month, MMIWG week, and National Indigenous Peoples Day.
- We committed to the PHED pro-d and full implementation of the new Sexual Health Education Curriculum in all grade 8 and 9 Physical & Health Education classes- aligned to our social/emotional goal.
- We committed to two parent/guardian surveys to consult with students, staff and community: focus on our well-being goal and to review feedback to address student safety, well-being, connectedness to adults, potential inequities experienced on the basis of race, physical, mental, or intellectual ability, sex, sexual orientation, gender identity or expression and others to support meaningful and positive changes and growth at South Kam.

23/24 events: Wellbeing/Feeling Safe/Belonging/Connections to adults

- September start-up & fall actions: Welcome back bar-b-q and Link Crew Grade 7 orientations (Aug.30th)
- 33 SKSS Clubs, **increase of 8 from 22/23**, offering school engagement & connections for all Titans (increased club communication and visuals on website, instagram, and school announcements)
- Terry Fox Run and community connections
- Multi Grade and Parent engagement/course selection meetings
- Student led creation of a South Kam “Belonging” logo that reflects all of the key attributes, values, and expectations of a Titan

- Student and club led Mental Health/Inclusivity workshops including: animals on campus to support anxiety awareness, Inclusivity workshops and subsequent feedback to support more inclusive school planning
- School wide student survey in December with a focus on: "Belonging at South Kamloops Secondary"- 794 responses. Data cited above. Will continue to assist and inform future planning
- National/Cultural acknowledgements/events/recognitions: Truth and Reconciliation Day, Remembrance Day, Day of Suwentwecw, International Student Day, Black History month, MMIWG week, and National Indigenous Peoples Day
- On-going staff collaboration and sharing of best practice(s) as they pertain to a caring and welcoming classroom environment
- Student -led presentations of learning to our South Kam PAC- community connections