

Revised September 12, 2024



Sa-Hali Secondary School Annual School Learning Plan 2024-2025

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](#) and the [Aboriginal Education Enhancement Agreement](#).

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:

987	=	Total student body
39	=	International Learners
129	=	Aboriginal Learners
126	=	Ministry Identified Learners (52 Low Incidence Learners)
24	=	Landed Immigrant Learners
310	=	Student Athletes (June 2024)
50	=	Teaching Staff
21	=	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 2 years, 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. With our changing demographics in mind, we continue to improve existing supports and interventions, and to develop new interventions to meet the needs we are facing.

An example of this is the new FLEX program we introduced in September 2023. In its first year, we supported 14 students in our FLEX program, with 26 additional students accessing the FLEX space to complete credit recovery or full blended courses. We had our first FLEX graduate in June 2024, and we had another finish off over the summer.

Of the 14 FLEX students, 2 graduated, 2 have transferred into alternative schools, 2 will be

completing their Adult grad program at Sa-Hali next year, 3 have returned to mainstream programming, and 2 are continuing with FLEX at Sa-Hali. This flexible approach to education has allowed us to retain a number of our most vulnerable students.

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 and we've hosted several tour days that included peer mentors. Now that we have welcomed our new grade 8s into our building, we will have them rotate through a SMART START mosaic block where they will develop the resilience and coping skills that are essential for success in high school. This is an evolution from our 2 week SMART START sessions last year.

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. In addition, we will also celebrate Sa-Hali's legacy, we will develop a Sa-Hali Alumni Fund.

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.

For several years, our school has focused on numeracy.

NUMERACY: Students will meet or exceed 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. For the last 2 years, we have been using the linear Math/PE model, with little to no noticeable improvement. We look forward to seeing how our grade 10s do on the 24/25 provincial numeracy assessment after completing a full 2 years of linear Math.

AREAS TO CELEBRATE:

We are happy to see an upward trend in our numeracy results for our First Nations students.

AREAS TO GROW:

Numeracy scores for our diverse 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
- Removed our underused GRIT block to increase time students spend in classrooms with teachers

- Align our LART Math block with grade 8 Math blocks so our LART can employ the push in model, working with students in their regular Math class

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

- Implement some professional development and support with some teachers around planning for inclusion
- Continue to explore best practices in assessment strategies
- Continue to put a focus on developing GRIT (growth mindset, resilience, integrity, and time management) in the classroom by using the GRIT rubric to provide feedback on work habits and celebrate achievement
- Support teachers in focused collaboration initiatives with targeted professional development aimed at using collaborative time to develop teaching and assessment strategies
- Develop strategies to measure the impact of collaborative time

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

- Continue the FLEX program
- Reinvent the SMART START program to maintain the benefits and reduce transitions
- Make use of predictive analytics to identify and support at-risk students
- Reinforce our Response to Intervention process
- Support staff with the new reporting order by using the district developed flow chart
- Continue with our process for IE/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...

- Continue the FLEX program
- Reinforce our Response to Intervention process
- Have LARTs start to co-plan and co-teach with classroom teachers to move more towards a truly inclusive model

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
- Have our Aboriginal Lead Teacher take the lead on a collaborative project with the goal of decolonization

- Have our Aboriginal Lead Teacher support students in accessing external credits for cultural activities
- Work with our AbEd team to tighten up duties, roles and responsibilities; for example, we have each AEW work with students in an alpha that aligns with counselling and admin to allow for a more team based approach

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

In order to monitor our progress, we will:

- Analyze achievement and supports for our struggling learners throughout the year through CORE meetings, I/F meetings, promotional meetings
- Have our staff periodically report back around their collaborative projects with a specific focus on measuring impact
- Review our professional development plans and see if we have achieved more coherence across all staff
- Use performance management strategies to ensure more depth in collaborative time projects that specifically focus on an educational problem within the classroom
- Develop a plan to collect and analyze data that will help us determine the efficacy of the linear Math/PE blocks

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:

Following all of the work done in determining what matters at Sa-Hali, one of our teacher collaboration groups really dug into the burden that cell phones put on education and students' wellbeing at school. As such, we have taken measures to engage our student, staff, and parent communities in developing a cell phone policy that has been rolled out with the start of a new school year.

Our DEWRS results show that we are on par with district and provincial averages in most aspects of student wellbeing. One area where we appear to be somewhat lacking is in our grade 8 and 12 students feeling safe at school.

Another analysis tool that we have used has been the EDI project. In partnership with Thompson Rivers University, we have continued the work with the Equity Diversity and Inclusion project started by a former grade 12 student as part of her capstone project. The EDI project identifies safe spaces in our school, areas of concern, and has provided ways to address those concerns.

AREAS TO CELEBRATE:

- Development of cell phone policy that has been implemented
- Continuation of Principal's Council
- Development of grade 7 transition activities

- Maintained focus on the 3 pillars of what matters at Sa-Hali: Community, Accountability, Safety
- Awards and recognition have been aligned with the new reporting order
- FLEX program keeps kids connected to school
- Partnership with Thompson Rivers University for the EDI project

AREAS TO GROW:

- DEWRS data indicates that some of our students are below the norm in feeling safe at school
- How do we take the work that we've put into the cell phone policy and make sure that it goes beyond policy enforcement and actually leads an improvement in teaching, learning, and a sense of wellbeing in the classroom
- Continue to address areas of concern, as outlined in the EDI study

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
- Put focus on classroom strategies within our intervention model
- Celebrate our Sabre Pride recognition with reference to GRIT
- We will continue to embed best practices in assessment and understanding the new reporting order into our professional learning using district resources
- We will use targeted professional development to improve our staff collaboration time so that goals and outcomes are measurable and have a clear impact on teaching and learning
- Continue to use staff meeting time to analyze and address concerns raised in the EDI study
- Share successes and progress of the study through presentations, papers, and workshops

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

- Monitor the impact of our new cell phone policy and teach alternative strategies to kids who are used to using their phone as a coping device