

Revised September 19, 2023

SOUTH KAMLOOPS SECONDARY Annual School Learning Plan 2022-2023

Due: September 30

District feedback on “school plans-in-progress” will happen throughout June-July-August



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](#)).

CONTEXT (Required)

p.3-4

INTELLECTUAL DEVELOPMENT

LEARNING GOAL (Required)

p.5-9

HUMAN AND SOCIAL DEVELOPMENT

WELLBEING GOAL (Required)

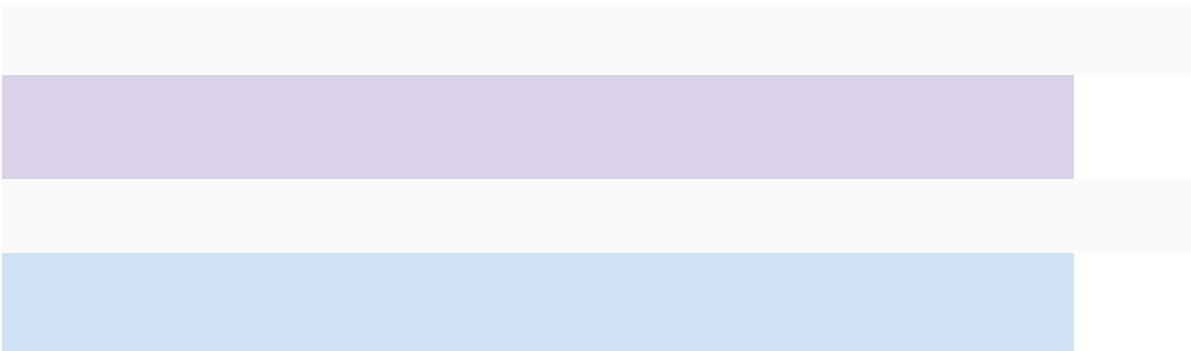
p.10-13

CULTURAL & IDENTITY DEVELOPMENT

CULTURAL SAFETY GOAL (District)

p.

A district report will be available in the district learning plan.
You may choose to include it in your school learning plan and it will be available



CONTEXT

Opportunities for stakeholder feedback included: formal education meetings planned within our school, school based surveys (student/staff/community), SKSS PAC, Satisfaction surveys, DEWR, 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.
- Data sets for: All Learners, Diverse Learners, and Indigenous Learners

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

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,
, Inferring, Personal Connections and Critical Analysis.

AREAS TO CELEBRATE:

- **Spring 2023 Literacy 10 data results:**
Achieving proficiency level 3= **58.90%**
Achieving proficiency level 4= **12.33%**
- **Spring 2023 Literacy 12 data results:**
Achieving proficiency level 3= **76.19%**
Achieving proficiency level 4= **8.57%**
- **22/23 NFRA data results for grade 8/9:**
Proficient/Extending- Extracting Info from text Gr.8= **57.06%** Gr.9= **67.13%**
Proficient/Extending- Determining Importance Gr.8= **44.10%** Gr.9= **46.22%**
Proficient/Extending- Critical Analysis Gr.8= **31%** Gr.9= **37.49%**

AREAS TO GROW:

- **Spring 2023 Literacy 10 data results:**
Achieving proficiency level 1= **.95%**
Achieving proficiency level 2= **14.29%**
- **Spring 2023 Literacy 12 data results:**
Achieving proficiency level 2= **25.97%**
- **22/23 NFRA data results for grade 8/9:**
Proficient/Extending- Vocabulary Gr.8= **23.47%** Gr.9= **4.93%**

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

- 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.

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 22/23 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](#)

SCHOOL GOAL:

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AREAS TO CELEBRATE:

- 22/23 *School Learning Survey* data highlights positive 5 year trend with Feeling safe
- 22/23 SLS data: consistent 5 year growth with Indigenous and Diverse Learners sense of Feeling Welcome

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

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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:

Mental health workshops
Inclusivity workshop
2SLGBTQ+ history workshop
Anti-racism workshop
Black history workshop

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.

CULTURAL & IDENTITY GOAL

School Leaders: You are not required to set a cultural and identity goal for the 2022-2023 school year. There will be a district report that you may choose to include and then share how your school has been involved in learning about cultural safety.

CULTURAL & IDENTITY DEVELOPMENT

To develop a sense of identity in individuals and cultural safety and humility in communities.

DISTRICT GOAL: Every learner will feel safe and thrive personally and culturally.

DISTRICT OUTCOME: Learners will have educational experiences that are free of racism, discrimination, sexism, harassment, and homophobia.

DISTRICT OBJECTIVE: Establish a baseline of awareness with students, staff, and parents about cultural safety and humility.

SCHOOL STRATEGIES: State how your school community will work together to learn about cultural safety.

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 review the school learning plan and who was involved. Aim to review it with students, parents, and staff 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).