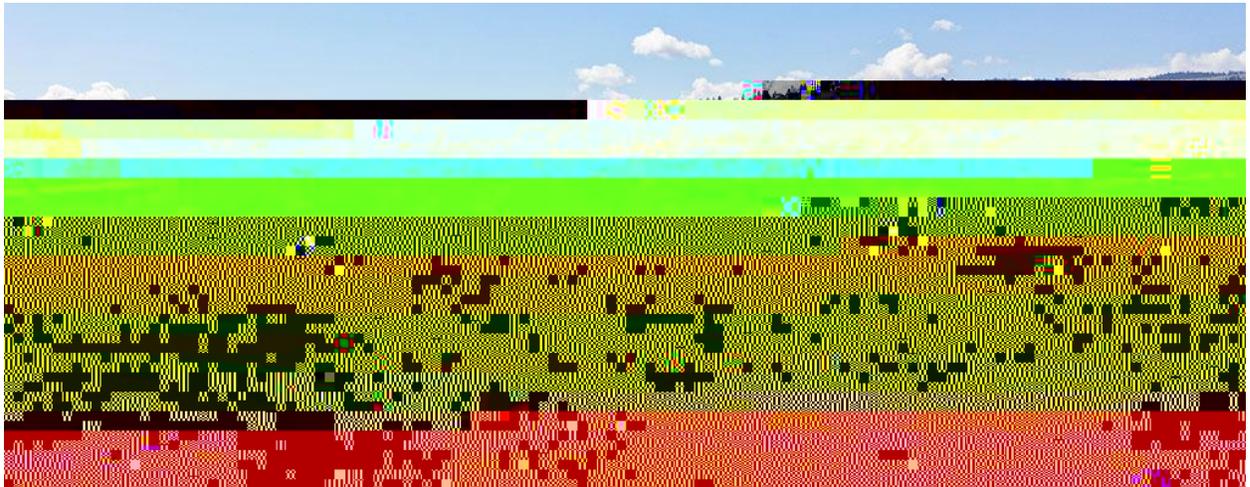


Revised June 27, 2023



# 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

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

# CONTEXT

GU!<U]GYWŁbXUfmGWŁcc`cWUHYX Uh& ) 5ffck gŁcbY 8f]j Yžg]hg cb hLY łcd cZŁY ? Ua `ccdg L [ YhŁYa HFU] UbX \Ug WŁgY dŁcl ]a ]mŁc hLY ]bŁfgYWŁ]cb cZBŁŁY 8Ua Y UbX Gi a a ]h8f]j Yg"

GU!<U] ]g U; fUXY , łc %& gWŁcc`k ]Ł hLY Zc`ck ]b[ [ fci dg cZgŁi XYbŁg UbX gŁU .

- 994** 1 HcŁU` ghi XYbhVcXm
- 29** 1 ŁbŁYfbUŁ]cbU` @YUfbYfg
- 130** 1 5Vc f][ ]bU` @YUfbYfg
- 131** 1 A ]b]gŁfmŁXYbh] YX @YUfbYfg fŁ%Łck ŁbW]XYbW @YUfbYfgŁ
- 52** 1 @UbXYX Ła a ][ fUbh@YUfbYfg
- 310** 1 GŁi XYbh5Ł YŁYg
- 53** 1 HYUW]b[ GŁU
- 23** 1 Gi ddcfŁGŁU
- 3** 1 5Xa ]b]gŁUŁc fg

5hGU!<U]GYWŁbXUfmGWŁcc`žk Y UFY [ i ]XYX VmŁLY ? Ua `ccdg HŁca dgcb GWŁcc` 8]gŁf]WŁg gŁfUŁY [ ]Wd`Ubž UbX hLY a ]gg]cb gŁUŁYa YbhŁZ gi ddcfŁ]b[ `YUfb]b[ cddcfŁi b]Ł]Yg UbX Ybj ]fcbŁ YbŁg k \]W] ]bgd]fY gŁi XYbŁg łc hŁf]j Y " K Y YbWŁi fU[ Y gŁi XYbŁgž ZŁa ]]Ygž UbX gŁU łc VY UW]j Y WŁbŁf]Vi łc fg ]b Vi ]X]b[ U gŁfcb[ WŁŁa a i b]ŁmŁUŁgŁi ddcfŁg `YUfb]b[ UbX j UŁi Yg hLY WŁŁbWŁdŁcZ łc [ YŁLYfbYgg "

8Yg][ bYX Ug U Łb]cf \][ \ž UbX bck k Y` cj Yf WŁdUW]Łmž GU!<U] WŁbŁ]bi Yg łc k YUŁLYf U [ fYUŁ XYU` cZWŁUb[ Y" 7UŁWŁŁa YbhUFYU WŁUb[ Yg \Uj Y cWŁW fŁYXž fYgŁi `Ł]b[ ]b U a i WŁ bYXYX XYW]bY ]b YbŁc`a YbŁŁ K \]Y k Y YŁ dYWŁŁc WŁbŁ]bi Y łc cVgYfj Y hŁ]g XYW]bYžk Y UFY U`gc cVgYfj ]b[ Ub ]bWŁYUgY ]b ]bŁYfbUŁ]cbU` YUfbYfg UŁYbX]b[ HF I ž UbX k ]Ł hŁUŁž Ub ]bWŁYUgY ]b ci f cŁ b 9@@ dcdi `UŁ]cb" K \]Y k Y Ya VfUWŁ hLY X]j Yfg]ŁmŁ]g Vf]b[ g łc ci f gWŁcc`ž ]hU`gc a YUbg hŁUŁYUWŁ mYUŁžk Y bYXY łc VY dŁYdUŁYX łc d]j chUg hLY dcdi `UŁ]cb X]gŁf]Vi Ł]cb k ]` WŁbŁ]bi Y łc VY i bVU`UbWŁX VYŁk YYb hLY [ fUXY `Yj Y`g ZcŁ hLY ZcŁYgYYUUV`Y Ž Łi fY" K ]Ł hŁ]g ]b a ]bXžk Y \Uj Y di h U bi a VYf cZgŁfUŁY [ ]Yg UbX gŁfŁ WŁi fYg ]b d`UWŁ łc gi ddcfŁci f WŁŁa a i b]ŁmŁ

Cj Yf hLY dUgŁmYUŁžk Y \Uj Y XcbY U g][ b]

a Ybhcfg" ̄ UXX]h]cbžk Y \Uj Y \cghYX dUfYbh]bZcfa Uh]cb gYgg]cbgžUbX k Y j Y U'gc \UX [ fUXY +g  
Vča Y hc i g hc hU\_Y dUfh]b ghi XYbh`YX UW]j ]hYg" : i fh\Yf hc h\]gžk Y UfY d`Ubb]b[ U & k YY\_  
GA 5F H GH5F H gYgg]cb hc gi ddcfh[ fUXY , g ]b h\Y]f hUbg]h]cb h\fc i [ \ h\Y]f a cgU]WfchU]cb"

H\]g Vča ]b[ mYUf a Uf\_g GU! < U] GYVčbXUfmg ) \$h\ 5bb]j YfgUfřgc k Y k ]` U'gc VY Yl d`cf]b[  
k Ung h\Uhk Y WUb VčbbYWhk ]h\ h\Y Vča a i b]mUbX WY`YVfUHy ci f cb[ c]b[ `Y[ UWř

# 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

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

## 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.

(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 i welcome, he IM adult

Continu ´ supnonginmt student and

## **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**

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).