



South Kamloops Secondary School

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School Learning Plan



SKSS School Learning Plan Presentation

School Vision

We strive to be an inclusive community that values and encourages learning and engaged global citizenship

School Context

We are indeed in some exciting times right now at SKSS as we prepare our School Learning Plan for 2017-2022. Working within the framework and curriculum of the B.C. Education Plan and the many pedagogical entry points for differentiated instruction and varied assessments, 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. The curricular "core competencies" of: Thinking,

Communication and Personal/Social are guiding the creation of classroom tasks and assessments that are preparing our Titans for the ever changing and evolving needs of our global society.

School Goals

1. SKSS students will demonstrate growth in the Thinking, Communication and Personal/Social competencies.
2. SKSS students will increase their sense of pride and responsibility within our school and the wider community

Learning Partner Engagement Process

In order to ensure that we have a strong sense of ownership and opportunity in our planning, it was essential that we involved 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 feedback included: formal meetings, school based surveys, PAC, Thought Exchange, Satisfaction surveys and P/T interviews. 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 collective long term planning at SKSS.

Goal 1:

SKSS students will demonstrate growth in the Thinking, Communication and Personal/Social competencies

Related District Strategic Plan Goal

Strategic Plan- Priority one: Ensure each student acquires Foundational Skills and Core Competencies

Goal Rationale

Our staff and community feel that it is imperative to have a long term plan, goal and strategies to address the effective implementation of the core competencies. Of importance with this goal is to have a systemic approach to this implementation of the competencies so that our students are immersed in the pedagogy, tasks and assessments consistently within all of our departments. It is clear that our collective collaboration, designing and application will be guided by a demonstrated growth with these foundational competencies- both from a student and staff perspective.

Specific Support Frameworks:

1. Targeted Professional Development: BC Ed Plan, Higher Order Tasks and Questioning, Inquiry Based Learning, Assessments: alignment to the competencies, co-created, self reflective, peer assessments.
17/18: Aboriginal education Curriculum implementation, Inquiry based learning and Project based learning (assessments), Making thinking Visible and Digital learning.
2. Teacher directed Core Competency "Focus" areas within our SKSS Professional Learning Community.
3. Targeted time during our "Professional Conversations" at monthly staff meetings
4. Resource supports to be in alignment with pedagogical needs as they pertain to teaching to the Core Competencies: wi-fi, digital resources, current and relevant paper based resources, field trips, professional teacher resources to support pedagogical change.
17/18: Chrome book and Mac Book inventory increased by 50% to meet class needs, 25% increase in subject specific field trips throughout community.
5. Utilize District Coordinators and resources to identify needs and supports at SKSS.
17/18: Brad Epp- e-portfolios, Elizabeth DeVries- curriculum implementation through the digital lens, Carolyn Anderson- Ab. Ed. curricular support, Amanda Russett- Numeracy Assessment.
6. Access practical exemplars/tasks to be shared with staff.
17/18: Google sharing within English and French Immersion department and February Coordinators' meeting "Presentation of Learning" and evidence to support- Tasks, Strategies and Assessments aligned to our two goals.

Data Related to Goal/Evidence

1. Increased pedagogical engagement
2. Flexible and adaptive learning environments
3. Visible evidence of tasks and assessments in alignment with the Core Competencies
4. Co-created tasks and assessments
5. Visible evidence of self reflections and portfolios that demonstrate student learning
6. Increase in field trips aligned to competency acquisition
7. Staff, Student and Community feedback through meaningful, timely and targeted surveys.
- Feedback as part of the process of: Create, Apply, Evidence of results
8. Feedback: Satisfaction survey, Thought exchange
17/18: Staff technology survey
9. Quantitative Data analysis as it pertains to existing exams and future assessments: Literacy & Numeracy
17/18: Gov't exam results- Fra1 12 and En.12, Ministry Student Learning survey, Kate reports, SD #73 results (non-fiction assessment and numeracy from partner schools).
10. Increase in scheduled student/staff "Presentations of Learning" both school based and community based

17/18: F.I., En. and SS POL'ing (classroom/library/Sagebrush), Calendar exhibit, Empty Bowl exhibit/fundraiser, Lip Dub 2018, Feb. Coordinator meeting and presentations of dept. evidence, SKSS Debate and municipal debate, Kamloops Junior City Council, Model U.N.

Strategies and Initiatives

1. Increase in planning and frequency of teachers using co-created, with colleagues and students, engaging tasks that align to the core competencies.
2. Increase in planning and frequency of teachers using co-created rubrics that purposely teach/assess the core competencies.
3. Increase in planning and frequency of teachers and students using co-created rubrics to assess the core competencies and associated tasks.
4. Increase in planning and frequency of teachers and students using portfolios to demonstrate student learning of the core competencies.
5. Increase in planning and frequency with the use of our new SKSS Wi-Fi network and the associated digital resources to engage and demonstrate higher order tasks and presentations of learning.
6. Increase in planning and frequency of Inquiry based projects and tasks in all departments that are aligned with the core competencies.
7. Increase in planning and frequency of student centered presentations of learning and self reflections in all departments during school time as well as to our greater community during planned events: field trips, exhibits, educational fairs, forums etc.

17/18: As per the above noted strategies, the SKSS staff referenced the following priorities with their individual and dept. planning- Tasks, Strategies & Assessments (Coordinator summary)

- Higher order questioning, project based learning, collaboration, experiential learning, co-created tasks, inquiry based learning, indigenization of the curriculum, curricular field trips, guest speakers and community engagement.

- Assessments: Co-created, Teacher/Student rubrics, Self Assessments, Peer Assessments, Core Competency rubrics, Cumulative Assessments and E-Portfolio documented use.

Progress on Goal and Summary Comments

As we come to an end to the 2016/17 school year, the depth of our work on this goal has been initiated with the collaboration and subsequent planning to define where we are at with the core competencies at SKSS and then aligning our professional development plans to support our implementation of this goal. Our work to date has been qualitative in nature and is most promising by the increased level of conversations and planning that is clearly building a strong foundation and capacity within our staff.

Presentations of learning from a variety of departments is guiding our teachers and students in a manner that at its core, is embracing and acknowledging the necessary tasks and assessments that have a focus on: Thinking, Communication and Personal/Social.

As we transition into the 2017/18 school year, our continued engagement with all of our stakeholders will not only provide us the qualitative evidence that we need to ascertain our growth with this goal, but we will also have more quantitative data through surveys and task analysis to determine if we are progressing with our targeted work on the core competencies.

17/18: As we complete the second year of our SLP, our staff have been guided by a transition in teaching and learning that has seen a strong pedagogical shift that is further aligned to our two primary goals: Core Competencies and School Culture.

We have used the leadership of our school coordinators' and our pro-d committee to establish a teaching/learning environment that embraces change and planning through meaningful conversations and pro-d that is collectively planned and shared with a common purpose.

Evidence to date, through coordinator submissions and survey, would include: a notable shift in pedagogy aligned to the core comps & higher order- Tasks, Strategies and Assessments. Specific examples of Presentations of Learning and Assessment rubrics (class/peer/self/reflective) provide us with direct data to support our collective work. Another interesting stat is our current school budget for photocopying, which is viewed as evidence of lower order tasks in classrooms, is done over \$10,000 from the same point last school year. This can be attributed again to higher order tasks and strategies that are beyond basic work sheet completion.

As we plan for 18/19, the key will be to continue to evolve our practices and begin to explore how we can archive our collective work for all staff and students to utilize in design, planning and application.

Goal 2:

SKSS students will increase their sense of pride and responsibility within our school and the wider community.

Related District Strategic Plan Goal

Strategic Plan- Priority three: Connect each student to their interests and passions.

Goal Rationale

Our staff and community felt that it would be beneficial that our new SKSS vision statement has a strong focus on "inclusiveness" and "citizenship"; that we collectively support this goal to increase our sense of school pride and responsibility both on and off of our campus.

Specific Support Frameworks:

1. A collective focus from staff and students to create a new SKSS Student Code of Conduct to guide our school wide approach to expectations and norms.
 2. Re-introduce in the timetable a block of time for SKSS Intra-mural program- daily school spirit support in our gymnasium.
- . Introduction to start off all staff meetings with: "Good news items on campus".

4. Increased enrolment and growth with our SKSS Link Crew team.
5. Increased enrolment and two blocks scheduled into 2017/18 timetable for SKSS Leadership classes who will focus on school spirit and citizenship. **This is the first time in several years that SKSS has had the capacity to schedule two blocks for Leadership.**
6. Increased growth in student centred and staff sponsored "SKSS Clubs". Strong indication of diversity and inclusiveness. **New- Debate club and Kamloops Junior City Council**
7. Increased growth in SKSS Peer Mentorship program.
8. Increased growth and support for our First Nations learners: clubs, supports, resources, culture activities. **New- Mathematics tutoring program 2x per week**
17/18: Introduction of Mental Health and Social Anxiety groups and supports (pro-active education)

Data Related to Goal/Evidence

1. Increased number of spirit related events on and off of campus.
2. Increased number of student and staff participants in spirit related events.
3. Increased visible evidence of student created work that has a focus on the "Traditions, Pride and Excellence" at SKSS.
4. Increased number of scheduled class field trips (all dept's) into our greater community to assist with opportunities that demonstrate citizenship and community engagement.
5. Targeted surveys to our community to gather evidence of growth as well as feedback for future planning. **New- Technology focus for 17/18**
6. Survey data: Satisfaction survey and Thought Exchange.
7. My Ed data analysis as it pertains to office referrals for defined behaviours.
8. Feedback: Satisfaction survey, Thought exchange, **New: staff survey- tech**
9. Increased support and involvement with our RCMP members: school wide and Intra-murals participation.
17/18: Scheduled monthly spirit events in planning with SKSS Leadership
- Increased number of school partner visits to SKSS: Art classes, Science club and Leadership class transitioning
- February coordinators' meeting presentations with a focus on specific evidence from each dept. aligned to goal #2

Strategies and Initiatives

1. SKSS Link Crew
2. SKSS Leadership classes.
3. SKSS Intra-murals.
4. SKSS Peer Mentorship.
5. SKSS Clubs: 20+ for 2016/17.
6. SKSS Legacy Wall.
7. Pep rallies: honouring both current students and distinguished alumni.
8. Hosting Family of Schools: teachers and students (classes). Grade 7 orientation.

9. Community exhibits (on/off campus): Art calendar exhibition, The Art of Biology, Animal Therapy, Model U.N., TRU connections, F.N. community dinners with student presentations of learning.
10. Visual representation in our halls of SKSS Vision and Attributes of a Titan.
11. Scheduled Grade meetings twice a year to reaffirm expectations as well as to celebrate success stories to date.

17/18: Carnival- French Immersion and Leadership

- School dances X2
- Aboriginal community dinner
- SKSS Vision statements created in English, French and in Shuswap and displayed throughout the school
- SKSS Got Talent (student production)
- Terry Fox Run with Orange shirt day
- Pink shirt day
- Art Exhibitions
- Honour Roll recognition assemblies
- Empty Bowl project
- SKSS Lip Dub 2018 (1,000 Titans involved- posted on our website for our community)

Progress on Goal and Summary Comments

SKSS has always had a strong culture and understanding of the Tradition, Pride and Excellence within our campus. Our primary focus with this goal is to redefine our school vision and priorities and align them with the current needs of our school. This would include developing a new SKSS Code of Conduct which will be published for the 2017/2018 school year. Using this as a foundation to build upon, staff and students will be guided by these expectations to redefine "who and what we are" at SKSS. Initial indicators through survey data from students, staff and our community, indicate that there has been a noticeable change in the culture of our school and that indeed a positive focus has been placed on student expectations and appropriate behaviours on campus.

The 2017/18 SKSS timetable will now have two Leadership blocks to help support and lead numerous initiatives that have a focus on: Spirit, Inclusiveness and Citizenship.

17/18: Building upon the implementation of our new SKSS Code of Conduct combined with the high visibility of our SKSS Attributes Shield and our SKSS Vision Statement in all 3 languages, we are clearly defining a learning environment that is student centered and values celebrating student success and school spirit. As noted above, there is substantial evidence to show what this "looks and sounds like" and strong student participation numbers reflect a good level of engagement from our student body. The creation of the 2018 SKSS Lip Dub brought 1,000 Titans together to showcase our school spirit and share this with our greater community.

Targeted support from the SKSS Leadership classes and from our 25+ school clubs has been a valuable resource to support our school cultural goal.

Two SKSS Carnivals in the fall (French Immersion) and in the spring (SKSS Leadership) had school participation rates at well over 50% during these events.

A committed focus from staff and students, and the necessary resource/financial supports from PAC and our school, will continue to support the many initiatives planned for 18/19.

Professional Learning Plan

1. Professional Development: collaborative planning amongst all staff- committee decisions to reflect this work in designing and coordinating our days. **New: First Nations curricular implementation, Inquiry and PBL, Making Thinking Visible, Technology and e-Portfolios**
 - Targeted funding: Teacher conferences & TTOC release time
2. Restructured staff meetings: introduce and model "Professional conversations and presentations"
 - empower staff to lead by example **New: Tech presentations, Making Thinking Visible presentations, Tasks sharing from individual classes, MyFocus@SKSS design and planning**
3. Restructured Coordinator meetings: evolving from a calendar and logistics focus to one guided by "Pedagogical" conversations and application.
 - create a safe environment for staff to take risks and share their evidence: Core Competencies, tasks, assessments. **New: February Coordinator presentations of dept. evidence aligned to 2 school goals**
4. SKSS Professional Learning community: redefine our purpose in learning- evolve from department based to cross-curricular. Conversations and task sharing to build a unified capacity with differentiated instruction and varied assessments. **In progress for 18/19**
5. Support and focus: Portfolio/MyEd "Presentations of Learning"

It is my goal as we move into the 2017/2018 school year to continue to build upon the professional relationships needed to provide the most optimal learning environment for our staff and students at SKSS. As the Principal, establishing this learning environment, that at its core will embrace a level of trust, respect and collegiality amongst our staff, will be crucial as we challenge the norm and redefine what learning looks and sounds like at South Kamloops Secondary.

Priorities for 18/19:

- **Re-defining our PLC with- New Norms, Non-Negotiables and Goals**
- **Career Education 10 implementation**
- **Mosaic 9 implementation**
- **Draft planning and implementation for MyFocus@SKSS implementation**
- **Begin discussions and planning to implement an "internal Instructional Round" in the spring of 2019 to look at our goal #1 as a potential point of inquiry for our staff to examine for both qualitative and quantitative evidence- are we achieving/demonstrating what we think?**
- **Implementation of the newly formed, "Principal's Council" to be aligned to Kamloops Junior City Council and SD #73 Student Advisory Council**
- **Continue our collective work to establish a "pedagogical archiving platform" to further support our staff with curricular implementation and sharing of co-created- Tasks, Strategies and Assessments**