

# Enhancing Student Learning Plan 2021-2022 (Spring Updates)

## School: Kwalikum Secondary School

Key features of our School Review that will guide our actions and directions in 2022-2023

- Spring 2022 – School Review – First year with Flex/Collaboration Weds. Collaboration Highlights include whole staff collaboration on UDL principles; whole staff collaboration on anti-racism; Flex highlights include the number of Jr. students (8-10) who use flex time on Weds. to get more help or have more time for math/science in particular.
- Math staff involved in Numeracy session (understanding the components of the MOE Numeracy Assessments) ; discussion with math teachers on how we may create school wide projects/activities at the grade 8-10 level that are cross curricular, to provide students with a deeper understanding of numeracy and literacy questions and applications. – This is a fall 2022 plan (further discussion and planning needs to occur – Ruth Stefanek (TL team) has been part of our initial conversations and is wanting to support us with this.
- Full staff focus on equity – specifically anti-racism – developing an understanding of our own beliefs and learning; Staff collaboration has looked at updating our Vision/Mission statements to have more of an equity lens; involvement with a NOIE inquiry that is looking at how we are supporting the development of the Indigenous students’ identities and creating a sense of belonging for all of our grade 8/9s. This inquiry also focuses on supporting our grade 10-12’s through grade and grad transitions. Plans for individual interviews with all Indigenous learners and sharing school information with Qualicum and Snaw-Naw-As communities. (School opportunities, what graduation looks like, scholarship opportunities etc.).

Scanning for Learning

What have you come to know about the learners in your school this year?	Evidence
<ul style="list-style-type: none"><li>● We know that our students learn best when they feel safe and connected. As a result, Anti-Racism and equity has been a major focus for us. Some of our students are struggling with understanding that some of their behavior (jokes, memes, comments etc.) are racist. Most people in our building are still viewing racism as GOOD vs. BAD...and are struggling to reconcile with the fact our colonial upbringing has created racist structures that we are all comfortable with. However, we are all learning cultural humility, and our BIPOC students are becoming much more confident in calling out the racist behavior – and we are learning how to “call in” these challenging conversations with students, parents and staff.</li><li>● Majority of our students have settled into high-school in a semi post-Covid setting – they have enjoyed the return to regular structure, extra-curricular opportunities and the consistency of school.</li></ul>	<ul style="list-style-type: none"><li>● We have had three formal suspensions this year (one in school and two out of school suspensions for racist behaviors), and over 20 individual/small group meetings with students who have been involved in a racial slur or comment. With each of the suspensions, families were involved in powerful discussions; one restorative circle is still in process. Families have been supportive of the school’s actions and have been part of our collective learning how to do better for our BIPOC students. One student’s family has also enrolled their child in workshops for equity.</li><li>● Families of our BIPOC students have expressed both gratitude and frustration (because there have been repeated incidents with different students); however, they reach out frequently and are supportive of our efforts with each incident.</li><li>● Third term report cards indicate that the majority of our students are progressing through their class quite well. The students we are most concerned about are the 2-5% in each grade who are not attending and are not connected.</li><li>● At grade 12, we have had a few students “disappear” this spring. We have concerns that up to 5 students whom we expected to graduate may not, despite our best efforts to get them re-connected and back on track.</li></ul>

For The Spring Conversation, what evidence will you use to know you have reached your target?

<p>Our goal of ensuring the students in our building feel safe to be here is an ongoing one. As a staff, we have done a lot of learning; however, we have people who have differing levels of understanding/awareness regarding what our BIPOC students face. We are really just starting to do this work – much more to do; however, we feel staff, for the most part, is interested in learning how we can increase the sense of safety and belonging for all our students, but particularly our BIPOC students.</p> <p>This spring our Culture of Belonging Collaboration group developed a survey for our students on their sense of connectedness and safety. A total of 438 students from grade 8-12 responded. (34.5 % from grade 8; 13% gr. 9; 23.1% gr. 10; gr. 11 19.5% and gr. 12 10.3%). Students felt most connected to the gym, art rooms and the music room. Students indicated that they were aware of numerous clubs/teams that they could belong to - a variety, besides sports teams were listed. We have a club called Inclusion Fusion which is a social justice action group. This replaced our GSA; however, students have indicated a desire for a GSA, so we are looking at having that opportunity available for students next school year.</p>
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Identify an area of the work in your learning community that appears to be indicative of a knowing/doing gap? How will you move forward in seeking to address this dynamic?
<p>Most of our staff understand or at least say they understand the principles of UDL – we still have a ways to go before we can confidently say all our staff is consistently using formative assessment/UDL strategies to inform their teaching and improve the access points for all learners.</p> <p>We are recognizing that learners need to build resiliency and take ownership of their learning. Building independence is a focus/goal.</p>

**Quality Teaching and Leadership - Where do you need to be more focused in this regard and what do you see as the desired learning progression?**

Continuing to support our staff in attending pro-d or workshops focused on building capacity in inclusive practices. (Ex. Katie White Dinner Series, Numeracy sessions.) Investing in our professional staff and encouraging learning opportunities - offering ½ day pro-d for Learning Support Staff, covering classes to encourage collaboration and co-teaching opportunities. Providing opportunities for deep dives into curriculum competencies - as opposed to content/learning objectives. Continuation next year with Flex/Staff Collaboration - possible fall focus for collaboration is curricular competency understanding

**What steps are you taking to ensure that Indigenous understandings are being woven into the fabric of learning for all students at your school?**

NOIE Transition 3 year study; Increasing resources through our library collections; modeling FPPL and ways of knowing and being in staff learning; Mandatory EFP10 for all grade 10's; several collaboration staff groups topics involve Indigenous perspectives and equity; Conversations with teachers inviting them to view learning through an Indigenous lens - example "Learning involves Patience and Time and Exploration of identity"; Evidence that our learning community has much work to do can be seen in the following anonymous quotes from students after an anti-racism (Red Dress Day) reflection:

"In one of my classes, we were watching a history video about first nations people. When the narrator said that they lost and white settlers won, one kid in my class put up his hands and yelled 'Yeeah!!'. Another kid leaned over and said 'I agree'. They started snickering and pointing to a handout we had of a picture of indigenous people."

"I've seen videos online or being posted on social media of some people from KSS saying the N word and F slur. It is brutal to watch because usually nothing gets done about it and the person who did it gets off with a warning"

"I genuinely feel disgusted with the amount of racist comments I hear on a weekly basis here."

**Focus Area 2: Curriculum (can be brought forward from your spring conversations)**

**Actions and initiatives planned for 2021-2022**

- UDL -work still to be done for inclusive practices
- Numeracy/Literacy – understanding of how to look at the components the literacy/numeracy assessments into activities/projects that can be cross-curricular – more work needs to be done on this for 2022-23

**Focus Area 3: School-identified Focus Areas**

**Actions and initiatives planned for 2021-2022**

Anti-Racism and equity learning/ Safety and belonging

**Numeracy**

Lessons Learned from school and provincial evidence. Please include what you know about your Indigenous learners.

Numeracy results for the past four years show that more than the majority of our grade 10 students have been assessed in the Emerging or Developing categories on the Numeracy 10 assessment (2017-18 -71%; 2018-19 - 78%; 2019-20 - 70%; 2020-21 -62%). This data indicates we need to work as a staff to understand how we can teach numeracy and literacy skills differently - focus on this with cross grade activities and with a clearer understanding on the types of questions students are being asked on the numeracy and literacy assessments in grades 10 and 12. Our Indigenous learners are performing on par with our whole student population.

**Next steps in support of those lessons learned**

In 2022-23 we hope to work with staff through our collaboration time on curricular competency understanding and literacy and numeracy development. We have met with Ruth Stefanek, from the teaching and learning team for help with possibly creating cross-grade assignments for grade 8 and 9 to help build up student skills with numeracy – in particular with recognition of what is being asked of them , understanding the types of questions asked and how to respond.

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