

SCHOOL IMPACT PLAN



FOR Kwalikum Secondary School

2022-2023

SECTION 1 - OUR CONTEXT:

Kwalikum Secondary School is a grade 8-12 secondary school located in Qualicum Beach, BC. Our school has approximately 750 students. Ten percent of our population are international students from a variety of different countries. We have 80 students who identify as Indigenous; most of these students live off the Qualicum First Nation Reserve. Over 60% of our students live rurally and are bused. Our school has fostered strong music, arts and athletic programs along with strong connections to our local community.

SECTION 2 - OUR AREA(S) OF FOCUS/RATIONALE :

Our area of focus came from staff last year as we discussed the lack of connectedness that we felt many students had to school after the Covid-19 disruption. We recognized that as a staff we needed a clearer understanding of who our students were and what their needs were. We also wanted to define attributes that we hoped all KSS learners would be able to demonstrate. By using our collaboration time, we identified 5 key learner characteristics that we wanted to make observable. We used information generated through several activities in order to come up with specific observables we could look for in classes. We had teachers commit to trying one strategy with classes, had them reflect on the observable effect of the strategy and then share their process with a triad group during a presentation of impact.

Additionally, we conducted a student survey on belonging and connection at KSS to identify where students felt connected, and gathered ideas of where we should focus our attention.

“As a result of what we are observing in our classrooms with engagement, attendance and social/emotional learning data/evidence, our instructional challenge is...

Will fostering a sense of belonging and connectedness for our learners at KSS increase student engagement and improve student success in achieving a meaningful graduation?

OBSERVABLE VISION FOR SUCCESS IN **Engagement**

When our students and our educators are being successful in this area of focus, you will observe the following in our classrooms:

Our (S) students would be..	Our (E) educators would be...	Our (T) tasks activities and assessments in our classrooms would look like...
<p>S1 – Regulated (Productive) (eg. Able to start and finish a task)</p> <p>S2 – Student can articulate the purpose of the learning, where they are at in their learning, and their next steps.</p> <p>S3- Student can demonstrate unique thinking through tasks, projects and discussion</p> <p>S4- Student is showing curiosity by asking questions and wondering</p>	<p>E1 – Creating predictable structures that allow/encourage multiple entry points.</p> <p>E2 – Providing clear and explicit learning intentions in multiple ways (visual, auditory, etc.)</p> <p>E3 – Explicitly teaching the skills they want students to demonstrate (e.g. discussion skills)</p> <p>E4 – Asking open ended questions and modelling how to ask open ended questions</p>	<p>T1 – Allowing for voice and choice (allowing students to demonstrate curricular competencies a variety of ways/ encouraging self-assessment)</p> <p>T2 – Jigsaw activities</p> <p>T3 – Fishbowls and/or socratic discussions</p> <p>T4 – Inquiry or passion projects</p>

OUR OBSERVABLE EVIDENCE TO CONNECT OUR ACTIONS TO IMPACT IN

Fostering a sense of belonging and connectedness at KSS with the hopes of improving overall attendance and engagement.

The data that will allow us to connect our Learning Plan to Observable Impact will include:

Our student-based data/evidence (SD)	Our educator-based evidence (ED)	Our task/activity-based evidence (TD)
<p>SD1 – Student attendance patterns</p> <p>SD2 – Student involvement in clubs/teams (Belonging Group)</p> <p>SD3 – Increased sense of belonging for Indigenous Students (Equity Scan & NOIIE)</p> <p>SD4 – All students able to access learning (UDL)</p>	<p>ED1 – Correlation to class grades/achievement</p> <p>ED2 – Facilitating a variety of clubs/teams</p> <p>ED3 – Educators involved in NOIIE Inquiry</p> <p>ED4 – Educators routinely using various inclusive practices in lessons</p>	<p>TD1 – Use Ed Insight/MOE SSW site for data info/comparisons</p> <p>TD2 – Creating opportunities for choice-based activities through FLEX and non-instructional time.</p> <p>TD3 – Personal interviews/ increase in curricular representation</p> <p>TD4 – Multiple ways for students to represent learning (vertical boards)</p>

OUR IMPACT STATEMENT AND LEARNING PLAN:

To address this instructional challenge in our classrooms, we have developed the following impact statement and learning plan for our staff.

If we do the following...

- *Identify learners with whom we have concerns in order to create awareness of unique circumstances and discuss how to ensure equity in practice*
- *With collaboration time next year, dig deeper into specific curricular competencies and embedding core competencies*
- *Build on our presentation of impact session from our May staff meeting and have more staff sharing sessions of strategies throughout the fall*
- *Create more opportunities for staff to develop structures/understanding how we work with student goal setting and core competency self-reflection*
- *Analyze the data from the Provincial Numeracy and Literacy Assessments to identify areas of relative weakness within cohorts, and have teachers discuss ways to address these concerns.*

So we can design and implement...

- *Learning opportunities for all learners that are equitable.*

Then we will observe educators DOING AND DEMONSTRATING:

- Lessons that are designed with engagement, representation and action/expression in mind (UDL principles)
- Lessons that embed Indigenous ways of knowing and being into the curricular competencies

And we will observe TASKS, ACTIVITIES AND ASSESSMENTS including:

- Inquiry based or project-based assignments
- Tasks that are personally relevant or allow for personal connection

And as a result, we will observe learners DOING AND DEMONSTRATING:

- Making their unique thinking observable; building cultural competency
- Goal setting, assessing their progress and sharing next steps

And our DATA/EVIDENCE will show (enter evidence sources):

- Increase in grade 10 to 11 grade transitions
- Improved attendance and progress among our top 20 percent chronic non-attenders

MAINTAINING MOMENTUM - OUR ONGOING CHECK-IN/REFLECTION PLAN

To ensure we are moving forward, and our staff is receiving the support they need, we will make ongoing staff learning visible by doing the following:

- *Collaboration sessions in the fall*
- *Sept. – Determine our top 20 percent at risk students to focus on; Monthly staff meetings – one dept. shares a task or activity that they are using in classes; Fall – Work on core competency goal setting and self-reflection; Sem. 1 end – triad presentations of impact. Feb. – look at attendance data and lit. 10 assessment data to triangulate with Sem. 1 progress. March – June – determine next focus/course of action re: student progress, engagement and belonging; have students complete another belonging survey; yearly – document and track incidents of racism, discrimination or other types of harassment; provide opportunities for further development of positive culture.*

