

Revised September, 2026



Sa-Hali Secondary School Annual School Learning Plan 2026-2027

Due: September 17



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 Tk'emlups te Secwepemc through our [Local Education Agreement](#) and the [Indigenous Education Enhancement Agreement](#).

CONTEXT

Sa-Hali Secondary School located at 255 Arrowstone Drive, sits on the top of the Kamloops Xget'tem Trail and has close proximity to the intersection of Notre Dame and Summit Drives.

Sa-Hali is a Grade 8 to 12 school with the following groups of students and staff:

890	=	Total student body
45	=	International Learners
111	=	Indigenous Learners
114	=	Ministry Identified Learners (43 Low Incidence Learners)
40	=	Landed Immigrant Learners
400	=	Student Athletes
49	=	Teaching Staff
18	=	Support Staff
3	=	Administrators

At Sa-Hali Secondary School, we are guided by the Kamloops Thompson School District's strategic plan, and the mission statement of, "supporting learning opportunities and environments which inspire students to thrive". We encourage students, families, and staff to be active contributors in building a strong community that supports learning and values the concept of "togetherness".

Originally designed as a junior high, 50 years later, Sa-Hali continues to weather a great deal of change. Catchment area changes have occurred, resulting in a much needed decline in enrollment. However, now with the opening of Snine Elementary, and additional catchment changes, our school population is expected to balloon. Furthermore, the population of new Canadians drawn to us by TRU will also be in flux as government policy shifts in immigration law continue to evolve. This will mean we will need to keep a close eye on our ELL community to ensure those students are fully supported.

Over the past 4 years, we have done a significant amount of work around identifying what matters at Sa-Hali. We have narrowed our focus to Community, Safety, and Accountability, and have had a great deal of success building on these concepts by planning whole school activities, revitalizing our recognition process, and honing in on our RTI (response to interventions) and assessment strategies. With our changing demographics in mind, we continue to improve existing supports and interventions, and to develop new interventions to meet the needs we are facing.

As a staff, we continue to analyze our student success rates in comparison to other schools, the district, and the province. We are committed to ongoing reflection on how school programming, support models, and instruction and assessment impact assessment results, student attendance, and a sense of belonging.

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 have a personally meaningful and authentic learning experience in the classroom.

GRADE TO GRADE TRANSITIONS: Our focus will be on developing assessment practices that support learning experiences over work completion.

SCHOOL RESULTS ANALYSIS:

In looking at [graduation assessment data](#), we can see that our school continues to have strong achievement in our literacy scores, but our numeracy scores are significantly lower. While this trend is in line with both the district and the province, we feel it is worthwhile to do inquiry into how we can support numeracy development as a whole staff.

AREAS TO CELEBRATE:

Our staff has engaged in an extended conversation around attendance and achievement, and they have identified some structures and practices in place in our building that are conducive to poor attendance. More importantly, staff took the time to determine what specifically is within our control, and this has sparked some interest in moving forward with specific strategies.

AREAS TO GROW:

In our early discussions about focusing on numeracy across disciplines, it seems clear that this will be a new concept for many of our teachers. We will need to balance our priorities carefully in order to help staff develop an understanding of how numeracy plays a role in each specific discipline while also honouring the progress that staff has been actively engaged in to support improved student attendance.

SCHOOL GOAL: To build capacity in assessment practices and to support staff in developing numeracy skills across the disciplines.

SCHOOL STRATEGIES:

- Use our second monthly staff meeting to focus on numeracy and assessment.
- Teachers need to continue to work on developing high standards supported by the triangulation of authentic assessment.
- We will continue our communication with families about attendance expectations and we will work to implement interventions that are not conducive to non-attenders.
- We will look for opportunities to specifically celebrate examples of good attendance.
- We will continue with our sequential Workplace Math 10/11 class where the teaching and pacing can be tailored for a specific group of students with known challenges in Math. This will allow students to complete workplace 10 and 11 in their grade 10 year.
- We will implement a grade 8/9 class for both English and Math for struggling learners where the pacing and expectations can be leveled more appropriately.
- Continue to explore attendance concerns through discussions with students at the margins, surveys, and by looking at case studies at staff meetings.
- Implement structures to review course completion and success and align that progress with future course selections.

To improve classroom practices, we will (PD strategies):

- Continue to explore best practices in assessment strategies - Specific focus needs to be put on how to use the proficiency scale effectively and how to communicate challenges and missed expectations with students and parents clearly as well as triangulating evidence.
- Focus our September professional development day on AI and academic integrity and revisiting our core values of Community, Accountability, and Safety.
- Focus our November professional development day on working with students on the spectrum.
- Support teachers in exploring strategies to develop numeracy skills in all classrooms.
- Continue to put a focus on developing GRIT (growth mindset, resilience, integrity, and time management) in the classroom by using the GRIT rubric to provide feedback on work habits and celebrate achievement

To improve in grade-to-grade transitions, we will...

- Continue to reduce the number of transitions for our grade 8s by reducing the mosaic rotation from 8 to 6.
- We need to continue to reflect on the grade 8 mosaic purpose and function.
- Make use of predictive analytics to identify and support at-risk students.
- Continue to reinforce our Response to Intervention process by including it in discussions at staff meetings.
- Continue with our process for IE/F follow ups with a focus on telling a more accurate and complete story about our grade 8 and 9 learners in using “emerging” or “F”.
- Implement structures to review teacher recommendations and align that with course selection.
- Continue to celebrate the grade 12 capstone presentations as a whole school to honour the efforts of our students and to create a culture of excellence for our younger students.
- Employ earlier attendance interventions. We need to identify chronic non-attenders coming to us and start with interventions early. This can start with regular attendance letters and ongoing communication with families.

To improve school completion (Use graduation rates), we will...

- Reinforce our Response to Intervention process
- We will continue to provide learning extensions to students who were unable to complete in 5 years.

To improve Indigenous student learning, we will... (Use Local Education Agreement and Indigenous Enhancement Agreement)

- Our new Indigenous Lead Teacher will work one on one with Indigenous students and provide leadership to our Indigenous Education team in planning cultural activities and supports.
- Have our Indigenous Lead Teacher run a committee with input from teachers, CUPE, and administrators to develop cultural learning opportunities for students.
- Have our Indigenous team make recommendations and contributions to academic programming discussions for our Indigenous students.
- Work with our Indigenous team to tighten up duties, roles and responsibilities; for example, we have each IEW work with students in an alpha that aligns with counselling and admin to allow for a more team based approach
- Work with our Indigenous team to review and streamline required reporting procedures.
- Our Indigenous lead teacher will continue to have a standing agenda item at each staff meeting.

District goals:

To improve numeracy, we will:

- Build staff capacity to teach from a culturally sensitive stance that connects with learners' experiences and identities through collaboration with Indigenous and Inclusive Education, and Curriculum Departments.
- Support instruction across all areas of learning through the integration of numeracy tasks.
- Use proficiency-based assessments to identify learner needs and determine areas of focus for classroom instruction and intervention to address the achievement gaps of Aboriginal learners, diverse learners, and Children and Youth in Care.
- Develop the integration of mathematical models and strategies that support foundational numeracy skills by:
 - Enhancing instruction of number sense, and spatial reasoning in primary classes.
 - Focusing on automaticities and instruction of strategic approaches to operations in order to build computational fluency and flexibility in intermediate classes.
 - Extending the development of conceptual understanding to include rational number operations using strategic procedures in secondary classes.

Evidence and Next Steps

In order to monitor our progress, we will:

- Analyze achievement and supports for our struggling learners throughout the year through CORE meetings, IE/F meetings, promotional meetings
- We need to be more intentional about targeted interventions and outcomes that come out of IE/F meetings
- We need to continue to make communication about and approach to project completion days and IE reporting a priority
- We will build in checkpoints in our September CORE meetings as a follow up to our promotional meetings in June

- We will review the School Learning Plan regularly at staff meetings

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: We will foster a sense of safety, accountability, and community for staff and students.

SCHOOL RESULTS ANALYSIS:

In looking at our [Student Learning Survey \(SLS\) results](#), we can see that while we have made some progress with our students' overall satisfaction with school and their learning, there is significant progress needed in a few areas. According to survey results, students do not feel like they are learning how to care for their mental health. Furthermore, when we look at how we're supporting our Indigenous population, we can see that students do not feel they are experiencing Indigenous cultural activities.

In our ongoing inquiry around student attendance, sense of belonging and positive mental health supports remain key aspects of getting kids to school. For this reason, mental health education and supporting Indigenous cultural activities should be key in our focus areas.

AREAS TO CELEBRATE:

- Our cell phone policy has led to greater connection and engagement in many classrooms.
- Staff commitment to building a strong school culture maintained the momentum that came out of planning our 50th Anniversary celebrations. Staff organized a talent show, a Toonie Toss fundraiser, Christmas breakfast, and supported

enough sporting activities to get nearly half of our student population engaged in athletics.

- Staff remained engaged in pursuing discussions around attendance and belonging.
- Our open house invitation to grade 7 families into the school for parent teacher conversations night was widely attended.

AREAS TO GROW:

- SLS data indicates that Indigenous cultural activities are not widely experienced.
- SLS data indicates that we need to put a more conscious effort into specifically teaching students how to care for their mental health.
- We need to renew our focus on the 3 pillars of what matters at Sa-Hali: Community, Accountability, Safety.
- We need to continue to develop a culture where students believe that meaningful learning takes place in a classroom by having better communication about attendance expectations and student concerns.
- We need to put more emphasis on the learning versus the work.
- Our vape pit is coveted as the single most welcoming spot in the entire school. Its patrons graciously share their nicotine and marijuana resources with any students looking to increase their sense of belonging and level up their notoriety. The pit provides a viable space for students to meet up with like-minded individuals looking to skip class. This is especially important because of the impact our no cell phone policy has had on kids surreptitiously communicating during class time. As a result, our esteemed principal, Mr. Brady, has made a personal commitment to eradicating Sa-Hali Secondary underage use of nicotine and marijuana products. Mr. Brady has pledged to remove the vape pit and transform the space into a sacred outdoor area of learning. Arrangements have been made to build a structure in the Brady name. There will be an unveiling ceremony in September 2026.

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
- Put focus on classroom strategies within our intervention model
- Celebrate our Sabre Pride recognition with reference to GRIT in September to set the tone for the year.

- Engage staff in conversations about how our policies and assessments enable non-attenders.
- Be strategic in flagging chronic non-attenders early and purposefully look for adult connections and opportunities to create social moments.
- Purposefully plan community building activities to engage our community and build a sense of belonging within the school.
- Support our Indigenous learning team in making Indigenous cultural experiences more prominent in our school.

District goals re: transitions

To improve grade-to-grade transitions, we will:

- Continue to provide school teams with individual learner profile information, at earlier stages of development, to best inform instruction and support plans.
- Build data literacy capacity within Families of Schools to enhance collaboration and to identify further information and analysis needs.
- School teams will collaborate about effective school-based transition supports and flexible programming options.
- Provide opportunities for schools to share effective practices and implement them widely.
- Collaborate with the Aboriginal Education department to strengthen student learning communication with the Aboriginal Education Council and Band Education Coordinators.

To improve sense of belonging, and feeling welcome, safe, and connected, we will:

- Develop a common framework of inclusive practices to create coherence between school needs and district sessions.
- Explore flexible structures of support (e.g., residency model) to meet students' needs and build capacity within schools to sustain practices.
- Integrate professional learning by bringing together all departments through a common framework and focus on inclusive practices and use existing structures to ensure a common message.
- Build staff capacity to identify and implement proactive strategies for addressing challenges related to non-instructional time, especially strategies for recess and lunch.

- Continue to implement SEL Strategies with FFPL to support students to manage their emotions, increase social skills and self regulation skills to remain in the classroom and develop a sense of belonging.
- Increase staff capacity to attend to student voices and refine functional behavior assessments.
- Increase school participation in PreVenture, Mental Health Literacy and Everyday Anxiety Strategies for Educators (mental health and substance use among teens).
- As we roll out the anti-racism action plan, we need to continue working with students and educating schools and staff on results.
- Implement a well-being training program for adults leading our system (Healthy Minds).
- Support students in accessing curriculum in their primary language.
- Support school teams to intervene early when transitioning students back to school (Home Hospital).
- Serve vulnerable students with communication disorders with contemporary resources and practices.
- Support students and families to participate in community discovery groups through Blind Beginnings and BC Blind Sports.
- Supporting deaf and hard-of-hearing students to advocate for themselves so they can access language.
- Continue to support Indigenous students and their families through culturally safe, trauma-informed counseling support.
- Identify school learning needs and student diagnoses so that students feel connected and empowered in their learning.
- Meet with school and District staff to develop assistive technology solutions to meet students' needs.
- Build capacity for working with neurodiverse and complex students (FASD and ASD).
- Work with secondary schools to build capacity for meaningful inclusion.
- Continue creating, expanding, and enhancing school snacks and meals programs to improve physical and mental health and increase readiness for learning.
- Continue providing diverse activity-based after-school programs throughout the District with a focus on opportunities for diverse students.
- Continue following all Safer Schools Protocols to promote and maintain student and staff safety and well-being.

Evidence and Next Steps

- Continue to work on our attendance inquiry by analyzing data, interviewing kids, and presenting case studies for learning opportunities for our teachers at staff meetings.
- Develop strategies to engage more students in Indigenous cultural activities.
- Engage Foundry in helping us bring more mental health learning to our students.

--