

Revised September 15, 2025



Sa-Hali Secondary School Annual School Learning Plan 2025-2026

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:

902	=	Total student body
37	=	International Learners
118	=	Indigenous Learners
115	=	Ministry Identified Learners (43 Low Incidence Learners)
33	=	Landed Immigrant Learners
400	=	Student Athletes
47	=	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, there will be additional catchment changes that will see our school population 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 3 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.

An example of this is the new FLEX program we introduced in September 2023. While we have seen some success with our FLEX program, we also acknowledge that we need to continue to revise in order to meet the needs of our students. For the 2025/26 school year, we plan to shift from a longer term FLEX program to a FLEX intervention model with more specific goals and timelines. The idea being that the focus is on addressing students' immediate needs and transitioning them back into mainstream or alternative programming.

We are purposeful in working with our feeder elementary schools by engaging students in targeted transition activities throughout the year. From February through to June we make several visits to the elementary schools and host several tour days that include peer mentors. In addition to this, we found great success in inviting our grade 7 families into the school for the spring parent-teacher evening last spring as well as to our 50th Anniversary celebrations.

Last year marked Sa-Hali Secondary's 50th Anniversary, and we had a number of events that helped us to connect with the community and celebrate our ongoing legacy. These events culminated in a very well attended open house that brought back dozens of alumni teaching staff. To keep this positive legacy moving forward, we established the Sa-Hali Alumni Fund that will continue to grow and support graduates in the years to come.



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. When we look at our [attendance data](#), however, we can see that our students don't necessarily need to have regular attendance to achieve.

AREAS TO CELEBRATE:

Our staff has demonstrated a willingness to engage in conversations around attendance and achievement, and they have identified a connection between our problem of practice and assessment practices. They are also curious about what structures and practices are in place in our building that are conducive to poor attendance.

AREAS TO GROW:

Assessment practices that support in person learning. Structures that allow for poor attendance (ie Google Classroom). Empowering teachers to have difficult conversations with students and parents about authentic assessment.

SCHOOL GOAL: To build capacity in assessment practices and to support staff in providing meaningful learning experiences versus work.

SCHOOL STRATEGIES:

- Shift our collaborative conversations into staff meetings so they are more focused and structured, and by doing so adding 40 minutes of face to face instructional time each week.

- We will improve our communication with families about attendance expectations and we will work to implement interventions that are not conducive to non-attenders.
- Adjust our LART approach so we can employ the push in model, working with students in their regular classes.
- Shift our FLEX program to a FLEX intervention model with the focus being on implementing clear goals, check points, and transitioning to the appropriate educational programming; we will no longer have non-attending students living in the FLEX program.
- We have implemented a 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.
- Continue to explore attendance concerns through discussions with students at the margins, surveys, and by looking at case studies at staff meetings.

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

- Implement some professional development and support with some teachers around planning for inclusion facilitated through our LART push in model.
- Continue to explore best practices in assessment strategies
 - Specific focus needs to be put in how to use the proficiency scale effectively and how to communicate challenges and missed expectations with students and parents clearly.
 - At our staff meetings, we will examine a series of [case studies](#) with the goal of linking these real life scenarios to our [intervention model](#) ultimately leading into discussions about assessment.
- 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
- Focus our September professional development day on AI and education and specifically how AI can be used by classroom teachers to support assessment strategies and adaptations.

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

- Shift FLEX model to a Transitions model
- Continue to reduce the number of transitions for our grade 8s.
- We need to reflect on the grade 8 mosaic purpose and function.
- Make use of predictive analytics to identify and support at-risk students
- Reinforce our Response to Intervention process

- 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”.
- 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.

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

- Shift FLEX program to an intervention focused on transitions.
- Reinforce our Response to Intervention process
- Have LARTs start to co-plan and co-teach using the push in model with classroom teachers to move more towards a truly inclusive model
- 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)

- Have Indigenous Lead Teacher work one on one with Indigenous students by scheduling him to work in the Gathering Place on days 1 and 3 in block C.
- Have our Indigenous Lead Teacher run at 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 AbEd team to tighten up duties, roles and responsibilities; for example, we have each AEW work with students in an alpha that aligns with counselling and admin to allow for a more team based approach
- 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 Aboriginal 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 revisit our communication about and approach to project completion days and IE reporting
- We will build in checkpoints in our September CORE meetings as a follow up to our promotional meetings
- 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 Indigenous students feeling a sense of safety, community, and accountability, however we have some more work to do in this area with regards to our diverse learners.

One of our staff collaboration groups took a deep dive into our attendance data and came up with a series of recommendations for us to move forward with to help build a sense of community and belonging at school and thus improve attendance.

AREAS TO CELEBRATE:

- Indigenous cultural activities
- Maintained focus on the 3 pillars of what matters at Sa-Hali: Community, Accountability, Safety
- Our cell phone policy has led to greater connection and engagement in many classrooms.
- Our 50th Anniversary activities were a huge success. These staff led initiatives were well attended and enjoyed by all who participated. Our open house brought together community members and student and staff alumni, and the activities throughout the week brought about a renewed sense of school spirit.
- Staff engagement in pursuing discussions around attendance and belonging.
- Inviting our grade 7 families into the school for parent teacher conversations night as part of our grade 7 transitions.

AREAS TO GROW:

- SLS data indicates that our diverse learners are not experiencing the same sense of belonging as other students.
- How do we take the momentum we've built with our 50th celebrations and continue to build a culture of "TOGETHERNESS".
- We need to develop a culture where students believe that meaningful learning takes place in a classroom.
- Better communication about attendance expectations and student concerns.
- We need to put more emphasis on the learning versus the work.

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.
- Redesign our Feeding Futures program to reduce barriers students face in accessing food

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.

STREET DATA STRATEGY:

Provide your current equity-centred inquiry question:

- How are our current structures and practices enabling students' poor attendance?

Identify which cohort of learners (at the margins) the staff is prioritizing:

- Chronic non-attenders

State one or two actions taken by staff to understand these learners' school experience:

- Ongoing attendance data analysis
- Flagging at risk kids for earlier intervention

Share how you have used, or plan to use, this information to create positive change:

- Based on our data analysis, we will create student profiles to discuss at staff meetings. We will identify gaps in connections and work through our intervention process to build supports collaboratively.