

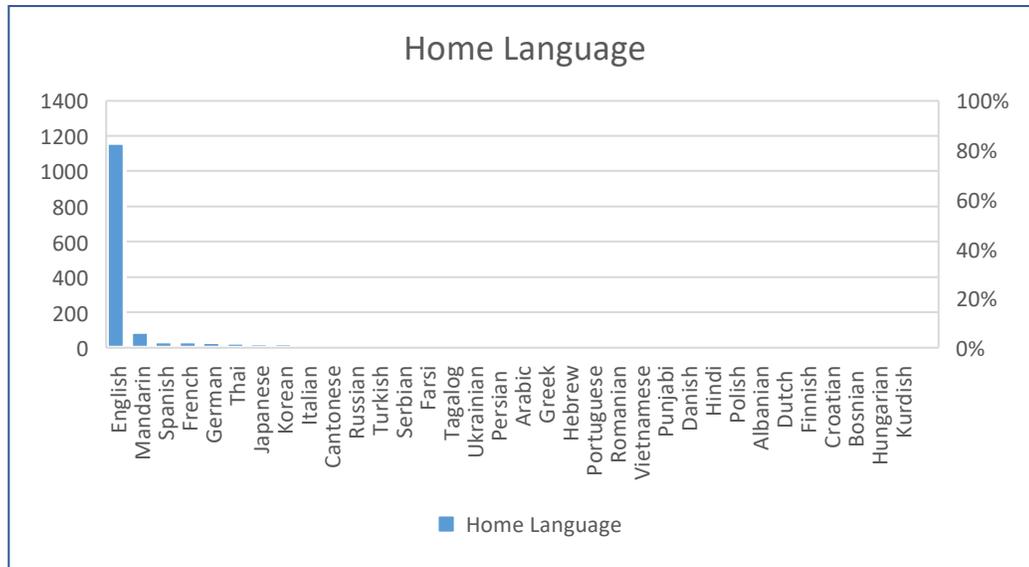
2022-2023 - Year 1 School Learning Plan

1. GENERAL SCHOOL STORY (TO BE UPDATED EACH YEAR)

Kitsilano Secondary School is a dual track school that has a school population of approximately 1600 students in grades 8 to 12: 952 regular program students, 600 French Immersion students and 48 students enrolled in one of three onsite district education programs. These programs include:

- The Life Skills Program enrolls 13 students in grades 8 to 12.
- The Pre-Employment Program has 22 students in grades 10-12 enrolled.
- The Vinery Program has 13 students enrolled in grades 8 and 9.

Our student population is culturally diverse and includes over thirty different home languages with English identified as the most common home language. Our student population also includes 37 English Second Language learners, 26 Indigenous learners and 124 International students.



Kitsilano is located on the west side of Vancouver in a neighbourhood primarily composed of apartments under 5 storeys (66.8%) and detached duplexes (12.2%). Other housing in the area include apartments 5 or more storeys (6.9%), single-detached housing (6%), detached duplex housing (5.6%) and row houses (2.2%). Based on 2016 census data:

- 56.7 % of dwellings are rented
- population in low income households is 14.7%
- median household income is \$72 839
- population representative of single parent families is 12%
- top three languages (mother tongue) are English (74.2%), Chinese (5.6%) and French (2.6%)

The families in our school community are diverse both socio-economically and ethnically. They value education and are dedicated to supporting their children in their scholastic, artistic, athletic, and service focused endeavours. The Kitsilano neighbourhood community is very supportive of the school. We have community partners in Kitsilano Community Centre and Kitsilano Neighbourhood House who offer a variety of programming for youth, and many local businesses that support our students and school activities and events. We also have a variety of curricular and extra-curricular programs that help support students based on their personalized needs. These include over forty school clubs, VCH Leadership & Resiliency Program, Theatre program and athletic teams. In addition, our Community Schools Team works to engage our youth in activities in the school and broader community.

Kitsilano Secondary School teaching faculty and staff offer strong educational programs in a safe, welcoming, inclusive and collaborative environment. The staff reflects a broad range of educational backgrounds and teaching experiences and many of these professionals continuously upgrade their teaching credentials. They are dedicated to engaging students and supporting them to be their best in the classroom and in extracurricular activities such as fine arts, athletics, and service-oriented clubs. The Kitsilano staff continues to build as a professional learning community that has a shared vision of success for all learners, commitment to collaboration with colleagues, reflective teaching practices, and an annual cycle of goal setting and collecting data from all stakeholders – students, staff, families, to inform our decision making.

Our Code of Conduct, K.I.T.S. (Kind, Inclusive, Thoughtful, Successful), is a school-wide positive behavioural interventions and supports (PBIS) program that has been established in the philosophy and operation of our school. The K.I.T.S. framework is used in student goal setting and conversations staff are having with students in relation to the Code of Conduct. There is tremendous enthusiasm and pride in the school and an understanding, from staff, students and families, that a good school community is a combination of both in-class and out of school activities that provide opportunities for engagement and success for all students.

2. WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS? (SCANNING)

Our learners value school and are motivated to learn and complete school with goals of continuing their education at post secondary or entering the workforce. There is strong participation in school extra-curricular activities in fine arts, athletics and school service. There is a segment of our student population in which we are seeing a lack of connectedness or positive connection to school.

Strengths

- kind, respectful, inclusive
- positive peer relationships
- effort, interest and motivation for learning
- engagement in school activities
- strong student-teacher relationships
- parent involvement
- high academic achievement and school completion rates

Needs

- increased levels of anxiety and depression
- lack of self-regulation of use of electronic devices, cell phones in school
- negative online behaviour
- substance use including vaping
- disruptive group behaviour

3. WHAT EVIDENCE SUPPORTS WHAT WE KNOW ABOUT THE LEARNERS? (SCANNING)

The information that we know about our learners has come from school and district data, and data collected from surveys of students, parents and staff including the BC Ministry of Education Student Learning Survey, Youth Development Index (YDI) and Canadian Student Tobacco, Alcohol and Drugs Survey (CSTADS). Additional data has also been collected through student voice in our school's Kitsilano Parliament and Student Forum group, staff discussions and PAC discussions.

Street-level Data:

- High student participation in school clubs, athletic teams, open gym, school government
- High staff support of student activities and initiatives
- High student and parent attendance at school events, i.e., Fine Arts Night, plays, concerts, conferences, athletic events
- High parent attendance and participation at PAC meetings
- Increased absenteeism and truancy, tardiness

- Increased incidents of students in hallways during class instruction time
- Increased office referrals for disciplinary incidents, i.e., vaping, online behaviour, school behaviour
- Increased staff reports of students distracted from learning by electronic devices

Survey and Discussion Data:

- Students, staff and parent surveys, discussions and focus groups have provided information and feedback about their perceptions and experiences in the school community.
- Concerns about student mental wellness
- Request for more presentations on substance use, consent, digital literacy, bullying, anti-racism
- Request to promote a more inclusive community through more education and celebration of our community's diverse groups
- Curriculum reflects the needs, interests and experiences of our diverse student population

4. **WHAT IS THE FOCUS FOR OUR COMMUNITY OF LEARNERS BASED ON THE EVIDENCE?** (FOCUSING)

Our focus is on all learners with a specific focus on junior students, vulnerable students with lack of connection to community and students who struggle with attending school.

Based on the evidence gathered, the focus for our community of learners will be to increase their sense of belonging and engagement in the Kitsilano school community while improving their mental wellness and academic achievement. This focus is aligned with the Vancouver School Board's *Education Plan 2026* to improve student achievement, physical and mental well-being, and belonging by improving school environments to ensure they are safe, caring, welcoming, and inclusive places for students and families.

The focus on promoting a sense of belonging and engagement among students is also closely aligned to two key goals of the Vancouver School Board's *Aboriginal Education Enhancement Agreement*, to increase Aboriginal students' sense of pride, self-esteem, belonging, place, acceptance and caring in their schools, and to ensure Aboriginal students achieve increased academic success in Vancouver schools and that they participate fully and successfully from kindergarten through the completion of Grade 12. These goals are connected to the broader focus of promoting a sense of belonging among all Kitsilano students while also supporting their academic achievement and success.

Our focus also connects to the core competencies, specifically *Personal and Social*. Personal and social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and social competency encompasses the abilities students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.

It is our hope that if all students have a greater sense of belonging and engagement in the school community, that there is a greater likelihood for students to be mentally well and experience academic success.

5. **INQUIRY QUESTION** (FOCUSING)

Our community solicited input and feedback from all stakeholders (students, parents and staff) which has led us to our inquiry question:

How do we increase belonging and engagement in the school community to improve social and emotional wellness and academic achievement?

Prior to the pandemic, Kitsilano Secondary had a greater sense of school spirit and community engagement. The impact of the pandemic affected students' sense of belonging and engagement as many felt isolated and not connected to others. The change to remote learning, lack of in-person connection to peers and teachers and cessation of extra-curricular activities led to less connection to the school community and a lack of belonging and engagement.

By focusing on promoting a sense of belonging and engagement into the curriculum and school life, students are more likely to feel valued and accepted within their school community. This, in turn, contributes to the development of a positive school culture where students feel safe, included, and supported, allowing them to thrive academically, socially, and emotionally.

The key areas of learning we will focus on are:

- establishing a set of core values as a community
- personal awareness
- social responsibility
- diversity, equity, inclusion

6. **WHAT IS OUR PLAN?** (PLANNING)

Our community has adopted and implemented a variety of strategies and initiatives to increase belonging and engagement for students in and outside the classroom. We have used all stakeholders' survey data, student voice, discussions and focus groups to guide our decision making and strategies. Over the next three years, we will continue to employ these strategies and build upon them, and explore new initiatives to increase belonging and engagement to improve social and emotional wellness and academic achievement. At the end of each year, we will review and evaluate our school plan to ensure equity, inclusion and diversity and adjust the plan as necessary.

Ongoing Strategies/Initiatives

- K.I.T.S. Code of Conduct
 - teach, discuss, recognize in and outside of classes and reference in conversation with students
- Student Voice
 - foster student leadership
 - Kitsilano Parliament, Student Council, Student Forum
 - student and staff collaboration and planning for school wide initiatives
- Schoolwide Learning/Initiatives
 - students and staff co-plan and organize lessons and activities for events such as, but not limited to Truth and Reconciliation, Pride, Black History Month, International Womens Day, Pronoun Pins, Asian Heritage Month, Culture Day, Pink Shirt Day, Earth Day
 - assembly/class presentations: digital literacy, cyberbullying, healthy relationships, consent, mental health, substance use, vaping, Holocaust Symposium
- Grade 8 Transition
 - Spring Grade 7 Day for all incoming students
 - September Grade 8 Welcome, Orientation and Tours by Link Crew
- Link Crew
 - multiple activities throughout the school year, planned and facilitated by Link Crew leaders, teachers
 - ongoing meeting/mentoring - Link Crew meets with the grade 8 students
 - presentations/visits to Grade 7 feeder schools
- Kitsilano Ambassadors
 - opportunity for students to provide service to school for various school events
 - welcome and provide orientation for new students to the school
 - senior students mentor younger students
- Organized Student Activities
 - over 40 active school clubs
 - full complement of fall, winter, spring athletic teams
 - theatre productions, films, music concerts
- Annual School Events
 - Grade 8-12 Indoor Track Meet
 - Fine Arts Night
- Targeted small group instruction
 - Leadership Resiliency Program implemented to support our vulnerable students
 - Kitsilano Neighbourhood House lunch drop in

Year 1

- K.I.T.S. Code of Conduct
 - re-establish handing out K.I.T.S. cards and draws
 - update K.I.T.S. Code of Conduct (simplify) to implement and use in the upcoming school year
- Student Voice and Schoolwide Learning/Initiatives
 - Kitsilano Parliament, Student Council, Student Forum
 - students and staff co-planned lessons and activities for Truth and Reconciliation, Black History Month, International Womens Day, Pronoun Pins, Pride Month, Asian Heritage Month, Culture Day, Pink Shirt Day, Earth Day
 - assembly/class presentations: digital literacy, consent, substance use, vaping, Holocaust Symposium
- Staff Professional Development

- inclusion, UDL
- student presentations to staff during collaborative time: BHM, Pride, Pronouns
- Junior Achievement Recognition
 - students in grades 8-11 are nominated for excellence in their class(es)

Year 2

- Implement updated K.I.T.S. Code of Conduct
 - re-introduce and teach at the start of the school year
 - posters and graphics in agenda, classrooms, common spaces
 - weekly/monthly K.I.T.S. card draws
- Create a Grade 8 Team that will comprise of grade 8 teachers who will meet regularly to discuss what they're noticing and strategies to address concerns and opportunities to assist their transition to high school
- Increase parent engagement in the school community
 - school events such as Fine Arts Night, music concerts, theatre productions; athletic events; parent-teacher conferences; PAC
 - implement monthly Parent Tea meetings for grade 8 parents hosted by administration and support staff to provide parents with information to be partners in their child's learning
- Create more opportunities for senior students to mentor junior students
 - provide training to senior students
- Establish more annual events for students to look forward to - start of year, winter break, end of year
- Restructure student recognition
 - be more inclusive, broaden recognition categories, establish criteria
- Staff Professional Development
 - identify areas for staff in-service to support improved instructional practice for our diverse learners

Year 3

- K.I.T.S. Code of Conduct
 - plan for continued implementation and use in our school community
- Explore community partnerships to connect students to the broader community
 - volunteer opportunities at elementary schools, community programs
- Review of current strategies and initiatives
 - review, evaluate and refine

7. **WHAT SUPPORTS WILL WE NEED?** (PLANNING)

The supports that are needed to implement our plan to increase belonging and engagement in the school community to improve social and emotional wellness and academic achievement, include a variety of existing and new structures and resources.

- Human Resources
 - school staff: teachers, counsellors, support staff, administrators (new and existing working groups)
 - district staff with knowledge and expertise to provide/support professional development for staff
 - students: Kitsilano Parliament, Student Council, Student Forum

- community: parents/guardians, CST, Kitsilano Community Centre, Kitsilano Neighbourhood House

- Financial Resources
 - release time to plan and meet
 - food for meetings
 - professional development, training workshops
 - costs associated to organizing school events
- Evaluation Process
 - framework to assess strategies in school plan to inform progress and changes/adjustments

The new areas of learning include:

- Personal Awareness and Social Responsibility
This is connected to the Personal and Social competency as it relates to students' identity in the world, both as individuals and as members of their community and society. People who are socially aware and responsible support the development of welcoming and inclusive communities, where people feel safe and have a sense of belonging.
- Diversity
This is connected to Critical and Reflective Thinking as it requires students to examine their own thinking and that of others. They consider different perspectives of others and their own in setting goals, making judgments and decision making.
- Inclusion
This is connected to the Communication competency as it is critical in fostering student interaction and the exchange of ideas and perspectives. Effective collaboration hinges on individuals' ability to appreciate and integrate diverse viewpoints, strategies, and contributions to achieve a deeper collective understanding and maximize the collective impact.

8. HOW WILL WE KNOW WE'RE ON TRACK? (CHECKING)

We will use student, staff and parent anecdotal and survey data, attendance data and achievement data as measures before and after to track the effectiveness of strategies implemented. The following may be used as indicators of our progress in increasing belonging and engagement in our community:

- The participation rate has increased for students being part of a school activity, i.e., club, team.
- The number of teachers reporting a greater connection to their students.

- The number of student reporting a greater connection to their teachers.
- The number of students reporting a positive connection to an adult in the school.
- The number of students showing improved achievement from term to term.
- The number of students with attendance concerns from term to term.
- The number of students reporting they feel anxious and/or depressed.
- The number of students reporting they have positive self-esteem.
- The number of parents reporting their child feels connected to the school.
- The number of parents reporting they feel connected to the school.

If there are no changes after implementation of the strategies, we will need to assess why there weren't any changes and modify the plan and look at alternate strategies to increase belonging and engagement in the school community to improve social and emotional wellness and academic achievement.

9. HOW WILL WE SHARE THIS INFORMATION? (CHECKING)

Information to inform and involve our school community will be communicated using a variety of platforms.

- All Stakeholders (students, staff, families)
 - share and inform using school website, school newsletters, MS Teams, school social media, email
 - gather feedback through surveys
- Students
 - student voice and engagement through Kitsilano Parliament, Student Council, Student Forum, focus groups, classes
 - information sharing through assemblies, classes, PA announcements, email, MS Teams
- Staff
 - use working groups, staff meetings, collaborative time to discuss, plan, gather feedback
 - communicate out using email, MS Teams
- Families
 - PAC Meetings - provide regular updates, discuss and gather feedback
 - Parent workshops



District-wide Indigenous Focus (worldviews): To increase knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures and contributions among all learners.

10. WHAT LEARNING HAVE WE DONE AT OUR SCHOOL TO SUPPORT AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS WORLDVIEWS AND KNOWLEDGE?

We have 26 Indigenous Learners in grades 8 to 12 in our school of which four of these students are enrolled in our District Special Education program and three are enrolled in our Alternative program.

	Number of Indigenous Students
Grade 8	10
Grade 9	5
Grade 10	5
Grade 11	3
Grade 12	3

The majority of our Indigenous learners are finding success in many aspects of school life and some are having difficulty with attendance which manifests into not finding success in the classroom. Supports are provided for these students to help them re-engage in their learning.

Below are some examples of our learning we have done to support and enhance our understanding of Indigenous worldviews and knowledge:

- Professional Development
 - providing teachers and staff opportunities to attend workshops, conferences, and training sessions, courses on Indigenous knowledge and perspectives
 - school organized workshops: Indigenous Allyship (W. Hooly), Blanket Exercise workshop, Takaya Tours (canoe and land guided tour)
- Curricular Integration
 - implementing Indigenous perspectives and ways of learning into all curricular areas - English, ELL, Social Studies, Modern Languages, Applies Skills, Fine Arts, Math, Science, PHE, FRIMM
 - schoolwide lessons and activities on reconciliation, celebration of Indigenous culture
- Speakers
 - inviting Indigenous speakers, knowledge keepers and educators into classrooms to share their knowledge and experiences
 - collaboration with our Indigenous Enhancement Worker to support learning in various classes
- Reconciliation
 - decolonizing classroom; incorporating indigenous culture and ways of learning
 - change in school mascot (from blue demon to TBA) and re-design of athletic logo, 'Raven K'
- Routines and Customs
 - implementation of land acknowledgement for gatherings and announcements
- Indigenous Art
 - Indigenous Weaving Project 2022 – Debra Sparrow
 - installation of plaques (description of art, artist) to accompany different indigenous art in school
- Creation of a Gathering Room
 - place for indigenous students and others to gather

11. WHAT EVIDENCE OF UNDERSTANDING OF INDIGENOUS WORLDVIEWS AND KNOWLEDGE HAVE BEEN FOSTERED WITHIN YOUR SCHOOL COMMUNITY? PLEASE SHARE HOW IT IS EMBEDDED THROUGHOUT.

The understanding of indigenous worldviews and knowledge has been fostered within our school community through learning opportunities in classes and school wide. Our staff and teachers regularly engage in professional growth opportunities focused on Indigenous Education. Classes in all curricular areas have implemented Indigenous perspectives and ways of learning and continue to do so. More classes are inviting Indigenous speakers, knowledge keepers and educators into classrooms to share their knowledge and experiences. In the last three years, the enrollment of students in the English 12 First Peoples class has increased from one section to four this year, and the number of curricular and library resources containing Indigenous content continues to grow.

Our school community has increasingly planned and engaged in schoolwide activities to learn more about and embrace Indigenous culture. These have included lessons and activities to discuss the history of colonization and its impact on Indigenous peoples, cultures, and communities; an installation and unveiling ceremony of two weavings by Debra Sparrow; and the recent installation of plaques to accompany several Indigenous art pieces highlighting and describing the art and the artist.

12. HOW WILL WE SUSTAIN AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS PERSPECTIVE AND KNOWLEDGE?

We will sustain and and enhance our understanding of Indigenous perspective and knowledge through:

- Professional Development
 - continue to provide and share with staff opportunities to attend workshops, conferences, and training sessions, courses to build on their Indigenous knowledge and perspectives and ways to incorporate into their practice
- Resources
 - providing access to resources to support Indigenous perspectives and ways of learning in all curricular areas
 - continuing to collaborate with our Indigenous Enhancement Worker to support student learning in and outside the classroom
- Community Partnerships
 - continuing to invite Indigenous speakers, knowledge keepers and educators into classrooms to share their knowledge and experiences
 - explore opportunities for school wide cultural activities/performances

Kitsilano's work and efforts to facilitate reconciliation will continue in many forms and initiatives.

- Staff Professional Development Committee and DRTs will assist staff in their learning and understanding, i.e., through organized workshops, activities.
- School community will continue to engage in the redesign of the school logo and team name.
- School community will continue their learning of Truth & Reconciliation *Calls to Action* through schoolwide lessons and activities.
- School will provide targeted support for Indigenous students to help them succeed academically and connect with the school community.