



# Vancouver School District

## School Plan for Kitsilano Secondary School

### Year 5 (2021)

**Due to the COVID-19 pandemic, current school plans have been carried forward to the 2021-2022 school year.**

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## 1. GENERAL SCHOOL STORY:

- Update school context if necessary
- Review inquiry question and where the need for this goal came from (evidence, etc.)

We anticipate a total school population of approximately 1583 students: 500 French Immersion students, 20 English Second Language learners, 35 Aboriginal learners, 250 students requiring Special Education support, and 130 International students.

The Kitsilano neighbourhood community is very supportive of the school. The community consists of families who value education and are dedicated to supporting their children in their scholastic, artistic, athletic, and service focused endeavours. Our community is diverse both socio-economically and ethnically.

Kitsilano Secondary School teaching faculty and staff offer strong educational programs provided in a friendly, cooperative atmosphere. 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 staff of Kitsilano continues to build as a professional learning community that has a shared vision of success for all learners, commitment to collaboration with colleagues, analysis of our teaching practices, and a yearly cycle of goal setting and collecting data to inform our decision making. Action research teams have set goals for the coming year and the data collected will be included in each year's reflections in the School Plan.

There is tremendous energy and pride in the school and an understanding, from both staff and students, that a good school is a combination of both in-class and out of school activities that provide opportunities for engagement and success for all students.

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## 2. WHAT DID WE SEE?

- Outline indicators and targets
- Outline support and activities throughout the year

The strengths of our students are in the following areas:

- Positive self-esteem
- Positive relationships with peers
- Positive behaviours at school
- Effort, interest, and motivation for learning
- Academic achievement and school completion rates

The needs of our students are in the following areas:

- Engagement and participation in school clubs
- Increased levels of anxiety and depression

This information was collected through student surveys, and led us to our inquiry question:

To increase belonging and engagement in the school community as a means of increasing social and emotional wellness as well as academic achievement. By creating a culture of care and establishing a set of core values as a community to improve our school culture. The focus will be on encouraging personal awareness and social responsibility. This goal aligns with the VSB Strategic Plan Guiding Principles of Collaboration, Engagement, Inclusion, Excellence and Transparency and Goal 3: Create a culture of care and shared social responsibility. As well, this goal aligns with the Ministry of Education Core Competencies curriculum.

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### 3. WERE WE SUCCESSFUL?

- Outline results

We successfully launched the following:

- PBIS model of Code of Conduct i.e., we are KITS: Kind, Inclusive, Thoughtful, Successful as the framework for expectations of behaviour and conduct for students
- PBIS flowchart structure for implementing supports and consequences for students not meeting expectations (socio-emotional or academic)
- Increased frequency of Grade Assemblies to introduce new Code of Conduct, raise awareness of issues, build community, and reinforce positive aspects of our school
- Introduced Advisory Period once a month during which time students and staff will engage in dialogue about the Core Competencies and Code of Conduct
- Weekly draw of the KITS Card which. Staff nominated students by recognizing students who were following our motto KITS and demonstrating citizenship in our school community

We will continue with the above as well as continue to improve on:

- Revising the structure of School Based Team to support the implementation of PBIS frameworks
- Consistency of PBIS supports and consequences for students not meeting expectations (socio-emotional or academic)

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### 4. HOW HAVE WE SHARED?

- How will we make parents, students, and other members of the community aware and involved?

Student and staff awareness and involvement was daily. We held weekly prize draws for students who were nominated for a KITS card, thereby recognizing positive interactions and citizenship in the school. Parental awareness and involvement will be through PAC communications and Administrator communications to the parent community.

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### 5. WHAT ARE OUR NEXT STEPS?

- What will we be doing as we begin to plan for next year and the next multi-year goal?
- What discussions have we had as a staff around what we see in our students, where we see areas of need, etc.
- Will we continue with the same goal or will we move to another area and why?

For this school year, we will be wrapping up our final year of the PBIS implementation. We will be investing in school wide graphics and visuals which remind students about the Code of Conduct and expectations of behaviour.

We have begun discussions with staff around the next multi-year goal. We are noticing an increase in concerning mental and emotional health issues. As well, we have begun engaging in discussions about becoming an anti-racist school. This may lead us to our next set of goals.



*District-wide Aboriginal Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures, and contributions among all students.*

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## 6. WHAT DO WE KNOW ABOUT THE ABORIGINAL LEARNERS IN OUR SCHOOL?

- Include numbers of students, grade levels, etc.

We have 35 Aboriginal Learners in our school: 6 in Grade 8, 7 in Grade 9, 8 in Grade 10, 6 in Grade 11, 8 in Grade 12. Approximately 8 of these students are in our District Special Education program and 6 are in our Alternative program.

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## 7. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARD TO THIS GOAL?

- List examples of pro-d, special events, speakers, curricular integration, routines, and customs, etc.

We continued to focus on emphasizing inclusive classrooms which enable discussions on the complex history, culture, and literature. Departmental Goals included working with the Musqueam community, incorporating First Peoples Principles of Learning, and content specific awareness and knowledge.

This past school year, we had many teachers engage in professional growth opportunities focused on Indigenous Education. These learning opportunities resulted in a very successful Indigenous Poets Reading event and the launch of English 12 First Peoples for next school year.

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## 8. WHAT WILL WE CONTINUE TO DO IN THIS AREA?

- List continuing and new initiatives

We will continue with Departmental Goals focused on working with the Musqueam community, incorporating First Peoples Principles of Learning, and content specific awareness and knowledge.

The Staff Professional Development Committee has surveyed staff and identified Indigenous Education as an area of growth and development. The committee will be organizing workshops during both collaborative time and professional development days which will assist staff in acquiring knowledge and resources.

We have consulted with a Musqueam artist to have a traditional weaving installed in the main atrium to honour the traditional lands on which our school is situated.

Our Staff Kitsilano Learning Community-Decolonizing the Classroom & Anti-Racism has initiated learning and discussions in our school community regarding the redesign of our school logo and teams names. This is part of our efforts in reconciliation.

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## 9. HOW DO WE KNOW THAT WE ARE BEING SUCCESSFUL IN THIS AREA?

- Include both data-driven and anecdotal examples
- Give opportunities for student, staff, and parent voice

We will be working with the school Indigenous Engagement and Enhancement Teachers to open a gathering room for our Indigenous learners and families. We hope to continue to see an increase in attendance, school engagement, and school completion for our Indigenous learners.

As the redesigned curriculum expands to the Grade 11 and 12 years and staff engage in professional development opportunities, we hope to have the larger student population gain a greater appreciation of Indigenous culture and heritage. Survey results indicate that there is room for improvement in this area.