



# 2020-2021 SARDIS SECONDARY GROWTH PLAN



This growth plan sets priorities and defines the path for Sardis Secondary through a unique global pandemic year. It serves as the framework to guide the planning and decision making in relation to **Quality Instruction, Student Achievement, Sense of Belonging** and the **Well-being & Safety** of all staff & students

Improving student achievement and well-being through high quality instruction. **(Instruction)**

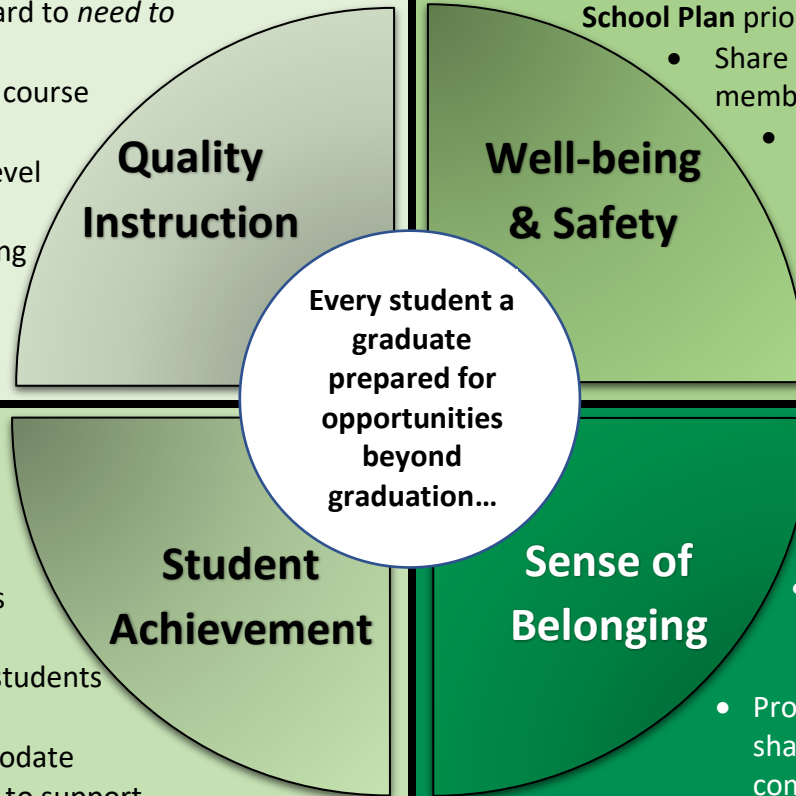
Enhancing the culture, climate and learning environment to promote a sense of belonging, diversity, well-being and safety. **(Social Emotional Wellness)**

- Identify essential student skills and course content for a condensed 1 block/octet delivery model by separating the curricular competencies in regard to *need to know vs nice to know* for success in the next level/course
- Ensure *need to know* curricular competencies are aligned within course continuum to reduce gaps for learning from grade to grade
- Devise strategies and learning opportunities to produce a high level of engagement in a 1 block/octet delivery model.
- Utilize the COVID pandemic realities as an opportunity for building critical thinking skills and also as an outlet for individual expression.

- Communicate to all members of the Sardis Secondary Community the **Return to School Plan** prior to the start of the school year.
- Share and implement the **Sardis Secondary COVID 19 Safety Plan** for all members of the school community.
- Create and implement **Mental Health Monday** initiative during FLEX class for staff and students.
- Provide ongoing communication to the Sardis Secondary School community as COVID protocols & procedures are adjusted to meet changing BC Health safety directives.
- Cultivate a positive learning atmosphere in an effort to ease academic and social anxieties in an octet model.

- Identify assessment practices most conducive for a condensed 1 block/octet delivery model that balances both formative and summative evaluation.
- Utilizing the **Tiers of Intervention** document as a guideline, students who are struggling and/or with identified diverse needs will be provided classroom based or targeted supports.
- Create and implement an optional **Learn At Home Program** for students that are unable to attend classes in person.
- Ensure necessary resources are available to teachers to accommodate changes and/or adaptations required in the 1 block/octet model to support a high level of student achievement and learning.

- Implement the **“Take Care Sardis”** narrative in early September that promotes a collective effort to look after each other, support each other, and help each other to maintain a safe and healthy school community.
- Ensure students are mindful of workplace readiness, post-secondary opportunities and career awareness in an effort to maintain a path and plan beyond graduation.
- Provide opportunities for students to share events, showcase talents, share passions in presentation venues that the larger school community can view/partake.
- Communicate opportunities for students to become involved in groups, clubs, athletics and fine art presentations as a venue to share their passions, connect with peers who have similar interests and maintain a connection to Sardis Secondary outside of the classroom.



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### Goal(s)

- Identifying the “must knows” for each of the feeder courses
- Identifying the “skills” they need to have when leaving the junior sciences
- Explore more online fieldtrips to provide real world learning experiences

### Goal(s)

- Science Club to provide an outlet and connection point for students who are passionate about science
- Create memorable, enjoyable opportunities for students
- Support and encourage department members through collegiality and consistent check-ins

### Strategies/Action Steps

- Use department meeting time to review Content areas specific to the science strands
- Use the junior sciences to teach “need to know” skills, including lab skills
- Use collab time and self-directed pro-d days to explore the various online resources available to teachers/classes

### Strategies/Action Steps

- Continue to support and facilitate science club meetings
- Advertise information pertaining to the science club to the school at large
- Collaborate with department members on strategies/activities that students have found engaging
- Polling the students each octet to find out what was most meaningful/interesting/challenging/etc to them and then sharing at department meetings
- Give every department member an opportunity to share how things are going in each department
- Department heads check-in individually with department members

### Outputs:

- Document that provides common understanding to the department members regarding course Content
- Create a shared document listing virtual activities specific to each course

### Outputs:

- Host a Science club meeting once a week
- Notable science club achievements/projects shared with admin
- Maintain detailed department meeting notes, that are shared with department members and admin
- Department questions/concerns are brought forward at Department Head meetings
- Department sweaters/shirts



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### Goal

- Re-create lessons to accommodate the new octet timetable for labs and activities. (instruction)

### Goal

- Ensure the social/emotional well being of our students by checking in with students individually regarding their mental health and coping strategies to ensure their wellbeing.

### Strategies/Action Steps

- Develop labs and activities which allow for the greater time frame of the octet schedule. Eg. In foods we can do longer labs, and in textiles we can have ongoing projects
- All labs and activities must be adjusted with the new timetable
- Teachers will share resources and experiences within our department as well as collaborate with teachers in the same subject areas in different schools

### Strategies/Action Steps

- Each day in Home Ec classes, teachers will have one-on-one conversations with students (maybe 3-5 per day) checking in with them personally about their well being, suggesting supports they can access, finding ways to help them manage the demands of the octet schedule, and working to help alleviate their fears around covid and the uncertainty of the 2020-2021 school year
- Teachers will ensure that each week, each student has had an opportunity to discuss with their teacher any concerns they may have.

### Outputs:

- Each teacher will have a growing resource library of labs and activities to use and share with other home ec teachers throughout the school year as long as the octet schedule is being followed.

### Outputs:

- Teachers will keep track of the students they have met with individually (on a casual informal basis) to discuss their concerns and personal well being

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# 2020-2021 COMPUTER SCIENCE/BUSINESS DEPARTMENT GROWTH PLAN



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### Goal(s)

- To adapt and adjust current courses to the octet timetable for grade 9 to 12 students
- To update and adapt labs and project to work in an octet timetable
- To adapt course outcomes octet timetable work load

### Goal(s)

- To foster a positive, respectful workplace culture for the health and safety of each other
- To foster a classroom environment where we all respect the challenges we each face during this pandemic

### Strategies/Action Steps

- Update course outline and grading matrix for the octet timetable
- Review and rewrite labs and projects for longer class time
- Review course outcomes to make sure they are covered in a reduced octet timetable work load

### Strategies/Action Steps

- Adapt an understanding of the responsibility we all play, in and out of school, for the safety of each other during a pandemic

### Outputs:

- Completion of updated course time tables for grade 9 and 12 students
- All department members' completion of updated courses for grade 9 and 12 students by the end of the 2020 – 2021 school year.

### Outputs:

- Development of class and school-based behaviors agreed upon between each teacher and class in our department
- Continue to discuss as each new octet of students enter our department

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### Goal(s)

- To Adapt curriculum across all grades to adapt to the octet learning model.
- Pinpoint key components and big ideas in curriculum to streamline courses to fit the octet timeline.

### Goal(s)

- Create a positive and healthy learning environment within our classrooms Provide students with a positive learning environment and classroom experience in the octet learning model.
- Cultivate a positive learning atmosphere in an effort to ease academic and social anxieties in an octet learning model.

### Strategies/Action Steps

- Collectively as a department identify the most important ideas in each unit in each course.
- Remove topics deemed unessential for further math learning
- Ensure topics are fluid from grade to grade to reduce gaps for further course learning.

### Strategies/Action Steps

- Structure lessons and units efficiently to provide the least amount of strain to students.
- Evaluate the level of required homework/Quizzes/Exams
- Allow for flexibility for struggling students.

### Outputs:

- Meaningful curriculum designed for octet system

### Outputs:

- Better mental health of students and teachers.

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**Goal**

- Provide targeted support to students with identified diverse learning needs

**Goal**

- Provide services that promote positive mental health strategies

**Strategies/Action Steps**

- Support available Monday-Thursday in the after-school Learning Assistance support block
- Support teacher connection for courses that have students with diverse learning needs
- Adjudications provided for students as per their support plans
- Push in and pull out support throughout the day

**Strategies/Action Steps**

- Support available Monday-Thursday in after school support block
- Monitoring and check ins with supported students
- Providing a positive, comfortable, and safe space for students to share their struggles and needs throughout the year

**Outputs:**

- Greater student engagement and improved academic achievement

**Outputs:**

- Greater connection to the school community

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Every PE Sardis Secondary Student will participate in a variety of activities that will improve their motivation and interest in being a life long active participant.

**Priority:** Improving student participation levels and engagement through high quality instruction and well thought out lesson plans and activities. *(Instruction)*

To foster a safe environment both physically and emotionally where students feel welcomed and protected to achieve their full PE potential.

**Priority:** Enforcing and promoting COVID regulations and protocols while enhancing the PE culture, climate and learning environment to promote a sense of belonging, diversity, well-being and safety . *(Social Physical Emotional Wellness)*

**Goal(s) Communication of the importance of PE/DPA in daily lives – every class**

- Share class goals as teacher
- Health in body > healthy mind
- 100% Participation.... Need a doctors/parental note if not participating
- Low impact to high impact
- Student Leadership

**Goal(s)**

- Stress the importance of facilitating a CLEAN and SAFE environment!
- Clean hands is a priority!
- Clean equipment is priority
- Clean environment is priority(including words, gestures, actions)

**Strategies/Action Steps**

- Teachers share personal stories of P.E. interests provides good motivation
- Statistics (generally) show healthy people get things done and live longer
- Participaiton: If at school, students participate even if not at 100% level
- Always begin with stretching and doing a basic warm up before high impact activities
- Communicate the impnortance of leadership who model and help out with demonstrations; be apart of setting up equipment and taking down equipment.

**Strategies/Action Steps**

- Students have to wear masks on the school property and in the halls in their zone. Once in their cohort/class they can remove them.
- Sanitize hands before and after classes
- Sanitize equipment after use( Student leaders assist)
- Confront any kind of bullying... words, gestures, actions with consequences.
- Role playing strategies to demonstrate positive class outcomes.
- Periodically challenge students as to why it's important to take these precautions... to keep in the forefront of their minds.

**Outputs:**

- Teacher enthusiasm in leading the class will generate enthusiasm amongst students to want to participate and enjoy being apart of PE.
- Currently, we are trying looking at revising the PE11/12 course description to Active Living 11/12. We would like to offer this course, including more outdoor pursuits and community activities (Bowling, broomball, swimming, no name a few) in hopes of increasing participation past Physical Education 10.

**Outputs:**

- Ongoing, consistent review of the Goals will deem them as priorities and therefor ensure optimal safety in the program.



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### Goal(s)

- Sift content and skills into a need to know
- Ensure that the need to know is engaged with the Core Competencies
- “Utilize the COVID Pandemic realities as an opportunity for building critical thinking skills” - and new learning strategies

### Goal(s)

- Encourage the students in the two socials clubs
- Communicate with other staff and department members in General
- Cultivate positive learning atmosphere to reduce academic and social anxieties in the Octet model

### Strategies/Action Steps

- Weed out the “extra” content
- Focus on skills and skill development that students will be able to carry forward
- Variety of Inquiry or Project based learning -depending on the Instruction

### Strategies/Action Steps

- Clubs-- Debate with Josh Sandberg and Current events with Alison Guy
- Remind students of COVID and workplace expectations to be Safe, Calm, and Kind

### Outputs:

- Project or Finals will be tailored to the COVID protocols
- Time restraints reflected in content assessment

### Outputs:

- Attendance (virtual) at clubs
- Attendance in Classes as Mandated by Ministry

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**Goal(s)**

- Provide a rich, meaningful experience for all Fine Arts disciplines

**Goal(s)**

- Foster a positive culture for the Arts by promoting all disciplines and events that happen around the school.

**Strategies/Action Steps**

- Offer a variety of learning style projects and activities to keep a high interest for all learners.
- Use the realities of our present events in our various art forms

**Strategies/Action Steps**

- Promote and educate students about all disciplines in our wide department
- Remind students about the more traditional venues at Sardis (past, present and future)
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**Outputs:**

- Encourage students to process and utilize the new societal "realities" as a source of inspiration and expression for skit, drawing, song, choreography, etc.

**Outputs:**

- Provide opportunities to share events through virtual presentations or small online shows/events.

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### Goal(s)

- Provide a foundation for students to understand their interests, abilities and challenges.
- Provide informed guidance as student choose courses and career paths.
- Ensure all information is available in an online format, so that at home learners are kept informed.

### Goal(s)

- Promote the personal/social development of students in a safe and inclusive learning environment.
- Provide individual counselling opportunities in a variety of formats.
- Aid students in recognizing their individual strengths and challenges.
- Ensure that all students remain connected to Sardis Secondary, even when not physically attending.

### Strategies/Action Steps

- Link student’s academic strengths to their high school courses.
- Aid students in developing their personal learning for high school graduation and their career pathway.
- Aid students in developing productive work habits in the classroom.
- Deliver information in an online setting, that allow students to gain access to information with flexibility and without disrupting classroom learning time.

### Strategies/Action Steps

- Counsellors will be available for in person, electronic mail, phone call and Teams meetings.
- Counsellors will focus on student strengths and provide them with an array of options to capitalize on these strengths.
- Regular check-ins with at home learners and their families.

### Outputs:

- Students graduate on time and fully prepared for and informed of the vast selection of post-secondary opportunities available to them.

### Outputs:

- At home learners will seamlessly return to Sardis Secondary for in-person instruction.
- Students will have access to counselling in which ever format suits them best.

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# 2020-2021 FRENCH IMMERSION DEPARTMENT GROWTH PLAN



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### Goal(s)

- Improve oral production in target language
- Improve written production in target language

### Goal(s)

- Students will feel welcomed
- Students will not sense they are being constantly evaluated
- Students will identify with their educational environment.
- Students will connect learning with a sense of well being

### Strategies/Action Steps

- Create more student-initiated activities
- Give students extra time in class to share learning through oral expression.
- Allow students to keep running journal
- Use rubrics to provide holistic feedback on written production

### Strategies/Action Steps

- Well communicated code of conduct in course outlines
- Consistent follow up with students who seem intimidated
- Careful/sensitive engagement and inclusion of all students
- Communicated evaluation in such a way that celebrates all levels of achievement. Use of Rubrics with meaningful language.

### Outputs:

- Students will write more authentic, and personalized, communications in target language
- Students will speak more freely and be less afraid speak freely in target language. Evaluation will be more meaningful to student.

### Outputs:

- Students are motivated and confident
- Students demonstrate a sense of well being through achievement.

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## Goal(s)

- Meaningful Language Input:
  - Increase and focus the use of L2 in the classroom.
- Ongoing Informal Assessment
  - Increase feedback of student progress, without resorting to formal assessment

## Goal(s)

- strive for flexibility in our octet planning, keeping socio/emotional needs in mind.
- Support students' needs as we navigate these anomalous times.
- Balance curricular stress with increased emotional fragility due to COVID

## Strategies/Action Steps

- Informal Reading as well as guided reading in class
- Listening input, including but not limited to audio programs, music, video series, etc.
- Informal student response (oral, written, white-tablets, ...)
- Ping-pong reading to monitor understanding, and monitoring partner work
- Provide feedback in real-time

## Strategies/Action Steps

- Foster open communication in class
- Build regular breaks into the daily and weekly schedule
- Watch for signs of undue stress in ourselves and in our students
- Liaise with Sardis counsellors to monitor students' situations

## Outputs:

- Monitor engagement by students
- Track anecdotal progress of each student

## Outputs:

- Track anecdotal emotional health of students

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### Goal(s)

1. Ensure that our students' educations do not suffer unduly because of the COVID pandemic realities.
2. Ensure that programs next year do not suffer unduly because of this year's COVID pandemic realities.

### Goal(s)

1. Help offset student anxieties due to COVID restrictions and the Octet model.
2. Help offset staff anxiety and stress due to COVID restrictions and the Octet model.
3. Continue to cultivate a sense of belonging in the Tech Ed department, with an emphasis on expanding that sense of belonging to a broader range of students.

### Strategies/Action Steps

1. - Identify essential student skills and knowledge for success at the next level: secondary and post-secondary  
- Ensure that identified skills and knowledge are taught; other skills and knowledge to be considered *nice to know* and given lower priority (*not* to be worried about if they cannot be covered)
2. - make certain that our shops/labs are still enjoyable places to be  
- advertise our programs: new department video, displays, etc.

### Strategies/Action Steps

1. Cultivate a positive learning atmosphere.
2. Frequent check-ins on co-workers; greater effort made toward collegiality and concern for each other's welfare
3. Encourage a sense of team; discuss with students (esp. those that are not our "typical" shop students) how to broaden the "type" of students that we attract to our programs, and discuss the results at our Department meetings

### Outputs:

1. All necessary skills and knowledge taught without a sense of pressure.
2. New department video.
3. Participation in opportunities to promote Tech Ed in areas other than our own.

### Outputs:

1. Positive and enjoyable atmosphere for teacher and students
2. Demonstrated concern for fellow staff member's health and well-being
3. Generate a list of things we can do to expand a sense of belonging in the shops to a broader range of students.

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## Goal(s)

- Identify skills and course content necessary for success in each grade and English course, and identify assessment practices best suited for a 1 block/octet model.

## Goal(s)

- Provide safe and secure classroom environments conducive to student well-being, student learning, and a sense of “normalcy”.

## Strategies/Action Steps

- Department meeting discussions
- Reviewing grade 9, 10, 11, and 12 core curriculum department plans
- Possible discussions with students
- Talk with other departments to see what is working, not working, what needs to be or can be improved
- Consulting a variety of curriculum resources
- Department discussions about our practices: what is working, what isn't, what needs to be or can be improved

## Strategies/Action Steps

- Make classrooms and teaching strategies as “normal” and familiar as possible
- Be flexible
- Department discussions about our practices: what is working, what isn't, what needs to be or can be improved
- Refer students to counsellors if students seem “out of sorts”
- Refer to and use the Tiers of Intervention model
- Contact with parents

## Outputs:

- Maintenance/increasing achievement and success rates in courses
- Higher percentage of completed assignments in courses

## Outputs:

- Attendance rates
- Conversations with students
- Improved achievement
- Observation of students and their behaviour

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