



**Sardis
Secondary School**

A Statement About Learning

Learning must be engaging, relevant and meaningful, grounded in inclusive practices and First Peoples Principles of Learning, and committed to the growth of future-oriented citizens.

Sardis Secondary is a school rich in the tradition of pride & school spirit, the pursuit of academic excellence, providing course options to meet passions, and supporting our students for opportunities beyond graduation.



Sardis Secondary Growth Plan 2021-2025

This conceptual framework is designed to communicate the big ideas that we believe about our school in a visual, holistic fashion.

Features of the framework include:

The framework is wrapped in First Peoples Principles of Learning (FPPL), using the colours of the cardinal directions of the medicine wheel: White, Yellow, Red and Black. The outer edges of the framework represent the Chilliwack School District’s Mission, Vision, Motto, and Governance to assist in keeping our school moving in the same direction and encompassing the Vision:

~Syós:ys lets’e th’ále, lets’emó:t~

(See EYE yees, LETS – a - thala, LETS – a - mot)

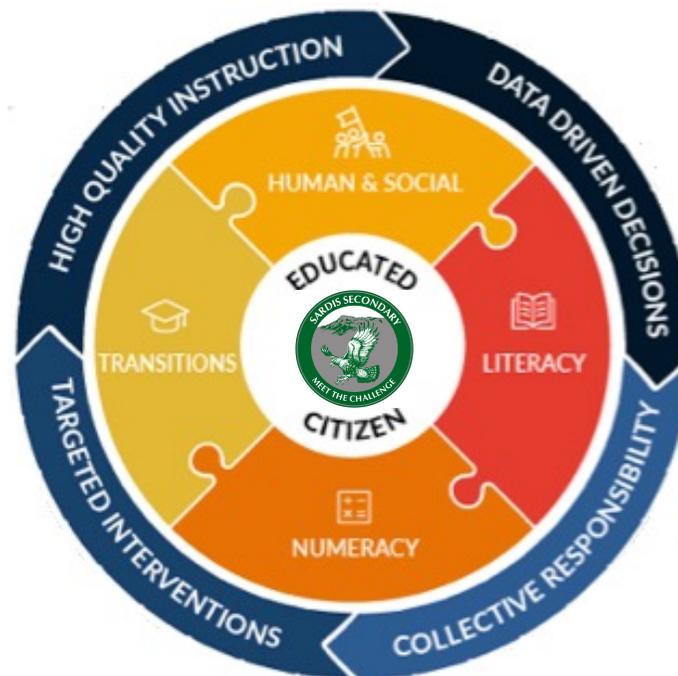
~One heart, one mind, working together for a common purpose.~

HIGH QUALITY INSTRUCTION

Innovative, inclusive and research based instruction and assessment practices support the well-being of all learners and their readiness to be inspired and engaged in life-long learning.

TARGETED INTERVENTIONS

Timely and targeted supports are the cornerstone in creating a culture of equity and belonging where all learners thrive and reach their potential.



DATA DRIVEN DECISIONS

The intentional collection and analysis of meaningful evidence ensures that actions and decisions directly support the success of all learners.

COLLECTIVE RESPONSIBILITY

Common core values and shared responsibility for student success promotes deep collaboration and commitment to growth as educated citizens.



**Chilliwack
School District**



Literacy is *the ability to understand, critically analyze, and create a variety of forms of communication, including oral, written, visual, digital, and multimedia, to accomplish one's goals. Literacy helps students apply reading, writing, speaking and listening skills across a variety of subject areas.* - BC Ministry of Education.

Goal

We are dedicated to ensuring that students are proficient in foundational literacy skills and increase their abilities, confidence and willingness to engage with language to acquire, construct and communicate in meaningful ways.

Strategy

1. Improving student achievement through high quality instruction.
2. We utilize competency-based assessments to assess student progress.
3. We implement data driven, timely and targeted instructional interventions for students.

School Actions

Provide targeted support to students with identified diverse learning needs

- Collaborate with district Literacy Intervention teachers to train-in and learn about PM Benchmarks and understand how to incorporate into grades 9-12 for identified students
- Develop a literacy intervention program for identified students; for 2021-22 concentrate on grade 9s - categories A-G/K
- Adjudications provided for students as per their support plans
- Targeted reading intervention for identified students
- Support provided during support blocks – LA, LAR, EAL, alternate

Support students and families with their transition into Sardis Secondary (grade 9) and into their post-secondary plans (grade 12)

- Co-ordinate supports for students enrolled in support blocks – specifically to help students acclimatize back into a 4 block/semester schedule
- Collaborate with feeder school student services' staff to determine a schedule and team-members to connect for needs of individual students
- Meet mid-year with feeder schools to begin the process of developing a plan for incoming students for the next year
- Collaborative articulation with feeder middle schools

Improving student achievement and well-being through high quality instruction.

- Continued collaboration with Sardis English department members and other English departments in the district to learn about and share what we are doing in our classrooms to provide high quality instruction and assessment.
- Seeking and attending pro-d opportunities to keep abreast of current pedagogical theory and research.
- A blended use of direct instruction, project-based, and inquiry methods of teaching and assessment practices.
- Continue to seek out new indigenous resources to add to and complement our current indigenous resources.
- To offer and promote English 12 First Peoples as an additional option for English Studies 12 as required for graduation.
- Use of new assessment techniques based on competency
- Use formal and informal assessments (for/of/as learning) to measure student success. This could include the use of appropriate performance standards (for evaluation and feedback purposes), student reflections on their own learning, and anecdotal evidence from both teacher and student.

School Measures

- The collection and analysis of meaningful formative and summative assessments to ensure actions and decisions directly support the success of all learners.
- The continued use of self and department reflection about and improvement of teaching practices, success of assignments and units, and assessment methods.
- Department meeting discussions.
- Analysis of provincial literacy assessment results
- Success indicators would include increased student big picture understanding of the various connections within course materials, a greater understanding of the discipline as a whole, and an increased active engagement in the coursework.



Numeracy is *the ability to understand and apply mathematical concepts, processes, and skills to solve problems and make decisions in a variety of situations, including real-life scenarios.* – BC Ministry of Education

Goal

We are dedicated to ensuring that all students become proficient in numeracy skills that allow them to create, apply and conceptualize mathematics in real world situations

Strategy

1. We understand, plan and deliver instruction using competency-based curriculum (curricular competencies and content).
2. We utilize competency-based assessments to assess student progress.
3. We implement data driven, timely and targeted instructional interventions for students.

School Actions

Improving student achievement and well-being through high quality instruction.

- Ensure topics are fluid from grade to grade to reduce and fill gaps for further course learning.

Provide targeted support to students with identified diverse learning needs

- Collaborate with district numeracy Intervention teachers to train-in and learn about Numeracy Benchmarks and understand how to incorporate into grades 9-12 for identified students
- Develop a numeracy intervention program for identified students; for 2021-22 concentrate on grade 9s - categories A-G/K
- Adjudications provided for students as per their support plans
- Targeted numeracy intervention for identified students
- Support provided during support blocks – LA, LAR, EAL, alternate

Reintroduce Final Exams across the Math courses at Sardis.

- Evaluate the level of required homework/Quizzes/Exams
- Allow for flexibility for struggling students.
- Allocate time at the end of each semester for Final Exam Preparation.

Pinpoint key components and big ideas in competency-based curriculum to reintroduce courses and re-adapt curriculum across all grades where learning was affected by Covid schedule changes or natural disasters.

- Collectively, as departments, identify the most important ideas in each unit in each course (ie 'Need to knows')
- Reintroduce topics deemed essential for further learning
- Structure lessons and units efficiently to provide the least amount of strain to students returning to 4-block system.

School Measures

- Provincial numeracy assessment results
- The collection and analysis of meaningful formative and summative assessments to ensure actions and decisions directly support the success of all learners.
- The continued use of self and department reflection about and improvement of teaching practices, success of assignments and units, and assessment methods.



Human & Social Development is a comprehensive improvement strategy to advance the educational and personal life of individuals, with a particular emphasis on making the lives better of those in need.

Goal

We celebrate diversity, embrace inclusion and foster a sense of belonging to ensure all members of the Sardis School community thrive. Equity and inclusion are foundational to learning and leading, and are critical to success, wellbeing and fulfillment.

Strategy

1. Staff Well Being - the emotional and mental health needs of Sardis staff will be a primary focus through the COVID-19 pandemic. This focus on staff translates to a focus on students as the latter will find themselves surrounded by caring and committed adults.

2. Sense of Belonging – attendance and learning is deeply connected to a sense of belonging. As a school, we will work to remove instances of discrimination, injustices, and inequity and ensure there is an opportunity for all students to be connected to the school community.

4. We will emphasize success, well-being and equitable opportunities for Indigenous Learners. Learning is embedded in memory, history and story.

School Actions

Ensure all Sardis Secondary staff are aware of supports available through Employment & Family Assistance Program (EFAP)

- Staff presentation at November Staff meeting on supports available through EFAP
- Follow-up email with link to EFAP
- Ongoing reminders of EFAP services available.

Continued implementation of the Sardis Secondary Social, Health and Wellness Plan

- Promote employee social engagement with one another as well as encourage healthy choices within the worksite.
- Communicate to staff information about health risks and the value of a worksite wellness committee and wellness initiatives
- Promote participation in both individual and group activities
- Advocate for worksite policies and environments that support improved health.

November 12 School Based Pro-D – Dr. Jody Carrington Presentation

- Professional Development event “Walking Each Other Home” focuses on staff supporting one another in a collective community-based network environment.

Student Sense of Belonging

- Ongoing advertising and promotion clubs, teams and opportunities to become connected and involved in the life of the school outside of the classroom
- Provide and support a wide varying of interest-based clubs and activities to meet the interests of students
- Promote opportunities through FLEX days for interest-based weekly sessions.
- Promote and support Falcon Friday for all students

Indigenous Learners Success & Well-being

“The road we travel is equal in importance to the destination we seek. There is no shortcuts, when it comes to Truth and Reconciliation. We are forced to go the distance.” – Justice Murray Sinclair

School Measures

- All staff are aware of supports available through EFAP
- All staff are able to access website and contact information
- Staff and/or families who need additional support are utilizing services.
- Social and wellness committee is established and functioning
- Wellness Bulletin Board created for staff that includes healthy tips
- Monthly or bi-monthly meetings for committee.
- District Equity Scan
- Co-teaching, co-collaboration meetings
- Guest speakers from community
- Push-in classroom support



Transitions refer to *changes or movement from one stage to another, at significant points in a students' life. Transitions are disruptive and, as a result, require the provision of extra care and attention to student needs, which in turn further informs educational practices and supports.*

Goal

Students experience pivotal transition points throughout their education, from grade to grade and from school to post-secondary or work situations. We acknowledge our responsibility to support all learners, so they successfully complete their education with a sense of dignity and purpose, and opportunities to meet their goals.

Strategy

1. We will monitor and report courses required for graduation completion rates and graduation rates on a term, semester and yearly basis with a focus on improvement.
2. We will begin a school inquiry focused on courses required for graduation to disaggregate the data for the sub-populations of Indigenous students, students with diverse abilities or disabilities and Children in Care.
3. We will ensure students find meaningful pathways, throughout secondary school and beyond graduation, including post-secondary, apprenticeship, university, college and workplace.

School Actions

Quarterly Reviews

- Following the completion of each term and semester, the SBT will review every student course failure and determine if there is an opportunity for course repair or completion and if not possible review graduation requirements and make adjustments to courses in upcoming semester to ensure students are on track to graduate.

Intersession Completion Program (ICP)

- Following the completion of each semester, students that have failed a course required for graduation will be considered for enrollment into the Intersession Completion Program to earn credit and stay on track for graduation. This two-week Intersession Completion Program occurs twice during the school year – Spring Break and late August. This intensive course completion opportunity will be available through school recommendation for students who have not met the learning outcomes for a course required for graduation.

Course Completion Rates

- Following the completion of each semester, grade level course completion rates will be calculated for courses required for graduation and shared with staff.
- These bi-annual course completion rates are monitored and compared with previous years rates with a focus on improvement & intervention when needed.

Course Completion Rates with Disaggregation of Data for Sub Populations

- A new initiative will be occurring this year which focuses on completion rates for courses required for graduation within sub populations of students - Indigenous students, students with diverse abilities or disabilities and Children in Care.
- Following the analysis of data, planning and strategies will be developed to support student sub populations as needed.

Meaningful Pathways

- Students will continue to have access & opportunities to Career Cafes, Reality Check Activity, CLE Job Interviews, Career Simulation Activities, Indigenous Post-Secondary Recruiting Presentations, Post-Secondary Recruiting Presentations, ongoing student workshops and conference events
- Parent/Student presentations include Parents as Education & Career Counselors & Unlock Your Future Scholarship

School Measures

- Success rates from each quarter
- ICP completion numbers
- Course completion rates and data analysis
- Data assessment of sub-populations