



School Improvement Plan

Background

Wayt'k – welcome to Salmon Arm Secondary (SAS)!

Our school and community has a rich tradition of supporting excellence in academics, while encouraging and promoting music and fine arts, outdoor pursuits along with sponsoring a wide variety of sports. SAS has approximately 600 students in grades 11 and 12, servicing the communities of Salmon Arm, Anglemont, Scotch Creek, Celistia, Sorrento, Blind Bay, Eagle Bay, White Lake, Tappen, Sunnybrae, Gleneden, Silver Creek, North Canoe, South Canoe, Ranchoero, and Deep Creek. Our school is located on the unceded territory of the Secwépemc (Shuswap) Nation, with students attending from Adams Lake Indian Band, Little Shuswap Indian Band, and Neskonlith Indian Band.

At SAS, our motto of “**Excellence - Respect - Responsibility**” is a standard we collectively strive for on a daily basis. We do this through our actions, as defined by our Purpose Statement: “**We seek to develop thoughtful, articulate, creative, healthy and responsible individuals by engaging all learners in the pursuits of their potential**”.

SAS offers students a variety of program choices and opportunities. Core Academics includes Math, English, Social Studies, Science and Physical & Health Education. We have a French Immersion program, as well as a provincially recognized Careers Education department. Elective opportunities include Business Education, Home Economics and Culinary Arts, Information and Computer Technology, Health and Human Services, Woodwork, Metalwork, Automotive Technology, Visual Arts, Concert Band, Jazz Band, Choir, Theatre, Dance, French, Spanish, Japanese, and Leadership.

We focus on providing a positive, welcoming environment that allows students the flexibility to design an educational program that meets their needs and interests. Our wide range of courses and programs do an excellent job of preparing students for stepping into post-secondary education, transferring directly into the workforce or moving forward on a less traditional path.

Our staff is proud and passionate about the variety of programs and courses we offer students. We have the privilege to help build our students’ resilience and commitment to their education, to their classmates, and to themselves. Every day, our future leaders and change agents of tomorrow attend school, participate in worthy causes, and make a difference, benefitting both our school and communities.

Our hope each school year is for staff and students to pursue passions, to work hard, to explore new opportunities, to be open to and accepting of differences, and to show gratitude. Salmon Arm Secondary is a wonderful school because of our staff, students, and communities.

	6-10's	11's	12's	Total “Active Students”
1701 Students (Sept 30, 2019)	12	274	258	544
1701 Students (Sept 30, 2020)	9	277	277	563



Goal


To have 80% or more students enrolled in full time studies (8+ courses) at Salmon Arm Secondary over the course of a school year.

Rationale... *the “Why”*

We believe there are numerous benefits resulting from students enrolled in full time studies:

- Enhances our school culture,
- Increases student’s sense of belonging and connection to staff and to other students,
- Improves our student’s level of engagement in school events and activities,
- Allows us to offer a wide variety of courses and programs,
- More effectively prepares students for a variety of post-secondary options.

According to our staff, there has been a decline in the number of students engaging in full time studies at Salmon Arm Secondary, commonly referred to as a “Study Culture”.

	Semester One				Semester Two				Active Enrolment
	A	B	C	D	A	B	C	D	
2019-20 Study Blocks	35	46	35	33	71	78	69	99	544
 2020-21 Study Blocks	35	46	36	48	42	37	36	30	563

Note: The above data is the total number of “Active Students” taking a study block. These numbers reflect: single study blocks, multiple study blocks, part-time students, students taking a semester off, and early graduates.

The common reasons used by students or families to justify a reduced schedule include:

- The student is not interested in our elective course offerings.
- There is a lack of relationship with staff or conflict(s) with student(s).
- Their course load is too heavy, and a break during the day is needed by the student.
- Blended students use a study to work on courses they are taking from other schools (*i.e. EOP*).
- Grade 12 students want to have a fun last semester in school.
- Students are worried another course may lower their overall GPA, hurting their chances for post-secondary admission or scholarships.
- Time is needed during the day to complete schoolwork due to evening work commitments.
- School isn’t for them, and they’ll take the bare minimum just to get through.
- Students will choose a study block because they know they can (*gr. 12’s can choose it during the course selection process*).



Information & Data

Course Statistics

Cross-Enrolled Students: we have students that choose to take courses with other schools or service providers (i.e. online schools, other high schools). The statistics below represent these students.

The number of "Primary Active" SAS students Cross-Enrolled?	11's		12's		Total	
	#	%	#	%	#	%
2019-2020	56 of 269	20.8%	45 of 254	17.7%	101 of 523	19.3%
2020-2021	67 of 274	24.5%	65 of 275	23.6%	133 of 549	24.2%



Course Loads: the following information represents statistics related to student schedules, and how many SAS courses our students take during a school year.

The number of "Primary Active" SAS students taking 8 or more SAS courses?	11's		12's		Total	
	#	%	#	%	#	%
2019-2020	181	67.3%	152	59.8%	333	63.7%
2020-2021	215	78.7%	171	63.8%	386	71.3%



The number of "Primary Active" SAS students taking less than 8 SAS courses?	11's		12's		Total	
	#	%	#	%	#	%
2019-2020	88	32.7%	102	40.2%	190	36.3%
2020-2021	58	21.2%	97	36.2%	155	28.7%





Curriculum Area Enrollments: the following information represents the total number of students taking courses within each curriculum area.

	2019-2020			2020-2021		
	Course Requests	Enrolled <i>(-60 or 8.5%)</i>	Sections	Course Requests	Enrolled <i>(-36 or 5%)</i>	Sections
Applied Design, Skills & Technologies	706	646 <i>(-60 or 8.5%)</i>	31	721	685 <i>(-36 or 5%)</i>	34
Science	751	643 <i>(-108 or 14.4%)</i>	33	730	676 <i>(-54 or 7.3%)</i>	32
English Language Arts	520	524 <i>(+4 or 0.8%)</i>	23	554	525 <i>(-29 or 5.2%)</i>	22
Mathematics	475	445 <i>(-30 or 6.3%)</i>	21	535	505 <i>(-30 or 5.6%)</i>	23
Social Studies <i>(incl. FSS, Leadership, Human Serv. & Psych.)</i>	520	504 <i>(-16 or 3.1%)</i>	23	519	468 <i>(-51 or 9.8%)</i>	19
Career Education <i>(incl. CLC, CLE, WEX, Post-Sec. Prep)</i>	285	321 <i>(+36 or 12.6%)</i>	6	292	436 <i>(+144 or 49%)</i>	7
Fine Arts	386	331 <i>(-55 or 14.2%)</i>	14	432	373 <i>(-59 or 13.7%)</i>	14
Languages	182	143 <i>(-39 or 21.4%)</i>	9	217	193 <i>(-24 or 11%)</i>	9
Physical and Health Education	289	219 <i>(-70 or 24.2%)</i>	10	204	185 <i>(-19 or 9.3%)</i>	9
TOTALS			170			169



Strategies

What are we doing?

1. During the course selection process, we clearly communicate to students and families that grade 11 students take 8 courses, and grade 12 students are allowed 1 study block.
2. We fine-tuned our Study Block request process, requiring students to complete a “*Course Planning Worksheet & Graduation Check*” document before scheduling a family meeting with the Principal to request a Study Block.
 - a. This is also the process for part time study requests and early grad requests.
3. We offer courses with low enrollments to either provide support to establish a school program that meets a specific need, or due to the best interest of students.
4. We provide targeted support to Applied Design, Skills & Technologies, by splitting the Department Head role previously titled *Applied Arts*, and combining Social Studies with English and Languages, resulting in the following Department Head positions:
 - a. **Applied Design, Skills & Technologies** – Chris Harrington
 - i. Business, Home Ec. & Culinary Arts, Info & Communications Technology, Technology
 - b. **Arts Education** – Chris Schielke
 - i. Dance, Drama, Music, Visual Arts
 - c. **Humanities** – Sophie Hamel
 - i. English Language Arts, Social Studies, Health & Human Services, Languages, Leadership
 - d. **Math & Science** – Stephen Williams
 - e. **Physical Health Education / Athletics** – Rob Neid
 - f. **Student Services** – Dave Van Bergeyk
 - i. Careers, Counselling, Learning Resources, Library
5. We provide students with choice on how they can earn credit for the required Career Life Connections 12 - 4 credit course, in an effort for more authentic learning experiences.
 - a. CLC12 plus a study (4 credits)
 - b. CLC12 earned as a PHE Teachers Assistant (8 credits)
 - c. CLC12 earned during a Work Experience (8 credits)
 - d. CLC12 earned during a Youth Train/Work in Trades experience (8 credits)
 - e. CLC12 earned during Post-Secondary Prep 12 (8 credits)
 - f. CLC12 earned during Machining & Welding 12 (8 credits)



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6. We continuously explore opportunities to expand our course offerings:
 - a. 2020-2021 School Year
 - i. 1.0 FTE Continuous Information & Communications Technology (*ADST*)
 1. Computer Programming
 2. Digital Communications and Media Development
 3. Graphic Production
 4. Media Design
 5. Robotics
 - ii. English First Peoples 12 and BC First Peoples 12 courses (*Humanities*)
 - iii. Choir 11/12 (*Fine Arts*)
 - b. 2021-22 School Year:
 - i. Dance Choreography 11/12 (*Fine Arts*)
 - ii. Theatre Production 11 / 12 (*Fine Arts*)
 - iii. Directing & Script Development 11 / 12 (*Fine Arts*)
 - iv. Electronics 11 / 12 (*ADST*)
 - v. Game Design 11 / 12 (*ADST*)
 - vi. Engineering 11 / 12 (*ADST*)
 - vii. Active Living 11 / 12 “*Intramurals*” (*PHE*)
 - viii. Athletic Leadership 11 / 12 (*PHE*)
 - ix. IAP Active Living – TA 11 / 12 (*Student Services*)
 - x. IAP Cooking – TA 11 / 12 (*Student Services*)



Where to next?

1. We would like to ensure School Improvement is part of our regular dialogue. We would like to establish a SIP Focus Group to facilitate more in-depth, collaborative and inclusive conversations with our education stakeholders (*students, parents, NOSTA, CUPE, FNEC, Trustees, Senior Staff*), and to review authentic input and evidence that reflects the needs, opinions and choices of our community. As a school, our ultimate goal each year is to improve student learning and achievement.
2. We would like to track and analyse trends related to cross-enrolled students, course loads (full time vs. part time students), and curriculum area enrollments.
3. We would like to use the annual Student Learning Survey results from the Ministry of Education to analyze trends, by tracking the following questions:
 - a. Do you like school?
 - b. Are you satisfied with what you are learning at school?
 - c. Do you try to do your best at school?
 - d. Do your teachers help you with your schoolwork when you need it?
 - e. How many adults at your school care about you?
 - f. Do you feel welcome at your school?
 - g. Are you satisfied with the course choices available to you at school?
 - h. At school, do you have the opportunities to work on things you are interested in as part of your coursework?
 - i. Are you satisfied that school is preparing you for post-secondary education (for example, college, university, trades school)?
4. We would like to tease out the results for our Indigenous students as another source of data to track and compare.
5. We would like to explore opportunities that exist within Academies (e.g. Fine Arts Academy, or Sports Academies), and Advanced Placement programs.
6. We would like to review our school's motto ("Excellence - Respect - Responsibility") to see if it is still aligned with our core school's beliefs.
7. We would like to implement a school working group (staff & students) to review how we celebrate success at SAS, and what improvements we can make in this area (*e.g. Principals List, Honour Roll, Effort List, Top All-Around Student, Top Citizenship Student, Scholarships*).



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SAS continues to learn more about:

Mental Health awareness and education, specifically Trauma-Informed Practices

Integration of Indigenous content into our classes