

**NorKam Senior Secondary School**

**730 12th St**

**Kamloops, BC, V2B 3C1**

**Canada**

**[School Learning Plan 2017-2021](#)**



**Mission Statement**

At NorKam we learn to be global citizens who value inquiry, excellence, diversity and respect.

**School Goal for 2017 - 2021**

To develop global citizens who are adaptable and value inquiry.



## **School History:**

NorKam Secondary opened its doors in September of 1967. At that time the school served as the hub of North Kamloops, a largely working class neighbourhood with significant Italian and Japanese enclaves. Later, NorKam witnessed an influx of Indo-Canadians. This ethnic diversity continues through to this day with a large number of our students being the sons and daughters of NorKam Grads. In addition, NorKam is the school of choice for numerous aboriginal students. While many of these aboriginal students have grown up in the Kamloops area, some have relocated from other reserves around the province just to come to NorKam. NorKam is now serving the entire North Shore, focused solely on the delivery of the Graduation Program to students in grades 10-12. In recent years NorKam has expanded its program options to better meet the needs of its diverse population. Along with these numerous programming options, NorKam started offering the prestigious International Baccalaureate Diploma Programme in 2012 and graduated its first class in June 2014. In addition we opened the new Trades and Technology Center in February of 2015. In addition to these changes, in April of 2015 NorKam Secondary changed its name to NorKam Senior Secondary School.

## **School Context:**

Significant changes have been happening at NorKam in the last decade. Enrolment declined rapidly from 2005 - 2017. The most profound change has been NorKam changing to a grade 10-12 school with the addition of students who formerly attended Brocklehurst Secondary. In addition, the new Trades Center has added new opportunities and partnerships at NorKam Senior.

The aboriginal population of NorKam is the largest of the secondary schools in Kamloops. Our number of students with special needs is also higher than the district average, particularly when it comes to students with learning disabilities.

The socioeconomic status of NorKam students is extremely diverse. We draw students from the most impoverished areas of Kamloops including North Kamloops and the Reserve as well as the more affluent areas of Brocklehurst and Rayleigh. Students in these neighbourhoods enjoy a higher socio-economic status and greater family stability than students drawn from the North Kamloops catchment area. Census data (2006) for North Kamloops illustrates this relative instability in the form of greater incidence of single family homes, lower levels of home ownership, more transiency, and lower levels of post-secondary schooling when compared to the municipality and the province. Contrast this with Brocklehurst and Rayleigh where these figures are at or exceed figures for the municipality and the province.

Fifty percent more of our families identify as aboriginal than Kamloops as a whole. In addition to this ethnic and socioeconomic diversity, NorKam also deals with a significant number of transient students who spend only part of their secondary schooling with us. The instability faced by our North Kamloops students differs dramatically from the stability that the students from Brocklehurst and Rayleigh enjoy. When compared with other secondary schools in Kamloops, our students have a social services index (SSI) double that of any other secondary school. The SSI is a measure of children vulnerability using the rate of children in poverty or in care. This rate will remain high for the foreseeable future as the SSI for Brock Middle School is even higher than NorKam.



In summary, NorKam faces challenges unlike those of the other secondary schools in Kamloops. We welcome these challenges and are firmly committed to making a difference in our students lives.



### **Meeting the Needs of Our Population:**

Given the context and the emerging realities of being a 10-12 school, NorKam is addressing a number of needs. We will have less time to instill NorKam values into our students. Our grade 10 students will need to quickly adopt the skills and attitudes that will lead to success in the graduation program and beyond. In order to support students learning our structures include Planning 10 on Wednesday afternoons where all grade 10 students are scheduled on Collaboration Days, our WISE Block (Weekly Intervention and Student Enrichment program), our bi-annual I and F meetings with core team are All of these structures are the subject of ongoing review, and efforts will be made to improve their functioning.

# NorKam Innovation Road Map



<b>IBDP Curriculum</b> Group 1: English Language Range: Literacy Group 2: French B or Spanish AB 2nd Group 3: Geography or History Group 4: Biology or Physics Group 5: Mathematics Group 6: Chemistry or Psychology Core: Theory of Knowledge, Creativity, Action, Service, Extended Essay Learner Profile Attributes Approaches to Learning: Thinking, Research, Self-Management, Communication, and Social Skills Approaches to Teaching: Inquiry, Differentiation, Global/Local Context, Collaboration, and Conceptual Understanding	<b>BC Ed. Curriculum</b> Applied Design, Skills, & Technologies Career Education English Language Arts Physical and Health Education Social Studies Arts Education Second Languages Mathematics Science Core Competencies: Communication, Thinking, Personal & Social Responsibility and Literacy First Peoples Principles of Learning Big Ideas	<b>Attributes of NorKam Graduate</b> Global citizenship is the ability to understand different cultural perspectives and make positive contributions to the welfare of our world. Adaptability is the willingness to adjust oneself to different situations and/or perspectives. Inquiry is the process of pursuing knowledge that encourages curiosity, questioning, and reflection.
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**School Mission:** At NorKam we learn to be global citizens who value inquiry, excellence, diversity and respect.

**Staff Facilitated Professional Development**

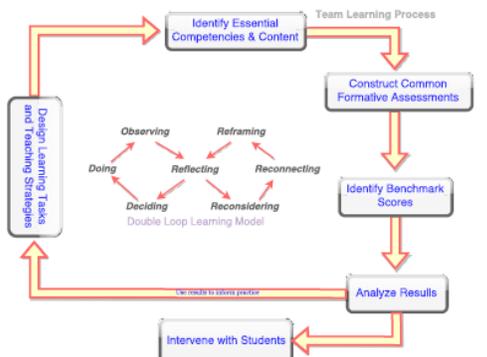
Various Teachers - 2015 *PBL/Aboriginal Ways of Knowing*  
 McGill - May 2015 *IR Results Review Higher Order Thinking*  
 McGill - Dec. 2015 *Visible Thinking Routines Revised*  
 Kully/McGill/Williams - Feb. 2016 *Approaches to Learning/Teaching Curriculum Implementation Days* - 2016-16  
 Various Teachers - May 2017 *Sharing Session for Higher Level Thinking*  
 High/L, Rouand, MacFarlane, Perry - Dec. 2017 *Deep into Inquiry Using Digital Technology*

**Leadership Development:**  
 McGill - 2017 Monthly Leadership Routines at Coord. Mtgs.  
 - Team Learning - Double Loop Learning  
 - Mental Models, Ladder of Inference  
 - Team Learning - Effective Design  
 - Thinking About Complex Adaptive Systems (planned)  
 - Personal Mastery (planned)  
 - Shared Vision (planned)

### Instructional Rounds

**Problem of Practice:** As a focus on the attribute of inquiry, is there a focus on demonstrating higher order thinking skills in our classroom tasks and routines?

April 2015 - Round #1  
 April 2016 - Round #2  
 December 2017 - Round #3



### Expert-Led Professional Development

**Staff Development:**  
 Coleman - Sept. 2015: *Professional Learning Communities*  
 Bell et al. - May/Sept 2015: *Project Based Learning*  
 Schimur - Dec. 2016: *Changing Assessment in New Curriculum*  
 Wright - Sept. 2017: *Thinking in the Classroom (CTC)*  
 IB Level 1, 2, 3 Training - Ongoing

**Leadership/Facilitator Development:**  
 PLC Institutes - 2009 - 2013 (14)  
 Response to Intervention - 2014 (8)  
 Instructional Rounds - Feb. 2015 (2), April 2016 (4)  
 IB Approaches to Teaching/Learning - Feb. 2015 (2)  
 Richbury - Sept. 2017: *Visible Thinking Routines (3)*  
 MacKenzie/Clark - Oct. 2017: *Deep Dive into Inquiry Bookwork (3)*

### Support Systems/Structures

**Coordinators:** monitor WISE block functioning, share goals subject to peer critique, leadership skill training.  
**PLC Core Teams:** adjust nuts and bolts of WISE block and collaboration time, critical mass.  
**Innovation Coordinator:** PLC coaching, WISE block management, PLC Core Team Leader, system alignment monitoring/analysis.  
**Collaborative Teams:** use and are accountable for implementation of team learning process, track goals, engage in collective reflection and inquiry into instructional practices.  
**Professional Development Committee:** guiding school-based professional development days in accordance with PLC needs.  
**School Growth Plan:** outlines the broad goals and strategies employed by the school.  
**Timetable/Bell Scheduler:** adjustments in schedules to align with goals, foster collaboration, and make timely interventions.  
**District Coordinators:** accessed to support professional learning needs as determined by the school's innovation process.  
**Team Goal Tracking & Reflection:** observe self-reflection on collaborative team goals and processes. Reviewed/verified by administrators and is the basis for year-end sharing session.  
**Course Outlines:** Describe essential competencies/content, outline connections to a attribute.  
**Budgeting:** decisions aligned with collaboration team needs in the accomplishment of school and department goals.  
**Staff Meetings:** opportunities for collaborative learning and sharing; numeracy assessment, IR results discussion, thinking routines, collaborative inquiry, and assorted other topics.

<b>Tier One: Quality Instruction</b> First-up: retelling essential Catch-up: finishing incomplete work Ring-up: Planning etc. Homework help, PE Make-ups, etc. Level-up: Subject-based Enrichment, Teacher-led Workshops, Guest Workshops, Clubs Lift-up: Service clubs, peer-tutoring, and other service opportunities Pump-up: Fitness, Reading for pleasure	<b>Tier Two: WISE Block</b> First-up: retelling essential Catch-up: finishing incomplete work Ring-up: Planning etc. Homework help, PE Make-ups, etc. Level-up: Subject-based Enrichment, Teacher-led Workshops, Guest Workshops, Clubs Lift-up: Service clubs, peer-tutoring, and other service opportunities Pump-up: Fitness, Reading for pleasure	<b>Tier Three: Learning Assistance</b> Pre-Screening F1 and F2 Meetings School based Teams Wise Block Offerings Learning Assistance Placement/Support
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Response to Intervention System

We are currently pursuing initiatives that focus on building capacity in the school to learn and to make changes that will bring about improved student learning. Chief among these in the use of collaboration teams focused on improving student achievement. At the department level, collaboration teams have been focused on raising student achievement in grade 10 courses through a team learning process focused on identifying essential learning outcomes, building common assessments, revising teaching strategies, and providing timely interventions. These collaboration teams will help to determine the course of professional development at the school.

The diverse nature of the NorKam school population means that students come to us with a wide variety of academic and vocational interests and goals. It is therefore incumbent on us to provide students with as wide a variety of course and program options as is possible given the financial constraints that govern our timetable. At NorKam we offer, and students take advantage of, a wide variety of programming options including Honours courses in Science, Math, and English; specialized athletic courses including Human Performance and Sport Specific Skills courses; our Hairdressing Program, as well as the district level programs such as ACE-it, Secondary School Apprenticeships, NorKam sampler courses in conjunction with Thompson Rivers University, and the International Baccalaureate Diploma Programme.

Over the last several years NorKam has adopted a number of strategies to address the achievement gap between Aboriginal students and the general population. The reasons for this gap can be attributed to deficits in a number of school and non-school related areas and because of this they require wrap around support. The strategies undertaken at the school include daily attendance tracking and follow-up home contact; First Nations Family Counsellors assist students with social, emotional, health, career, and academic concerns; Drug and Alcohol counsellors assists students with dependency issues; First Nations Education Workers meet with every First Nations identified student at least once a month to review progress and are routinely in attendance at Success Club; and identified students attend Girl's Group and Boy's Group sessions on a variety of topics that contribute to development of the whole student.

With our larger than average number of special needs students a number of structures, strategies, and systems have been put in place. Students are supported with laptops where appropriate, support is delivered as much as possible

within the classroom by Student Support Workers acting in collaboration with classroom teachers and special education teachers. The Special Education Department delivers the usual services including IEP preparation, adjudicating provincial exams, keeping testing up-to-date, enlisting other supports and services as needed, and staffing enrolling blocks. Unique to our school are three aspects of the Special Education Program. The first is pre-screening meetings. Conducted with the participation of administration, counsellors, special education teachers, and first nations education workers and coordinators, these meetings identify students who are struggling, share information about the needs of the student, identify steps and supports that have already been put in place, and decide upon the next step(s) to be taken. This approach results in all people involved in the student's support program becoming fully informed about what steps various people have done with the student and what steps will be taken in the future with the student. The result is greater efficiency and less duplication of effort. If needed, a referral to the School-Based Team will follow where the student's overall program will be reviewed with the participation of the student's classroom teachers.

The second structure is the Net Program. More flexible than a fixed timetable, this program allows students to do their coursework at times that are more conducive to getting work done and earning course credits. Rather than struggling with four courses at once, students in the Net Program work on one or two courses at a time. This allows students to keep moving forward on their program requirements. The last structure is directed at students with H and R designations. To support their social-emotional development, seminars are held on topics related to healthy relationships, anger management, and addiction.

Special needs are supported in additional ways. We have a work readiness program, where students receive classroom instruction in basic literacy and numeracy skills and participate in work placements with cooperating businesses. This experience gives them practical skills that they can use to find work upon completing high school.

The main focus of our intervention program was on reducing the number of course failures. The primary cause of these failures was missing or incomplete assignments and non-attendance. In response to this, NorKam embarked on several strategies that we are continuing to use. First among these strategies is WISE block. Students who have not completed a number of assignments for a class are enrolled by their classroom teacher in consultation with the student's parents. WISE Block is staffed by teachers who provide assistance to students as needed and track the completion of assignments in collaboration with the classroom teacher. The second strategy has been an emphasis in the school currently has been placed on keeping parents informed, particularly as it concerns students that are at a high risk of failure. This is especially true of interim reporting and keeping parents informed as early as possible in the semester. Finally we hold bi-annual incomplete and failure meetings with staff to respond to the following questions:

1. Why is the 'I' still outstanding?
2. How can we make the student successful with their current level of attendance?
3. How is the course being adapted for this student?
4. What is needed to get this student through?

Instructional Rounds has also become an instrumental part of focusing our academic rigor. NorKam faculty developed the attributes of a NorKam graduate - Global Citizenship, Inquiry and Adaptability. As a focus on the attribute of inquiry, our problem of practice has focused on demonstrating higher order thinking skills in classroom tasks? We defined higher order thinking skills as students and teachers questioning, responding (interacting), and applying concepts and skills at levels beyond **remembering** and **understanding** on Bloom's Taxonomy. In December of 2017 we participated in our third instructional round in four years.

Finally, NorKam provides students with opportunities to participate in a number of extra-curricular activities including athletics, leadership activities, clubs, intramurals, other fitness activities, and global awareness endeavours. While we are meeting the needs of our students in many ways, we are always looking to improve.

**Context for developing the school plan:**

Flexibility and choice to students and educators in developing the core competencies that will prepare them for the future. With flexibility comes uncertainty. With this in mind, NorKam Secondary wanted to develop a plan that would best position the school to be ready for the new curriculum to be implemented in grades ten through twelve starting in September of 2018. We wanted to ensure congruency from our mission statement, through our attributes, school goal down to our department goals. In trying to accomplish this, We as a staff worked through an exercise of “Developing Purpose”. This exercise asked staff to complete thoughts and probing questions such as:

- Students learn best when....
- Teachers learn best when...
- What is our purpose?



- What are the attributes of a NorKam Graduate?



As a result, of this exercise coordinators at the school took the data provided and began to redesign our Mission statement. Our new mission statement was approved in October of 2014:

*At NorKam we learn to be **global citizens** who value **inquiry, excellence, diversity and respect.***

From this point we began to revise and develop our attributes of a NorKam graduate. We started with the following attributes:

**respect & responsibility**

**love of learning/curiosity**

**being a good citizen**

**ability to adapt**

**critical thinking**

Working with the teaching staff in both our November and December Professional Development days, we were able to distil our attributes down to three:

***Global Citizenship***

***Adaptability***

***Inquiry***

In addition to refining our graduate attributes, our staff also developed a list of “driving questions” that our new growth plan needs to respond to. These questions were then refined by our coordinator group to the following:

**Driving Questions:**

- How do we balance the expectations of us in the classroom with regard to the PLO’s and provincial exams with the process required to meet the attributes?
- How open are our administrators to us changing the learning environment, taking risks that are less focused on test scores and statistics? (Will we be supported)
- What is student learning? What does it look like? How do we know? How do we assess/report? Is it busy work or meaningful?
- How do we celebrate, acknowledge or publicize achievement? In what areas? Excellence?
- What are we expecting to see when students are done? What does it look like, feel like etc?)
- How do we teach our attributes?
- What are students learning?
- How are they learning it?
- How are we assessing it?
- What do we do if they don’t learn?

**What is our evidence and how will we gather it?**

In each of our classrooms, there are students demonstrating global citizenship, adaptability, and inquiry. In each of our departments, teachers are designing assignments and lessons that both teach and require students to demonstrate these important attributes. However, the question that we continuously need to ask is “What is our evidence?”. While still an important piece of data, government examinations in Grades 10, 11, and 12 are only a small piece of the overall assessment of our progress and success, especially when it comes to developing skills for the future. And while we will continue to evaluate the effectiveness of our WISE Block intervention program by collecting successful course completion on data our non-First Nations and First Nations students, each of our departments has worked on developing different ‘non-traditional’ indicators of students demonstrating these skills (see Appendix-Departmental Plans-As A Department What We Will See). Highlights of these include:

- **an increase in the frequency of teachers and students using rubrics to purposefully teach/evaluate *Global Citizenship, Adaptability, Inquiry* (February 2017)**
- **an increase in the frequency of use of peer project tuning (by both students and teachers) to create engaging and effective projects and products**
- **an increase in the frequency of students using peer editing to iterate and make improved products**
- **an increase in the number of students who have successfully utilized our academic intervention program to complete a course (WISE Block Sept 2016)**
- **an increase in the number of First Nations students who have successfully utilized our academic intervention program to complete a course**
- **an increase in the frequency of hands on, project-based learning (PBL) units/courses by each of the different departments (May & September 2016 ProD, Deeper Learning Conference March, 2018)**
- **an increase in the frequency of successful Presentations of Learning (PLOs) by students in each department. (Hairdressing February 2017&18 to Board of Education)**

In order to demonstrate that we are making a difference for student learning, we need to gather both tangible products (such as course outlines, assessment tools and, and observable evidence. Over the next few months, the school community will be developing tools that will allow us to measure our progress in each of these areas. At NorKam, we also use Instructional Rounds to help us determine whether the practices that we design make a difference to student learning. In April of 2015, November 2017 and December 2018, we had a large team of educators come to provide specific, formative, non-evaluative feedback and suggestions for future learning around higher order thinking. Many departments will use the suggestions provided from the Rounds observers to help design their 'next level of work'. Therefore, in addition to the indicators above, we would also expect that when we have Rounds observers into the school, the observers would see

- **an increase in the number of classes and students doing tasks that require them to demonstrate higher order thinking from classroom to classroom.**

**APPENDIX A:**

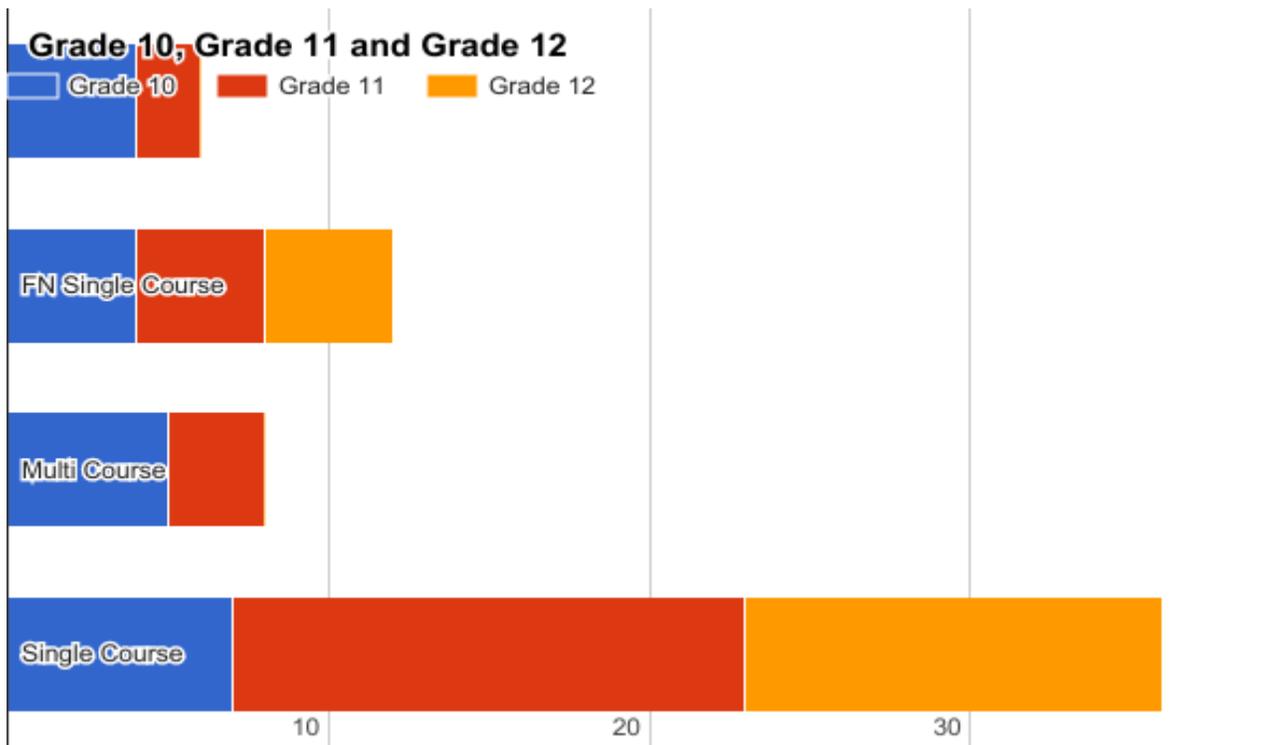
**DEPARTMENTAL PLANS**

**APPENDIX B:**

**ACHIEVEMENT DATA**

**Failure Rates 2017-2018:**

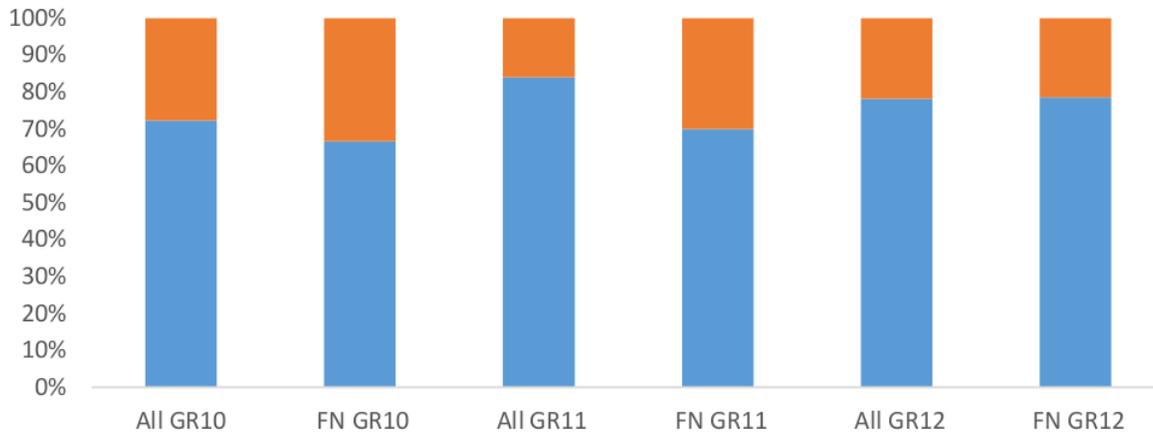
Grade	Single Course	Multi Course	FN Single Course	FN Multi Course
10	7	5	4	4
11	16	3	4	2
12	13	0	4	0



Semester 1 2018

	Grade 10		Grade 11		Grade 12	
	All Students	First Nations	All Students	First Nations	All Students	First Nations
Single	13	4	21	7	25	11
Multiple	5	2	4	3	7	3

Ratio of Students With Single vs Multiple Failures



**Core Classroom Scores (Ave) \*Sem1**

<b>Course</b>	<b>2016-2017</b>	<b>2017-2018 (*)</b>	<b>2018-2019</b>
<b>F&amp;P Math 10</b>	<b>71.3</b>	<b>68.4</b>	
<b>A&amp;W Math 10</b>	<b>67.8</b>	<b>63</b>	
<b>F&amp;P Math 11</b>	<b>66.6</b>	<b>62.7</b>	
<b>A&amp;W Math 11</b>	<b>63.5</b>	<b>58.4</b>	
<b>English 10</b>	<b>67</b>	<b>71.2</b>	
<b>English 11</b>	<b>70.5</b>	<b>70.3</b>	
<b>Science 10</b>	<b>72.4</b>	<b>74.6</b>	
<b>Communications 12</b>	<b>79.7</b>	<b>77.1</b>	
<b>English 12</b>	<b>69.5</b>	<b>70.3</b>	

[Collaborative Time Rubric](#)

[Attributes Rubric](#)

[Year Long Slide Data Collection 2018](#)