



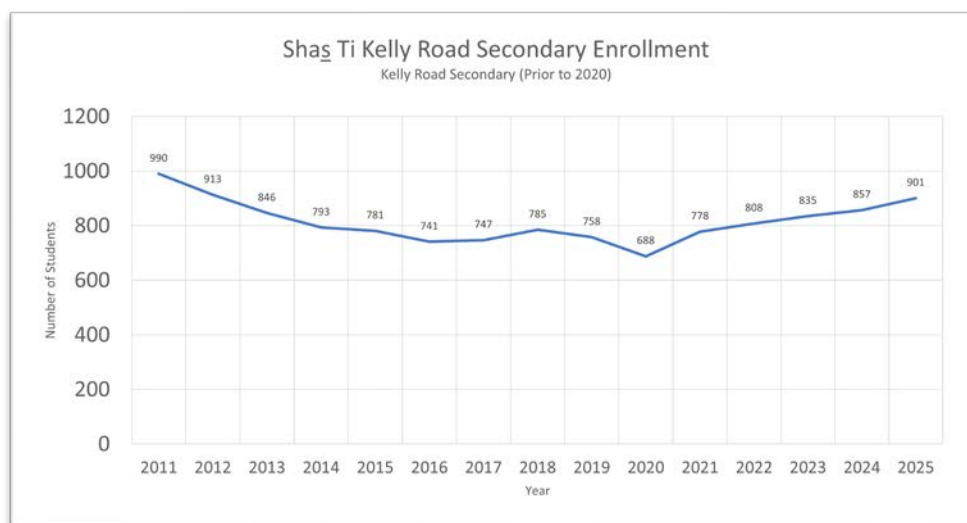
STKR

School Plan for Student Learning 2025-2026

We respectfully acknowledge Shas Ti Kelly Road Secondary School resides on the unceded ancestral lands of the Lheidli T'enneh First Nation.

About our School

Shaᑭ Ti Kelly Road Secondary School (STKR) resides on the unceded ancestral lands of the Lheidli T'enneh First Nation and it is an honour to live, work, and play alongside our indigenous communities in the education our students. We support Lheidli T'enneh students living on reserve through our Local Education Agreement. Geographically we are located on the north side of the Nechako River in the Hart community. Our Family of Schools includes STKR and five elementary schools: Glenview Elementary, Hart Highlands Elementary, Heather Park Elementary, Nukko Lake Elementary and Springwood Elementary. Our new building, which opened in the 2020/2021 school year, is an opportunity for school to continue to be a welcoming part of the community for everyone to enjoy. STKR has strong community support and an active Parent Advisory Council. We strive to offer the best possible educational services and programs to the students attending our school and to provide all students with support in meeting secured educational pathways as they graduate from high school. Along with an ever growing offering of courses, our school provides for outstanding Athletics Program, access to District programs such as the Career Technical Centre (CTC), the Canadian Sports School, dual credit programming with UNBC and CNC, after school art and sports programming including clubs, and more.



School Plan Engagement Process

Our engagement process plan will be designed to gather feedback from our school community on what is important for our students to learn, what is valued in the education of our students and what our priorities should be for this year and the years ahead. We will strive for an engagement process to provide us with input from our school community and that we can gather specific ideas from our staff, students, parents, rightsholders, stakeholders, and community at large. We want our process to include online and/or meeting exchanges of ideas and thoughts and conversations with our Parent Advisory Council, rightsholders, stakeholders and our local First Nations.

A summary will be provided to the school community at regular monthly meetings with our staff and school community, and at STKR Parent Advisory Council meetings. Shaᑭ Ti Kelly Road Secondary will focus on:

- All students acquiring the skills necessary to be successful in life
- All students graduating with a Dogwood Graduation Certificate
- All students being provided with options and choice for courses and programs and their future
- All students learning the importance of local Indigenous history, culture and language
- All students having strong Literacy and Numeracy skills
- All students learning in safe, inclusive learning communities with a sense of belonging and purpose

District and School Directions

School District No. 57 has identified 4 district directions that set our priorities for the next 5 years. These directions will guide our work.

Truth and Reconciliation

- Truth and Reconciliation Calls to Action are implemented throughout our system.

Equity of Access

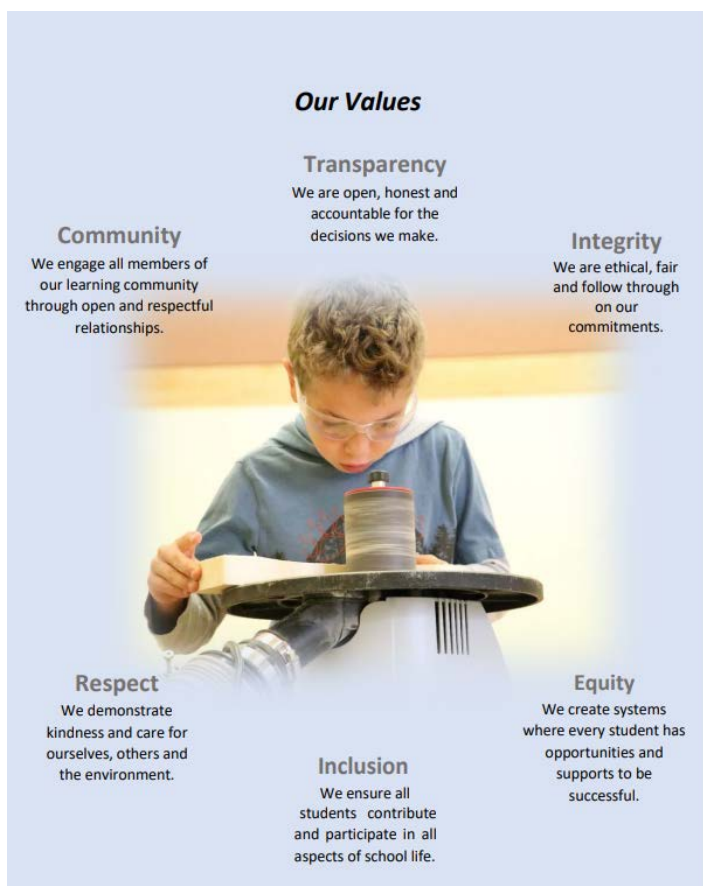
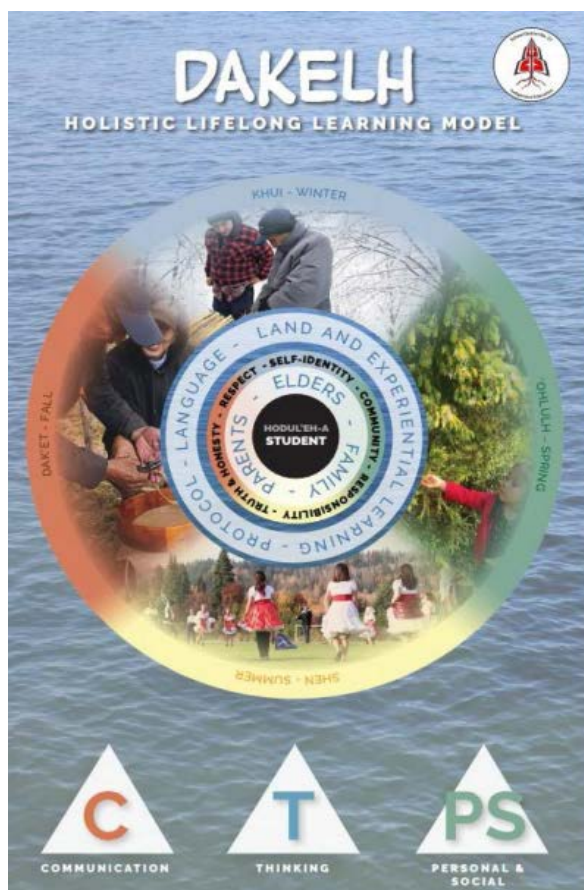
- Responsive systems providing accessible educational opportunities for all students to achieve their goals with specific focus for our Indigenous learners, our children and youth in care and our students with diverse abilities/disabilities.

Wellness

- Culturally safe, caring, inclusive learning communities, where all students thrive with an emphasis on mental health, physical health and overall well-being for students, staff and families.

Learning

- Engaging, innovative, learning communities with options and choice for all students to be successful. The focus of increasing literacy, numeracy and graduation rates will be prioritized. Specific strategies will be implemented to support our Indigenous learners, our children and youth in care and our students with diverse abilities/disabilities



Truth and Reconciliation

Over the next 5 years we will work towards seeing the 94 Calls to Action outlined in the Truth and Reconciliation Commission of Canada (TRC) Report realized in our school and school district. We acknowledge the land we are on and respect the local language and culture of the area.

We will work with our Indigenous communities to help guide us in this work prioritizing the Calls to Action for Education #6-12, and Education for Reconciliation #62 and #63. Implementation will include consideration of The United Nation Declaration on the Rights of Indigenous People (UNDRIP) which safeguards the individual rights of Indigenous People.

Year 1 and 2 Goal

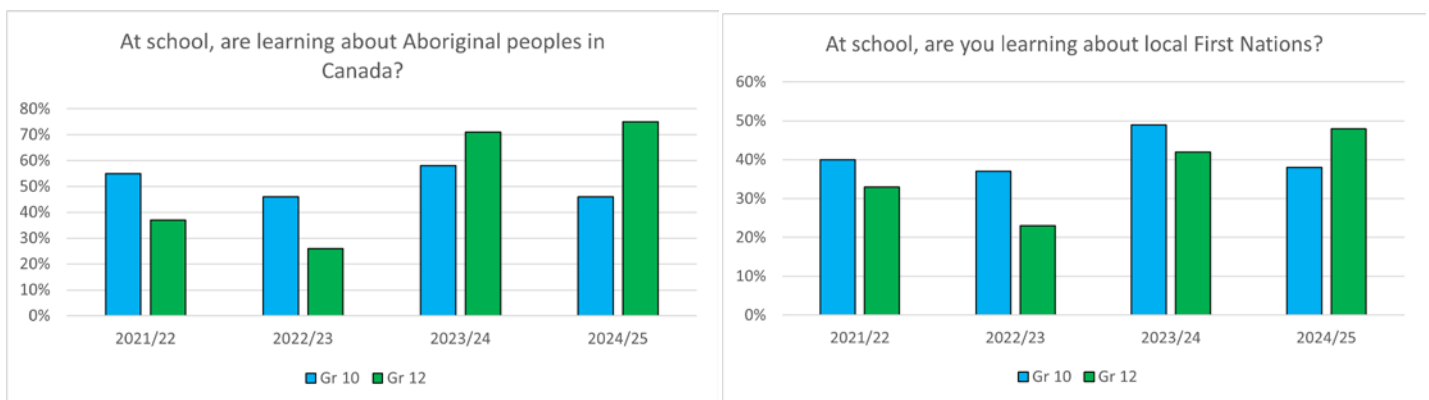
1. Support our staff and students knowing and understanding the TRC Calls to Action as they are implemented in our system

Strategies

- ♦ Continue to scan our school building, hallways, and classrooms to better reflect the identity and values of our school and of the traditional land our school resides on
- ♦ Increase Elders and Knowledge Holders in our schools to support and mentor staff in the education of Residential Schools, Indigenous culture and Indigenous languages
- ♦ Review curriculum to Indigenize with local content and decolonize to allow academics to be learned through a cultural and inclusive lens
- ♦ Provide professional learning to staff about Truth and Reconciliation Calls to Action and Trauma Informed approaches
- ♦ Utilize Wednesday's teacher and student Learning Time to provide Indigenous days of learning throughout the year for staff and students
- ♦ Meetings with Lheidli Tenneh to discuss and review success of Lheidli learners
- ♦ Dakelh word of the week shared with staff and students and shared with our parents in our monthly newsletter

Success Measures

We will look to our Student Learning Survey administered at grades 10 and 12 to measure the % of students identifying "Many Times" or "All the Time" that they are learning about Indigenous content in schools. We expect to see an increase of 10% or higher of students reporting they are learning about Indigenous and First Peoples in Canada in each year of this implementation plan.



Equity of Access

School District No. 57 will be responsive in providing accessible educational opportunities for all students to achieve their goals. We will pay attention to the needs of our Indigenous learners, our children and youth in care, our students with diverse abilities/disabilities and our students learning in rural and remote communities.

We acknowledge that not all children learn the same way, require diverse supports. It falls upon us to ensure all students have access to quality educational opportunities needed to be successful on their learning path.

Year 1 and 2 Goals

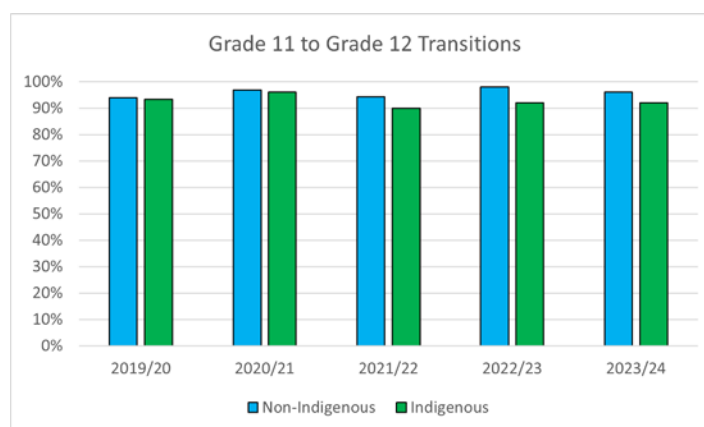
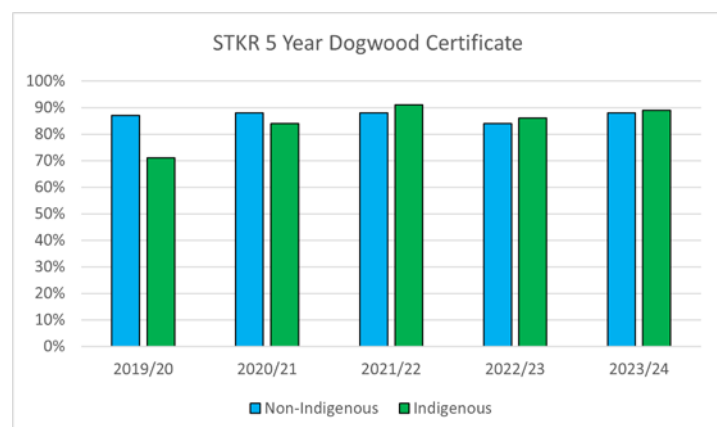
1. Review our school's continuum of support to ensure all students have access to personalized learning.
2. Enhance our learning environments to build diverse supports for students to feel connected, engaged and safe to take learning risks.

Strategies

- ♦ Improve our communication with students and families while developing personalized learning supports to remove barriers for their success
- ♦ Increase our communication with families to review our understanding of barriers and identify these barriers
- ♦ Improved access to technology and resources for all struggling learners providing more opportunities for success
- ♦ Review curriculum to Indigenize with local content and decolonize to allow academics to be learned through a cultural and inclusive lens
- ♦ Review and develop a continuum of support at the school that aligns with District Supports
- ♦ Continue to identify and provide alternative learning opportunities for our students to personalize their learning paths
- ♦ Identify systems and structures that are not equitable and adjust or create systems and structures of equity

Success Measures

We will closely monitor the success of our goals by reviewing our 5-year graduation rates and our grade-to-grade transitions. We will pay attention to the result of our students living in care, our students with diverse abilities/disabilities and our indigenous learners. By the end of year 2, we expect to see a 5% increase in our students who graduate with a Dogwood Certificate after 5 years of starting grade 8 and we expect to see a 5% increase of students transitioning from Grade 11 to 12.



Wellness

We believe that in order for student to learn, they need culturally safe, caring, inclusive learning communities. As our world moves out of a pandemic, now more than ever we need to emphasis the support for mental health, physical health and overall well-being of our students, staff and families.

Year 1 and 2 Goals

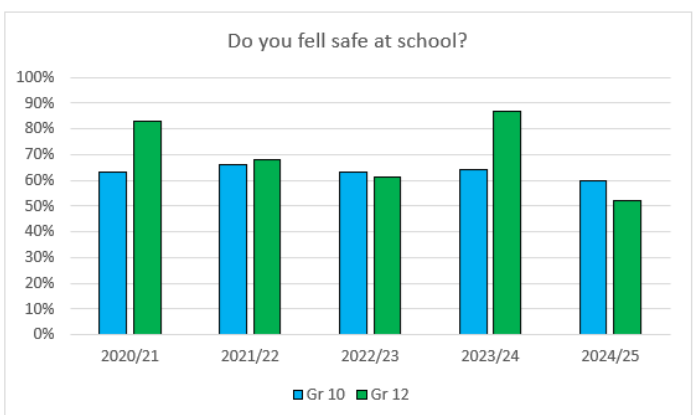
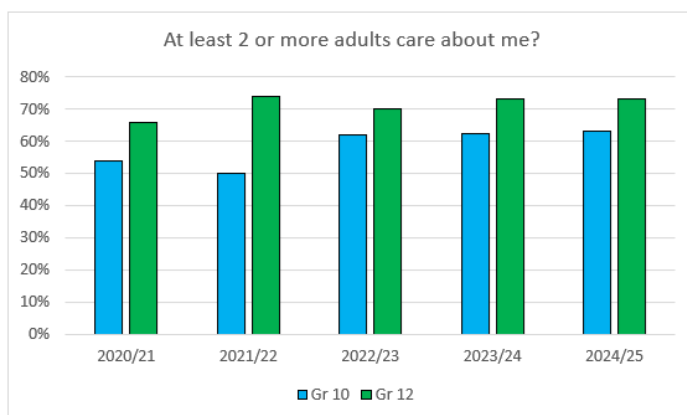
1. Create a systems approach to develop a social emotional support model (Advisory) for all students within the bell schedule
2. Support our students and staff understanding of Mental Health Literacy

Strategies

- ♦ Review strategies that provide a sense of belonging for all students
- ♦ Advisory Bell Schedule, student clubs and extra-curricular programs, ASSAI - Afterschool Art and Sport Programming, etc.
- ♦ Administer the MDI (Middle Years Development Instrument) at grade 8
- ♦ Develop our school EDIB (equity, diversity, inclusion and belonging) team to address racism and support anti-racism initiatives
- ♦ Create an Advisory Model review team between secondary schools to develop and implement “Advisory” time in the bell schedule for students
- ♦ School leaders will participate Coaching through Equity book study led by Directors of Instruction
- ♦ Provide professional learning to staff about Compassionate Systems Leadership at the school and district levels
- ♦ Focus on transitions into our school, from grade to grade, between elementary and secondary school and from secondary to post-secondary
- ♦ Work with our Post-Secondary institutions on seamless transitions out of our system
- ♦ Opportunities for Mental Health Literacy understanding for staff and students
- ♦ Continue to partner with Northern Health and District supports to develop and enhance supports for students struggling with mental health and/or addictions

Success Measures

Our Student Learning Surveys for our grades 10 and 12 students help us identify a sense of belonging for our students. When students are connected and feel like they belong, they are successful. For this implementation cycle ending in 2026, we expect to see a 10% increase in students feeling like they belong for each year. We will also be looking for in increase in students knowing that at least 2 adults care about them and they have systems for support. Our overall measure of success will be students feeling safe at school. We expect a 10% increase in all students feeling safe at the end of this implementation plan in 2026. The charts below demonstrate the percentage (%) of student indicating “Many Times” or “All the Time” on the Student Learning Surveys in Grades 10 and 12.



Learning

We will work to achieve engaging, innovative, learning communities with options and choice for all students to be successful. The focus of increasing literacy, numeracy and graduation rates will be prioritized. Specific strategies will be implemented to support our Indigenous learners, our children and youth in care and our students with diverse abilities/disabilities

Year 1 and 2 Goals

1. Increase literacy, numeracy and graduation rates for all students and close the gap for Indigenous learners, children and youth in care and students with diverse abilities/disabilities.
2. Support all students to develop a graduation success plan to help guide them towards their goals.
3. Enhance the school's academic learning opportunities connected to people, place and land (Land based, Experiential, Passion based, Connected to Identity)

Strategies

- ♦ Employ an Indigenous Grad Coach teacher (0.5 fte)
- ♦ Review and develop a continuum of support at the school that aligns with District Supports
- ♦ Review authentic resources for use in the English First Peoples 12 course. English First Peoples 12 will be a required 4 credit course for grade 12 students
- ♦ Provide professional learning to staff for Numeracy and Literacy Instruction. All staff are teachers of Literacy and Numeracy
- ♦ Review resources for both literacy and numeracy to ensure current and culturally responsive resources are being used with students.
- ♦ Review curriculum to Indigenize with local content and decolonize to allow academics to be learned through a cultural and inclusive lens.
- ♦ Continue to support equity in our schools with professional development and supports for teachers to provide intervention in both literacy and numeracy

Success Measures

We will look to our Provincial Graduation Assessments to monitor our progress towards our goals. Our numeracy results continue to be of concern. With enhanced focus on instruction, and ongoing assessment we expect to see a 10% increase on our Grade 10 Numeracy and Literacy Assessment of student meeting or exceeding expectations. With our continued focus on literacy by 2026 we expect a 10% increase in the number of students who are meeting or exceeding reading expectations on grade 10 provincial assessments.

