School District No. 8 (Kootenay Lake)
School Learning Plan Template

District Context

Mission: *We inspire and support each learner to thrive in a caring learning environment.*

Vision: *Our learners grow as global citizens in an innovative and inclusive community.*

Values: *Our values help shape the culture of our schools and workplaces. By upholding these beliefs and attitudes, we can build learning communities that will lead to the fulfilment of our mission.*

Date:	October 2023 and beyond	School:	Kootenay River Secondary School

Vision

Opening Doors to the Future

School Profile

There are approximately 550 students at KRSS including 157 Indigenous students. We also have many students who come from a plural culture background. There are many opportunities for students to join sport and other extra-curricular opportunities, and we value a diverse selection of courses to offer.

Consultation Process

Staff

Planning Day- full day conversation and collaboration, with revisiting throughout the year at staff meetings and PD days.

Students

Student trustees, Student Council, informal conversations.

Parents

PAC discussions throughout the year.

Indigenous Representation

Ongoing conversation with students, families, and Education committee members.

Coherence and Alignment
Ministry of Education Policy for Student Success
School District No.8 Framework for Enhancing Student Learning
BC Tripartite Education Agreement

Literacy

Goal Statement

Improve literacy proficiency for all learners.

Promote the ability to be reflective and reflexive to effectively communicate, using a variety of modes of expression.

*** School District No.8 would like to acknowledge the work of Linda Kaser and July Halbert and their valuable contribution to this School Learning Plan.*

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Where We Are At

Literacy comprehension is stronger than literacy expression amongst students writing the Gr 10 and 12 literacy grad assessments for 23/24. As well, Gr 12 students scored higher than Gr 10 students overall. Written expression is also an area that has been identified by English teachers as in need of much work going forward, and this led into the development of the school literacy goal this year: building literacy skills across all curricular areas, not just via English classes.

Analysis (What objective trends do we see based on the data?)

A trend that is noticed by staff is that the quality of written expression has worsened over the past few years.

Rationale (What is going on for our learners? How do we know? Why does it matter?)

What's going on for our learners?

Many students are entering KRSS with below grade level reading skills. Many students do not enjoy reading for their own pleasure/skill development outside of school, and reading does not seem to be encouraged at home. Many students have never been read to at home.

Difficulties in reading comprehension in all areas (math, science, etc) and understanding written directions and instructions.

· **How do we know?**

Asking about how many books at home- sometimes none, access to library books/newspapers/magazines at their level/interest. Students get a lot of information from tik tok- short bursts from "experts".

· **Why does it matter?**

Life-long learners need to be able to independently read and critically assess different sources of material. Forms, being a good citizen, taxes, are all practical aspects. Creative/imaginative process of reading a great book is a valuable experience.

Target (Specific and measurable statement of the desired improvement)

Target

Increased demonstrated proficiency in expressing ideas through various types of writing.

- Better collaboration with elementary teachers
    - Coordinate reading materials so that there is no overlap or strategic overlap

- many classes need readers/whole class reading happens often

What We're Doing

Embedding Strategic Priorities (How we're making connections and providing opportunities)

- List each strategic priority, and provide exemplars of connections to support the goal

Inclusion: School Growth Plan Project focus area, with a goal of building staff capacity in universal and targeted support strategies and approaches to meet individual needs.

Reconciliation: Continuing to incorporate Indigenous content across the curriculum, and building the foundations and resources for English First Peoples 12 and First Peoples 12 courses.

Diversity: Increasing representation of all kinds of diversity in school resources.

Transitions: Supporting learning in literacy skills needed for life after secondary school: resumes, applications, job/program/school searches, etc.

Equity: Providing additional support and alternate approaches for students who require them. Flexibility in topics, writing expression genres, and timelines (when needed).

Where We Are Going
(Action Plan)

Professional Learning (Describe the professional learning that will support meeting the target)

Inclusion Community of Practice- School Growth Plan Project.
All staff invited to participate and learn theory and practical skills in inclusion, strategies in classrooms, inquiry, and models of collaboration.

Student Learning (What student learning strategies will support meeting the target?)

As above.

Theory of Action (What is our hypothesis given the action plan for staff and student learning?)

If we all work to improve literacy skills across the curriculum, and we all build skills in vocabulary (content vocabulary, question words, academic phrasing, etc); comprehension (not assuming that students understand questions, directions, vocabulary, etc); and

expression (written or otherwise), we expect that overall literacy skills will increase and students will access content and express learning with greater skill over time.

Numeracy

Goal Statement

Improve numeracy proficiency for all learners.

Promote mathematical literacy skills (eg. interpret, apply, analyze, solve, communicate) using an interdisciplinary context-based approach to illustrate their value.

Where We Are At

Numeracy Data (Include provincial, district, and school level data as available)

In line with what is seen across the district and province in the provincial grad assessments, as well as teacher observations, numeracy skills are low amongst most students.

Analysis (What objective trends do we see based on the data?)

Overall, decrease in numeracy skills over the past several years.

Rationale (What is going on for our learners? How do we know? Why does it matter?)

Rationale

· **What's going on for our learners?**

- Distracted by other life events.
  - o Poor attendance
- Decreased educational support at home
- Many of them state they are "very bad at math""
  - o No confidence or knowledge of basic facts
  - o Afraid to take risks – "if I never try then I haven't failed"
  - o Don't know WHY they need to learn it,
  - o Pace of change has accelerated; students struggle to relate what we present to them and what they think they will need to know/be able to do in the future

· **How do we know?**

- We've seen it and heard it expressed many times in classrooms.

· **Why does it matter?**

These are valuable skills for students to be able to function as human beings

Analysis

· What objective trends do we see based on the "street" data we have?

- We can measure numeracy anecdotally - students' ability to transfer skills between contexts can be assessed most readily in places like electives, where numeracy is important but rarely directly instructed.

Target (Specific and measurable statement of the desired improvement)

- Better collaboration with elementary teachers
- Improved ability to apply mathematical reasoning to contexts outside of math class
- Highlighting numeracy skills where they appear outside of math classes

What We're Doing

Embedding Strategic Priorities (How we're making connections and providing opportunities)

Where We Are Going
(Action Plan)

Professional Learning (Describe the professional learning that will support meeting the target)

Professional Learning

Lots of district professional learning opportunities to support numeracy instruction and assessment this year, with resources available on the SD8 website.

KRSS Inclusion Community of Practice- more opportunities to learn strategies to support all students, as well as those with targeted learning needs.

Student Learning (What student learning strategies will support meeting the target?)

Increased use of UDL strategies in classrooms; increase in executive functioning skills to focus and learn; and increase in sense of purpose and desire to attend classes regularly.

Theory of Action (What is our hypothesis given the action plan for staff and student learning?)

If we use a variety of UDL strategies, and work on supporting student knowledge of strategies to focus in the classroom, and help student understand how numeracy is

important to them in real life, then we expect there to be increase engagement and learning over time.

School Determined

Goal Statement

Create a safe, connected, and inclusive school community in order to build engagement, belonging, and an understanding of self, purpose, and growth over time.

Where We Are At

Data (Include provincial, district, and school level data as available)

Lots of very poor attendance by students that is worsening over the past few years.

Analysis (What objective trends do we see based on the data?)

Low academic success for a lot of students who are disengaged as they find belonging in friends/activities outside of the classroom and school.

Rationale (What is going on for our learners? How do we know? Why does it matter?)

What's going on for our learners?

Trying to cope using their limited skills- a lot of "noise" to navigate. Lack of food security.

Disengagement, high trauma population, not much support from home for many, a part of the student population has a strong relationships to staff, students see the school as a safe space, high engagement in athletics and other extra-curricular activities.

Many undiagnosed disorders/learning disabilities. Not enough UDL and differentiated instruction being used in classes to help all learners be successful.

Need to see purpose/connection/value in what they are doing in school and how it applies to them.

Fractured communities. Widening ideological chasms.

Poor attendance

Target (Specific and measurable statement of the desired improvement)

Improved sense of belonging and engagement, resulting in better attendance, resulting in greater academic success for students.

What We're Doing
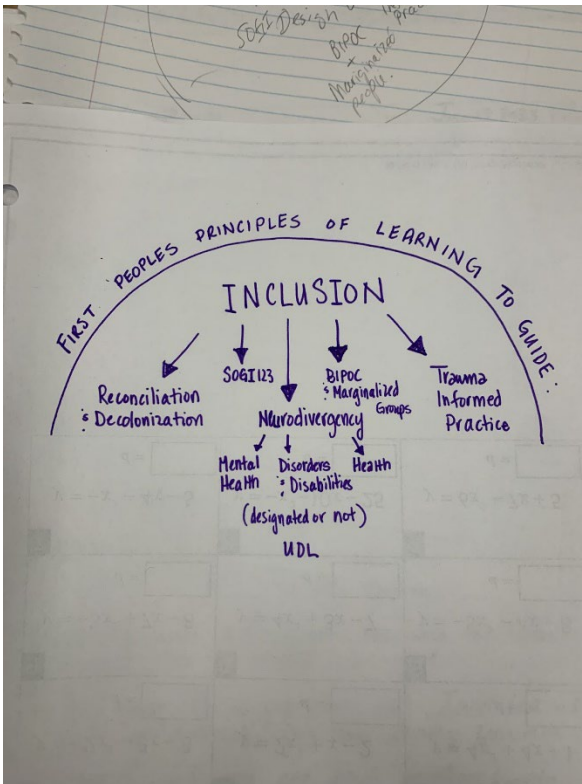
Embedding Strategic Priorities (How we're making connections and providing opportunities)

Where We Are Going
(Action Plan)

Professional Learning (Describe the professional learning that will support meeting the target)

Student Learning (What student learning strategies will support meeting the target?)

Community - building community through various clubs and activities.

Belonging and Community - enhancing communication between groups in the school. Better communication.

Those who have a "why" to live can bear almost any "how"? - problem solving based pedagogy. Project-based learning. School can start thinking about larger projects that bring together different skill sets in order to achieve a bigger goal. Helping students have meaning and understand the "why" of what they are learning. **Verb the noun.**

"Where possible, learning activities should be a part of real-life situations, but where that is not possible, they should reflect real-life situations so that the knowledge learned is directly transferable to the learner's life. In this way the learning also helps to create and support community."

https://firstpeoplesprinciplesoflearning.wordpress.com/learning-is-holistic-reflexive-reflective-experiential-and-relational-focused-on-connectedness-on-reciprocal-relationships-and-a-sense-of-place/

Breaking down subject-area silos - helping students understand the application of what they are learning. Promoting more cross curricular collaboration.

Identity development for learners - help students understand themselves and how they learn best. Focus on student wellness and practices (morning walks) develop habits that help them stay healthy and learn. Project-based learning. Some students do not know what they care about. Work to do in getting kids passionate about something in order to motivate them. Supporting all students in learning about how they learn best.

Attendance - Learning relies on attendance. If they aren't here, they aren't learning.

What is happening in homerooms, clubs, sports, that keep students engaged and attending?

Accountability in students - what does self-accountability look like for students? Teach students how to find information on Google Classroom (MyEd?). Gamification of learning - 100% health bar at the beginning of the term?

Trauma-informed practice - teach students about how trauma can shape the brain.

Theory of Action (What is our hypothesis given the action plan for staff and student learning?)

Increased UDL in all classrooms should increase the sense of belonging for students, resulting in greater engagement.