

School District No. 8 (Kootenay Lake)

School Learning Plan 2024-2025

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: _____ School: Elev8 Homelinks and DESK

Vision

School Profile

Elev8 Homelinks is a blended learning program funded under the Online Learning model. Current population approximately 150 students, both full-time and part-time over two Homelinks campuses: Nelson and Creston. Often, we have cross enrolled grade 10-12 students with KRSS.

Elev8 DESK is a Provincial Online School (POLS) with approximately 260 FTE. The K-9 program have students enrolled in all their courses. There are a few 10-12 students that we are the school of record. The majority of 10-12 students are cross enrolled and come from all over the province.

Consultation Process

Staff

Planning day took time took two hours per learning team to discuss. Learning teams went and worked on acquiring and providing more questions, info and data.

Students

Online School Satisfaction surveys are looked at.

Parents

Online School Satisfaction surveys are looked at as well as through PAC meetings.

Indigenous Representation

Coherence and Alignment

Ministry of Education Policy for Student Success

School District No.8 Framework for Enhancing Student Learning

BC Tripartite Education Agreement

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Literacy

Goal Statement

Improve literacy proficiency for all learners.

Where We Are At

Literacy Data (Include provincial, district, and school level data as available). Please ensure priority learners are included as a focus.

FSA – Not enough students engage in FSA to represent population

ELP – twice a year

Report Cards – see LA and Math for Grade 1-7 final report card marks for last three years at end of this report.

Grade 10 and 12 literacy assessments – See graphs at end of this report

Analysis (What objective trends do we see based on the data?). Ensure priority learners are included as a focus.

Due to low numbers data is not extrapolated for priority learners.

On report cards and grad assessment over the last three years the ratio of students in Proficient and Extending has been trending downward. The majority of students remain in the proficient category.

Only a few students write the graduation literacy assessments in each of the last three years. The majority of these remain in the proficient category.

Please include evidence of a focus on priority learners.

Rationale (What is going on for our learners? How do we know? Why does it matter?). Please ensure priority learners are included as a focus.

Majority of students are performing at expected levels in Literacy. The material being presented is meeting the needs of our middle students.

Target (Specific and measurable statement of the desired improvement).

A yearly reduction of the number of students in the emerging and developing categories is a literacy target in Elev8. This will be achieved by targeting literacy skills development with our struggling learners as well as challenging all students to go beyond their current levels of achievement.

What We're Doing

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



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| |
| Where We Are Going (Equity-Focused Action Plan) |
| Professional Learning (Describe the professional learning that will support meeting the target) |
| <p>Early literacy training with district teacher, Cheryl Makeiv</p> <p>Writing workshops.</p> <p>Pro D – Attend BC Digital Online Conference</p> <p>Learning how to teach public speaking, verbal communication. Art of rhetoric and debate.</p> <p>How to use AI for benefit.</p> <p>Genuine writing samples in age of AI.</p> <p>Learning on how to create content for learning. “Creator Plus”</p> |
| Student Learning (What student learning strategies will support meeting the target?) |
| <p>Daily writing</p> <p>Weekly/monthly writing challenge contest.</p> <p>Better content</p> <p>Spelling bees every two weeks.</p> <p>Forum posts in Studyforge. Give feedback to other students. Practice communication and receive feedback from peers.</p> <p>Use of Study Forge instead of WCLN course material</p> |
| Theory of Action (What is our hypothesis given the action plan for staff and student learning?) |
| <p>Students will be presented with material that is more engaging, resulting in better knowledge of the material and therefore better performance on the metrics.</p> |

| |
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| Numeracy |
| Goal Statement |
| Improve numeracy proficiency for all learners. |
| Where We Are At |
| Numeracy Data (Include provincial, district, and school level data as available). Please ensure priority learners are included as a focus. |
| <p>FSA – Not enough students engage in FSA to represent population</p> <p>ENP – Starting to use this at Homelinks</p> <p>Report Cards – see LA and Math for Grade 1-7 final report card marks for last three years at end of this report.</p> <p>Grade 10 and 12 literacy assessments – See graphs at end of this report</p> |
| Analysis (What objective trends do we see based on the data?). Please ensure priority learners are included as a focus. |
| <p>Due to low numbers data is not extrapolated for priority learners.</p> <p>On report cards over the last three years the ratio of students in each of the four categories (extending, Proficient, developing, and emerging) has remained similar. The majority of students are in the proficient category, with the fewest in the emerging.</p> <p>In the grade 10 Numeracy Assessment the majority of Homelinks students were in the developing and emerging categories whereas DESK students did significantly better.</p> |

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| Please include evidence of a focus on priority learners. |
| Rationale (What is going on for our learners? How do we know? Why does it matter?) |
| Students are struggling more on numeracy than literacy. Last few years focus has been on literacy over numeracy. Due to lack of focus on numeracy, students may be not as prepared to take numeracy assessments and tasks as they should. |
| Target (Specific and measurable statement of the desired improvement) |
| To increase the number of students in the proficient level. Start with getting more students at the proficient level than the combination of the developing and emerging levels. |
| What We're Doing |
| Embedding Strategic Priorities (How we're making connections and providing opportunities) |
|  |
| Where We Are Going (Equity-Focused Action Plan) |
| Professional Learning (Describe the professional learning that will support meeting the target) |
| <p>Early numeracy training with district teacher.</p> <p>Possible parent workshops on math.</p> <p>Learn how to instruct parents on helping their children in math during home learning.</p> <p>Pro D – Attend BC Digital Online Conference</p> |
| Student Learning (What student learning strategies will support meeting the target?) |
| <p>In corporate more open ended math problems.</p> <p>Increase in targeted one on one support in math skills</p> |
| Theory of Action (What is our hypothesis given the action plan for staff and student learning?) |
| |

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| School Determined | |
|---|--|
| Goal Statement | |
| Build resiliency in all learners | |
| Where We Are At | |
| Data (Include provincial, district, and school level data as available). Include priority learners. | |
| Online Survey results not available at this time. | |
| See charts at back of this report for Course completion rates and withdrawals. | |
| Analysis (What objective trends do we see based on the data?). Include priority learners. | |
| Just starting to collect this data since becoming a POLS. Numbers are higher than we want, but some could be due to clerical errors. Working on better collection of information | |
| Please include evidence of a focus on priority learners. | |
| Indigenous Learners have similar rates to all resident learners. | |
| Rationale (What is going on for our learners? How do we know? Why does it matter?) | |
| <p>"Building Resiliency in Our Learners" is a critical goal in education, and it involves fostering the ability of students to bounce back from challenges, adapt to changes, and thrive in the face of adversity. The rationale for prioritizing the development of resiliency in learners is multifaceted and encompasses various aspects:</p> <ol style="list-style-type: none"> Life Skills Development: <ul style="list-style-type: none"> Resilient individuals are better equipped to navigate life's ups and downs. Teaching resiliency is a way to equip students with essential life skills that extend beyond the classroom. Emotional Well-being: <ul style="list-style-type: none"> Resilient learners are more likely to have positive mental health outcomes. By providing them with tools to cope with stress, setbacks, and emotional challenges, we contribute to their overall well-being. Academic Success: <ul style="list-style-type: none"> Resilient students are better able to handle academic pressures and setbacks. Developing a growth mindset and the ability to persevere through difficulties positively impacts their academic performance and commitment to learning. Preparation for the Future: <ul style="list-style-type: none"> In a rapidly changing world, adaptability is a key attribute. Resilient learners are better prepared to face uncertainties, learn from failures, and embrace new opportunities, making them more versatile in future endeavors. Social Skills Enhancement: <ul style="list-style-type: none"> Resilience often involves effective communication, problem-solving, and interpersonal skills. By focusing on building resiliency, we indirectly | |

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enhance students' social and collaborative abilities, which are crucial for success in various aspects of life.

6. **Reduction of Stress and Anxiety:**

- Resilient individuals are less likely to succumb to stress and anxiety. Providing students with coping mechanisms and a resilient mindset can contribute to a healthier emotional state and a more positive learning environment.

7. **Promotion of Independence:**

- Resilient learners are often more self-reliant and proactive. By nurturing resiliency, we empower students to take initiative, set goals, and work towards them with confidence.

8. **Cultivation of a Positive School Culture:**

- A focus on resiliency extends beyond individual students to create a positive and supportive school culture. When students and educators collectively embrace resilience, it fosters a sense of community, empathy, and mutual support.

9. **Long-Term Success in Life:**

- Resiliency is a key predictor of long-term success in various aspects of life, including education, career, and personal relationships. By instilling resilience in learners, we contribute to their ability to overcome challenges throughout their lives.

In conclusion, the rationale for building resiliency in our learners is rooted in the holistic development of individuals, preparing them not only for academic success but also for the challenges and opportunities they will encounter throughout their lives. Resilient learners are better positioned to navigate the complexities of the modern world with confidence, adaptability, and a positive outlook.

Target (Specific and measurable statement of the desired improvement)

To support students until completion to see a higher number of students completing courses within one year and fewer withdrawing from our courses.

What We're Doing

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

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Where We Are Going (Equity-Focused Action Plan)

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

Growth mindset, Grit. Inspirational quotes, posters

Engagement in literacy and numeracy and engagement will increase resiliency.

Pro-D. BC Digital Online Conference

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

Implementation of a Pacing and Progress Tool in D2L

Student knows what a completion is for a course.

Keeping engagement in students (motivation through gamification)

Communication between home and school. (Class dojo)

Motivational guest speaker.

Due dates in courses give guidelines

Making strong connections with homes, creating safe learning environment.

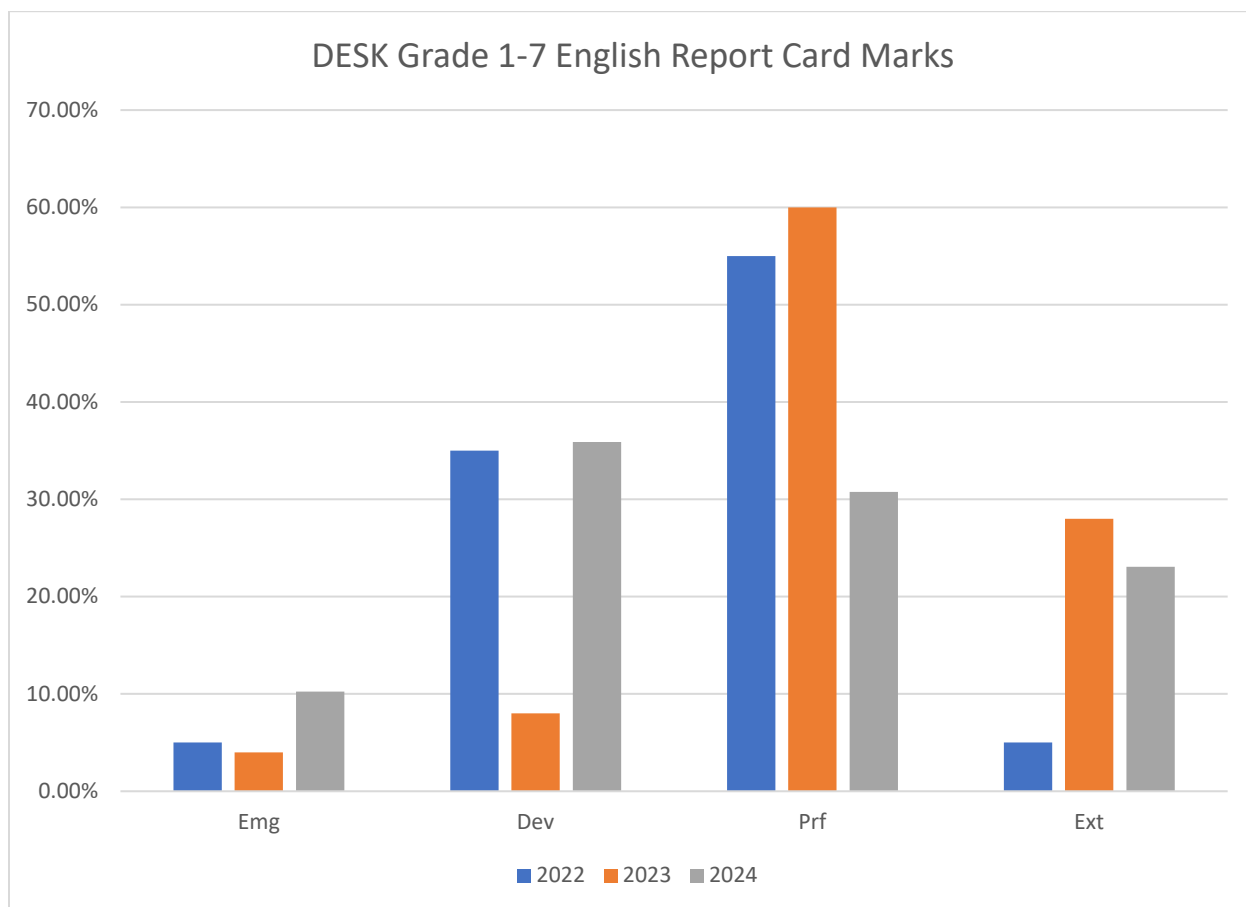
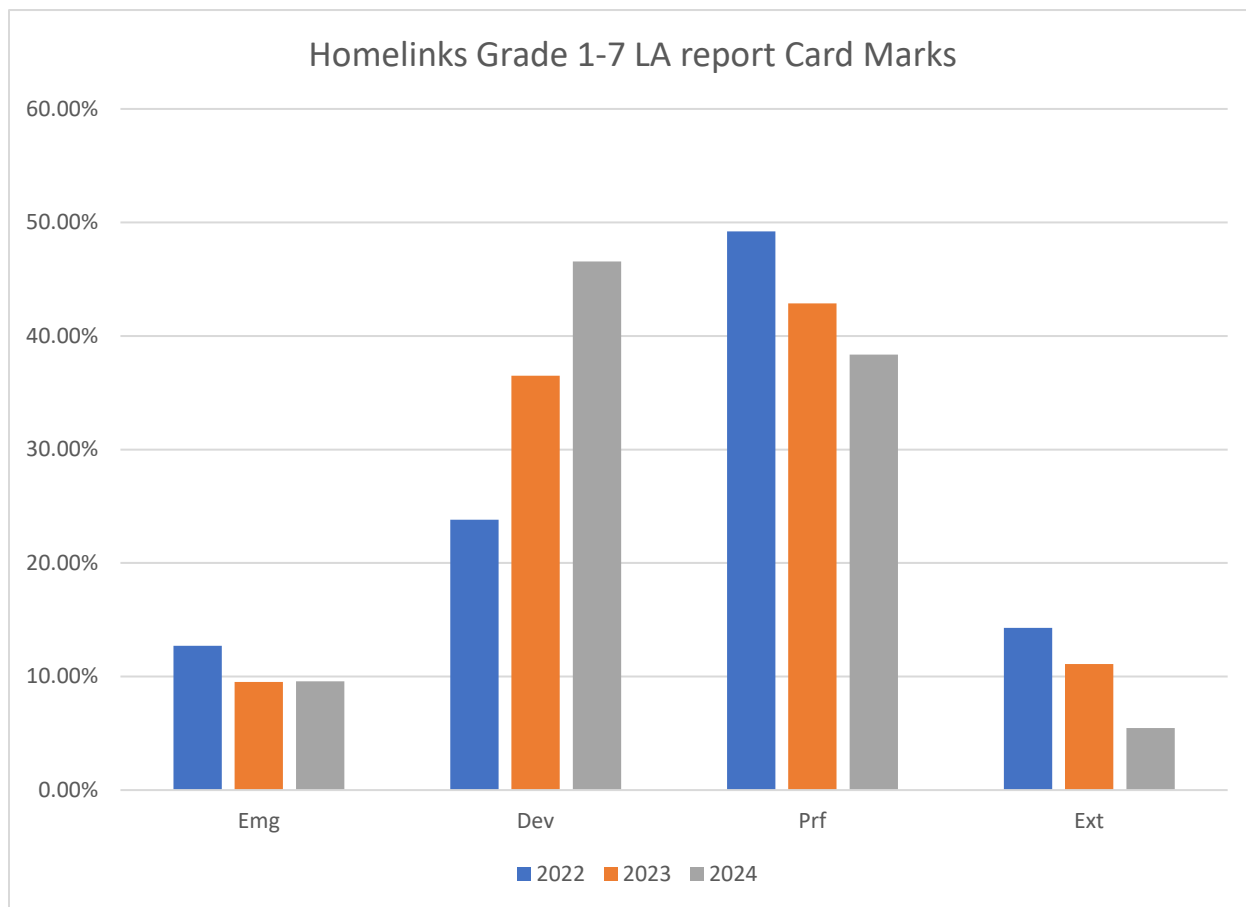
Work plan/guide provided for the course.

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

Students who have developed more resiliency, complete courses on time and withdraw less.

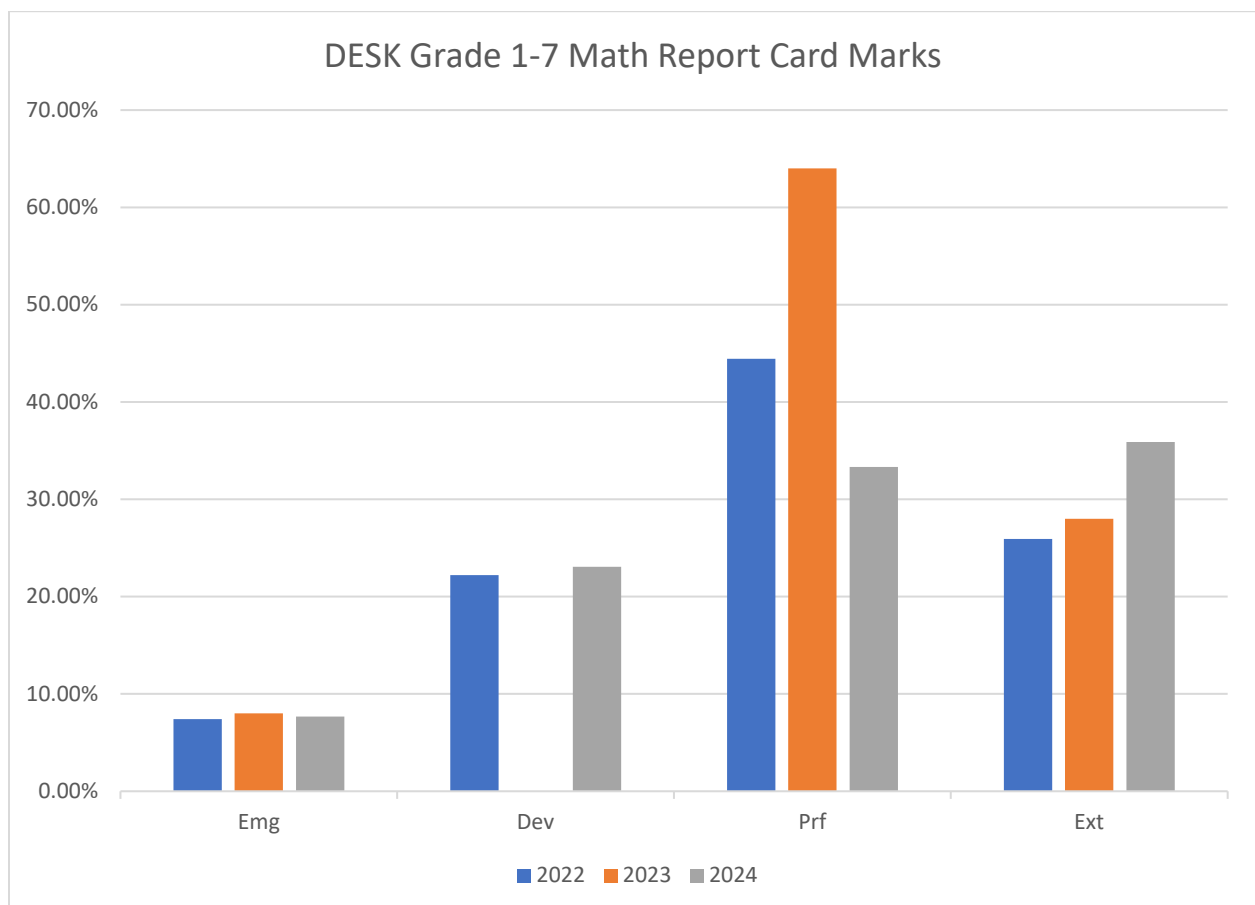
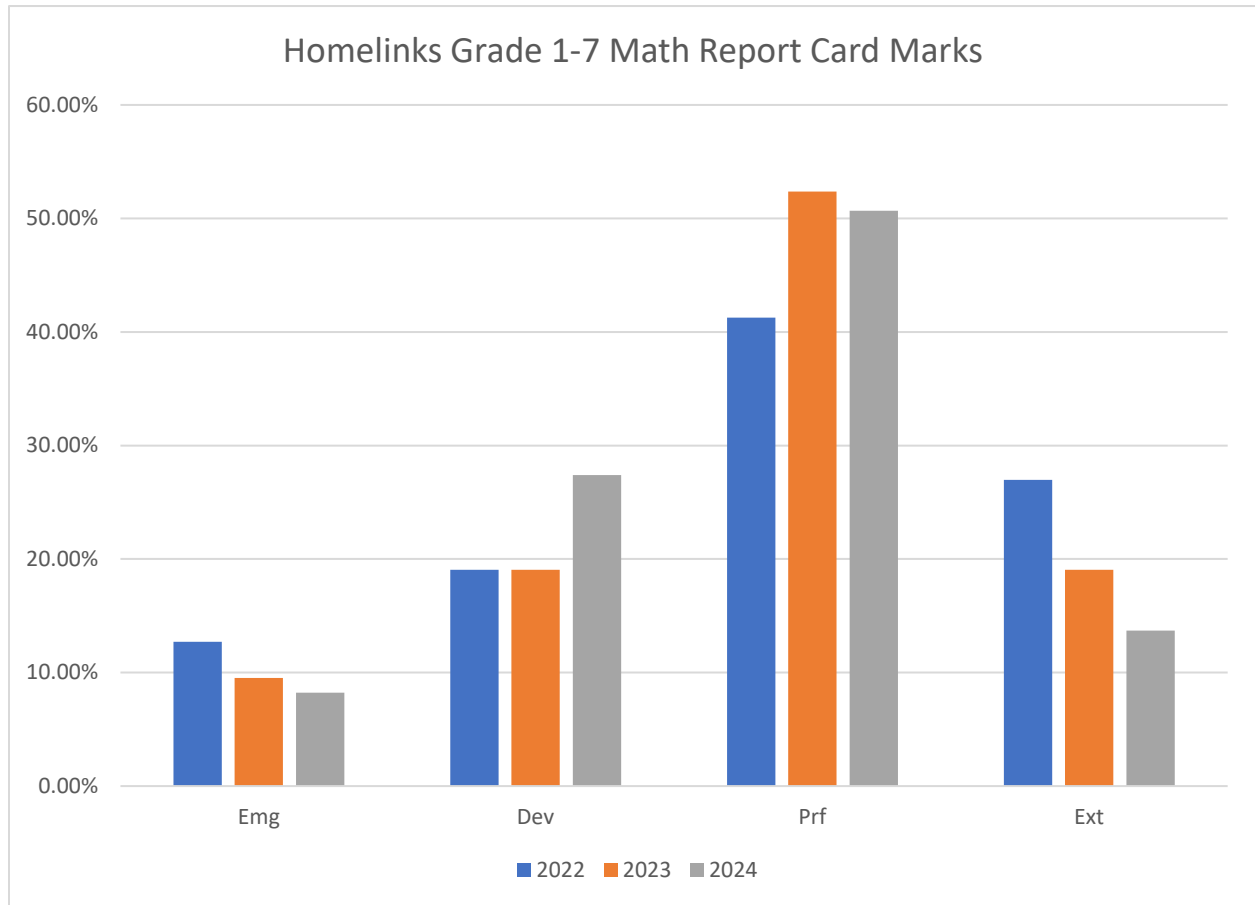
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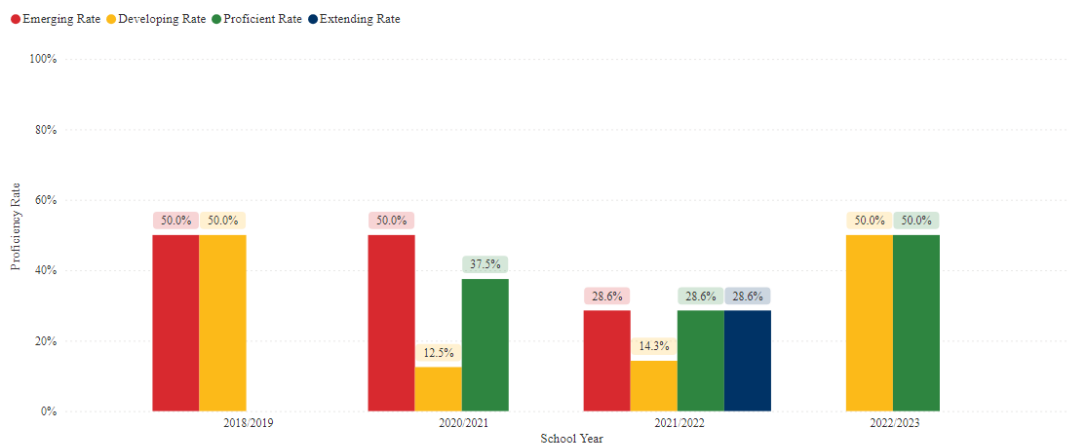


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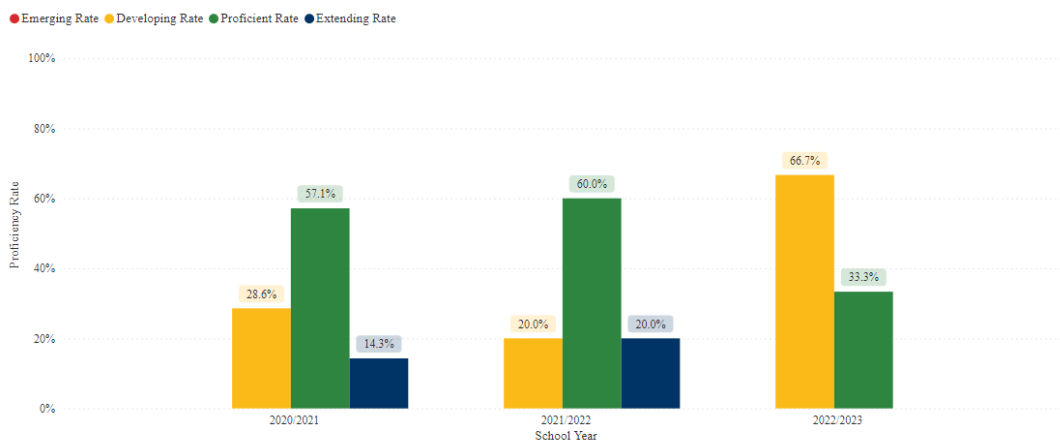
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DESK Grad Assessments

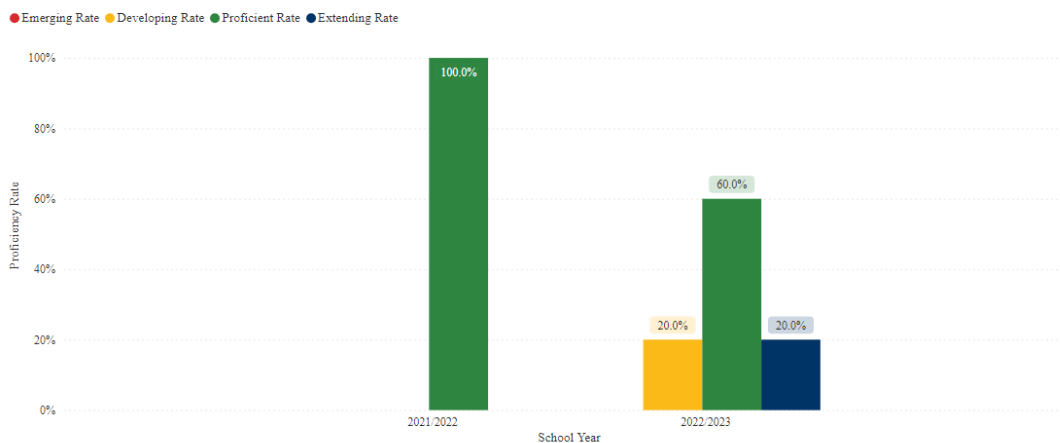
Grade 10 Numeracy Proficiency Rate, 008 - Kootenay Lake, All Schools



Grade 10 Literacy Proficiency Rate, 008 - Kootenay Lake, All Schools



Grade 12 Literacy Proficiency Rate, 008 - Kootenay Lake, All Schools

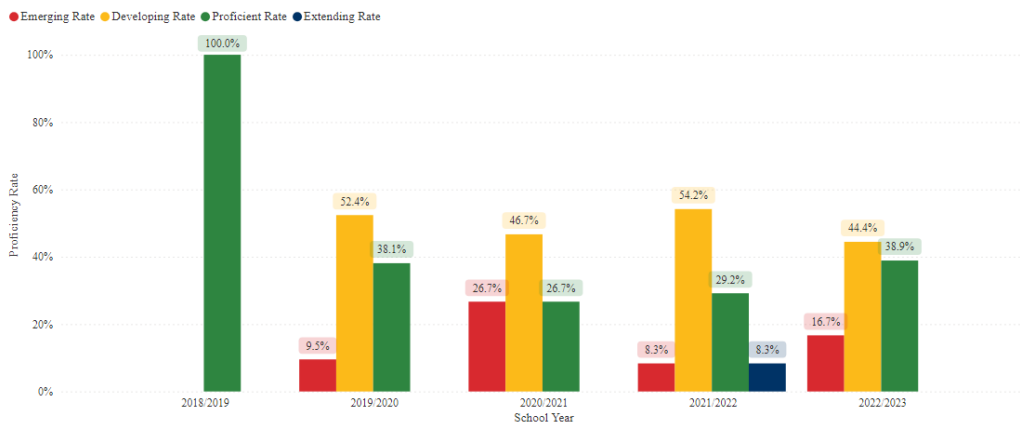


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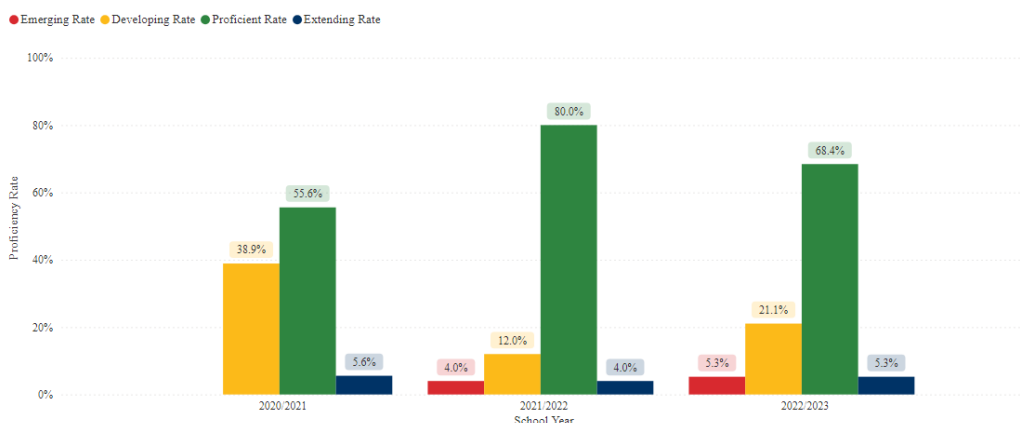
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Homelinks Grad Assessments

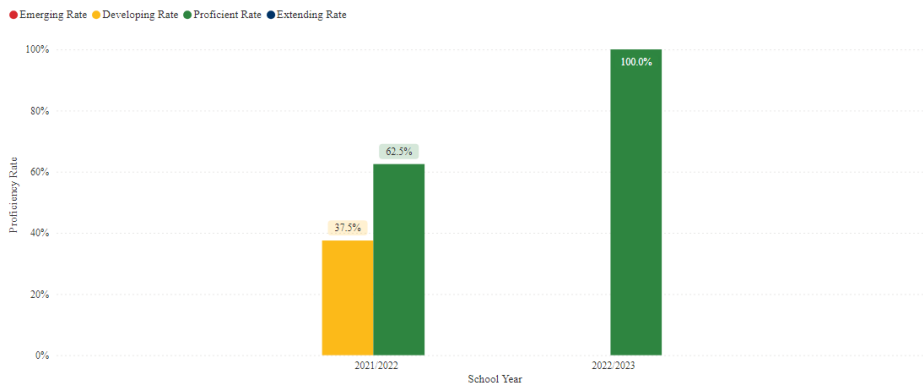
Grade 10 Numeracy Proficiency Rate, 008 - Kootenay Lake, All Schools



Grade 10 Literacy Proficiency Rate, 008 - Kootenay Lake, All Schools



Grade 12 Literacy Proficiency Rate, 008 - Kootenay Lake, All Schools



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Homelinks Resiliency Data

| POLS Data | Non-Indigenous students | | | Indigenous students (First Nations, Inuit, & Métis) | | | First Nation students who are ordinarily resident on- reserve | | | Online Full-time Indigenous students (First Nations, Inuit, & Métis) | | |
|---|-------------------------|-------|-------|--|-------|-------|---|-------|-------|--|-------|-------|
| Program and course completion rates (%) | 23/24 | 24/25 | 25/26 | 23/24 | 24/25 | 25/26 | 23/24 | 24/25 | 25/26 | 23/24 | 24/25 | 25/26 |
| | 8-9 | 8-9 | 8-9 | 8-9 | 8-9 | 8-9 | 8-9 | 8-9 | 8-9 | 8-9 | 8-9 | 8-9 |
| | 81% | | | 89% | | | - | | | 89% | | |
| | 10-12 | 10-12 | 10-12 | 10-12 | 10-12 | 10-12 | 10-12 | 10-12 | 10-12 | 10-12 | 10-12 | 10-12 |
| | 84% | | | 72% | | | 100% | | | 72% | | |
| Section B1 to be completed by Provincial Online Learning School | | | | | | | | | | | | |
| POLS Data | Non-Indigenous students | | | Indigenous students (First Nations, Inuit, & Métis) | | | First Nation students who are ordinarily resident on-reserve | | | | | |
| Number of students not completing a course within one year (Data range will need to include previous school year, e.g., Sept 22-Sept 23) | 23/24 | 24/25 | 25/26 | 23/24 | 24/25 | 25/26 | 23/24 | 24/25 | 25/26 | 23/24 | 24/25 | 25/26 |
| | 8-12 | 8-12 | 8-12 | 8-12 | 8-12 | 8-12 | 8-12 | 8-12 | 8-12 | 8-12 | 8-12 | 8-12 |
| | 8, 2% | | | 8, 7% | | | 0 | | | | | |

| Section B2 to be completed by Provincial Online Learning School | | | | | | | | | |
|---|----------------|-------|-------|--|-------|-------|---|-------|-------|
| POLS Data | Non-Indigenous | | | Indigenous students (First Nations, Inuit, & Métis) | | | First Nation students who are ordinarily resident on-reserve | | |
| | 23/24 | 24/25 | 25/26 | 23/24 | 24/25 | 25/26 | 23/24 | 24/25 | 25/26 |
| Number of students withdrawn (W) (Indicate "Masked" if number is less than 10) | K-7 | K-7 | K-7 | K-7 | K-7 | K-7 | K-7 | K-7 | K-7 |
| | 0 | | | 0 | | | maske d | | |
| | 8-12 | 8-12 | 8-12 | 8-12 | 8-12 | 8-12 | 8-12 | 8-12 | 8-12 |
| | 14, 4% | | | 15, 12% | | | maske d | | |
| Number of students with fail (F) (Indicate "Masked" if number is less than 10) | 8-12 | 8-12 | 8-12 | 8-12 | 8-12 | 8-12 | 8-12 | 8-12 | 8-12 |
| | Maske d | | | maske d | | | maske d | | |
| [other relevant data] | | | | | | | | | |
| [other relevant data] | | | | | | | | | |

DESK Resiliency Data

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| POLS Data | Non-Indigenous students | | | Indigenous students (First Nations, Inuit, & Métis) | | | First Nation students who are ordinarily resident on- reserve | | | Online Full-time Indigenous students (First Nations, Inuit, & Métis) | | |
|--|-------------------------|-------|-------|--|-------|-------|---|-------|-------|--|-------|-------|
| Program and course completion rates (%) | 23/24 | 24/25 | 25/26 | 23/24 | 24/25 | 25/26 | 23/24 | 24/25 | 25/26 | 23/24 | 24/25 | 25/26 |
| | 8-9 | 8-9 | 8-9 | 8-9 | 8-9 | 8-9 | 8-9 | 8-9 | 8-9 | 8-9 | 8-9 | 8-9 |
| | 76% | | | 97% | | | - | | | 97% | | |
| | 10-12 | 10-12 | 10-12 | 10-12 | 10-12 | 10-12 | 10-12 | 10-12 | 10-12 | 10-12 | 10-12 | 10-12 |
| | 74% | | | 66% | | | - | | | 66% | | |

Section B1 to be completed by Provincial Online Learning School

| POLS Data | Non-Indigenous students | | | Indigenous students (First Nations, Inuit, & Métis) | | | First Nation students who are ordinarily resident on-reserve | | |
|---|-------------------------|-------|-------|--|-------|-------|---|-------|-------|
| Number of students not completing a course within one year (Data range will need to include previous school year, e.g., Sept 22-Sept 23) | 23/24 | 24/25 | 25/26 | 23/24 | 24/25 | 25/26 | 23/24 | 24/25 | 25/26 |
| | 8-12 | 8-12 | 8-12 | 8-12 | 8-12 | 8-12 | 8-12 | 8-12 | 8-12 |
| | 67, 8% | | | 11, 11% | | | | | |

Section B2 to be completed by Provincial Online Learning School

| POLS Data | Non-Indigenous | | | Indigenous students (First Nations, Inuit, & Métis) | | | First Nation students who are ordinarily resident on-reserve | | |
|---|----------------|-------|-------|--|-------|-------|---|-------|-------|
| | 23/24 | 24/25 | 25/26 | 23/24 | 24/25 | 25/26 | 23/24 | 24/25 | 25/26 |
| Number of students withdrawn (W) (Indicate "Masked" if number is less than 10) | K-7 | K-7 | K-7 | K-7 | K-7 | K-7 | K-7 | K-7 | K-7 |
| | 35, 9% | | | maske d | | | | | |
| | 8-12 | 8-12 | 8-12 | 8-12 | 8-12 | 8-12 | 8-12 | 8-12 | 8-12 |
| | 197, 23% | | | 22, 22% | | | | | |
| Number of students with fail (F) (Indicate "Masked" if number is less than 10) | 8-12 | 8-12 | 8-12 | 8-12 | 8-12 | 8-12 | 8-12 | 8-12 | 8-12 |
| | 23, 3% | | | maske d | | | | | |
| [other relevant data] | | | | | | | | | |
| [other relevant data] | | | | | | | | | |