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: **September 20, 2024**   School: **Kootenay River Secondary School**

Vision
Opening Doors to the Future!
School Profile

There are approximately 560 students at KRSS, including 138 Indigenous students, and 64 students with diverse learning needs. There are many opportunities for students to join sports and other extra-curricular opportunities, and we value the diversity in courses we are able to offer to our students.

Consultation Process
Staff

Planning Day- full day conversation and collaboration, with revisiting throughout the year at staff meetings and PD days.
Summer Survey completed in July 2024, will be completed again near the end of the school year in 2025
Staff Meeting – Discussions build into Staff Meeting Agenda
Position of Special Responsibility Meetings – Monthly our POSRs meet to discuss pertinent topics around school learning, organization and structures.

Students

Student Trustees are given time each month to discuss learning at KRSS
Student Council/Voice gives opinions and voice through Monthly meetings
Student Learning Survey
Student Survey completion at the end of School Year 2025

Parents

Monthly PAC Meetings
Student Learning Survey – Parent edition
Summer Survey completed in July 2024, will be completed again near the end of the 2025 school year.

Indigenous Representation

Reconciliation Room Revamp Working Group – Meets monthly
Student and Family Survey completed in March 2025

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.

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

Where We Are At

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

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.

Provincial Data Trend (Average Score out of 4):

Assessment:	Literacy 10	Literacy 12
2024/25	2.6	2.6
2023/24	2.45	2.45
2022/23	2.55	2.65
2021/22	2.55	2.65
2020/21	2.5	2.5

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

Quantitative Analysis: We continue to see a trend with the Grade 12 students outperforming the Grade 10 students. The trend line for the five year analysis is positive and shows an upward trajectory for our results over the coming years.

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

Please include evidence of a focus on priority learners.

-Weekly School Based Team Meetings with check-in times with all Inclusion Support Teachers. Discussion and planning for students with identified needs.
-Biweekly Vulnerable Student Meetings to discuss students without identified needs but significant social/emotional need and/or learning needs.
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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.

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).

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)

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 alternative approaches for students who require them. Flexibility in topics, writing expression genres, and timelines (when needed).

Where We Are Going
(Equity-Focused 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.

Middle Years Assessment Cohort – Multiple teachers involved in a middle years assessment cohort to develop a literacy assessment for our Grade 8 and 9 students.

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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 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. **Objective:** 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). Please ensure priority learners are included as a focus.

Provincial Data Trend (Score out of 4)

Assessment:	Numeracy 10
2024/25	2.25
2023/24	2.2
2022/23	2.15
2021/22	2.1
2020/21	2

Analysis (What objective trends do we see based on the data?). Please ensure priority learners are included as a focus.
Quantitative Analysis: Trend is showing positive growth for our learners over the past five years. We continue to see our students having a higher level of success in the Literacy assessment compared to the Numeracy Assessment.
Rationale (What is going on for our learners? How do we know? Why does it matter?)

What's going on for our learners?
- Distracted by other life events.
  - Poor attendance
- Decreased educational support at home
- Many of them state they are "very bad at math""
  - No confidence or knowledge of basic facts
  - Afraid to take risks – "if I never try then I haven't failed"
  - Don't know WHY they need to learn it,
  - 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)

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 alternative approaches for students who require them. Flexibility in topics, writing expression genres, and timelines (when needed).

Where We Are Going
(Equity-Focused Action Plan)

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

Middle Years Assessment Cohort – Multiple teachers involved in a middle years assessment cohort to develop a numeracy assessment for our Grade 8 and 9 students.

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 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). Include priority learners.

School Level Data: Summer Survey to Staff and Families:
Major Themes from Staff:
- **Strengths**
  1. Dedicated and Caring Staff
  2. Positive relationships
  3. Community feel with engagement in Extracurriculars
- **Stretches**
  1. Trust and Communication Issues
  2. Need for Culture Shift
  3. Student-Centered approach
  4. Staff Burnout and Support
- **Support from Admin**
  1. Support and Trust for Staff
  2. Improved Communication
  3. Visible and Engaged Leadership

Major Themes from Families:
- **Strengths:**
  1. Dedicated and approachable staff
  2. Elective options and Extracurricular activities
  3. Diversity and Inclusivity of staff and student body
- **Stretches**
  1. Enhanced Communication
  2. Increased Focus on Academics
  3. School Culture of a safe and inclusive environment.

Analysis (What objective trends do we see based on the data?). Include priority learners.

Top 3 Themes from the Summer Survey:

Staff:
- **Culture/Climate**
  1. Communication Issues
  2. Leadership and Accountability Concerns
  3. Fragmented School Culture, which can show in some divisions in staff

Families:
- **Culture/Climate**
  1. Positive aspects around school pride

2. Divided between emphasis on social issues compared to concerns about academic rigor
3. Communication Issues

Please include evidence of a focus on priority learners.

-Weekly School Based Team Meetings with check-in times with all Inclusion Support Teachers. Discussion and planning for students with identified needs.
-Biweekly Vulnerable Student Meetings to discuss students without identified needs but significant social/emotional need and/or learning needs.

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

-Highly connected to school through extra curriculars, but less connection with academic courses which results in sporadic attendance for students
-Need to see purpose, value, and connection in what they are doing and how it applies to thme.
-Widening ideological chasms.

Target (Specific and measurable statement of the desired improvement)

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

What We're Doing

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

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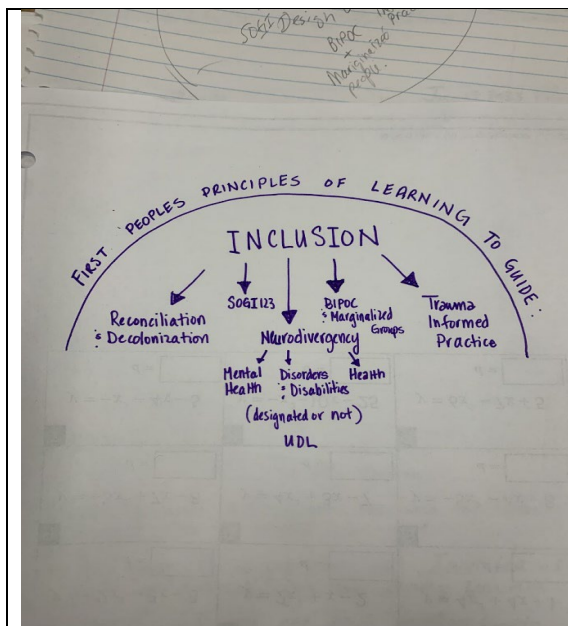
Equity: Providing additional support and alternative approaches for students who require them. Flexibility in topics, writing expression genres, and timelines (when needed).

Where We Are Going
(Equity-Focused Action Plan)

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

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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.

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.

Accountability in students - what does self-accountability look like for students? Teach students how to find information on Google Classroom (MyEd?).

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?)

3 Different Hypothesis based on the data analysis:

1. A staff that feels valued and heard will result in increased connections with students, leading to higher attendance rates and academic success.

2. Families that are well informed through enhanced communication will result in greater support and connections with the school, leading to higher attendance rates and academic success for their children.

3. Continual diversification of our course offerings will result in higher levels of engagement from students, leading to higher attendance rates and academic success.