

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: LV Rogers Secondary School & REACH Alternate School

Vision

**‘All Students Matter’
Diversity. Challenge. Growth.**

School Profile

- **660 Students Headcount (661 - 2023-24)**
 - Grade 12 - 213 (209 - 2023-24)
 - Grade 11 - 232 (221 - 2023-24)
 - Grade 10 - 215 (231 - 2023-24)
 - 1701 FTE
 - (577.875 not including CSF students taking LVR courses - 2023-24)
 - (2023-24 - 21.125 LVR courses taken by CSF students - 2023-24)
 - REACH Type 3 Alternate School
 - 11 (12 students - 2023-24)
 - French Immersion
 - 10 - 22 (24 - 2023-24)
 - 11 - 21 (33 - 2023-24)
 - 12 - 27 (34 - 2023-24)
 - International
 - Headcount - 20 (32 - 2023-24)
 - FTE - 17 (25 - 2023-24)
 - Cross Enrollment with DL
 - DESK/Elev8
 - NIDES
 - Other
 - Transfer School for Smaller Communities
 - MSSS
 - Salmo
 - CBay
 - JVH
 - YTT - Selkirk College
 - 20, 4 Waitlist (12 - 2023-24)
- **Diverse Programming**
 - Academics
 - Academics & Specialty Courses
 - Athletics & Extra-Curricular
 - CSF
 - Fine & Performing Arts
 - French Immersion
 - International Program
 - Trades Training
 - Indigenous
 - ADST

School District No. 8 (Kootenay Lake)

School Learning Plan 2024-2025

- **Vulnerability Profile**
 - Inclusion Students - 61
 - A - 1 (1 - 2023-24)
 - C - 3 (2 - 2023-24)
 - D - 3 (6 - 2023-24)
 - E - 2 (1 - 2023-24)
 - G - 9 (8 - 2023-24)
 - H - 0 (3 - 2023-24)
 - Q - 37 (32 - 2023-24)
 - R - 4 (8 - 2023-24)
 - Students Identified by SBT as Vulnerable due to food risk, graduation plan, socio-emotional
 - Attendance Concerns
- **Indigenous Education Profile**
 - Students with Indigenous Ancestry - 125 (107 - 2023-24)
- **Career and Transition Profile**
 - Graduated Students - Not yet available for 2023-24 (176 - 2022-23)
 - Not-Yet Graduated - Not yet available for 2023-24 (4 - 2022-23)
 - PSI Selections - Grad 2024 July 2024 Report - 82 (Grad 2023 July 2023 Report - 67)
- **Administration Changes over Past Many Years Stabilized**
- **Alternative (LVR) & Alternate Programming (REACH) - Referral Process through SBT, Family, DBT**

Consultation Process Staff

- Consultations with teaching staff working group for restructuring of Positions of Special Responsibility and structures for clear consultation moving forward into 2023-24, including School Planning Day, School-Based Professional Development, and School Culture Development
- Consistent Timetable after consultations with teaching staff
- Consultations with staff working group on attendance concerns and procedures
- Consultations with SBT, DBT in support of particular students and development of alternative and alternate supports

Students

- **Formal & Informal Consultations with...**
 - Student Council
 - Student Voice
 - SAGA Group
 - Green Team
 - Individual Students
 - Sub-Groups of Students with Specific Concerns

Parents

- **Formal & Informal Consultations through...**
 - Responses from Principal's Weekly Update
 - Monthly PAC Meetings
 - Individual Families
 - Sub-Groups of Families with Specific Concerns

Indigenous Representation

- Indigenous Education Staff Represented at Staff Meetings, with Monthly ABED Report
- Indigenous Education Staff Represented at School Planning Day
- Indigenous Education Staff Represented at Weekly SBT Meetings

School District No. 8 (Kootenay Lake)

School Learning Plan 2024-2025

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.								
Where We Are At								
Literacy Data (Include provincial, district, and school level data as available). Please ensure priority learners are included as a focus.								
<ul style="list-style-type: none"> Achievement Data from Graduation Assessments Achievement Data from Courses Graduation Programming Meetings with Students Data from Student Learning Survey Street Data <ul style="list-style-type: none"> Expression of Confidence from Students Expressions of Confidence from Staff Expressions of Confidence from Families Expressions of Confidence from Post-Secondary Connections Conversations in School Based Team Conversations in School Leadership Team Conversations in Teaching Staff Meetings 								
Analysis (What objective trends do we see based on the data?). Ensure priority learners are included as a focus.								
Literacy 10		1	2	3	4			
		Emergin g	Developin g	Proficien t	Extendin g			
Nov-21								
	No. of Students	1	2	3	4	3 & 4		2021 -22
LVR	64	4.69	15.63	67.19	12.5	79.69		72.0
Apr-22								
	No. of Students	1	2	3	4	3 & 4		
LVR	114	7.89	23.68	64.04	4.39	68.43		
Jun-22								
	No. of Students	1	2	3	4	3 & 4		
LVR	36	13.89	16.67	50	19.44	69.44		
Nov-22								
	No. of Students	1	2	3	4	3 & 4		2022 -23
LVR	93	4.3	19.35	67.74	7.53	75.27		74.6
Apr-23								
	No. of Students	1	2	3	4	3 & 4		

School District No. 8 (Kootenay Lake)

School Learning Plan 2024-2025

LVR	70	4.29	24.29	57.14	14.29	71.43		
Jun-23								
	No. of Students	1	2	3	4	3 & 4		
LVR	6	0	0	66.67	33.33	100		
Nov-23								
	No. of Students	1	2	3	4	3 & 4		2023-24
LVR	7	14.29	14.29	42.68	28.57	71.25		76.9
Jan-24								
	No. of Students	1	2	3	4	3 & 4		
LVR	7	1.37	17.81	64.38	12.33	76.71		
Apr-24								
	No. of Students	1	2	3	4	3 & 4		
LVR	113	7.08	14.16	59.29	18.58	77.87		
Jun-24								
LVR	No. of Students	1	2	3	4	3 & 4		
	2	50.0	0	50.0	0	50.00		
Literacy 12		1	2	3	4			
		Emerging	Developing	Proficient	Extending			
Nov-21								
	No. of Students	1	2	3	4	3 & 4		2021-22
LVR	38	0	7.89	55.26	34.21	89.47		71.8
Apr-22								
	No. of Students	1	2	3	4	3 & 4		
LVR	105	0.95	27.62	60	11.43	71.43		
Jun-22								
	No. of Students	1	2	3	4	3 & 4		
LVR	38	7.89	34.21	44.74	10.53	55.27		
Nov-22								
	No. of Students	1	2	3	4	3 & 4		2022-23
LVR	110	0	13.64	62.73	23.64	86.37		76.2
Jan-23								

School District No. 8 (Kootenay Lake)

School Learning Plan 2024-2025

	No. of Students	1	2	3	4	3 & 4		
LVR	18	0	44.44	44.44	11.11	55.55		
Apr-23								
	No. of Students	1	2	3	4	3 & 4		
LVR	46	6.52	34.78	41.3	17.39	58.69		
Jun-23								
	No. of Students	1	2	3	4	3 & 4		
LVR	11	9.09	9.09	45.45	36.36	81.81		
Nov-23								
	No. of Students	1	2	3	4	3 & 4		2023-24
LVR	93	0	21.51	62.37	15.05	77.42		75.0
Jan-24								
	No. of Students	1	2	3	4	3 & 4		
LVR	3	0	0	66.67	33.33	100		
Apr-24								
	No. of Students	1	2	3	4	3 & 4		
LVR	100	3	25	56	16	72.00		
Jun-24								
	No. of Students	1	2	3	4	3 & 4		
LVR	8	0	25	50	25	75.00		

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.

Literacy is a major foundational skill for success in all areas of learning and proficiency at this level is expected in order to access and connect to learning experiences across subjects. There is a wide range of literacy skill & depth of comprehension across students, which leaves some at a disadvantage in their graduation program and transition to life beyond K-12.

Overall, LVR has relatively consistently strong results in Literacy, with work to do to support students who have not yet reached a functional literacy level to access gr. 10-12 learning.

Target (Specific and measurable statement of the desired improvement)

For 2024-25, we want to reach ____ of grades 10's and 12's scoring a 3 or 4 on their gr. 10 & 12 Literacy Assessments, and to strategically support students who are not at this level.

What We're Doing

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

School District No. 8 (Kootenay Lake)

School Learning Plan 2024-2025



- Teacher Leads & PVP shared responsibility, with each Teacher connected to a Teacher Lead

<u>Wilkin</u>	<u>Lord</u>	<u>Kitch</u>	<u>McGregor</u>	<u>McComb</u>
Asbell	Browning	Matosevic	Davina	Lytle
Chambers	Kroker	Shippit	Kosheiff	MacKinnon
McGee	Martin	Terlingen	Liddell	Marshall
Middleditch	Parnell	Hobden	McGregor	Kelly
Nazaroff	Wooldridge	Legg	McTague	Corner
Spencer		Korbacher	Morton	
		MacMillan	Munby	
			Vissers	
			Wraith	

- Development of Hybrid Supports Programming for Tier Two Learners & Students Needing More Flexibility for Life Circumstances
- Literacy-Focused Inclusion Support Team roles
- Sharing of all Personal Learning & Development Plan themes to determine common & supportive individual goal areas

Where We Are Going (Equity-Focused Action Plan)

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

- 'That Reading Thing' training for Literacy Coordinator, ISTs, ABED Teacher, and Principal in collaboration with CBAL and other SD8 educators to learn more about the Science of Reading and apply learning to teens.
- English Teachers involved at provincial level in developing and marking Literacy Assessments

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

- English 10-12 diagnostic writing assessment, 6 point scale, collaboratively marked - two prompts choice of format
- Baseline reading assessments in multiple courses BC First Peoples 12 prior knowledge, pre & post assessments
- Science 10 Day 1 5-paragraph writing assessment
- College readiness (CRT) for YTT students

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

- If we assume that Literacy is everyone's responsibility and share strategies, successes, and challenges - and work intentionally with That Reading Thing with specific students - then we will have positive results on the Literacy Assessments and, more importantly, in student learning and preparation for life beyond graduation.

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 are included as a focus.

School District No. 8 (Kootenay Lake)

School Learning Plan 2024-2025

- Achievement Data from Graduation Assessments
- Achievement Data from Courses
- Graduation Programming Meetings with Students
- Data from Student Learning Survey
- Street Data
 - Expression of Confidence from Students
 - Expressions of Confidence from Staff
 - Expressions of Confidence from Families
 - Expressions of Confidence from Post-Secondary Connections
 - Conversations in School Based Team
 - Conversations in School Leadership Team
 - Conversations in Teaching Staff Meetings

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

Numeracy 10		1	2	3	4			
		Emerging	Developing	Proficient	Extending			
Nov-21								
	No. of Students	1	2	3	4	3 & 4		2021-22
LVR	77	5.19	36.36	51.95	5.19	57.14		41.0
Apr-22								
	No. of Students	1	2	3	4	3 & 4		
LVR	85	29.41	41.18	23.53	4.71	28.24		
Jun-22								
	No. of Students	1	2	3	4	3 & 4		
LVR	33	30.3	33.33	30.3	6.06	36.36		
Nov-22								
	No. of Students	1	2	3	4	3 & 4		2022-23
LVR	99	21.21	47.47	28.28	3.03	31.31		39.3
Jan-23								
	No. of Students	1	2	3	4	3 & 4		
LVR	26	30.77	26.92	23.08	15.38	38.46		
Apr-23								
	No. of Students	1	2	3	4	3 & 4		
LVR	73	9.59	41.1	43.84	4.11	47.95		
Jun-23								
	No. of Students	1	2	3	4	3 & 4		
LVR	8	0	37.5	37.5	25	62.5		

School District No. 8 (Kootenay Lake)

School Learning Plan 2024-2025

Nov-23								
	No. of Students	1	2	3	4	3 & 4		2023-24
LVR	14	14.29	50.00	35.71	0	35.71		47.1
Jan-24								
	No. of Students	1	2	3	4	3 & 4		
LVR	114	16.67	35.96	35.96	10.53	46.49		
Apr-24								
	No. of Students	1	2	3	4	3 & 4		
LVR	75	14.67	34.67	48	2.67	50.67		
Jun-24								
	No. of Students	1	2	3	4	3 & 4		
LVR	3	0	66.67	33.33	0	33.33		

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?)

Numeracy is a major foundational skill for success in many areas of learning and is expected at this level in order to access and connect to many learning experiences. There is a wide range of skill across students, which leaves some at a disadvantage in their graduation program and transition to life beyond K-12.

Overall, LVR has consistently weaker results in Numeracy than Literacy, according to the Graduation Assessments.

Culturally, many people have the belief that they are 'Not Math People'. This is problematic.

Target (Specific and measurable statement of the desired improvement)

For 2023-24, we want to reach 50% of grades 10's to score a 3 or 4 on their Numeracy Assessments, and to strategically support students who are not at this level.

We would also like to have more students re-write this assessment if they score less than a 3.

What We're Doing

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

- Teacher Leads & PVP shared responsibility, with each Teacher connected to a Teacher Lead

Lord Browning Kitch Kroker Martin Parnell Wooldridge	MacMillan Ellis Matosevic Shippit Machado Wiltshire Legg	McComb Lytle MacKinnon Marshall Kelly Mobbs Corner	Visser Davina Knapik Kosheiff Liddell McGregor McTague Morton Munby	Wilkin Asbell Chambers McGee Middleditch Nazaroff Spencer
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- Development of Hybrid Supports Programming for Tier Two Learners & Students Needing More Flexibility for Life Circumstances
- Numearcy-Focused Inclusion Support Team roles

School District No. 8 (Kootenay Lake)

School Learning Plan 2024-2025

<ul style="list-style-type: none"> Sharing of all Personal Learning & Development Plan themes to determine common & supportive individual goal areas Intentional Connections with Trafalgar Middle School specific to Literacy Development Strategically scheduling Numeracy Assessments so that more gr. 10's have more time to transition to high school before writing this assessment Sharing the responsibility for the Numeracy Assessment beyond the Math 10 classrooms
Where We Are Going (Equity-Focused Action Plan)
Professional Learning (Describe the professional learning that will support meeting the target)
<ul style="list-style-type: none"> All staff to experience the Numeracy Assessment to understand the style and emphasis on application Encouraging teachers to join provincial team to develop and mark the Numeracy Assessment Share resources for problems-based & applied math learning amongst teachers
Student Learning (What student learning strategies will support meeting the target?)
<ul style="list-style-type: none"> All Teachers experience the sample Numeracy Assessment in order to make connection to their courses Various Math & Science courses - Day 1 Math Assessment in class College readiness (CRT) for YTT students Measurement & fractions first 2 days in Trades courses Encouragement to re-write the Numeracy Assessment up to 3 times
Theory of Action (What is our hypothesis given the action plan for staff and student learning?)
<ul style="list-style-type: none"> If we assume that Numeracy & the Numeracy Assessment is the responsibility of more than the Math Teachers and strategically plan for grade 10s to have more time landing in high school and getting more prepared for the Numeracy Assessment, then we will have positive results on the Numeracy Assessments and, more importantly, in student learning and preparation for life beyond graduation.

School Determined
Goal Statement
LV Rogers Secondary School Will Focus on Improving School Culture and Connectedness.
Where We Are At
Data (Include provincial, district, and school level data as available). Include priority learners.
<ul style="list-style-type: none"> Student Learning Survey Grades 10 & 12 focusing on safety and belonging Engagement in leadership groups, school events, extra-curricular activities Attendance
Analysis (What objective trends do we see based on the data?) Include priority learners.
<ul style="list-style-type: none"> Our data sets lack coherence, but there is a general interpretation that the past few years have been hard to develop a positive school culture, which has impacted learning & feeling good about being at LVR.
Rationale (What is going on for our learners? How do we know? Why does it matter?)
LVR has been through significant change over the past many years, both through the pandemic and in many changes to administration. Staff and students have moved forward with resilience, relationships, connectedness, and adaptability and are now needing to rebuild our collaborative

School District No. 8 (Kootenay Lake)

School Learning Plan 2024-2025

work to support learning and wellness. This has been brought forward in many open conversations and input-gathering through in-person meetings and surveys.

In addition, through a review of the Student Learning Survey and the SAGA school-wide survey on SOGI issues, as well as conversations with particular groups of students who have come forward, it is evident that there is a need for improvement in developing a culture of safety, belonging, anti-homophobia, anti-racism, and inclusion.

Target (Specific and measurable statement of the desired improvement)

- Improvement in Student Learning Survey for Grade 10 and Grade 12 for “belonging and safety”
- Improvement in follow up SAGA Student-led Survey for SOGI safety, belonging, and inclusion
- Decrease in bullying and harassment, including anti-homophobia and racism incidents reported and on Student Learning Survey
- Increase in school wide events that bring the school community together and increase in participation in school wide celebrations and events
- Increased, widespread, and diverse participation in Athletics and Extra-Curricular programming, including Student Council and other student initiatives
- Improvement in student learning (report card marks and number of “IE’s”)
- Improvement in attendance and being on time, especially for vulnerable student populations
- Decrease in graffiti and vandalism incidents and engagement in school beautification, improvement, and care
- Decrease in number of suspensions and behaviour incidents
- Increase in number of students reporting they feel a sense of belonging and being cared for and valued by staff and a general sense of an improved “school spirit”

What We’re Doing

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



- Ongoing entry points for input from staff, students, families, and community, including in-person conversations and the use of online tools
- Declaration of Inclusion development & sharing widely
- Attendance Policies & Procedures development & sharing
- Teacher Leads & PVP collaborative working groups
- School Based Team Meeting Re-Design
- ‘That Reading Thing’ partnership with CBAL
- House Teams
- Assemblies Protocols
- Extra-Curricular Forms & Communication
- Support school wide celebrations and events spearheaded by Rec Leadership students, Student Council, Aboriginal Education students, and SAGA students
- Implement a school wide initiative to focus on a strategy for increasing protective factors at the tier one level - Foundry App, with the intention of pushing for a Foundry Clinic in Nelson
- Ensure that school spaces are welcoming and representative of a wide student body (library, multi-purpose room, gymnasium, courtyard, cafeteria, bathrooms, classrooms) through cleanliness, representative visibility, and warm & welcoming atmosphere

School District No. 8 (Kootenay Lake)

School Learning Plan 2024-2025

Where We Are Going (Action Plan)
Professional Learning (Describe the professional learning that will support meeting the target)
<ul style="list-style-type: none"> • Compassionate Systems Leadership • Attendance Matters background work by collaborative working group, including FNEC resources • Development of structures to support attendance and graduation plans <ul style="list-style-type: none"> ○ Level 1 - Teachers, VP, Counsellors - communication with families, including support meetings ○ Level 2 - Teachers, P, Counsellors - communication with families, including graduation planning meeting ○ Level 3 - District Academic Reviews • Weekly check-in with PVP & DIST • Collaborative working groups for House Teams planning • Professional Development Days • Ongoing Professional Development that arises through the year and connects with Personal Learning & Development Plans • Collaborative work on Assembly Etiquette
Student Learning (What student learning strategies will support meeting the target?)
<ul style="list-style-type: none"> • Intentional teaching of the importance of school culture & connectedness and clear listening to feedback from students & families • Obvious supports for students including timetabling & student schedules as a first priority, follow through from staff in communication and professional learning, social-emotional understanding, food, and taking on learning initiatives that meet the interests & strengths of the variety of students we have.
Theory of Action (What is our hypothesis given the action plan for staff and student learning?)
<ul style="list-style-type: none"> • If we prioritize school culture & connectedness with intention then there will be more commitment to learning & gratitude/appreciation from students, staff, and families.