

SCHOOL DISTRICT NO. 73 (KAMLOOPS-THOMPSON) DISTRICT LEARNING PLAN | 2019-2020



SCHOOL DISTRICT NO. 73
(Kamloops - Thompson)

Where *do you* want to go?
We'll get you there.

Acknowledgement

Secwepemcúl'ecw yi7élye ell, re tmicws re Secwepemc n7élye.

School District No. 73 (Kamloops-Thompson) acknowledges that we reside in Secwepemcúl'ecw and recognizes that the Secwepemc people are the keepers of their traditions and knowledge.

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Vision and Mission Statement

Theory of Action, Mission, and Vision

Guiding our work is SD73's vision, mission and theory of action. These statements encompass our philosophical framework and ensure that all of our actions support improved student achievement.

Theory of action

Success for each student will be achieved by focusing on relevant learning, organizational and instructional innovation, meaningful collaboration with all partners, and fostering an inclusive culture that values diversity.

Mission

We connect students to their future by transforming the way all partners collaborate to create relevant, innovative, and inclusive learning environments.

Vision

To be a dynamic school district achieving success for all students through a commitment to equity and excellence.



Message From the Superintendent

The District Learning Plan (DLP) is designed to support educators across our district to meet the unique needs of individual learners. Built upon the information shared by schools in their School Learning Plans, the DLP focuses on the needs of professionals who deliver exceptional service to students in our 43 schools situated in the communities of Kamloops, Logan Lake, Savona, Chase, Clearwater, Sun Peaks, Pinantan, Barriere, Westwold, Sun Peaks, and Blue River. The District's goal is to ensure each student acquires strong foundational skills and competencies, particularly in the area of numeracy, belonging, and transitions to post-secondary.

Our strong pedagogical practices throughout the District have given us a voice at provincial tables. SD73 has a long history of innovation and we continue that tradition as proud participants in the Provincial Early Years Pilot, Communicating Student Learning Pilot, and as one of the six early adopters of the Framework for Enhancing Student Learning. Engaging in Provincial forums is an opportunity for us to share our good work, and learn from and contribute to the success of other districts.

The national efforts to address the United Nations Declaration of the Rights of Indigenous People and the Calls to Truth and Reconciliation Report are embedded in our responses to the needs of students. Each of us is asked to make reconciliation a daily practice as we move toward greater equity for Aboriginal students. In particular, it is our collective challenge to better support children in care and those with unique learning abilities.

It is our privilege to work with parents to help each child reach their potential so that, together, we may build a sustainable and peace-filled future. In 2018-2019, we achieved a school completion rate of 92.5% for BC resident students and a 84.1% success rate for students of Aboriginal ancestry. We are closing in on our goal of achieving parity for students of Aboriginal ancestry, and have reached our initial goal of an overall graduate rate of 90%. The challenges of the 21st century are many, but with our exceptional staff and our parents and partners, we will see each student cross the stage with dignity, purpose and options for their future.



Alison Sidow
Superintendent



Planning for Success

The District Learning Plan is a public commitment by School District No. 73 (Kamloops-Thompson) to work with our education partners to enhance student learning.

The development of this plan includes consideration of the Ministry of Education's Framework for Enhancing Student Learning (FESL), SD73's District Strategic Plan, individual school plans, the Aboriginal Education Enhancement Agreement, and the Equity, Inclusion and Diversity Report. This plan considers whether we are achieving what we set out to do, as well as processes to continually improve both student outcomes and the life chances of every child.

The District Learning Plan addresses the priorities of the District's Strategic Plan and the FESL through:

- a system-wide focus
- multi-year District and school plans
- meaningful and effective evidence
- system-wide capacity building
- student agency



Each year, school districts are required to produce an annual improvement plan. SD73's District Learning Plan aligns with the Ministry of Education's Framework for Enhancing Student Learning and the Aboriginal Education Enhancement Agreement.

SD73 has developed a planning cycle for our Annual District Learning Plan. Our planning cycle includes a development/design phase over the summer months, adoption of a plan in the late fall, implementation of the action items throughout the school year, a sharing of results in the fall, and an updated report in February prior to the budget cycle. The Board of Education approves the District Learning Plan annually.

The process for implementation of the action items includes a system-wide focus that considers both previous Annual District Learning Plans, but also School Learning Plans, our Five-year District Strategic Plan, and the Ministry of Education's Policy for Student Success.

Plans are multi-year, and use data sets to show trends over time. We have been specific about the kinds of data sets that we use as evidence of students' achievement, ensuring that the data is meaningful and tied to learning. The goal of the District Learning Plan is to develop greater capacity throughout the system to improve student learning.

Finally, we have included student voice in our plan. Student voice can be seen through data sets such as District Engagement, Well-being, and Resiliency Survey (DEWRS) responses, as well as through the Ministry of Education's Student Learning Survey results.



Who Are We and Where Are We Going?

Five-year Strategic Plan

- Priority One** Ensure every student acquires strong foundational skills and core competencies.
- Priority Two** Connect students to their passions and interests.
- Priority Three** Honour the First People’s principles of learning and Aboriginal worldviews and perspectives.
- Priority Four** Foster an inclusive, adaptable and accountable district culture.
- Priority Five** Strengthen partnerships to enrich the way we lead, learn and work.
- Priority Six** Ensure the sustainable use of resources.

Although we have considered the first three priorities in previous versions of the District Learning Plan, this year we have included priorities four, five, and six to demonstrate student learning in the areas of inclusion, community partnerships and environmental sustainability, such as food security.



Who Are We

We respectfully honour and acknowledge that we work and learn on the territory of the Secwepemc people.

School District No. 73 is the thirteenth largest school district in the province servicing approximately 15,500 K-12 students. The District encompasses an area greater than 26,000 square kilometers in south central BC serving the communities of Blue River, Vavenby, Clearwater, Barriere, Sun Peaks, Chase, Westwold, Savona, Logan Lake and Kamloops, with the majority of the students living in the City of Kamloops.

Where Are We Going

With an improving graduation rate and a growing student population, SD73 is an excellent place to learn. Our District Learning Plan is informed by the Ministry's Policy for Student Success, District Strategic Plan, School Learning Plans and the District Aboriginal Education Enhancement Agreement. Our vision to ensure equity and excellence for all students will be achieved when we reach a graduation rate of 90%, parity between Aboriginal and non-Aboriginal students, an increased sense of belonging for Aboriginal students, and when students in grades 4 and 7 are on track for numeracy.



District Learning Action Plan 2019-20

Priority One

Ensure every student acquires strong foundational skills and core competencies.

1. Improve numeracy by ensuring students are well supported at school and at home with Elementary Numeracy Professional Development Workshops and Parents as Numeracy Partners events.
2. Collect data on the self-assessment of core competencies. As students reflect of their learning, they will be better able to have voice and choice in how they learn.
3. Gather data on core competencies from the Career Life courses and engage with our community as career education partners.

Priority Two

Connect students to their passions and interests.

4. Personalize learning and make learning relevant by bringing community partners into classrooms to talk about the world of work, skills needed after high school, the value of planning for a future, and exposure to experiences for a journey of lifelong learning.
5. Track student participation rates and collect data on personalized learning activities offered as options to our students.
6. Monitor results from the DEWRS. This survey for students in grades 4 to 12 provides data on how students reflect, self-direct and connect to their learning. This year the baseline data was established and in the spring we will review results to inform future planning.
7. Develop a wrap-around career and transition support model for secondary students.
8. Assist students and their families to explore and clarify the student's career options through the student's Education Transition Plan, as well as to connect students to scholarship and bursary opportunities.

Priority Three

Honour the First People's principles of learning and Aboriginal worldviews and perspectives.

9. Expand and promote opportunities for all students to learn Secwepemctsin, and incorporate Aboriginal perspectives into all learning experiences.
10. Provide instruction around recognizing and addressing reconciliation.
11. Introduce curriculum in schools about the impact of colonialism to Aboriginal peoples locally and in Canada.

Priority Four

Foster an inclusive, adaptable and accountable district culture.

12. Offer trauma-informed practice training sessions to education staff members, through after-school sessions and professional development days.
13. Introduce curriculum and professional development training to focus on supporting our diverse learners through inclusive practices, such as Universal Design for Learning.
14. Develop and implement a formal district program for middle, secondary and post-secondary school transitions for Aboriginal youth, English Language Learners (ELL), students with ministry designations and children in care.

Priority Five

Strengthen partnerships to enrich the way we lead, learn and work.

15. Increase the number and diversity of community partnerships which support students or provide enhanced or personalized learning opportunities.
16. Increase the number of students who “agree” or “strongly agree” that their learning is connected to their community.
17. Conduct an inventory of current K to 12 partnerships, to establish both the number and nature of those partnerships and work with district departments to identify areas of growth based on inventory results.

Priority Six

Ensure the sustainable use of resources.

18. Develop and implement a Sustainability Learning Framework for the District which supports nature-focused learning and embeds First Peoples Principles of Learning, and recognizes Aboriginal knowledge.
19. Perform a District-wide audit to gather data regarding student learning in terms of waste reduction, composting, recycling, gardening, healthy eating, energy conservation and determine the range of opportunities allowing students to learn about environmental stewardship.
20. Complete a scan of current activities and develop and implement a District Technology Plan that supports student achievement through technology, sustainable practices and equitable access to technology and devices.

*For a complete list of action items for each priority please refer to the relevant section of the plan.




Priority One

Strong Foundational Skills and Core Competencies

The world is changing rapidly and students require not only strong foundational skills, but also competencies such as communication, critical thinking, creativity, and personal and social skills in order to develop into educated citizens. These attributes ensure our students have the skills they need for success in the world. This is the heart of our work.

Three key goals frame the objectives for our students in Priority One. A variety of targets and measures are used to track our work and build our action plans to ensure success.

Key Goals

-  **Strong literacy and numeracy skills**
-  **Growth in thinking, communication, and personal and social skills**
-  **Proficient in education, career, and life planning**

Foundational Skills

The Foundational Skills Assessment is an annual province-wide assessment of students in grades 4 and 7 and provides parents, teachers, schools, school districts and the Ministry of Education with important information on how well students are progressing in the foundation skills of reading, writing, and numeracy.

Our results show:

- Grade 4 students continue to improve in all three foundational skills. Aboriginal learners are not yet at parity with non-Aboriginal students.
- Grade 7 student results declined in reading and writing but improved in numeracy over last year. Again, Aboriginal student achievement is not yet at parity with non-Aboriginal student achievement in foundational skills.

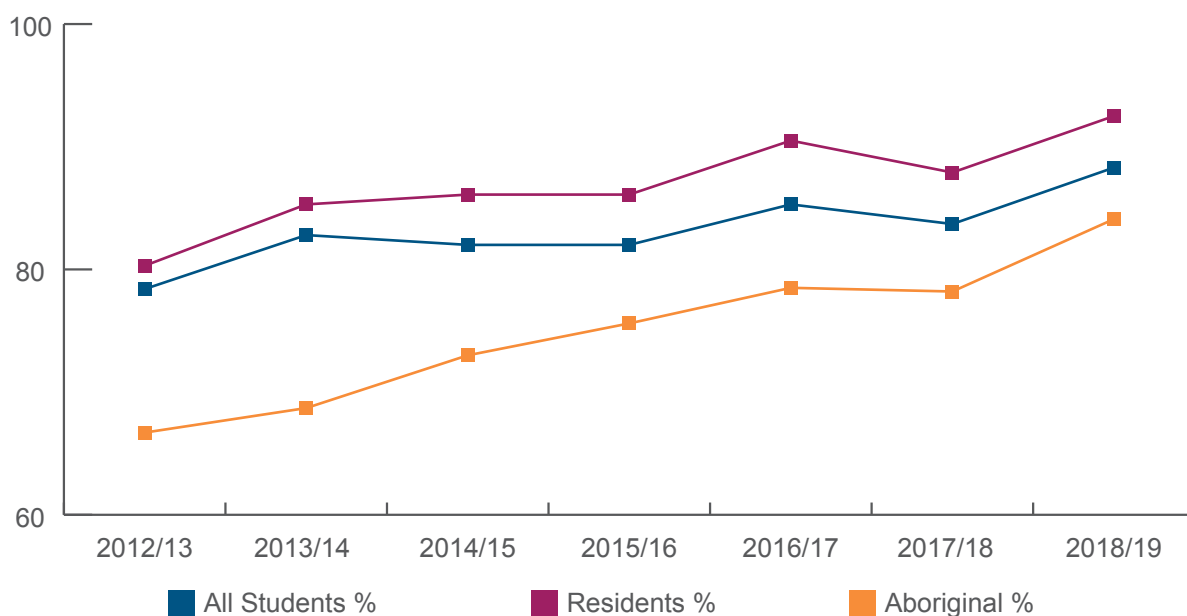
Grade 4	Results 2017-2018	Results 2018-2019	Target 2019-2020
Reading	71%	▲ 78%	80%
Writing	80%	▲ 94%	94%
Numeracy	60%	▲ 67%	70%
Grade 7	Results 2017-2018	Results 2018-2019	Target 2019-2020
Reading	78%	78%	80%
Writing	86%	▲ 92%	94%
Numeracy	58%	▲ 67%	70%

We note here that our participation rates are consistently above 90%. High participation rates provide greater reliability in data sets.

Strong Foundational Skills and Core Competencies

The **graduation rate measures** the number of grade 8 students who graduate with a Dogwood Diploma within 6 years. The most recent data available indicates that in 2018-2019, SD73 resident students achieved a 6-year completion rate of 92.5% which is the highest recorded in SD73. Likewise, Aboriginal students achieved a graduation rate of 84.1% which is 5.9% higher than last year. Although this is relatively successful, Aboriginal students are 8.4% below resident students within the district. Secondary schools are working hard to monitor our Aboriginal learners to ensure their needs are being met with the goal of parity for all graduates. SD73 continues to work towards a 90% graduation rate for all students.

Graduation Rates



*Note: the graduation rates include international students who are here on a part-time basis and do not typically graduate. The rate for students residing in the Kamloops-Thompson School District is 92.5% for the 2018-19 school year.

Personal and social skills can be measured through a student's sense of belonging. DEWRS results are based on information reported by 8,198 students in 43 schools. Students are asked to reflect on numerous questions which are then sorted thematically. Baseline data collected in the fall of 2018 shows that our students are less positive about a sense of belonging than their Canadian counterparts.

Each school identifies areas of growth based on the results from DEWRS and must build into their school learning plans, strategies to address specific student needs.

Strong Foundational Skills and Core Competencies

Personal and Social Skills 2018-2019

(District Engagement, Well-being and Resiliency Survey—DEWRS)

Question	Grades 4-7			Grades 8-12		
	SD73	SD73 Aboriginal	Canadian Norms	SD73	SD73 Aboriginal	Canadian Norms
Students with a positive sense of belonging						
All Students	73%	74%	77%	64%	57%	65%
Female	72%	72%	75%	60%	51%	60%
Male	75%	76%	79%	71%	68%	70%

Career Development is the third pillar of education and the District has launched an extensive coaching program to help teachers from K to 12 navigate the big ideas and content areas in Career Education courses. The provincial Student Learning Survey tells us that less than one quarter of all students feel school is preparing them for a job in the future. With the introduction of the redesigned curriculum, we believe students will develop the competencies to be self-directed, responsible individuals who can set and meet career goals.

Post Secondary and Career Preparation 2017-2018

(Student Learning Survey)

Question	Grade	Student group	SD73 Students Responding “Many times” or “All of the Time”	
			SD73	Province
Are you satisfied that school is preparing you for post-secondary education?	10	All Students	34%	40%
	10	Aboriginal	40%	37%
	12	All Students	29%	38%
	12	Aboriginal	31%	33%
Are you satisfied that school is preparing you for a job in the future?	10	All Students	27%	30%
	10	Aboriginal	33%	29%
	12	All Students	19%	24%
	12	Aboriginal	24%	24%

MOVING TO ACTION

NUMERACY

Advancing numeracy skills across the District requires that all teachers are provided additional training in teaching foundational skills, core competencies, and formative assessment techniques using quality strategies and resources. In addition, parents play an invaluable role in the academic achievement of their children, and must therefore be included as partners in advancing improved numeracy outcomes.

- Expand District Numeracy Assessment to all schools by 2020-2021 in grades 3 and 6 for use by teachers and schools to determine specific areas of support required by students.
- Complete the development of the District Numeracy Assessment for use in secondary schools in grades 8 and 9.
- Develop a District Numeracy Scope and Sequence with teachers for use in planning sequential learning in classrooms.
- Ensure each school has a numeracy contact who can learn teaching and learning strategies to support teachers in advancing numeracy achievement in their classrooms.
- Make available to all interested Parent Advisory Councils, workshops for parents on supporting their child in number sense and problem solving.

CORE COMPETENCIES AND CAREER AND LIFE PLANNING

The core competencies of critical, creative and reflective thinking, personal and cultural identity and social awareness and responsibility are embedded throughout the curriculum at all grade levels, however, assessing these competencies has been a notable challenge for educators. In response to this challenge, illustrations and exemplars of effective assessment practices are being identified, particularly in the area of career education, which is the third pillar of the provincial education system.

- Develop assessment tools for use by teachers in grades 10 and 12 in Career Life courses and in grades 3 and 6 numeracy to measure student progress in all core competencies.
- Collect baseline data on core competency growth in students in grades 10 and 12 in Career Life courses and in grades 3 and 6 numeracy.
- Create an archive of video exemplars and assessment tools on the intranet for teachers to access that illustrate assessing core competencies.




Priority Two

Passions and Interests

Students become motivated when learning is relevant to their lives and captures their curiosity. We have made a marked effort to increase opportunities for experiential and relevant learning for our students. Many of these are immersive, authentic learning opportunities that extend beyond the classroom. Exploring students' interests, passions and career aspirations is embedded in our plan.

Three key goals recognize that each student is an individual with voice and choice in planning their learning journey in Priority Two.

Key Goals

-  **Experience personalized learning**
-  **Reflect on learning and set goals for improvement**
-  **Apply learning to relevant issues in their lives and community**

Personalized Learning Options

Through new course content and with exciting new educational opportunities, the redesigned curriculum has allowed students to become involved in a broad array of student experiences in our District.

We offer courses and programs in the areas of university preparation, trades, fine arts and athletics. Secondary students can complete apprenticeship training for high school credit or sample up to 12 different trades during a semester of study. Transitions programs help to showcase options for students after high school. Aboriginal transition to post secondary is one example of a program where students spend a full day at Thompson Rivers University experiencing university life and learning.

Students can also participate in dual credit courses at Thompson Rivers University, District Honours Band and Choir, or play on school athletic teams. These sorts of activities enhance the educational experience and motivate our students to pursue a related field of interest after high school.

SD73's after-school program is the largest program in the province. The program aims to connect students to their passions and interests, connect students with a safe and caring adult and provide quality programming for students during the vulnerable after-school hours. Last year, 70 programs were offered at nine urban and three rural sites. Over 1,030 hours of instruction were provided, and 2,047 students registered for the program. Students are offered programming that focuses on movement and sports, arts and cooking.

Passions and Interests

Number of Student Experiences	2017-2018	2018-2019
TRADES: Trades based activities or programs for secondary students	303	381
TRANSITIONS: Transition activities for post-secondary and work-force programming (For a complete list of programs see Trades and Transitions website.)	2,196	1,954
ELEMENTARY: Students participating in hands-on learning activities	1,963	2,033
FINE ARTS: Students participating in District Choirs, Strings, Honour Bands, Young Artists, and High Country Festival	-	2,669
AFTER SCHOOL PROGRAMMING: Grades 4 to 7 students are offered: 31 Movement activities 22 Art activities 15 Cook It activities	1,603	2,000+
ATHLETICS: Participation in 17 different team sports in grades 8 through 12	2,013	2,110

The DEWRS survey asks students about their interests and motivation in their learning. Results indicate that our rate is higher than the Canadian norm. Unfortunately, we see that as students age they are less motivated and interested in their learning. SD73 will continue to find ways to engage students through inquiry projects and relevant learning opportunities.

District Engagement, Well-being and Resiliency Survey (DEWRS)



Question	Grades 4-7		Grades 8-12	
	SD73	Canadian Norms	SD73	Canadian Norms
Students who are interested and motivated in their learning				
All Students	77%	65%	41%	27%
Female	82%	68%	43%	27%
Male	73%	62%	41%	27%

CHOICE: SD73 offers many programs of choice that are intended to expand personalized options for students (International Baccalaureate, Montessori, French Immersion, Science and Technology School, School of the Arts, Four Directions Aboriginal Program, Sport Academy). Our students have access to a wide array of programs and initiatives.



Passions and Interests

MOVING TO ACTION



PERSONAL LEARNING

-  Continue to track student participation rates and collect data on personalized learning activities offered as options to our students.
-  Continue to find new ways to engage students in their learning through personalized learning experiences.

REFLECT AND SET GOALS

-  Collect data on the self assessment of Core Competencies. As students reflect on their learning, they will better be able to have voice and choice in how they learn.
-  Monitor results from the DEWRS. This survey for students in grades 4 to 12 will give us data on how students reflect, self-direct and connect to their learning.

PROVIDE TRANSITION GUIDANCE

-  Develop a wrap-around career development support model for students. School-based counsellors assist students and their families to explore and to clarify students' career options, develop Education Transition Plans, and connect them to scholarship and bursary opportunities.
-  Assist students in finding where their personal interests and strengths overlap with emerging opportunities in the world. Trades and Transitions Coordinators support and facilitate hands-on, personalized, experiential learning connected to post-secondary, industry and business, and to the community.

Priority Three




Aboriginal Perspectives

The District believes that a relevant and engaging learning experience is necessary in order to maximize the success of Aboriginal learners. Truth and reconciliation through equity and inclusion are principles and practices fundamental to the positive learning experience of every student. Equity is the foundation for improving student achievement and is central to each learner's experience and engagement.

As outlined in the Aboriginal Education Enhancement Agreement (2016-2022), all students must have the opportunity to develop their full potential. Toward this objective, in 2016, the Aboriginal Education Council (AEC) and the District collaboratively implemented the fourth Aboriginal Education Enhancement Agreement. Respectful, inclusive and ongoing consultations between SD73 and its Aboriginal partners resulted in this Agreement, which is based upon mutual values of respect and consensus building, and is focused on the goals and strategies that lead toward academic and personal success for all Aboriginal students in the District.

There were approximately 2,500 full time equivalent (FTE) Aboriginal students for 2018-2019 in SD73.

Key Goals

-  **Appreciate historical and contemporary contributions of the Secwepemc Nation and other Aboriginal Peoples**
-  **Appreciate how cultural identity shapes worldview**
-  **Learn through Aboriginal ways of knowing and doing**

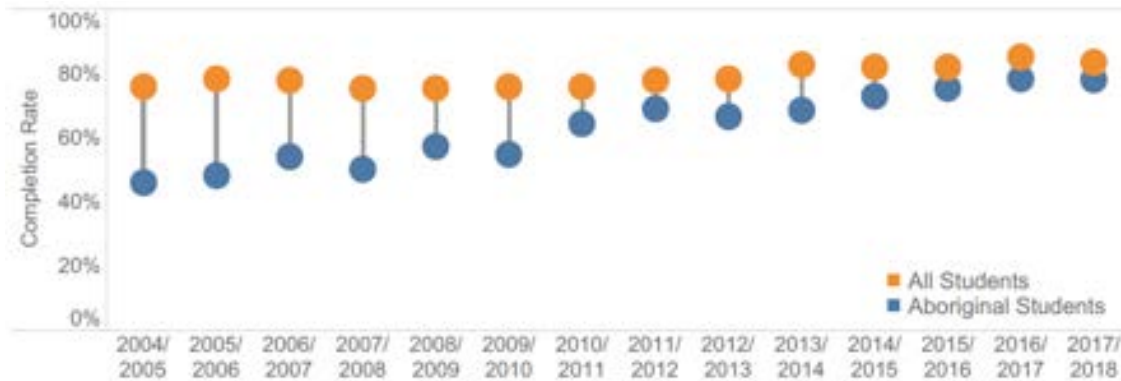
A measure of success within the District is the six-year completion rate indicator. In 2018-2019, the District had a 84.1% six-year completion rate for Aboriginal students as compared to 92.5% completion rate for resident students. Last year the provincial six-year completion rate was 86.4% for non-Aboriginal students as compared to 69.6% for Aboriginal students. The District's six-year completion rates for Aboriginal learners are almost 14.5% higher than the provincial average from the 2017-2018 school year.

Despite our success, Aboriginal students in the District are still 8.4% below our resident rate demonstrating that SD73's aspiration for equity has not yet been achieved. In order to improve achievement for students who are of Aboriginal ancestry; and, in particular, students who are status on-reserve, each school must work with Band Education Co-ordinators to monitor student success as outlined in the Local Education Agreements.

Aboriginal Perspectives

Completion Rates Over Time for Aboriginal and All Students

Closing in on Parity



Truth and Reconciliation (TRC)

The TRC Calls to Action, specifically 63(iii), calls governments and public education to build student capacity for intercultural understanding, empathy and mutual respect. Part of the Aboriginal Education Enhancement Agreement addresses this call to action through its goal to increase a sense of belonging for Aboriginal learners, as well as to raise awareness for all students about the traditions and cultures of the Secwepemc and other Aboriginal peoples represented in District schools.

Student Learning Survey (2018)

Question	Grade	Student group	SD73 Students Responding “Many times” or “All of the Time”	
			SD73	Province
At school are you being taught about Aboriginal Peoples in Canada?	7	All Students	42%	38%
	7	Aboriginal	40%	
	10	All Students	41%	36%
	10	Aboriginal	40%	
	12	All Students	41%	38%
	12	Aboriginal	34%	

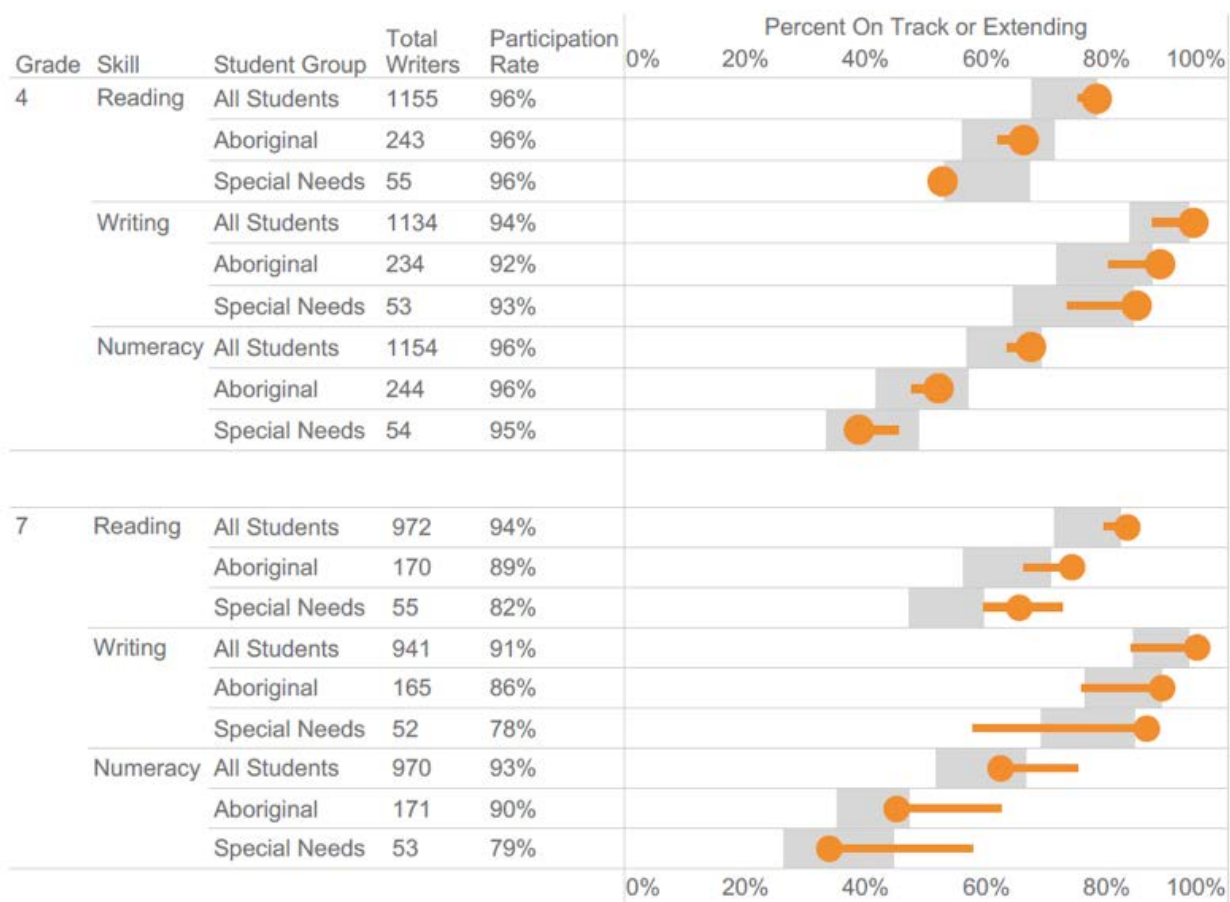
Although SD73 has demonstrated achievement above the provincial averages, these results require improvement to ensure that all students are being taught about Aboriginal peoples in Canada.

Foundational Skills of Aboriginal Learners

The 2017–2018 Provincial Foundation Skills Assessment (FSA) demonstrates elementary students' achievement in three foundational skills: reading, writing and numeracy. The data indicates that Aboriginal students scored lower than non-Aboriginal students on the FSA. As outlined in the school completion rates, educational achievement is not yet equitable for Aboriginal learners as compared to their non-Aboriginal peers.

Student Learning Survey (2018)

**in the chart below the orange bar represents only results in the redesigned FSA: 2017/18 - 2018/19 year range*



Cultural Identity

School connectedness supports students in becoming educated citizens, in developing strong foundational skills and core competencies, and in maintaining positive mental health. School connectedness is developed as a result of a positive school environment in which teachers and other adults create opportunities for students to feel valued, supported and respected; and, in which students develop individuality, mastery and purpose while engaged in the learning community.

MOVING TO ACTION

EQUITY AND INCLUSION

- Ensure each Aboriginal student acquires the foundational skills, core competencies and cultural identity required for success.

CULTURAL IDENTITY

- Expand and promote the opportunity for all students to learn Secwepemctsin.
- Acknowledge and learn about the land, territory and contributions of local Secwepemc and other Canadian Aboriginal peoples.
- Incorporate Aboriginal perspectives into all learning experiences.

TRUTH AND RECONCILIATION

- Provide instruction around recognizing and addressing issues that impact Aboriginal people.
- Introduce curriculum in schools about the impact of colonialism on Aboriginal peoples locally and in Canada.






Priority Four

Inclusive, Adaptable and Accountable

The District acknowledges that its learners are unique individuals, all of whom have the right to equitable access and participation in quality education. The District and its schools value diversity and will respond to the diverse social, cultural and educational needs of individuals and the communities in which we learn, lead and work.

School connectedness supports students in becoming educated citizens, in developing strong foundational skills and core competencies, and in maintaining positive mental health. School connectedness is developed as a result of a positive school environment in which teachers and other adults create opportunities for student to feel valued, supported and respected, and in which students develop individuality, mastery and purpose while engaged in the learning community.

Key Goals

-  **Improve the graduation rate of diverse learners**
-  **Improve social emotional skills, mental health and a sense of belonging in all students**
-  **Respect and appreciate the diversity of all learners within the District**

Unique and Diverse Learners

A measure of success within the District is the six-year completion rate indicator. In 2018-2019, the District had an 92.5% six-year completion rate for resident students, as compared to 79.1% for students with special needs designations.

There is disparity between the success rates of students with special needs designations and those without designations in our District. Since all learners are unique, the District will continue to adhere to the Universal Design for Learning (UDL) framework, a pedagogical approach that helps give all students an equal opportunity to succeed by guiding instruction to each learner's diverse and unique needs. The District will continue to provide UDL training to school-based teams. Additionally, the District will continue to use a multi-tiered approach, to identify and support students with learning and/or behaviour needs.

Inclusive, Adaptable and Accountable

School Connectedness and Student Belonging

School connectedness is developed as a result of a positive school environment. The District supports school connectedness and a focus on social and emotional learning to:

- Minimize negative aspects of school life by reducing bullying and harassment, injury, truancy and absenteeism;
- Diminish stereotyping and prejudice, fear, anxiety, depression and loss of motivation;
- Enhance feelings of well-being during childhood;
- Provide sound foundations for positive health in later adolescence and adulthood; and,
- Encourage students to respect others and to respect their surroundings.

The District monitors students' social emotional learning, mental health and sense of belonging through student feedback on the Student Learning Survey in grades 7, 10 and 12 and the DEWRS survey in grades 4 to 12.

Student Learning Survey Data 2018-2019

Question	Grade 4	Grade 7	Grade 10	Grade 12
At school are you being taught about Aboriginal Peoples in Canada?	61%	51%	44%	42%
At school, I am learning to understand and support human rights and human diversity? (eg. differences in culture, gender, physical or mental ability)	N/A	72%	55%	54%
At school, I am learning how to take care of my mental health (eg. anxiety or stress management, anger management, relationship skills)	35%	52%	32%	20%

Inclusive, Adaptable and Accountable

District Engagement, Well-being and Resiliency Survey (DEWRS) 2018 Fall Data

Question	Grades 4 to 7		
Students with a positive sense of belonging	Aboriginal	Non Aboriginal	Canadian Norms
All Students	74%	76%	77%



Question	Grades 8 to 12		
Students with a positive sense of belonging	Aboriginal	Non Aboriginal	Canadian Norms
All Students	57%	68%	65%

Our data shows that as students increase in age, they report lower rates of success in their social and emotional health, mental health and positive sense of belonging. These results point to the District's need to focus on improving these areas. Of particular concern is the fact that students with Aboriginal Ancestry report 11% lower rates of a positive sense of belonging. Pedagogical approaches to support school connectedness will need to be assessed to ensure support for social and emotional needs of all students.





MOVING TO ACTION



DIVERSE LEARNERS

-  Continue the Equity in Action project in order to work toward educational achievement parity between Aboriginal and non-Aboriginal students.
-  Provide support to diverse learners to focus on academic achievement in order to improve school completion rates.

SENSE OF BELONGING

-  Develop a comprehensive District-wide plan for implementing evidence-based social-emotional learning for grades K to 7 students.
-  Offer trauma-informed practice training sessions to education staff members, through after-school sessions and professional development days.

RESPECT ALL LEARNERS

-  Introduce curriculum and inclusive practices to focus on supporting our diverse learners through inclusive practices.
-  Develop and implement a formal district program for middle, secondary and post-secondary school transitions for Aboriginal youth, ELL learners, and students with ministry designations and children in care.

Priority Five

Strengthen Partnerships

Partnerships forged within our communities enhance the quality of education. Engaged and purposeful partnerships bring valuable perspectives, expertise and opportunities for our students by facilitating comprehensive student support, enriching learning activities and providing personalized alternatives for student learning.

Key Goals

- ✔ **Network and collaborate to support student learning needs**
- ✔ **Network and collaborate to provide diverse and personalized learning opportunities**

Effective partnerships through all levels of our District provide a continuum of support for our learners, leading to more positive outcomes for all students - from entering the public school system in kindergarten to developing transition plans to identify and achieve post-secondary ambitions. This year, we began the work of examining our existing partnerships to identify areas of needed support, as well as to more effectively utilize our existing partnerships. A brief description of our current partnerships, and the nature of their work in supporting students, is included in the table below.

Community Partnerships That Support Student Learning Needs

In Elementary, community partners support the transition of our youngest learners to the school system, through the development of literacy skills such as LINK (Literacy in Kamloops). And, by providing health and recreational opportunities such as Farm to School.

In Secondary, career education teachers have a network of over 150 Career Talk presenters – members of the community who visit schools and connect learning to careers. Trades and Transitions partners with post-secondary institutions provide dual credit opportunities for students to pursue certification in a variety of areas, including heavy equipment use, forest fire fighting, environmental studies and law enforcement.

Aboriginal learning is enriched and enhanced through a variety of partnerships, which lend cultural authenticity, curriculum support and equitable opportunities for all students, as well as increasing the success of and opportunities for our Aboriginal learners. These partnerships acknowledge the territories of the Skeetchestn, Whispering Pines, Tk'emlups te Secwepemc, Simpcw, Neskonlith, Adams Lake and Little Shuswap Lake Bands, on which the District resides.

Inclusive education supports equity across the diverse range of our learners. Through a variety of partnerships, we provide expertise, opportunity and resources to meet physical, mental and emotional needs - regardless of background, identity or personal circumstances. (See Inclusive Education Report)

**Data in this table was compiled from district principals and coordinators in September of 2019.

Strengthen Partnerships

While this is the first year of focusing on this priority, as it applies to student learning and achievement, we can gain insight into how students feel connected to learning opportunities in their community through examination of the provincial Student Learning Survey. This survey, given to all grades 7, 10 and 12 students in the District, examines student’s perception of their learning experiences across a variety of areas. This data is valuable as it lets us study the student experience in our District in a variety of ways, and compare it to the provincial data as a whole. The two questions from the survey pertaining to learning connections to community partnerships, and the results from the 2018-2019 school year, are shared in the table below.

Diverse and Personalized Learning Opportunities



(Student Learning Survey)

Question	Grade	Student group	SD73 Students Responding “Many times” or “All of the Time”	
			SD73	Province
My learning is connected to the local environment and community	7	All Students	30%	29%
	7	Aboriginal	28%	
	10	All Students	16%	19%
	10	Aboriginal	15%	
	12	All Students	14%	19%
	12	Aboriginal	15%	
At school, are you told about possible learning experiences in your community?	7	All Students	26%	22%
	7	Aboriginal	23%	
	10	All Students	27%	26%
	10	Aboriginal	24%	
	12	All Students	25%	28%
	12	Aboriginal	33%	



Strengthen Partnerships

MOVING TO ACTION




TARGETS

-  An annual increase in both the number and diversity of community partnerships which support students or provide enhanced or personalized learning opportunities.
-  Annual increase in students who “agree” or “strongly agree” that their learning is connected to their community.

MEASURES

-  Current learning partners and community partner relationships K to 12, categorized by nature of support or learning opportunity.
-  Student Learning Survey responses (learning connections and experiences connected to community).

ACTION

-  Conduct an inventory of current K to 12 partnerships, to establish both the number and nature of those partnerships.
 - Work with district departments to identify areas of growth based on inventory results.
-  Continue to network and develop community-based learning opportunities for students, and connect students to those opportunities through the redesigned career education curriculum.
-  Refresh our partnership with Thompson Rivers University.

Priority Six

Sustainable Use of Resources

The District aims to help students become educated, global citizens. Sustainable education connects students' curricular learning with developing core competencies in the areas of critical thinking and communication, as well as personal and social responsibility. Sustainable education and supportive practices enable students to develop knowledge, skills, values and motivations for action, leading to the well-being of self and others. Sustainable education encompasses environmental education, food literacy and digital literacy.

While there are many examples of individual classroom actions, pilot projects and small-scale school based activities, the District is beginning to compile examples of networked or coordinated approaches to sustainability and environmental stewardship learning opportunities. The District is tracking environmental and sustainable learning opportunities so that a framework can be developed to provide coherence, direction and focus for student learning opportunities in the area of sustainability.

Key Goals

- Learn and reflect upon environmental stewardship principles in their lives, school and community
- Experience learning that develops food literacy skills
- Growth in opportunities for students to learn digital literacy and digital citizenship skills

The District has 35 schools participating in the Salmonoid Enhancement program. In this program, students raise salmon in their classrooms from eggs, eyed eggs, alevin and finally to fry. Interested teachers receive aquariums, materials and educational resources to assist their learning of the salmon life cycle. Students learn about the salmon life cycle, and knowledge about the importance of salmon, maintaining healthy populations and the environment. The District currently has one school (295 students) who participates in the BC Rivers Day annually.

The District currently is focusing on data collection to monitor opportunities students have to learn about environmental stewardship principles in their lives, school and community.

Student Learning Survey 2018-2019

Question	Grade 4	Grade 7	Grade 10	Grade 12
At school, are you learning about how human activity affects our environment?	27%	56%	38%	30%

As demonstrated in the 2018-2019 Student Learning Survey, there is room for improvement in assisting students to learn about environmental stewardship, especially in secondary schools.

Sustainable Use of Resources

The District is fortunate to have McQueen Lake Environmental Science Centre and the Isobel Lake Day Centre available for field trips to support environmental learning.

McQueen Lake Data June 2019

Total Number of Students at McQueen Lake Overnight Centre	2,473
Total Number of Students at Isobel Day Centre	1,234
Total Number of Students at McQueen Lake Day Centre	1,117

Food Literacy

The District currently has a number of schools participating in the Farm to School network and/or utilizing the Cook It, Try It, Like It program. Several schools have also participated in food waste audits and field trips that teach the importance of food recovery. These programs bring healthy, local and sustainable food into schools and provide students with hands-on learning opportunities that develop food literacy while strengthening the local food system and enhancing school and community connectedness.

Farm to School networks empower students and school communities to make informed food choices while contributing to vibrant, sustainable, regional food systems that support the health of people, community and environment. The District offers a series of professional development opportunities to educators so that elementary classrooms and middle/secondary schools Foods classes can incorporate sustainability into their daily learning practices.

Food Literacy Programs 2018-2019

Name of the Program	Number of Schools Participating
Farm to School Network	13
Cook It, Try It, Like It	14
Food Waste Audits Completed	7
Interior Community Services Food Recovery	9

Digital Literacy

The District is currently developing a digital literacy and technology plan for all learners. In an effort to participate in sustainable practices, the District is helping students learn how to reduce their carbon footprint. The District also recognizes it has a role to play in developing a technology plan that addresses the sustainable use of technological resources, as well as the proper recycling of technology devices no longer being used. During 2018-2019, schools demonstrated examples of this work including the Tsutswewc Provincial Park project at Chase Secondary. A scan on these practices will be important to ensure a comprehensive approach across all schools in the future.

MOVING TO ACTION

ENVIRONMENTAL STEWARDSHIP

- Develop and implement a Sustainability Learning Framework for the District.
- Support nature-focused learning that embeds First Peoples Principles of Learning and recognizes traditional Aboriginal knowledge.
- Create an inventory of opportunities allowing students to learn about environmental stewardship.

FOOD LITERACY SKILLS

- Perform a District audit to gather data regarding student learning in terms of waste reduction, composting, recycling, gardening, healthy eating and energy conservation.
- Expand the number of schools partnering with Farm to Schools, and other networks to enhance food literacy skills and healthy eating practices.

DIGITAL LITERACY

- Complete a scan of current activities and develop and implement a District Technology Plan that includes sustainability of work with technology, sustainable practices and equitable access to technology and devices.
- Encourage the use of educational apps, such as First Voices to enhance learning opportunities that connect learning to Aboriginal ways of knowing.

Conclusion

In School District No. 73 (Kamloops-Thompson), we developed a District Learning Plan that captures the main themes for improving achievement. Using the Framework for Enhancing Student Learning as a guide, and with the priorities and goals embedded within the District Strategic Plan, School Learning Plans, the Aboriginal Education Enhancement Agreement, and the Equity, Inclusion and Diversity Report, we will continue to build strategies that help us support each learner.

Supporting students to master strong foundational skills and core competencies addresses our commitment to developing all of our learners. We have paid particular attention to innovative practices demonstrating our ability to meet the changing needs and norms of the District. Our graduation rates of 84.1% for our Aboriginal learners and 92.5% for resident students, as well as our improving trend line in numeracy indicates we are moving in the right direction.

Continuing to support students' passions and interests illustrates the myriad of choices for learners in SD73. From personalized programs to schools of choice, we have many ways to immerse students in powerful learning opportunities. We know that, for many students, extra-curricular activities are meaningful learning opportunities to engage in physical, cultural and social activities, which is why we are investing in a myriad of partnerships.

Honouring Aboriginal perspectives is a key priority in our District Learning Plan. As a participating member in the Equity in Action project with the Ministry of Education, we are ensuring that every Aboriginal student's program is considered and supported. We continue to track the success rates of our Aboriginal learners, while we implement the calls to action of the Truth and Reconciliation Commission Report.

As we foster an inclusive, adaptable, and accountable district culture, we look to the voices of our students through the Student Learning Survey as well as the District Engagement, Well-being, and Resiliency Survey (DEWRS). It is clear we have work to do, but note that our data aligns relatively closely to the provincial and national data sets. This is an area of focus for educators throughout BC and Canada.

Strengthening partnerships throughout the District gives our students opportunities for learning both inside and outside of the classroom. From early learning to post-secondary, we have supports built throughout a student's learning journey. Inclusive Education and Aboriginal Education departments contribute to developing these supports, as does the Curriculum and Instruction, and Trades and Transitions departments. Using the Student Learning Survey as a measure, we can see that there is room for growth in this area.

Another area for continued focus is sustainability. As our sixth District strategic plan priority, sustainability can be measured in several ways. From a learning perspective, we will continue to offer opportunities for students to better understand their collective impact on the environment and develop stronger understanding and commitment to food literacy, environmental stewardship and digital literacy.

Combining all of our District priorities gives this District Learning Plan strength that supports all learners, and allows us to be a dynamic school district achieving success for all students through a commitment to equity and excellence.

Sources and References

- District Engagement, Well-being and Resiliency Survey (DEWRS)
- SD73 Equity Inclusion and Diversity Report
- Foundation Skills Assessment (FSA)
- SD73 Aboriginal Education Annual Report
- SD73 District Strategic Plan
- SD73 Trades and Transitions (TNT) website
- Ministry of Education Student Learning Survey
- Ministry of Education Framework for Enhancing Student Learning
- Truth and Reconciliation Commission of Canada: Calls to Action

