

SCHOOL DISTRICT NO. 73 (KAMLOOPS-THOMPSON) DISTRICT LEARNING PLAN | 2021-22



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.

Message From the Board Chair and Superintendent

This District Learning Plan (DLP) is our public commitment as educators to achieve equity and excellence for all learners in our 43 schools situated in the communities of Barriere, Blue River, Chase, Clearwater, Kamloops, Logan Lake, Pinantan, Savona, Sun Peaks, and Westwold.

Our DLP is informed by the Ministry of Education's Education Policy Order, the Enhancing Student Learning Order, [SD73's District Strategic Plan](#), School Learning Plans, the District Aboriginal Education Enhancement Agreement, the Annual Career Development Report, the Equity, Inclusion and Diversity Report, and the Early Years' Annual Report. In this report, we share our District mission, vision, theory of action for success, priorities, results, and next steps for moving forward with the Ministry of Education's three goals of an educated citizen: intellectual development, human and social development, and career development.

As outlined on page 3, SD73 has developed an annual planning cycle to support system improvement in these three goals. This cycle is experienced as school and district leaders in iterative phases: Design and Develop (spring/summer), Revisit and Adopt (fall), Implement (winter), and Present and Reflect on Progress (spring). The Board of Education approves the District Learning Plan annually.

Through such an intentional system improvement process, our Board has been steadfastly committed to assessing whether and how we are meeting the needs of all of our students, and what may need to be refined to ensure that every student has an equitable opportunity to succeed academically, socially, emotionally, and personally.

Over the last five years, we have much to celebrate:

- SD73 resident students have successfully completed high school (+3% above the province).
- SD73 Aboriginal learners have exceeded provincial standards in grades 4 and 7 in reading (+6% to +9%), writing (+6% to +11%), numeracy (+4% to +8%), and high school completion (+9%) compared to their provincial cohort in 2019-20.
- SD73 students who have Diverse Abilities or Disabilities have increased from below their provincial cohort (-10%) to above their provincial cohort (+3%) in "feeling welcome in our schools."
- SD73 students "feel cared for by two or more adults" at a higher level (+1%) than those provincially.



Our collective focus on excellence and equity has been foundational to these triumphs. However, we recognize that we always have room to grow. We articulate how we will "move into action" to continue to improve. The challenges of the 21st century are opportunities to innovate with our exceptional Board of Education, students, parents, staff, and education partners. Together, we will see every student cross the stage with dignity, purpose, and opportunities to thrive in the future.



About SD73

SD73 residents live in the territories of seven bands or First Nations:

Tk'emlúps te Secwépemc, Skeetchestn Band, Whispering Pines Clinton Band, Simpcw First Nation, Neskonlith Band, Adams Lake Band and Little Shuswap Lake Band.

Current Headcount

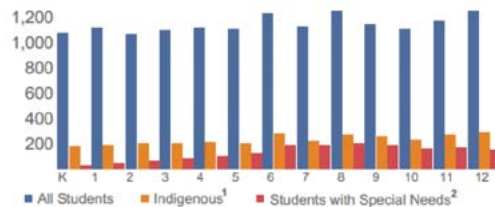
15,152

Projected change over next 10 years

798



Total Students Across All Grades (2020/21)



District Strategic Plan

Our District Learning Plan is directly tied to the SD73 District Strategic Plan. Action items necessary to realize the strategic plan goals and measures of an Educated Citizen are embedded throughout School and District Learning Plans and referenced in this report. SD73's 2017 - 2022 District Strategic Plan was adopted in January 2017.

SD73 Strategic Plan Priorities

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.

Theory of Action, Mission, and Vision

SD73's vision, mission, and theory of action represent our philosophical framework that inspires our collective actions aimed at excellence and equity in 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.

Planning for Success

Our District Learning Plan considers whether we are achieving what we set out to do, as well as processes to continually improve student outcomes and life chances for every child. As SD73 draws near the end of our five-year District Strategic Plan, in 2021-2022, we re-engage with our students, parents, staff, and education partners to develop the next iteration of our plan.

SD73 annual reports mentioned in this plan are available at: www.sd73.bc.ca.

Our planning cycle for continuous improvement follows these phases. Throughout 2021-2022, our Board of Education, staff, parents, students, and community partners will be developing our new multi-year district strategic plan.

Continuous Improvement Cycle

- a system-wide focus
- multi-year district and school plans
- meaningful and effective evidence
- system-wide capacity building
- student, family, and community agency



Intellectual Development

Intellectual Development – Literacy



Literacy is the ability to analyze critically, to reason, to think independently, and to acquire important skills and bodies of knowledge. This plan includes the measures of reading, writing, numeracy and grade-to-grade transitions.

Educational Outcome 1

 Students will meet or exceed literacy expectations for each grade level.

Provincial Results (Measures)

Measure 1.1: Current year and 3-year trend for the number and percentage of students in grades 4 and 7 On Track and Extending literacy expectations as specified in provincial assessments.

Over the last five years, grade 4 students have been equivalent (+0.6%) to the province and grade 7 readers have surpassed (+3%) the province. In 2019 – 2020, grade 4 Aboriginal learners (+6%) and Children and Youth in Care (+28%) showed significant gains in reading (Appendix 1, Figures 1 – 10). In 2020-21, grade 4 Aboriginal students increased (+6%) compared to Aboriginal students in the province. While we are proud of this sustained growth in 2020-2021, grade 4 Aboriginal students were below (-5%) all grade 4 readers in the district. Grade 7 Aboriginal students were also notably below (-17%) in reading compared to all SD73 grade 7 readers. Similarly, in 2020-2021, grade 4 Students with Disabilities or Diverse Abilities surpassed (+10%) reading results of the same cohort in grade 4, but they were behind (-3%) all grade 4 readers in our district. Our readers who are Aboriginal or who have Disabilities or Diverse Abilities have excelled compared to their peers provincially, but they are not yet at parity with all students in our district. Therefore, we will continue to focus on early reading interventions, differentiated learning approaches, tiered supports, and teaching from a “trauma-informed and equity-centered” (Shevrin Venet, 2021) pedagogical lens.

Over the last five years, SD73 writers exceeded students provincially in grade 4 (+4%) and grade 7 (+2%). In 2020-2021, SD73 Aboriginal students surpassed peer writers provincially in grade 4 (+2%) and grade 7 (+6%), but students who have Disabilities or Diverse Abilities declined in writing results in grade 7 (-10%) and were above the province in grade 4 (+5%) when compared to their peers. While SD73 students typically exceed writing results provincially, we recognize the need to continue to engage in tiered supports and targeted instruction for our students who lost ground due to COVID, especially for Students with Disabilities or Diverse Abilities and for our Aboriginal learners who are outperforming the province but who are not yet at parity with students in our district.

Measure 1.2: Current year and 3-year trend for the number and percentage of students proficient or extending literacy expectations as specified in the grade 10 literacy assessment.

In 2019-2020, SD73 Aboriginal students exceeded (+8%) Aboriginal students provincially (Appendix 1, Figures 11 – 15). All SD73 students demonstrated a strength in comprehending texts. Given that all resident SD73 students were slightly below (-4%) the province and SD73 Aboriginal students, and Students who have Diverse Abilities or Disabilities were not yet at parity with all students provincially, we will concentrate on targeted interventions for these students.

Additional District Measures

We are committed to early and ongoing reading intervention using our Primary Reading Assessment (PRA) and Nonfiction Reading Assessment (NFRA). We use these assessments to determine students’ literal, inferential, and critical comprehension skills.

Progress Towards Goals

We have focused on collaborative professional learning in “families of schools” in which networks of school and district leaders continually share research-informed practices to improve student learning. While we have had sustained increases in reading and writing for grades 4 and 7 students, we will further refine practices to achieve parity for Aboriginal Learners and Students with Disabilities or Diverse Abilities (Appendix 1, Figures 1 – 15).

Moving to Action

In 2021 – 2022, SD73 will continue to:

- Focus on reading interventions and differentiated classroom practices that will support early readers to sustain high performance levels.
- Encourage and provide access to complex, diverse texts that promote higher order thinking and synthesis.
- Focus on vocabulary-building at all grades, including the development of primary benchmarks and a systemic approach to phonological awareness and phonics skills.
- Support teachers with the development of assignments that feature close reading of sophisticated texts and encourage synthesis and higher-order thinking.

Intellectual Development – Numeracy



Numeracy is the ability, willingness, and perseverance to interpret and apply mathematical understanding to solve problems in contextualized situations, and to analyze and communicate these solutions in ways relevant to the given context.

Educational Outcome 2



Students will meet or exceed numeracy expectations for each grade level.

Provincial Results (Measures)

Measure 2.1: Current year and 3-year trend for the number and percentage of students in grades 4 and 7 On Track and Extending numeracy expectations as specified in provincial assessments.

Over the last five years, SD73 grade 4 and 7 students who are On Track and Extending have averaged within 1% of the province (Appendix 1, Figures 16 – 20). In 2020-21, grade 7 SD73 students surpassed the provincial rate (+4%). We will sustain professional development which has resulted in school leaders reporting in their learning plans that staff have grown in confidence and competence in addressing students’ numeracy needs. Notably, in 2019-2020, Aboriginal students have consistently outperformed their provincial peers in grade 4 (+4%) and grade 7 (+9%), and Children and Youth in Care have trended above their provincial peers in the past three years. There is a need to continue to aim for parity for SD73 Aboriginal learners, as well as for Children and Youth in Care, and Students with Disabilities or Diverse Abilities when compared to all students in our District (Appendix 1, Figures 16 – 25).

Measure 2.2: Current year and 3-year trend for the number and percentage of students proficient or extending numeracy expectations as specified in the grade 10 numeracy assessment.

From 2017- present, SD73 students have steadily improved (-10% to +1%) compared to the province. In 2019-2020, all SD73 students are experiencing positive results in numeracy:

- SD73 Aboriginal students are above (+7%) their provincial cohort.
- SD73 students who have Diverse Abilities or Disabilities are outperforming (+6%) the same cohort provincially (Appendix 1, Figures 26 – 30).

Our focus is to continue to refine tiered supports and practices to achieve parity for all students in comparison to students provincially and in our district.

Additional District Measures

SD73 has developed the District Numeracy Assessment (DNA) to support the measurement of students' numeracy skills. The DNA is available for use between grades 3 and 9 and is required as a system-wide measure in grades 3 and 6. Strategies for improvement are developed for the specific numeracy strands that are posing the greatest challenge to student achievement.

Progress Towards Goals

In 2021 – 2022, our District Data Team has created a Data Dashboard to help staff to focus on collecting and analyzing data that will provide precise details about student progress on numeracy strands at grade 3 and grade 6 levels. This analysis will foster targeted goal setting with a focus on fewer, more impactful interventions to improve student achievement. We will develop a Numeracy Scope and Sequence, and we will identify numeracy contacts to participate in professional learning throughout the year. Additionally, we will offer parent workshops (e.g., “You Can Count on Me” in Kindergarten and “Math Path” in grade 3) and a video series to support parents to help their children at home.

Moving to Action

In 2021 – 2022, SD73 will continue to:

- 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 will work with the district numeracy team and share learning strategies to advance numeracy achievement in classrooms.
- Share Math Moments videos with PACs and parent groups so that they can support their children with concepts of number sense and problem solving.
- Collaborate as school and district leaders to share numeracy strategies that improve student results throughout the year.

Intellectual Development – Grade-to-Grade Transition



Grade-to-grade transition refers to the portion of grade 10 resident students who made the transition to grade 11 in the next school year as well as the number of grade 11 resident students who made the transition to grade 12 in the next school year.

Educational Outcome 2a



Students will progress through grades on time.

Provincial Results (Measures)

Measure 2.3: Number and percentage of students who are completing grade-to-grade transitions on time.

Grade-to-grade transition rates represent the percentages of students who make a successful transition to a higher grade level the following year. Over five years, SD73 Aboriginal students have made steady gains (+1 to +3%), and Children and Youth in Care have made even greater gains (+1% to +6%) compared to their provincial cohorts (Appendix 1, Figures 31 – 35). While SD73 resident students have mirrored the province, groups that are vulnerable for not keeping pace are reaching or exceeding their provincial cohorts (Appendix 1, Figures 36 – 40). We will continue to share successful strategies to transition all students as they move into successive grades within and across our district.

Progress Towards Goals

Over the past five years, graduation rates have steadily increased and surpassed the province. Notably, Aboriginal students exceeded (+9%) their peers provincially (Appendix 1, Futures 57 - 61). We are committed to further refining data used to inquire into why some students do not see themselves as graduates. We will seek student guidance to continue to provide meaningful support strategies to help them to envision and actualize the steps needed to cross the stage.

Moving to Action

In 2021 – 2022, SD73 will continue to:

- Implement a District-wide data dashboard to inform learning support strategies to improve student success.
- Deliver professional development and training in data literacy to principals, vice-principals, and District coordinators within the greater context of planning for improving student learning.
- Utilize predictive analytics software to further identify factors that contribute to non-completion.
- Focus on transition of students from elementary to secondary. Provide purposeful connection of students to counsellors and Aboriginal Education Workers / Aboriginal Family Counsellors for students with Indigenous ancestry.
- Collaborate as school and district leaders to share effective transition strategies as assessed by parents, students, and staff.

Human and Social Development

SD73 Strategic Plan Priority 4: *Foster an inclusive, adaptable, and accountable district culture*



This goal includes developing a sense of self-worth and well-being, personal initiative, social responsibility, and a tolerance and respect for the ideas and beliefs of others. This plan includes measures of student satisfaction.

Educational Outcome 3



Students will feel welcome, safe, and connected to their school.

Provincial Results (Measures)

Measure 3.1: Number and percentage of students in grades 4, 7, and 10 who feel welcome, safe, and have a sense of belonging in their school.

The Student Learning Survey is developed by the Ministry of Education and administered each year. The purpose of this

annual survey is to measure students' satisfaction with their school experiences. SD73's results are parallel to the province for the three measures of students who "feel welcome, feel safe, and have a sense of belonging." In the category of feeling welcome, we celebrate that Students with Disabilities and Diverse Abilities have increased from below their provincial cohort (-10%) in 2017 – 2018 to above their provincial cohort (+3%) in 2019 – 2020 (Appendix 1, Figures 41 – 56).

Measure 3.2: Number and percentage of students in grades 4, 7, and 10 who feel there are two or more adults at their school who care about them.

Data regarding students who "feel cared for by two or more adults in their school" is a good predictor of retention and stronger graduation rates for students. SD73 students report this important connection at a slightly higher level (+1%) than the provincial rate. An area for future growth is to address the decline in this measure for Children and Youth in Care (Appendix 1, Figures 52 – 56).

Additional District Measures

SD73 has administered the District Engagement, Well-being and Resiliency Survey (DEWRS) to assess progress based on Canadian norms for social-emotional outcomes (belonging, valuing school, interest, motivation, effort) and drivers of those outcomes (effective learning time, relevance, rigor, feeling safe at school, positive relationships, positive learning climate).

Elementary results: In 2020, 5,274 students in 36 elementary schools **celebrated** feeling challenged (+1%); feeling safe (+6%), positive teacher-student relationships (+1%). **Areas for future growth:** belonging (-8%), value school (-5%), interested/motivated (-9%), and effort (-5%), positive learning climate (-1%).

Secondary results: In 2020, 4,262 students in 13 secondary schools **celebrated:** positive relationships (+3%), language arts grades (+2%), Math grades (+1%), Sciences grades (+1%), effective learning time (=), advocacy at school (+7%), positive teacher-student relationships (=), positive learning climate (=), expectations for success (=), and advocacy outside of school (+3%). **Areas for future growth:** value school (-9%), engagement (-5%), interested/motivated (-1%), effort (-2%), relevance (-3%), rigor (-1%), feel safe (-4%), Students planning to finish high school (-7%), Students planning to pursue a trade or apprenticeship (-3%), and Students planning to go to post-secondary (-13%).

Progress Towards Goals

Data for the Student Learning Survey is collected in grades 3 / 4, 7, 10, and 12. Grades 3 and 12 reported the strongest connections to adults in the school, while grade 10 students reported the lowest. Our five-year average identifies 73% of Grade 3 / 4 students who felt that there were two or more adults who cared about them at their school. In Grade 7, the average drops to 68% and falls again for Grade 10 to an average of 61%. By Grade 12, 76% of students report two or more adults at their school care about them. Given declines during the late intermediate to early secondary years, we have an opportunity to innovate on how best to create stronger connections with students in those identified age groupings (Appendix 1, Figures 41 - 56).

Moving to Action

In 2021 – 2022, SD73 will continue to:

- Expand social emotional learning opportunities in primary classes district wide to enhance safe, welcoming learning environments in which students learn how to appropriately connect to peers and adults.
- Further Anti-Racism and Diversity training for staff and learning opportunities for students.
- Increase the number of schools, including a pilot program at a secondary school, using the PBIS framework to establish a safe, positive learning environment.
- Collaborate as school and district leaders to improve student and staff well being.

Career Development

SD73 Strategic Plan Priority 2: *Connect students to their interests and passions*



This goal includes preparing students to attain their career objectives and to develop effective work habits and the flexibility to deal with change in the workplace. This plan includes measures of graduation rates as well as transition to post-secondary education.

Educational Outcome 4

 Students will graduate.

Provincial Results (Measures)

Measure 4.1: Number and percentage of resident students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting grade 8.

In 2019-2020, SD73 students achieving a Dogwood certificate in 5 years was 88% (+3% the province). SD73 Aboriginal learners outpaced their provincial cohort for the last five years, and most recently at 71% (+9% the province) (Appendix 1, Figures 57 – 61).

Progress Towards Goals


While the provincial report order requires 5-year graduation rates, the Ministry of Education also provides publicly available 6-year completion rates ([SD73 6-year completion rates](#)). SD73 students outperform provincial rates. In 2019 – 2020, our 6-year resident student graduation rate was 92% (+2% above the province) and 79% (+8% above the province) for SD73 Aboriginal students. The variance between the 5-year and 6-year rates emphasizes the need to report both.

Moving to Action

In 2021 – 2022, SD73 will continue to:

- Monitor students at risk of non-completion and work with schools to re-connect students to learning opportunities.
- Implement a district-wide data dashboard to inform learning support strategies to improve student success.
- Deliver professional development and training in data literacy to principals, vice-principals, and district coordinators, within the greater context of planning for improving student learning.
- Utilize predictive analytics software to further identify factors that contribute to non-completion.
- Collaborate as school and district leaders to share strategies to connect students to their interests and passions.

Educational Outcome 5:

 Students will have the core competencies to achieve their career and life goals.

Provincial Results (Measures)

Measure 5.1: Number and percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years.

At the time of publication of this District Learning Plan, data was only available for students who transitioned to a B.C. Public Post-Secondary Institution in 2019 – 2020.

Progress Towards Goals

Immediate Transition Rate

Immediate transition rate refers to students who are eligible to transition to a BC public post-secondary institution program in the year following graduation. SD73 students parallel post secondary transition rates provincially. Aboriginal students have steadily increased their transition into post secondary programs for the past five years, and in 2018 – 2019 were (+7%) above their provincial cohort. Students with Disabilities or Diverse Abilities are at or below their provincial cohort for the last five years, so this is an area for us to continue to improve (Appendix 1, Figures 62 – 66).

Three-Year Transition Rate

Three-year transition rate refers to the portion of students who have transitioned to a BC public post-secondary institution program within three years of graduation. SD73 Aboriginal students surpass the provincial rate for Aboriginal learners. Some data for Children and Youth in Care is masked due to the small cohort size; however, for the three years of data provided (2013 – 2016) these students have outperformed the provincial rate by an average of 9% over time (Appendix 1, Figures 67 – 71).

Moving to Action

In 2021 – 2022, SD73 will continue to:

- Structure opportunities for parents and caregivers to develop their capacity to support students' choices related to course planning, education, and career planning.
- Expand and diversify the breadth of hands-on experiential learning within classrooms and district careers and transitions programs.
- Collaboratively examine district experiential learning and transitions programs through the data-driven lenses of inclusion and equity to identify, and remove, barriers to participation and successful completion.

Conclusion

In SD73, we developed a District Learning Plan that captures the main themes for improving student achievement by focusing on a commitment to equity and excellence. Using the Framework for Enhancing Student Learning as a guide and with the priorities of [SD73's District Strategic Plan](#) along with the inclusion of SD73 companion documents such as individual School Learning Plans (available on school websites), the [Aboriginal Education Enhancement Agreement](#), [Aboriginal Education Annual Report](#), [Career Development Report](#), [Early Years' Annual Report](#), and the [Equity, Inclusion and Diversity Report](#), we will continue to build strategies that ensure that every student thrives now and in the future in SD73.

