

LAST UPDATE: September 16, 2025



**Kamloops School of the Arts  
Annual School Learning Plan 2022-2027**

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### **Acknowledgement**

Secwepemcúl'ecw yi7élye ell, re tmicws re Tk'emlú'semc n7élye.

School District No. 73 (Kamloops-Thompson) acknowledges that it is on the territory of the Secwepemc Nation, specifically the territory of the Tk'emlups te Secwepemc People

Kamloops School District No. 73 is located within the traditional territory of the Secwépemc people and includes the seven Secwépemc First Nations Bands:

- Tk'emlups te Secwépemc
- Whispering Pines/Clinton Indian Band
- Skeetchestn Indian Band
- Simpcw First Nation
- Adams Lake Indian Band
- Little Shuswap Lake Indian Band
- Neskonlith Indian Band

### **KSA Welcome to the Land**

The community of KSA acknowledges our school is on the unceded territory of the Tk'emlups te Secwepemc within the Secwepemc'ulucw. With our hearts full of gratitude and acknowledgement we borrow this land to collaborate grow and preserve. Like those who came before us, we borrow this land as artists, musicians, performers, and dancers to create, entertain, learn and educate.

Click [HERE](#) for more information including a copy of the SD 73 Indigenous Education Enhancement Agreement

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### Introduction

This plan helps to keep the learners at Kamloops School of the Arts at the center of the school focus and relevant goals. ***KSA is committed to increasing students' success through research-based, arts driven education.*** It ensures that our students receive an Arts education through Arts based curriculum, Arts enhanced lessons and Arts integrated learning.

As we look towards the Ministry Curriculum, our District Strategic Plan and the Indigenous Enhancement agreement, we have identified areas of focus that will help move teacher practice and in turn, student learning, forward in developing the competencies they will need as learners to thrive in the 21st century.

## School Goals

### School Goals for 2024-2025

**#1:** Ensure all KSA students meet or exceed grade level expectations in *Numeracy and Literacy* with specific achievement targets for each grade level, resulting in a school-wide “Action Plan” reflecting our collective learning aspirations

**#2:** Ensure all KSA students develop a strong, positive sense of belonging to KSA with the guiding principle that learning is focused on connectedness, reciprocal relationships and a sense of place.

### LEARNING GOAL #1: Literacy and Numeracy

**Goal Rationale:** The core competencies, literacy and numeracy contribute to deeper learning. All three underpin the educated (effective) citizen and as such are what we value for all our students. Based upon standardized test results, school based report card marks, school-wide reading and writing assessments, as well as anecdotal feedback from classroom teachers, we have identified these areas of focus.

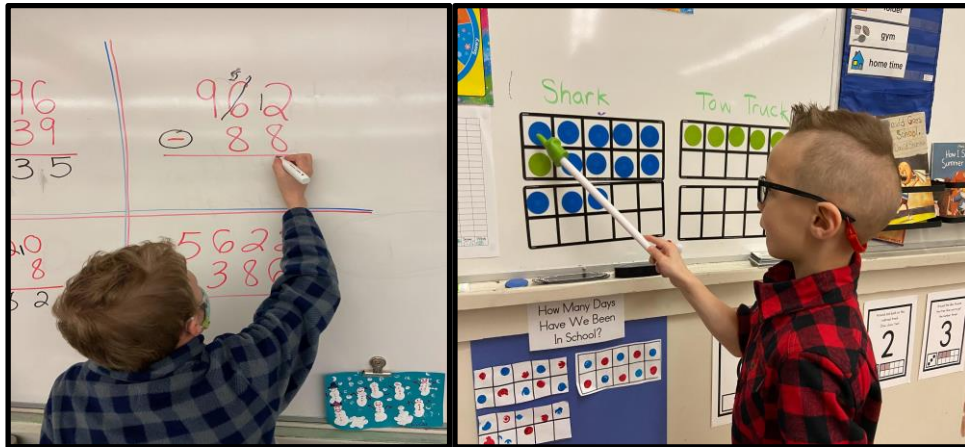
**Reference to the Data:** The core competencies of literacy and numeracy underpin the development of educated, effective citizens. Based on standardized test results, school-wide reading and writing assessments, and teacher observations, we have identified these areas of focus. Recent **NFRA one-on-one reading assessments show that only about two-thirds of our Grade 4–7 students meet expectations for comprehension and reading fluency**, making this a priority strand for targeted instruction.

In **numeracy**, the **Grade 4 and 7 FSAs show persistent gaps in mathematical fluency and numerical reasoning**, and the **Graduation Numeracy Assessment indicates that Grade 10 students need stronger mental-math and problem-solving skills** to meet provincial expectations.

Data also reveal that **Indigenous and Inclusive learners perform below the overall school average in both literacy and numeracy**, underscoring the need for differentiated and culturally responsive supports.

**Intellectual Development:** To develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.

**Goal #1** Ensure all KSA students meet or exceed grade level expectations in *Numeracy and Literacy* with specific achievement targets for each grade level, resulting in a school-wide “Action Plan” reflecting our collective learning aspirations.



### **How Will We Develop Our Skills?**

**Numeracy Strategies:** We will continue to address concerns by:

- ❖ promoting a focus on Mathematics and lead a number of numeracy initiatives
  - regular math discussions at staff meetings
  - workshops lead by the District Math Coordinator
  - create a professional learning community for teachers on teaching math with best practice and provide teachers with necessary hands-on learning resources
  - increase connections between elementary and secondary level math
  - In School Pro-D session led by leading Mathematic authors and innovators
- ❖ encouraging and supporting inquiry based learning through the arts with a focus on innovation and personalization to meet student interest and learning needs.
- ❖ enhancing student/community opportunities to participate in 21st Century learning environments.

**Literacy Strategies:** We will continue to address concerns by:

- ❖ providing direct, intensive instruction of reading and math strategies for small groups or individual students who are struggling.
- ❖ developing an understanding of formative assessment and self assessment practices. These practices will then be continuously embedded in each classroom and/or subject.

### **Evidence:**

• Writing articles for newsletter

• Pod 2 Letter writing for neighbourhood

- 3D Printer to enhance numeracy
- Songwriting
- Young Authors
- Letter Art with a professional and achieved at the Public Library

- Writing short stories with an in house published author
- Guided reading- 'Sound it out'
- World Drumming- Creation of music-subdivision and counts and writing
- Media Arts- scripting, shortlisting, digital literacy

### **Areas to Celebrate and Next Steps:**

As a staff this year we have continued to focus on literacy but with a renewed and concentrated effort on Numeracy Foundations as per the Ministry Curriculum. We have spent many staff meetings and professional development days examining data, evaluating current practices and building skills in multi-disciplinary, arts based learning environments. Staff have been moving toward developing consistency in language and a focus on numeracy in learning. Staff have been enthusiastic to create numeracy initiatives and school wide activities to enhance learning. They are looking at meaningful ways to not only integrate the arts into learning but also assess through the arts to allow students to show their understanding in different ways. Staff have created learning math kits, researched new and innovative ways to approach Math learning. Carole Fullerton worked with staff and teachers from around the district on new and creative ways to deliver mathematics to K-7 students. At the elementary level, our staff has begun looking at literacy related to word problems whereas at the secondary, staff decided to focus on cross curricular connections with numeracy.



### **Literacy:**

- **Reading Comprehension and Fluency/Accuracy:** We will focus on comprehension as this is a common area of difficulty. The one-on-one reading component of NFRA provides insight into students' reading fluency and accuracy. Targeting this strand will hopefully improve overall literacy outcomes, particularly for younger learners.

### **Numeracy:**

- The **Numeracy FSA** for grades 4 and 7 and the **Graduation Numeracy Assessment** for grade 10 are highlighted. Specific strands to focus on based on the data include:
- **Mathematical Fluency and Numerical Reasoning:** This strand is foundational and an area where gaps appear. Strengthening fluency with basic operations and mental math is key.
- Data indicates a disparity between Indigenous and Inclusive students compared to the overall student population:

**Indigenous Students:** Based on the comparison of NFRA results for Indigenous students versus all learners, this group will benefit from targeted literacy and numeracy interventions.

**Inclusive Students:** These students often require differentiated support, particularly in comprehension, fluency, and numeracy skills. Addressing their unique needs through personalized learning strategies will help close the gap.

**Literacy:** Focus on improving reading comprehension, fluency, and written expression. Data suggests the NFRA can guide instructional adjustments, especially for younger students.

**Numeracy:** Prioritize numerical reasoning, mathematical fluency, and real-world applications. Ensuring students can confidently solve problems using foundational math skills is key.

**Subpopulations:** Continue to support Indigenous and Inclusive students through culturally responsive teaching and differentiated learning strategies.

### **Goal #2: Wellbeing**

Feeling Welcome/Safe/Sense of Belonging/ Two or More Adults Who Care

**Goal #2** Ensure all KSA students develop a strong, positive sense of belonging to KSA with the guiding principle that learning is focused on connectedness, reciprocal relationships and a sense of place.

### **Human & Social Development**

To develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, acceptance and respect for the ideas and beliefs of others.

**Reference to the Data:** At Kamloops School of the Arts, wellbeing continues to be a key priority as we believe that meaningful learning is rooted in connectedness, reciprocal relationships, and a strong sense of place. Attendance data shows that **about 10 % of K–12 students experience chronic absenteeism**, with higher rates among Indigenous and other marginalized learners.

In the most recent **Student Learning Survey**, **only 72 % of students reported feeling a strong sense of belonging**, signaling the need for stronger relationship-building across grades. While there were no extreme outliers in other subpopulations, these findings confirm that a focus on belonging is essential to improve academic performance, mental health, and social-emotional growth.

**Goal Rationale:** At Kamloops School of the Arts, wellbeing continues to be a key priority as we believe that meaningful learning is rooted in connectedness, reciprocal relationships, and a strong sense of place. As a K–12 School of Choice centered around the Arts, it is essential that students develop a deep sense of belonging to fully engage in our unique learning community. Attendance

plays a critical role in fostering this connection—when students are consistently present, they can participate in the collaborative, trust-based experiences that the arts require. Shared artistic pursuits are most powerful when students are learning together, building relationships, and contributing to a vibrant school culture. The core competencies—central to B.C.'s redesigned curriculum—are embedded across all disciplines and come to life through these daily learning experiences. In a year still shaped by the lasting impacts of COVID-19, our staff and students have made a concerted effort to prioritize attendance, nurture relationships, and sustain a strong sense of community and belonging at KSA.

Although there were no evident outliers in subpopulations, KSA's focus on a "sense of belonging" arises from data indicating that individuals who feel connected, valued, and accepted within a community or institution perform better academically and socially. A focus on sense of belonging will support improvements in the following areas:

1. **Improved Academic Performance:** Research shows that students who feel they belong to a school environment are more engaged and motivated, leading to better academic outcomes.
2. **Mental Health and Well-being:** Data may indicate that students who lack a sense of belonging are more prone to feelings of isolation, anxiety, or depression, all of which can negatively impact their overall well-being and academic success.
3. **Reduced Non attendance Rates:** Schools that foster a strong sense of belonging often see lower dropout rates because students are more likely to stay in an environment where they feel included and supported.
4. **Social and Emotional Growth:** A supportive community that promotes belonging often enhances students' emotional resilience, self-esteem, and social skills, which are crucial for personal development.
5. **Inclusive Culture:** Due to the large catchment area that KSA draws upon, data shows disparities in participation or performance among students from different backgrounds, suggesting the need for stronger efforts to ensure that all students feel equally part of the community.

In summary, a focus on belonging reflects its critical role in academic, emotional, and social

outcomes, aligning with goals to create a thriving and inclusive school environment.



### How Will We Develop Our Skills?

**Strategies:** We will continue to address concerns by:

- ❖ Providing effective emotional and mental health supports and interventions for all students
- ❖ Provide programming to encourage and build empathy and self awareness
- ❖ Supporting students with problem-solving discussions and strategies amongst peers
- ❖ Holding monthly assemblies open to the school community to build sense of pride and place
- ❖ Supporting and building positive home and community partnerships
- ❖ Reinforce positive student behaviours and learner attributes through monthly student recognition and star catchers

### Evidence:

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>● Leadership opportunities (i.e Connections Crew, TA roles, Student voice)</li><li>● Student mentorship</li><li>● Grade group and small group meetings and discussions</li><li>● Extra curricular opportunities (after school and lunch hour clubs)</li></ul> | <ul style="list-style-type: none"><li>● Arts focus sharings</li><li>● PBIS, Mind Up, Kids in the Know</li><li>● School Spirit Days</li><li>● Buddy Classes</li><li>● Cultural events (Smudges, Bannock Making)</li><li>● School wide parades</li></ul> |
|---|--|

### Areas to Celebrate and Next Steps:

Students at KSA have demonstrated remarkable resilience and creativity in finding new ways to connect with one another and deepen their sense of place. As a K–12 school with a wide range of developmental stages and program offerings, relationship-building across grades remains a key

priority. Staff continue to work intentionally to get to know all students, and the continuation of high school teacher assistants in elementary elective courses has been a meaningful step forward. This initiative has strengthened the bonds between elementary and secondary students, creating a more unified and supportive school culture.

Teachers have also shown a strong commitment to fostering connections beyond their immediate classrooms and arts studios. Many have expressed a desire to stay engaged with former students and build relationships with others across grade levels. To support this, we have continued school-wide Art Sharings beginning in May, and streamlined the format for elementary presentations. This increased collaboration and coordination led to improved

communication, more efficient scheduling, and fewer disruptions to shared spaces such as the gym. The result was a boost in overall school morale and a greater sense of community.


Another area of growth has been our outreach to community partners. Over the past years, we have connected with an increasing number of stakeholders to help them better understand the distinct identity and vision of KSA as an Arts School. While these efforts have helped strengthen community ties, we recognize the need to further expand this work. A key focus for the coming year will be to explore additional ways to engage families, artists, and community members beyond the school, ensuring that all voices are included in shaping our shared learning environment. Two major highlights include KSA's relationship with Sahali Mall and the Northhills Safeway where students provided art work to these buildings.

### **Connection to Indigenous Enhancement Agreement**

The Indigenous Enhancement Agreement created a living document that embodies the shared vision and commitment of all participating parties to the success of Indigenous students. The intent of the Agreement invites all members of Kamloops School of the Arts families and the Learning Community to be accountable for the support of Indigenous students' holistic success.

KSA/TRU SCHOOL HEALTH

School  
Health  
Successes:



Over the past year two groups of second year nursing students have completed the following initiatives:

- Produced a community assessment document for the KSA
- Created a Wellness Room outside the counseling office at KSA filled with resources as well as created specific health documents to match the school-ie: QR Code posters, pamphlets
- Created 20 evidence informed health related newsletter articles that could be slotted in newsletters throughout the year
- Created a 30 Days of Wellness Calendar and kick off material including newsletter material and school wide art project, together this will be combined with the planned Wellness Day sometime in the fall at KSA.
- Created a Wellness Resource kit which will go to all teachers at KSA.
- Worked with Angela Lawrence to create some new SD73 vaping PowerPoints and completed teaching at KSA.

### **Our School has Closely Tied:**

**Learning Goal Number 1:** To focus on Literacy and Numeracy foundations as per the new Ministry curriculum



**Indigenous Enhancement Goal Number 2:** Increase the sense of identity, belonging, and pride in all Indigenous students

This year our Indigenous Education worker worked closely with both our secondary and elementary students and staff to increase students' identity and belonging while building literacy and numeracy skills.



**School Activities to Promote Indigenous Culture and Identity**

**Elementary:**

- Grade 2/3 students made Christmas ornaments
- Primary classes made dream catchers
- Intermediate students learned about storytelling
- Classes participated in the SD 73 POW WOW and other indigenous focused days
- Grade 6/7 students made pine needle baskets
- Students made hand drums and learned of the history of the drum
- Rock painting, smudges, smoked fish, bannock making
- Indigenizing spaces in the school- courtyard fountain made into medicine wheel with Indigenous garden

**Secondary:**

- BCFN 12 students read many stories about the residential schools and the impact on the Indigenous people. Students also participated in a field trip to the Residential school.
- Forest Walks and smudges, medicinal connections to plants native to the land
- Secondary students redesigning our outdoor learning space with support from AEW, Indigenous Artist in the Kamloops community and guided by a couple teachers
- Grade 8/9 students made talking sticks/drums
- With support of the Ab Ed worker, teachers used Core competency legends for use in their classrooms.
- Learning about residential schools- tours and field trips
- Indigenous Student Leadership Council
- Indigenous grant application

- Designs for Orange shirt day- Student designed shirts
- Making food- Bannock and indigenous foods

By focusing on this goal we will look for learning opportunities for all that are reflective of *The First Peoples' Principles of Learning* and *Indigenous Worldviews and Perspectives*. These opportunities will include:

- Authentic Inclusion of relevant Indigenous content locally and globally.
- Academic, social and emotional programs, guidance and support for Indigenous students and families across the grades.
- Partnership opportunities to further enhance the academic success of Indigenous students.

### **Links to the Indigenous Enhancement Agreement**

“Learning is holistic, reflective, reflexive, experiential and relational. It focuses on connectedness, on reciprocal relationships and a sense of pride”

**Goal:** To increase Indigenous students’ sense of belonging including sense of place, personal and cultural identity and self esteem in a caring inclusive environment.



“Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.” “Learning involves recognizing the consequences of one’s actions”

**Goal:** To increase Indigenous students’ sense of belonging including sense of place, personal and cultural identity and self esteem in a caring inclusive environment.

### **Connection to the 7 Principles of Learning:**

The 2024-2025 Kamloops School of the Arts School Learning Plan honours the Learning Principle of Learners at the Centre. The plan’s focus area of making Learning and Assessment visible notes the school’s intention to engage students through inquiry and critical thinking which are strategies and approaches that allow personalization and learning experiences.

### **Inclusive Education Supports**

#### **District Resource Room - Inclusion & Belonging**

School District No. 73 (Kamloops-Thompson) supports equitable access to education for all learners, while honouring the diversity that each learner contributes to our society. KSA works to include the secondary students in our District Resource Room in many different classes. DRR



students are an integral part of the KSA community. Examples of inclusion include: POD sharings/rotations, choir, Santa Claus Parade, Grad, school wide recycling, some students are integrated in junior arts or PE, weekly reading to elementary aged children along with their daily activities and learning.

### **Individualized Differentiated Learning Methods & Tools**

- Leveled Literacy Intervention
- Resource Rm kids included in arts
- Inclusion of resource room kids in Phys Ed
- Principles of UDL in lessons
- One to One Reading
- Intensive Phonological Awareness Program
- Mind Up
- EASE Program
- Social Skills programs
- Zones of Regulation
- Growth Mindset
- Number Talks
- FM System for hearing impairment
- Speech and Language each week
- Model Me Kids



### **Individualized Differentiated Learning Methods & Tools**

We recognize that some students require additional support for their learning success, and there are a variety of supports in place for them to help develop students' skills with numeracy and literacy while making learning inclusive.

- Specialized groupings for Social, Literacy, Numeracy, and Social Responsibility support with Learning Assistance Resource Teacher
- Differentiating instruction in classrooms
- Regular SBT/XSBT meetings which involve District Professionals
- Collaborative and team approach to supporting our students
- Creating a school that celebrates and honors all students
- Buddy reading and tutor support wherever necessary
- One to One Reading with community volunteers
- Support from Certified Educational Assistants (in-class and pull-out)
- Research-based programs and methods to support students with reading, writing, and math skills as well as providing positive behaviour support

### **SOGI Initiatives**

- Rainbow Club
- SOGI advocate- District student voice
- GSA
- Gender buttons/stickers
- Kids in the Know Program
- Acceptance of Sogi throughout the Arts
- Safe Space during breaks
- Gender equality in musical composition writing
- Racism History learning & discussions- 'Race Card Project'

### **Professional Learning Plan**

As the administration and staff of the school we need to continually build a sense of teamwork.

- We will support and encourage the focus, goals and strategies from K to 12.
- We will communicate the school learning plan and hold regular discussions about gathering evidence: Where are we? Where do we want to go? How will we know when we are there?
- We will encourage one another to build those positive relationships with students, parents and the learning community.
- We will support and encourage professional development in our area of focus and allocate resources to help support our goals.
- We will acknowledge administration, staff and students for creating a positive culture and working towards our learning goals.

A major professional development project took place in October 2023. To gain insight into how other arts-focused schools operate, a team from KSA—comprising two administrators, three secondary teachers, and three elementary teachers—visited several institutions. A group of KSA staff visited the

Integrated Arts and Technology School, and Imagine High Integrated Arts and Technology. Prior to the visits, the team developed a series of guiding questions, such as: *How do these schools assess both content and the integration of the arts?* Upon returning, the teachers shared their observations and key takeaways with their colleagues. These insights helped shape a collective understanding of effective practices in arts integration. As a result, and with support from administration, the school's Arts Coordinator developed a long-term plan aimed at promoting both arts integration and the broader "artification" of the school environment.

**Engagement of Stakeholders**



Fine Art School Visit Report

<b>Administration</b> ★ Blair Lloyd ★ Jeanine Traudt	<b>Secondary Teachers</b> ★ Paulette Gendron ★ Lia Kubin ★ Simone Stella	<b>Elementary Teachers</b> ★ Carmelina Woods ★ Jen Coates ★ Devon McBride
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Schools Visited

Langley Fine Arts School	A.S.I.A
Imagines High	Leary Integrated Arts & Technology

<b>Kamloops School of the Arts</b>
<b>What We Are Doing Well</b>
<ul style="list-style-type: none"> <li>◆ Authentic arts integration</li> <li>◆ Collaborative work</li> <li>◆ Positive Performance/Parent Connection (Pod Sharings)</li> <li>◆ Strong sense of belonging overall</li> <li>◆ Staff morale is overwhelmingly positive</li> <li>◆ Students have structure and know what teachers expect</li> </ul>

2023/24 Action Plan	2024/25 Action Plan
<ul style="list-style-type: none"> <li>• Create Art Gallery/Café in the Commons Room</li> <li>• Continue with artifying school spaces</li> <li>• Educate the community that learning through the arts is more difficult</li> <li>• School-Based Professional Development focusing on Arts integration development, common assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Sept. ProD Arts integration/Theme/Practices</li> <li>• Secondary Collaboration Wednesday</li> <li>• Flip major/minors - Majors on Tues./Thurs.</li> </ul>

<p><b>Parents</b></p> <ul style="list-style-type: none"> <li>● Parent Advisory Council</li> <li>● Parent Focus Group</li> <li>● Parent Teacher Interviews</li> <li>● Student Led Learning Conversations</li> <li>● Pod Sharings/Presentations of Learning</li> <li>● District/School Surveys</li> </ul>	<p><b>Students</b></p> <ul style="list-style-type: none"> <li>● Student Focus Group</li> <li>● Assembly</li> <li>● Informal conversations-Street Data</li> <li>● Surveys/Student Voice</li> <li>● Connections Crew</li> <li>● Pod Sharings/Presentations of Learning</li> </ul>
<p><b>Community</b></p> <ul style="list-style-type: none"> <li>● Local Artists/Performers</li> <li>● Kamloops Festival of Performing Arts</li> <li>● GK Sound/ Long &amp; McQuade</li> <li>● Western Canada Theatre/ Kamloops Symphony</li> <li>● Kamloops Arts Council/Art Gallery</li> <li>● Public Library</li> <li>● Kamloops Music Collective/KISSM</li> <li>● Kamloops Maker Space</li> </ul>	<p><b>Staff</b></p> <ul style="list-style-type: none"> <li>● Staff meetings/CEA Meetings</li> <li>● Assembly</li> <li>● Survey</li> <li>● Professional Development Days</li> <li>● Pod Planning Collaboration</li> <li>● Employee Engagement Survey</li> </ul>

**Educational Performance Indicators**

Looking ahead, we will be involving our stakeholders to create Educational Performance Indicators. We will also be working with our arts community to continue to build relationships and develop strategies to support our students as aspiring young artists. These indicators will provide evidential

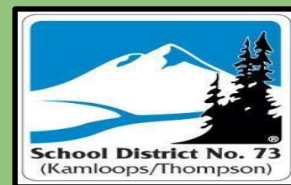
bases for determining the extent to which our focus, goals, strategies and actions are being accomplished. Our performance indicators will serve as one tool in evaluating our success in developing and supporting student learning and engagement as well as making our learning and assessment visible. Our emphasis on using Educational Performance Indicators will be the focus on gains or improvements in student performance rather than simply the attainment levels at a given point in time.

KSA Pro-D plan 2025-2026 Last Update June 2025						
	Sept. 22	Oct. 24	Dec. 1	Feb. 6	April 27	May 15
Focus Group	School/Admin Whole Staff	Provincial	School Based	School Based Aboriginal Day	KTTA day	School Based Wellness
<b>ARTS Warm Up/Icebreaker</b>	<b>Arts/Music</b>	<b>N/A</b>	<b>Drama</b>	<b>Dance</b>	<b>Individual</b>	<b>Media Arts</b>
Topic	School and Year Plan AM- Ian Reedman Demand Avoidance and Declarative Language 8:30-11:30 am PM - Theme planning (POD's/8-12) Arts Integration	Various Submit topics to office/ Google docs	Elementary: Math @ HGEC?  Secondary: AI with Liz DeVries?	Aboriginal Theme Staff Smudging in courtyard Keynote Speaker  Leroy Slanzi – Emotional Schools	District/ Individual choice  (based on SLP goals)	School Based Wellness-Variou SLP review and Theme Discussion  2025-2026 Pro-D planning session  Grade Group/POD Meeting
<u>Details</u> Where? When? Lunch	School Based  8:30-2:30 Jamaican Kitchen	Various Locations	KSA 8:30-2:30  or Grube	KSA 8:30-2:30	Various Locations	KSA 8:30-2:30



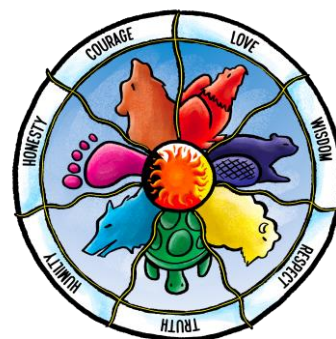


## Connection of School Goals to School District 73 Strategic Plan Priorities



**Goal #1:** Our first goal that is a continued focused on Literacy and Numeracy connects to the **District's Priority #1 by ensuring every student acquires strong foundational skills and competencies.** Today's world is changing rapidly and becoming more and more challenging. At our school, we know how important it is to provide our graduates with strong literacy and numeracy skills to be proficient in these core skills to carry with them into the career world. KSA staff bring in guest speakers and engage in many discussions. Department leaders attend professional development workshops and then bring it back to train staff. School spirals focus on literacy mentorship with other schools

**Goal #2:** Our second goal of having a Positive Sense of Belonging connects well to the **District Priority #3: Connect each student to their passions and interests.** Our Student Learning survey results indicate that students are able to follow their interests through the arts. The 5 year district strategic plan states that we are connecting students to their futures through innovative, relevant and inclusive practices. We know the world is changing and we need to make sure students have the skills required to succeed in the 21st century. By connecting students to their passions and interests with trades we are personalizing learning and helping to make school more meaningful and relevant to our rural community.



### Conclusion - (Updated Annually)

Kamloops School of the Arts (KSA) remains committed to placing learners at the center of all we do. Grounded in an arts-rich, research-informed approach, our school fosters student success through arts-based, arts-enhanced, and arts-integrated learning experiences. This foundation supports deep engagement, creativity, and critical thinking across all grade levels.

Our learning plan aligns closely with the BC Curriculum, the District Strategic Plan, and the Indigenous Education Enhancement Agreement. Through this alignment, we have identified key focus areas to further enhance instructional practices and empower students with the skills and competencies they need to thrive as 21st-century learners.

Over the past year, we have seen meaningful gains in student achievement—particularly in literacy and numeracy—driven by professional learning, collaboration among educators, and a unified instructional focus. At the same time, we acknowledge ongoing challenges and recognize the importance of continuous reflection and growth.

As a school of choice serving students from across the district, cultivating strong relationships and a deep sense of belonging remains a top priority. Our K–12 model offers a unique opportunity to build a connected and inclusive school community where every student feels seen, valued, and supported.

By continuing to nurture these connections and sustain our focus on academic and artistic excellence, we are confident that our students will continue to flourish—socially, emotionally, and academically.

### **Learning Partner Engagement Process**

This marks the third year of KSA’s School Improvement Plan. Throughout the year, we have actively engaged our school community—staff, students, parents, and district leadership—in the ongoing development and refinement of the plan. Below is a timeline of key actions taken to ensure collaborative input and transparency:

- **September 2024** – SLP and goals introduced and reviewed at staff meeting
- **November 2024** – Staff meeting held to review updated data and revisit goals
- **February 2025** – Stakeholder survey conducted (parents, students, staff)
- **March 2025** – Staff meeting to analyze survey data and refine goals
- **March 2025** – School Learning Plan presented to Trustees and the Education and Operations Committee (EOC)
- **April 2025** – Staff meeting to review revised goals and provide further input
- **May 2025**– PAC reviews and approves the updated School Learning Plan
- **July 2025** – Final plan submitted to the School Board Office (SBO) and EOC
- **September 2025** – Revisions finalized and resubmitted to SBO based on feedback

## **STREET DATA STRATEGY:**

### **Provide your current equity-centred inquiry question:**

- To increase student belonging and engagement at Kamloops School of the Arts by identifying and addressing the root causes of chronic absenteeism—especially among students who are Indigenous or marginalized.

### **Identify which cohort of learners (at the margins) the staff is prioritizing:**

- Indigenous or marginalized students and students K-12 with chronic attendance issues (more than 10 percent).

### **State one or two actions taken by staff to understand these learners' school experience:**

- Conducting empathy interviews and informal check-ins with students who demonstrate inconsistent attendance to listen to their lived experiences, barriers, and sense of belonging at school.
- Engaging in collaborative conversations with families and community partners—including Indigenous support workers—to build trust, understand cultural or personal contexts, and co-create responsive supports.
- Instill tracking and procedures at the school to clearly support students and families to better understand absenteeism and its negative effects on the learning space and feeling of belonging.

### **Share how you have used, or plan to use, this information to create positive change:**

We are using what we've learned from student and family conversations to shift our approach from attendance compliance to connection and care. Insights from interviews and family conversations have helped us recognize that some students feel disconnected from peers, overwhelmed by transitions, or uncertain about their place in the school community.

In response, we are developing targeted connection strategies, including:

- Strengthening mentorship and advisory relationships within our K–12 structure.
- Creating more welcoming and inclusive methods into the school day- for example, teachers greeting students, focussing on the positives of students attendance, reviewing attendance on a daily, weekly and monthly cycle.
- Partnering with Indigenous Education workers and community members to embed culturally grounded supports that affirm identity and belonging.

This information is also guiding our professional learning focus, encouraging staff to reflect on how classroom and school-wide practices either foster or hinder a student's sense of belonging. Our goal is to ensure every student feels known, seen, and valued—which we believe is the foundation for improved attendance and academic success.