

LAST UPDATE: September 2026



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'emlúps 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 FOR 2025-2026**

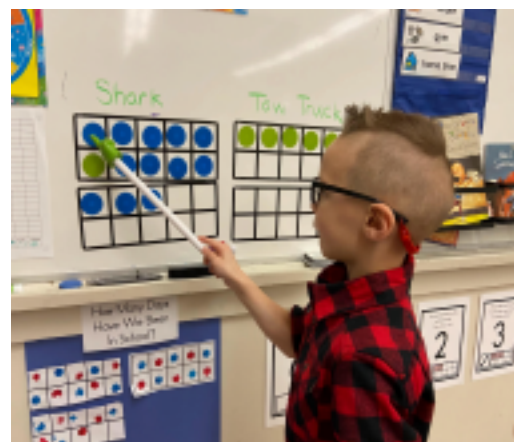
**#1:** Ensure all KSA students meet or exceed grade level expectations in *Numeracy and Literacy* with specific achievement targets for each grade level, resulting in a school-wide “Action Plan” reflecting our collective learning aspirations

**#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: Academic**

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. We need goals that are in parent friendly language. Based on standardized test results, learning updates, school-wide reading, anecdotal feedback from classroom teachers, we have identified these areas of focus.

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.

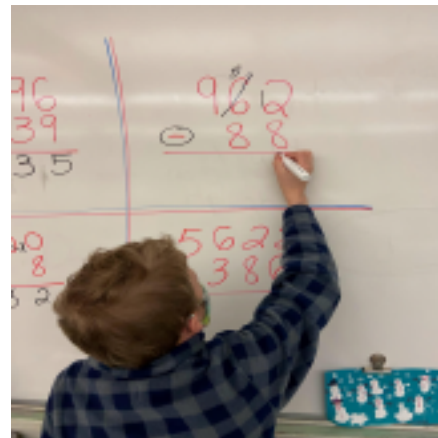


Goal #1 Ensure all KSA students achieve proficiency in Numeracy and Literacy with specific achievement targets for each grade level, resulting in a school-wide “Action Plan” reflecting our collective learning aspirations.

### 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 This was last year
  - 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 sessions, develop common numeracy language from K-12.



❖ 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. Dibels screener will monitor progress of students.



| Evidence                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Writing articles for newsletter</li> <li>• 3D Printer to enhance numeracy</li> <li>• Songwriting</li> <li>• Young Authors</li> <li>• Letter Art with a professional and achieved at the Public Library</li> <li>• Pod 2 Letter writing for neighbourhood</li> <li>• Writing short stories with an in house published author</li> </ul> | <ul style="list-style-type: none"> <li>• Guided reading- 'Sound it out'</li> <li>• World Drumming- Creation of music subdivision and counts and writing</li> <li>• Media Arts- scripting, shortlisting, digital literacy Screener and progress monitoring</li> </ul> |

### 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 Intervention: By pooling their resources and analyzing data together, this collaborative team of primary teachers successfully targets all three tiers of literacy through a coordinated Multi-Tiered System of Supports (MTSS) framework. They deliver high-quality, systematic core instruction to the entire classroom (Tier 1), pull fluid, flexible small groups to bridge specific skill gaps for students who need an extra boost (Tier 2), and provide frequent, intensive, individualized intervention for those facing significant reading challenges (Tier 3). Through staggered schedules and a shared commitment to data, they ensure that every student—regardless of their starting point—receives the exact level of targeted support necessary to become a confident reader. Click [HERE](#) to learn more.

In regards to Numeracy, intermediate teachers will begin new assessment strategies. They will implement short, targeted pre- and post-tests to measure student growth in intermediate math. The pre-test will quickly diagnose misconceptions and gauge prior knowledge on core standards. A parallel, closely mirrored post-test will then be administered to provide a measurement of progress, yielding highly actionable data to drive differentiated instruction without causing student test fatigue.

### 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. Such as?

### **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.

**Goal Rationale:** This is an ongoing priority for KSA as we have a firm belief that learning is focused on connectedness, reciprocal relationships and a sense of place. Because we are a K-12 School of Choice, it is vital that our students develop a positive sense of belonging here at KSA as students share the common interest of the Arts. Learning through the arts requires us to work together collaboratively and build a sense of trust and connectedness that comes when students have a positive sense of belonging. The core competencies are at the centre of the redesign of curriculum and assessment. They are embedded in each discipline and are activated through the learning experience and activities. This year with Covid, our staff and students have had to work hard at this goal to maintain our relationships and continue to build their sense of place.



Although there were no evident outliers in subpopulations, KSA 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 is will support in 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 assemblies and star catchers

## Evidence

- Leadership opportunities (ie Connections Crew, TA roles, Student voice)
- Student mentorship
- Grade group and small group meetings and discussions
- Extra Curricular opportunities (after school and lunch hour clubs)

**Areas to Celebrate and Next Steps:** Students have been resilient and creative post Covid. They have found new ways to connect with each other and created different ways to build their sense of place. Because we are a larger school that has students ranging from K-12 and staff that are teaching a variety of different grade levels and developmental abilities, staff continue to work on relationship building and getting to know all students. We have added highschool Teacher Assistants to elective courses and this has allowed a number of highschool students to work in the elementary classrooms. This has been a significant improvement in secondary and elementary student relations.

- Arts focus sharings
- PBIS, Mind Up, Kids in the Know
- School Spirit Days
- Buddy Classes
- Cultural events (Smudges, Bannock Making)

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.

- School wide parades

Since last year, we have worked hard to build relationships in our community. We have reached out to an increasing number of community members to better understand the uniqueness of the Arts School. Even though improvements have been made, a key focus for next year is to look at other ways to increase the involvement of stakeholders outside the direct school community.

#### New for 2026-2027: Leroy Slanzi and Emotional Schools

Our School Learning Plan implements Leroy Slanzi's Emotional Schools Framework to transform our school culture into a regulated emotional ecosystem where mental wellness, balanced development, and academic success are fully integrated. Grounded in the holistic quadrants of the Medicine Wheel—Emotional, Mental, Physical, and Spiritual—this plan shifts social-emotional learning from an isolated curriculum into our daily operating culture. By embedding brief, tactical regulation intervals and structured play into classroom routines, we actively lower student anxiety, build frustration tolerance, and decrease behavioral disruptions during high-stress transitions. Crucially, the framework prioritizes staff co-regulation and educator wellbeing, equipping teachers with the professional boundaries needed to mitigate burnout so they can successfully support dysregulated learners. Progress will be measured by reduced disciplinary referrals, smoother classroom transitions, and measurable increases in student belonging and staff morale

#### 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.



#### **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 about the history of the drum
- Rock painting, smudges, smoked fish, and bannock making



### Secondary:

- BCFN 12 students read many stories about the residential schools and their impact on the Indigenous people. Students participated in a field trip to the Residential school.
- Secondary students redesigning our outdoor learning space with support from IEW, Indigenous Artist in the Kamloops community and guided by a couple of teachers
- Grade 8/9 students made talking sticks/drums
- With the 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 seek learning opportunities for all that reflect *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.”

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

The 2025-2026 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, weekly reading to elementary-aged children, along with their daily activities and learning.



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

- Leveled Literacy Intervention
- DRR kids included in the 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 to achieve learning success, and a variety of supports are in place to help develop students' numeracy and literacy skills while making learning inclusive.

- Specialized groupings for Social, Literacy, Numeracy, and Social Responsibility support with the 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 honours 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

### **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 Langley Fine Arts School, Abbotsford School of 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 arts integration practices. As a result, with support from administration, the school's Arts Coordinator developed a long-term plan to promote both arts integration and the broader "artification" of the school environment.

| KSA Pro-D plan 2025-2026<br>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<br><br>AM- Ian Reedman Demand Avoidance and Declarative Language 8:30-11:30 am<br><br>PM - Theme planning (POD's/8-12)<br><br>Arts Integration | Various<br>Submit topics to office/<br>Google docs | Elementary: Math @ HGECC?<br><br>Secondary: AI with Liz DeVries? | Aboriginal Theme<br><br>Staff Smudging in courtyard<br><br>Keynote Speaker<br><br>Leroy Sianzi – Emotional Schools | District/ Individual choice<br><br>(based on SLP goals) | School Based Wellness-Various<br><br>SLP review and Theme Discussion<br><br>2025-2026 Pro-D planning session<br><br>Grade Group/POD Meeting |
| <u>Details</u><br>Where?<br>When?<br>Lunch        | School Based<br><br>8:30-2:30<br><br>Jamaican Kitchen                                                                                                               | Various Locations                                  | KSA<br>8:30-2:30<br><br>or Grube                                 | KSA<br>8:30-2:30                                                                                                   | Various Locations                                       | KSA<br>8:30-2:30                                                                                                                            |

|                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Parents</b> <ul style="list-style-type: none"> <li>• Parent Advisory Council</li> <li>• Parent Focus Group</li> <li>• Parent Teacher Interviews</li> <li>• Engagement of Stakeholders</li> </ul>                                                                                              | <b>Staff</b> <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>                                                                                                                                                                                                                                                   |
| <b>Students</b> <ul style="list-style-type: none"> <li>• Student Focus Group</li> <li>• Assembly</li> <li>• Information conversations - street data</li> <li>• Student led learning conversations</li> <li>• Pod Sharings/Presentations of Learning</li> <li>• District/School Survey</li> </ul> | <b>Community</b> <ul style="list-style-type: none"> <li>• Local artists/performers</li> <li>• Kamloops Festival of Performing Arts</li> <li>• GD 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> <li>• Surveys/Student voice</li> <li>• Connections Crew</li> <li>• Pod Sharings/Presentations of Learning</li> </ul> |

### **Educational Performance Indicators**

Looking ahead, we will involve our stakeholders in creating Educational Performance Indicators. We will also be working with our arts community to continue building relationships and developing strategies to support our students as aspiring young artists. These indicators will provide an evidential basis 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 on gains or improvements in student performance rather than on attainment levels at a given point in time.

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

**Goal #1:** Our first goal, a continued **focus** on Literacy and Numeracy, aligns with the **District's Priority #1 by ensuring every student acquires strong foundational skills and competencies.** Today's world is changing rapidly and becoming increasingly 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 areas and carry 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 what they learn 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**

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.

We have seen great improvements in our KSA student results this year. With professional development, collaboration and focus on consistency with Numeracy and Literacy instruction, we believe we are making a difference in our students. We also acknowledge there are some challenges and areas to improve and work on. As a school of choice, we must continually focus on building relationships and ensuring that our students make connections both with staff and other students in our school. With such a broad range of ages, being K-12, we must continue to build community in our school and connect our students that are coming to us from all over the district. If we continue to build student connections and sense of belonging at Kamloops School of the Arts, we will continue to see solid improvements in our students core academic areas of literacy and numeracy.

Kamloops School of the Arts school learning plan submitted to the Board of Education September 2026.

### **Learning Partner Engagement Process**

This is year one of the School Improvement Plan for Kamloops School of the Arts. This is how we continually involve our school community in the development of our plan:

September 2025 SLP and goals reviewed at staff meeting  
November 2025 Staff Meeting to review data and goals  
February 2026 Survey for Stakeholders group- Parents, Students, Teachers  
March 2026 Staff Meeting to review data and goals  
March 2026 School Plan presented to Trustees and EOC  
April 2026 Staff Meeting to review goals and provide input  
May 2026 PAC review and approve the Plan  
July 2026 School Plan submitted to SBO/EOC

September 2026 Revisions made and submitted to SBO