Revised September 19, 2025

Logan Lake Elem/Sec Schools

Annual School Learning Plan 2025-2026

Due: September 19, 2025

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
- Skwlāx te Secwepemcúl̓ecw
- Neskonlith Indian Band

At this time our school does not have any students enrolled from these communities. Therefore, we do not partner with any of the bands indicated.

CONTEXT

Logan Lake Elementary and Logan Lake Elementary/Secondary are rural schools located in the Municipality of Logan Lake, located 65 kilometers from Kamloops. The town of Logan Lake is a single industry town with Teck Highland Valley Copper being the main employer. Logan Lake consists of a small central commercial district with a Municipal Town Hall, Fire Hall, RCMP Detachment, BC Ambulance Station and a local Health Centre located along the main road. Residential areas are situated on either side of the highway and surround both schools. Due to its affordability and the proximity to a major center, Logan Lake has seen an influx of residents moving from the Lower Mainland and out of the province. As a result of this influx of residents, our school population is increasing.

In 2009-2010, the school district underwent a reconfiguration process that sent our Grade 5-7 students down to the highschool. Then this year we intiated another reconfiguration where we kept our grade 5 students at the Elementary building. If this process runs smoothly this year, we will retain the grade 6 students in the Elementary building for the 2026/2027 school year. As a result of these changes, Logan Lake Elementary now houses students from kindergarten to grade five. There are seven classrooms, a learning assistance center, Fine Arts classroom, gymnasium, and Snack Shack. Logan Lake Elementary also provides space for the community Pre School that holds its class three mornings/afternoons per week. Logan Lake Elementary/Secondary is now home to those students in grades six through twelve. The population of our schools from K to 12 is 279 (144 LLESS/135 LLES) students with 32 teaching and non-teaching staff members. We have 35 Indigenous learners in the K to 5 building and 42 in the Grades 6 to 12 building. This represents 28% of our student population. Our student population has an extensive number of dynamic needs including, but not limited to, 56 students with a Competency Based Inclusive Education Plan. These students represent 20% of our student population without including undiagnosed students or students who are awaiting testing and/or external support.

In order to provide an equitable learning experience for our students and to increase their sense of well-being and connectedness, we develop course offerings geared toward our specific community of learners as per our School District #73 Strategic Plan (https://www.sd73.bc.ca/en/our-district-board/resources/Strategic-Priorities/District_Strategic_Plan_2022-27.pdf). Below is a list of some of the ways that we are currently supporting our learners to increase their sense of well-being and connectedness to their school and their community.

➢Video conferencing

➢Blended learning

➢K to 12 lessons and projects

➢Golf/Mountain Biking/Snowshoeing/Cross Country Skiing

➢Local Artists/Potters

➢Recreation Centre

➢Logan Lake Wellness Health and Youth

➢Logan Lake Arts Council - embedded in the school teaching a lesson

➢Logan Lake Lions

➢Kamloops RCMP/Fire Department/Search and Rescue teaching lessons

➢Outdoor recreational facilities

We have made a conscious effort to incorporate as many traditions as possible on both campuses. Everything from holding joint staff meetings, annual events such as the Egg Drop and a shared mission statement creates the feel of one community. Many staff roles are shared between the buildings. Students and parents transitioning from one building to the other face few obstacles as expectations and supports are consistent.

We are the only school in our District that is split between two campuses. We are located in a small community where our schools act as the hub for information, entertainment and special gatherings. Our staff have the ability to create long-lasting relationships with students and their families as they grow from kindergarten through to Graduation. Connections and relationships are at the core of our School District Strategic Plan as well as the school culture at LLES/LLESS. The School District Strategic Plan supports, and encourages, our efforts to build meaningful relationships that support and strengthen learning and growth. At Logan Lake Elementary and Secondary Schools, “Community Starts Here!”

Staff at Logan Lake Elementary and Elementary-Secondary schools will review goals and develop plans during staff meeting collaboration time, staff meetings as well as involving our external community during Parent-Teacher Interviews as well as presentations of learning. We see a trend where more staff members are moving to Logan Lake and therefore will decrease the amount of staff transition from year to year. This, in turn, will enable our school to have more consistent, reliable, and effective instruction. This will ensure long-term connectedness between our staff, students, and the larger community. We will continue to involve our Aboriginal partners through Professional Development days, presentations, and celebrations of our success.

Staff at Logan Lake Elementary and Logan Lake Elementary-Secondary schools will collaborate through professional development opportunities to continually grow and develop our school improvement plan. We have dedicated two Pro D days to learning about Universal Design, literacy strategies and developing programs to support school connectedness. Through continued collaboration with our Family of Schools, we are able to connect with Secondary Schools, their feeder Elementary Schools and Schools of choice that also utilize a K-12 program.

LLESS Egg Drop Competition	LLES Singing Club Performs O' Canada

Learning Goal

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.

DISTRICT GOAL: Every learner will develop competencies and skills to succeed academically.

DISTRICT OUTCOME: Students will meet or exceed literacy/numeracy expectations for each level.

SCHOOL RESULTS ANALYSIS:

Tables, charts, and further data to be added during the 2024/2025 school year. See appendix for data from previous years.

Trends:

- Our data indicates that students in our intermediate grades are showing improvements in their literacy skills. This is likely due to the intense work with pre-testing, defining which students are most vulnerable, implementing interventions, and post-testing.
- Additionally, our data indicates that students in the "early-literacy" stages of their learning, specifically grade one and two students, are showing a significant lack of ability and therefore will require a great deal of attention this school year.

SCHOOL GOAL:

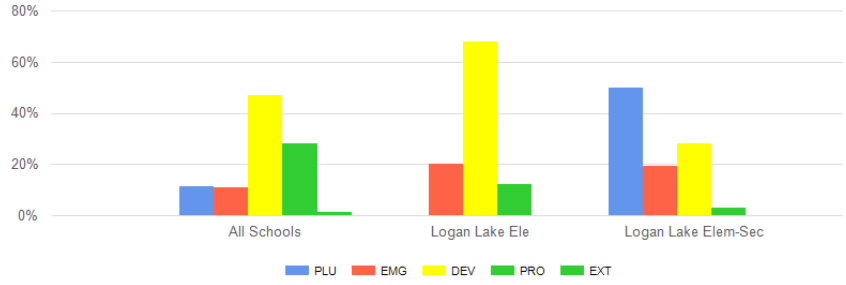
Through developing students' competencies, all students from kindergarten through grade twelve will meet or exceed Literacy expectations for their grade level.

AREAS TO CELEBRATE:

- Elementary NFRA Fall Data shows more significantly more students are at the DEV or PRF level with a small percentage at EMG
- Elementary NFRA Fall Data shows improvements in all strands compared to the previous year's data

- Current grade 4 literacy FSA results show that we are below District levels, however our diverse learners are above District levels and are showing a +17% three-year trend
- Current grade 7 literacy FSA results show that overall, we are below District levels, however our Indigenous and Diverse learners are above District levels and are showing a positive 3-year trend
- Primary Reading Assessment June scores for Grade 1 shows an increase of 22% of our students are PRF or better.
- Primary Reading Assessment June scores for Grade 2 shows an increase of 23% of our students are PRO or better
- Primary Reading Assessment June scores so that we dropped 3% for our students who are reading at Pro or better, however, when tracing that cohort back to their Grade 2 and Grade 1 PRA scores we have seen an increase of 10% each year.
- Grade 8/9 NFRA Fall Data shows that the majority of students are DEV/PRF, with a small amount of EMG students. However, there were a significant amount of PLU students due to extenuating circumstances at the time of assessment.
- 2023/2024 Grade 10 Graduation Literacy Assessment results show that we are below District levels, however our Indigenous learners are our highest achieving learner group at 60% of students are PRO or EXT
- Reading Intervention Practices for Students in Grades 5-8 started to gain traction in the final months of the school year leading to promising post-test results

Elementary NFRA Fall



Nonfiction Reading Assessment - NFRA FALL

	All Schools	Logan Lake Ele	Logan Lake Elem-Sec
PLU	11.31%		50.00%
EMG	10.78%	20.00%	19.12%
DEV	47.10%	68.00%	27.94%
PRO	28.11%	12.00%	2.94%
EXT	1.40%		

Grade 4 Literacy FSA

Literacy Foundation Skill Assessment Grade 4							
Positive Response Rate	2021/22	2022/23	2023/24	2024/25	2025/26	3 year avg	3 year +/-
Logan Lake All	65%	77%	86%	56%		73%	-11%
Logan Lake Indigenous	57%	78%	75%	25%		59%	-27%
Logan Lake Non-Indigenous	69%	77%	88%	68%		78%	-5%
Logan Lake Diverse	67%	33%	100%	67%		67%	17%
Logan Lake Non Diverse	65%	84%	85%	54%		74%	-15%
SD73 All	74%	75%	72%	64%		70%	-6%
SD73 Indigenous	60%	60%	66%	53%		60%	-4%
SD73 Diverse	54%	56%	60%	53%		56%	-2%
Province ALL	75%	74%	72%	63%		70%	-6%
Province Indigenous	60%	59%	58%	47%		55%	-6%
Province Diverse	59%	59%	59%	51%		56%	-4%

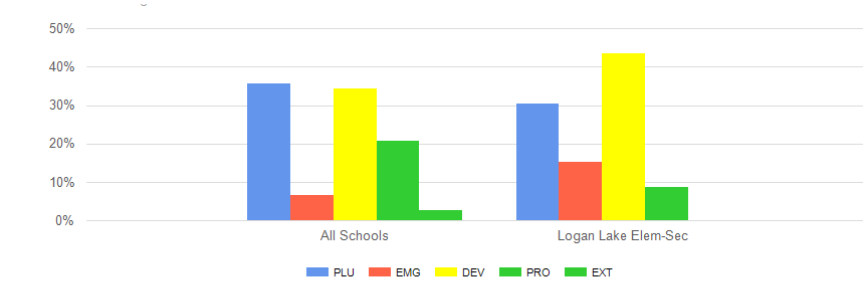
Grade 7 Literacy FSA

Literacy Foundation Skill Assessment Grade 7							
Positive Response Rate	2021/22	2022/23	2023/24	2024/25	2025/26	3 year avg	3 year +/-
Logan Lake All	78%	64%	64%	38%		55%	-13%
Logan Lake Indigenous	100%	56%	67%	57%		60%	0%
Logan Lake Non-Indigenous	64%	69%	62%	29%		53%	-20%
Logan Lake Diverse	67%	0%	57%	0%		19%	0%
Logan Lake Non Diverse	80%	73%	67%	56%		65%	-9%
SD73 All	73%	69%	73%	70%		71%	1%
SD73 Indigenous	63%	60%	65%	53%		59%	-4%
SD73 Diverse	52%	45%	51%	47%		48%	1%
Province ALL	74%	68%	71%	67%		69%	-1%
Province Indigenous	47%	38%	55%	49%		47%	6%
Province Diverse	57%	54%	51%	48%		51%	-3%

Grade 1-3 PRA

Primary Reading Assessment - June							
Positive Response Rate	2020/21	2021/22	2022/23	2023/24	2024/25	3 Year Avg	Round
Logan Lake Gr 1	22%	54%	25%	10%	32%	22%	4%
District Gr 1	44%	62%	53%	58%	60%	57%	4%
Logan Lake Indigenous Gr 1	13%	40%	0%	13%	0%	4%	0%
District Indigenous Gr 1	34%	30%	41%	42%	41%	41%	0%
	2020/21	2021/22	2022/23	2023/24	2024/25		
Logan Lake Gr 2	50%	50%	59%	35%	58%	51%	-1%
District Gr 2	58%	66%	61%	67%	65%	64%	2%
Logan Lake Indigenous Gr 2	67%	50%	50%	25%	60%	45%	5%
District Indigenous Gr 2	44%	47%	49%	54%	50%	51%	1%
	2020/21	2021/22	2022/23	2023/24	2024/25		
Logan Lake Gr 3	67%	50%	67%	48%	45%	53%	-11%
District Gr 3	58%	71%	66%	70%	73%	70%	4%
Logan Lake Indigenous Gr 3	30%	75%	50%	40%	0%	30%	-25%
District Indigenous Gr 3	43%	72%	57%	64%	58%	60%	1%

Grade 8/9 NFRA Fall



Nonfiction Reading Assessment - NFRA FALL

	All Schools	Logan Lake Elem-Sec
PLU	35.77%	30.43%
EMG	6.49%	15.22%
DEV	34.25%	43.48%
PRO	20.74%	8.70%
EXT	2.52%	

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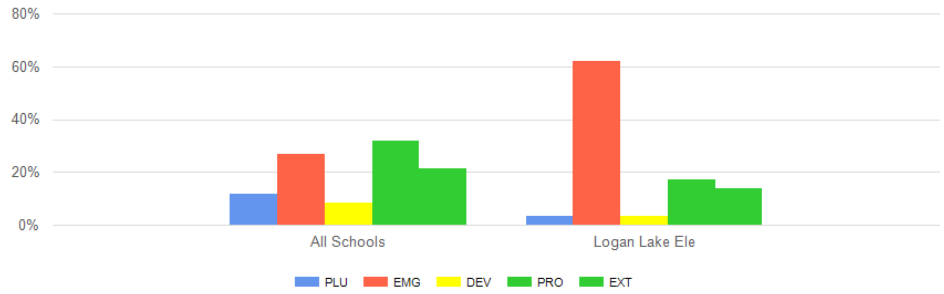
Grade 10 Literacy Graduation Assessment

Graduation Literacy Assessment Grade 10							
Positive Response Rate	2019/20	2020/21	2021/22	2022/23	2023/24	3 year avg	3 year +/-
Logan Lake All	25%	19%	63%	43%	33%	46%	-15%
Logan Lake Indigenous	50%	17%	83%	33%	60%	59%	-12%
Logan Lake Non-Indigenous	17%	20%	50%	43%	25%	39%	-13%
Logan Lake Diverse	na	33%	67%	50%	29%	49%	-19%
Logan Lake Non Diverse	25%	15%	62%	40%	36%	46%	-13%
SD73 All	68%	67%	66%	67%	68%	67%	1%
SD73 Indigenous	62%	58%	52%	56%	62%	57%	5%
SD73 Diverse	50%	49%	41%	47%	40%	43%	0%
Province ALL	74%	73%	74%	73%	71%	73%	-2%
Province Indigenous	56%	53%	56%	53%	52%	54%	-2%
Province Diverse	55%	54%	55%	54%	52%	54%	-2%

AREAS TO GROW:

- Grade 1 Primary Reading Assessment for June shows 62% of students are EMG
- Grade 2 Primary Reading Assessment for June shows 30% of students are EMG
- Grade 3 Primary Reading Assessment for June shows 50% of students are EMG
- 2023/2024 Grade 10 Graduation Literacy Assessment we are seeing a constant decline in student proficiency with a 3-year trend of -15%.
- 2023/2024 Grade 12 Graduation Literacy Assessment scores continue to be low when compared to District scores.

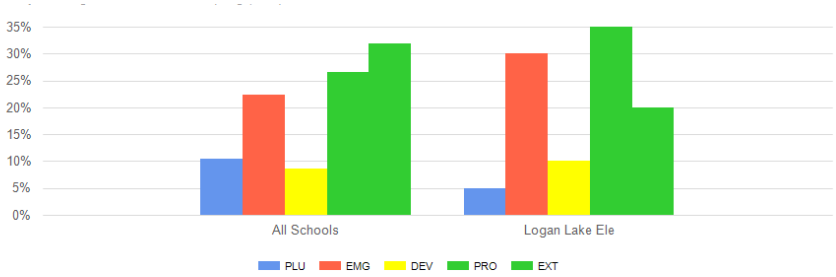
Grade 1 PRA



Primary Reading Assessment - PRA Spring (Post)

	All Schools	Logan Lake Ele
PLU	11.67%	3.45%
EMG	26.79%	62.07%
DEV	8.30%	3.45%
PRO	31.81%	17.24%
EXT	21.43%	13.79%

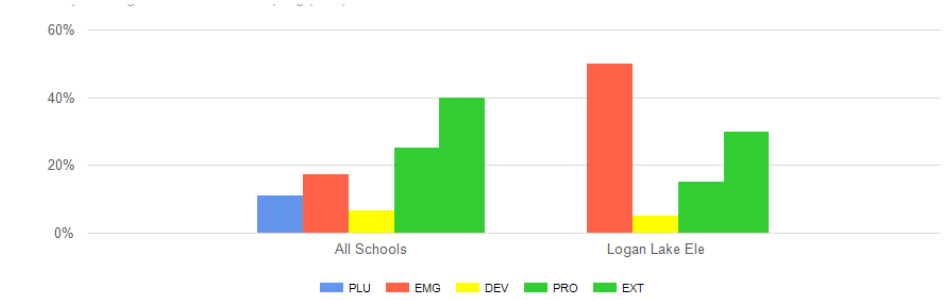
Grade 2 PRA



Primary Reading Assessment - PRA Spring (Post)

	All Schools	Logan Lake Ele
PLU	10.53%	5.00%
EMG	22.33%	30.00%
DEV	8.68%	10.00%
PRO	26.62%	35.00%
EXT	31.84%	20.00%

Grade 3 PRA



Primary Reading Assessment - PRA Spring (Post)

	All Schools	Logan Lake Ele
PLU	10.90%	
EMG	17.21%	50.00%
DEV	6.70%	5.00%
PRO	25.20%	15.00%
EXT	39.98%	30.00%

Grade 10 Graduation Literacy Assessment

Graduation Literacy Assessment Grade 10							
Positive Response Rate	2019/20	2020/21	2021/22	2022/23	2023/24	3 year avg	3 year +/-
Logan Lake All	25%	19%	63%	43%	33%	46%	-15%
Logan Lake Indigenous	50%	17%	83%	33%	60%	59%	-12%
Logan Lake Non-Indigenous	17%	20%	50%	43%	25%	39%	-13%
Logan Lake Diverse	na	33%	67%	50%	29%	49%	-19%
Logan Lake Non Diverse	25%	15%	62%	40%	36%	46%	-13%
SD73 All	68%	67%	66%	67%	68%	67%	1%
SD73 Indigenous	62%	58%	52%	56%	62%	57%	5%
SD73 Diverse	50%	49%	41%	47%	40%	43%	0%
Province ALL	74%	73%	74%	73%	71%	73%	-2%
Province Indigenous	56%	53%	56%	53%	52%	54%	-2%
Province Diverse	55%	54%	55%	54%	52%	54%	-2%

Grade 12 Graduation Literacy Assessment

Graduation Literacy Assessment Grade 12							
Positive Response Rate	2019/20	2020/21	2021/22	2022/23	2023/24	3 year avg	3 year +/-
Logan Lake All			50%	46%	50%	49%	0%
Logan Lake Indigenous			na	25%	60%	43%	#VALUE!
Logan Lake Non-Indigenous			100%	56%	45%	67%	-28%
Logan Lake Diverse			na	67%	25%	46%	#VALUE!
Logan Lake Non Diverse			50%	40%	58%	49%	4%
SD73 All			74%	74%	70%	73%	-2%
SD73 Indigenous			59%	65%	60%	61%	1%
SD73 Diverse			56%	52%	42%	50%	-7%
Province ALL			78%	77%	77%	77%	-1%
Province Indigenous			60%	59%	59%	59%	-1%
Province Diverse			63%	61%	58%	61%	-3%

OBJECTIVES:

Aboriginal students and non-Aboriginal students will meet or exceed literacy expectations.

SCHOOL STRATEGIES

To improve in literacy/numeracy, we will (classroom practices) continue with:

- Targeted and purposeful intervention and assessment practices for our most vulnerable learners in Grades 5-8
- Targeted collaborative literacy interventions for our very vulnerable grade 6 cohort, which includes push in support from the LART and the use of a class set of District Chromebooks gear toward adaptations and UDL support.
- Use that data to guide classroom instruction and to make reading groups for targeted reading strategies.
- Promote the use of Universal Design for Learning to promote the literacy success of all our learners.
- We will utilize our senior grades to Buddy Read with our younger students.
- One-to-One reading with our at-risk readers to help support them in achieving grade levels in fluency and comprehension.
- Battle of the Books for Grade 3-7 and introduce Battle of the Books Reboot for our students in grade 8-12
- Teacher referrals to the Summer Reading Camp for our vulnerable readers in grades 1-3.

Continuing into September 2025, we will include additional classroom practices:

- Kindergarten will use “Jolly Phonics” and begin to add in “UFLI” for reading instruction
- Grade 1-3 will use “UFLI” for reading instruction
- Grade 4 will use “Catch Your Code” for reading instruction (pilot program)
- Grades 5-7 will use “Bug Club Morphology” for reading instruction (pilot program)
- All teachers, LART and Administration will read “Shifting the Balance” to unify our understanding of WHY and HOW we need to teach reading
- September 22 Pro D Day centered around Literacy Development and Adapting for Success
- Additional follow up Pro D in December to check in on how programming has shifted

To improve classroom practices, we will (PD strategies):

- Primary teacher meetings to develop scope and sequence strategies that they can all use in a similar fashion to create consistency from class to class and grade to grade
- Continued Pro D will include instruction on:
    - K-4 Teachers will participate in the “Shifting the Balance” workshop at the HGEC
    - K-4 Teachers will spend the morning working with the District Literacy Team to support the implementation of the new reading programs
    - Gr 5-7 Teachers will be working with Admin and LART to review “Shifting the Balance” as well as supporting the implementation of the new reading program

- Additional School Based Pro D workshops on literacy with a focus on gaps in learning
- Admin will provide increased instructional leadership to support our vulnerable students.

To improve in grade-to-grade transitions, we will…

- Use common resources and reading instruction programs.
- Use common language between grades and buildings.
- Use common literacy goals to target gaps in learning and understanding.
- Use buddy reading in both buildings to promote relationships and connectedness through literacy activities.
- Use staff collaboration time to develop common practices between grades.

To improve school completion, we will…

- Review the graduation rates and list key strategies to continue to improve.
- Review sub-populations and list key strategies to continue to improve for those students.

To improve Aboriginal student learning, we will…

- Review the strategies in the Local Education Agreements and Aboriginal Education Enhancement Agreement and include those strategies that staff agree will have the most impact.
- Explain how we are working with your local First Nation (Education Band Coordinator, families) to meet the needs of Aboriginal students.
- Review the achievement of our Aboriginal learners and help to support them through our Aboriginal Education Worker, Aboriginal Education Teacher and within classroom supports.

To improve in learning, we are ensuring that our resources meet our students' needs.

- Curriculum resources: "Shifting the Balance" K-7, "UFLI" K-3, "Catch Up Your Code" Gr 4, "Bug Club Morphology" 5-7.
- Human resources: We would like to request an additional CEA to help implement our interventions at the Elementary building, however, with a reduction in CEA allotments and reduction to LART time we are ill equipped to move our plan forward. Currently we utilize our LART and Admin to support classes but that is supporting behaviours and our high need students. We are yet to be able to utilize these team members to support our literacy goals.
- Extracurricular: Admin will run "Battle of the Books" if teaching staff no longer want to be responsible for this. We will continue to recruit One-to-One Reading volunteers in our community to supplement literacy instruction.
- Field trips: "Battle of the Books" Zones/Districts

Evidence, Challenges, and Next Steps

We have reviewed the data collected from assessments, surveys, student reports and street data to check in on progress that is being made. We will continue to use the IXL program annually to re-evaluate if students are improving at an individual level. Our focus will be on improving the Curricular Competency strand of “Reads fluently at grade level” with a finer focus on the Content Area of learning, growing, and applying reading strategies, We will continue to track cohorts of students to review trends throughout their schooling at Logan Lake.

We will continue to collect Street data from teachers, administrators, support staff and parents to evaluate our students’ abilities in literacy as well as their confidence within this learning strand. We are supporting the development of teacher leads for literacy in elementary and secondary. This will continue into future years as we have staff in these roles that should be with our school for years to come. As of now, these teacher leads have worked alongside District coordinators, administrators and collaborated with staff. They have had release time to dive deep into our data and look for barriers to our success. With this continued team approach, and by participating in professional development opportunities like the NOIEE symposium, we are confident that we will see the literacy achievement we expect from our learners.

We received very little positive results from our Fall Non-Fiction Reading Assessment for Grades 4 through 9. This is the first concrete evidence that our programs, interventions and supports that we are trying to do throughout the year are not making a positive impact on the students’ Literacy abilities. However, with a very challenging school year alongside the significant increase in Ministry category students we are struggling to move literacy forward with the resources that we have. There has been small growth in our primary literacy levels; however, it reflects changes in programming, instruction, and interventions within less than one school year. With a small changeover of primary teaching staff for this school year we anticipate seeing improvements with the data that we included above in the “Areas to Celebrate.” June meetings with the new staff gives up optimism that with the hard work our staff will been doing it will move literacy ahead in both of our buildings.

We have run into obstacles that have delayed our improvement toward our Literacy Goal. When we are short on staff, and staff are not replaced, we tend to shift into survival mode opposed to enriching the student’s learning experience. In a rural community it has been increasingly difficult to progress positively through our Spiral of Inquiry. In year one of our Spiral, we had a minimum of two CEAs away without a replacement and their Leaves were not filled. We went the whole year with no replacement CEAs which means we were often down 3 or 4 between the two buildings. Moving into September we had two CEA vacancies which will leave us well short of the minimum level of support to efficiently operate our buildings. We were given a Support Teacher between the two buildings in lieu of the two unfilled CEA positions, however it was not as efficient as we would have hoped because we were still short one staff member overall. We had a new IEW hired to support our building this year. However, up to December of last year his attendance and connection with our students was minimal. After December he went on leave and the IEW position was never filled. We have had more success this year with teacher replacements, which makes a significant positive impact. However, the nature of our small rural

school is that many classes are in remedy. So, when it comes time to provide prep time to those teachers it creates a great increase of new relief staff coming into our classrooms. This has made it increasing challenging to move our goals and programming ahead. In our School Learning Plan presentation, we shared the struggle of having only 0.8 LART in our Elementary-Secondary building as the case load, credit recovery/blended learning, and LAC support was well above what our LART was able to handle and left our vulnerable students under supported. However, after sharing these challenges we did not receive any increase in LART even though we have almost doubled our CBIEP students within on school year. To further add to the barriers with moving literacy forward, our Elementary LART/Librarian has been cut back to 0.8 FTE which presents new obstacles for us to take into consideration.

When our schools have the staff required to operate efficiently and in a safe manner, we are able to dive deep into our literacy work and support our goals of all students being proficient or exceeding expectations in literacy. However, we have run into barrier after barrier with staffing so our literacy goals are not progressing nearly as effectively as we would have hoped. Administration continues to play a key role in our literacy improvement. In addition to analyzing data, developing strategies/interventions, and supporting staff development, we continue to get into classrooms to support our students and teachers as they implement new and exciting programs to improve literacy ability and confidence of our students. Unfortunately, staffing limitations often result in our Administration team supporting behaviour opposed to literacy. Ultimately we want to create a school culture where literacy is the focal point, with teacher buy-in we believe we can develop a sustainable literacy program.

One-to-One Reading Wrap Up Party!

Grade 2 students Buddy Reading at the TNRD Library.

Wellbeing Goal

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

HUMAN & SOCIAL DEVELOPMENT

To develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine art, trades, 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.

DISTRICT GOAL: Every learner will feel welcome, safe, and connected to their environments (district-school-classroom).

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

SCHOOL RESULTS ANALYSIS:
We will use the School Learning Survey as well as Graduation Data to show retention of students throughout their senior years. See appendix for data from previous years.

Through the collection of Street Data, and the synthesis of survey data, we conclude that senior students are staying in Logan Lake for their senior years as they are able to receive the learning required for their post-secondary institutions.

Trends:

- Our data indicates that, traditionally, students at Logan Lake Elementary and Logan Lake Elementary-Secondary Schools feel safer in comparison to their School District #73 counterparts.
- Additionally, our data indicates that students Logan Lake Elementary and Logan Lake Elementary-Secondary Schools feel connected to the staff and therefore have a stronger sense of purpose and well-being.
- Our previous data had indicated a drop in these areas since the return from COVID. However, we feel as though we have returned to pre-COVID levels.

SCHOOL GOAL: Our goal for Logan Lake Elementary and Logan Lake Elementary-Secondary Schools is to increase student ownership and engagement, in a personalized environment, while strengthening community/school partnerships for all our students.

AREAS TO CELEBRATE: A few areas to celebrate are:

- Mobile Trades Trailer – Welding, for our Grade 11/12 students who are passionate about pursuing trades will return January 2026.
- Individualized course selection for students who need academic courses, for example we are offering a several upper-level Science and Math Blended courses for students who are pursuing Sciences Post-Secondary.
- We have created a plan for a select few students to utilize the LAC, the support of a classroom teacher and the LART to complete upper-level Math and Sciences courses through the Blended format.
- We have reinstated several groups and clubs to enable students to follow their passions or experiment with new ones (music, art, mountain biking, chess, etc....)
- We were able to offer a volleyball and basketball team at LLESS this year and we hosted a Grade 4-7 Track meet for our students in May.

- Teachers have shown an increase in field trips for events that students did not previously have the opportunity to attend. Some well received trips were TRU presentations, a Resiliency Workshop in Merritt, NorthPaws Baseball game, various sporting events, as well as utilizing local areas to visit and support our learning.
- We continue to work closely with our community stakeholders to offer learning opportunities within the community. Our students skate at the Rec Centre for no charge, they get to tour the emergency facilities within the community, and they work with community volunteers for “Homework Club” and “One-to-One Reading.”
- Our Student Learning Surveys have shown us that we are trending in a positive direction over a three-year term for students “Feeling Welcome”.
- Our Student Learning Surveys have shown us that we are trending in a positive direction over a three-year term for students having a “Sense of Belonging.”
- Our Student Learning Surveys have shown us that we are trending in a positive direction over a three-year term for students “Feeling Safe”.
- Our Student Learning Surveys have shown us that we are trending in a positive direction over a three-year term for students who believe that “Adults in the Building Care.”
- We have students in various grades participating in personal ADST projects such as; Mousetrap car races, Food Competitions, and passion projects in the Woodshop.
- Last year we held a Grade 2 – 12 Numeracy Fair where we hosted District staff and students from both buildings. We had the secondary students take on leadership roles for our younger students. We hope to bring this back again next year.
- Community Projects: Senior woodshop classes rebuilt a Duck’s Unlimited Information Board, rebuilt Community Book Boxes, and next year they will help to rebuild our Gaga Ball Pit with help from a local sawmill.

Senior Woodshop Duck Pond Project

Senior Woodshop Book Box Project

Student Learning Survey Feel Welcome							
Positive Response Rate	2019/20	2020/21	2021/22	2022/23	2023/24	3 year avg	3 year +/-
Logan Lake All	56%	61%	49%	67%	73%	63%	12%
Logan Lake Indigenous	58%	56%	55%	70%	65%	63%	5%
Logan Lake Non-Indigenous	55%	63%	46%	64%	77%	62%	16%
Logan Lake Diverse	33%	63%	55%	71%	82%	69%	14%
Logan Lake Non Diverse	58%	60%	48%	68%	70%	62%	11%
SD73 All	67%	65%	66%	68%	69%	68%	2%
SD73 Indigenous	62%	58%	61%	62%	63%	62%	1%
SD73 Diverse	55%	63%	66%	59%	64%	63%	-1%
Province ALL	68%	67%	65%	72%	71%	69%	3%
Province Indigenous	60%	61%	64%	64%	64%	64%	0%
Province Diverse	60%	62%	65%	65%	65%	65%	0%

Student Learning Survey School Belong							
Positive Response Rate	2019/20	2020/21	2021/22	2022/23	2023/24	3 year avg	3 year +/-
Logan Lake All	60%	47%	51%	50%	52%	51%	1%
Logan Lake Indigenous	58%	41%	50%	61%	50%	54%	0%
Logan Lake Non-Indigenous	61%	50%	51%	45%	53%	50%	1%
Logan Lake Diverse	33%	50%	73%	50%	59%	61%	-7%
Logan Lake Non Diverse	63%	47%	46%	51%	50%	49%	2%
SD73 All	51%	52%	53%	57%	56%	55%	2%
SD73 Indigenous	44%	46%	46%	53%	52%	50%	3%
SD73 Diverse	44%	52%	48%	50%	48%	49%	0%
Province ALL	52%	51%	57%	56%	46%	53%	-6%
Province Indigenous	45%	56%	47%	47%	43%	46%	-2%
Province Diverse	45%	58%	47%	49%	38%	45%	-5%

Student Learning Survey Feel Safe							
Positive Response Rate	2019/20	2020/21	2021/22	2022/23	2023/24	3 year avg	3 year +/-
Logan Lake All	74%	77%	66%	77%	72%	72%	3%
SD73 All	71%	71%	71%	74%	75%	73%	2%
Province ALL	74%	73%	74%	78%	77%	76%	2%

Student Learning Survey Adults Care							
Positive Response Rate	2019/20	2020/21	2021/22	2022/23	2023/24	3 year avg	3 year +/-
Logan Lake All	77%	53%	54%	60%	56%	57%	1%
Logan Lake Indigenous	83%	35%	54%	48%	60%	54%	3%
Logan Lake Non-Indigenous	74%	60%	51%	67%	53%	57%	1%
Logan Lake Diverse	100%	75%	50%	63%	71%	61%	11%
Logan Lake Non Diverse	75%	49%	54%	60%	50%	55%	-2%
SD73 All	69%	67%	66%	69%	67%	67%	1%
SD73 Indigenous	64%	63%	62%	67%	66%	65%	2%
SD73 Diverse	66%	68%	65%	68%	65%	66%	0%
Province ALL	67%	66%	66%	62%	63%	64%	-2%
Province Indigenous	65%	65%	65%	63%	63%	64%	-1%
Province Diverse	67%	67%	67%	66%	65%	66%	-1%

AREAS TO GROW: A few areas to grow are:

- Creating further opportunities for students to follow athletic passions.
- Creating further opportunities for students to follow Fine Arts passions.
- Creating platforms for student voice through peer groups and student leadership.
- Development of a Physical and Health Education unit around inclusion in sport. This is currently being developed in collaboration between administration and the PE department.
- We see a -7% decline, over three years, of our Diverse learners feeing a “Sense of Belonging” while attending our schools. However, it is specific to our grade 4 and grade 10 cohorts.
- We have inferred that there are many variables for this data shift including, but not limited to, a large number of new families to Logan Lake, a high teacher turnover rate over this time, as well as a decline in support services that we can offer.

SCHOOL STRATEGIES: Strategies to achieve our goals will be:

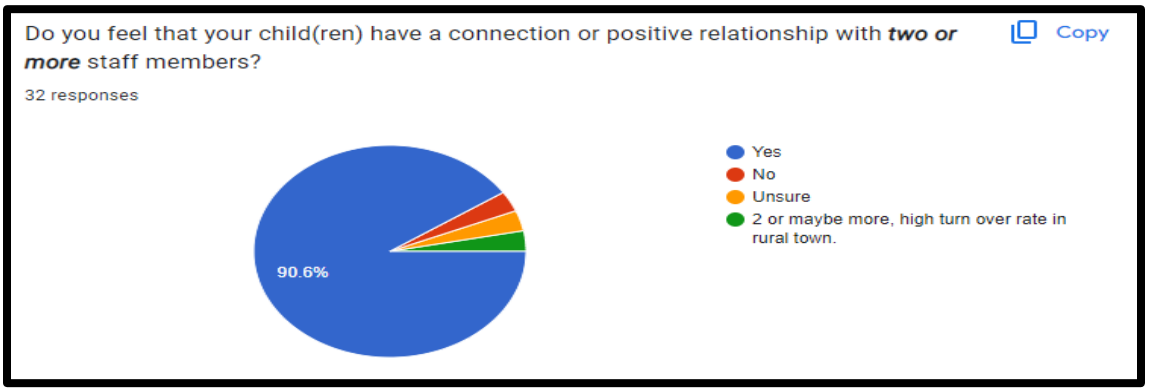
- To improve the feeling of welcome/safe/sense of belonging/two or more adults who care), we will continue to make classroom and hallway connections to our students and engage in personalized conversations.
- To improve classroom practices, we will engage in school based Pro D that is based on our new behaviour matrix, consistent staff practices and enabling students to know the expectations.
- To improve in grade-to-grade transitions, we will use common language between all staff so that students are familiar with rules, routines, and expectations.
- To improve Aboriginal student learning, we will continue to support our Aboriginal learners through cultural, language and curricular activities. Additional support will be provided by our Aboriginal Education Worker and/or Aboriginal Education Teacher.
- To improve school completion, we will offer students a vast array of course options that appeal to their passions and therefore increasing connectedness to the building and improving graduation rates.

- To improve our wellbeing, we are allocating our financial resources towards new clubs, programming, and professional development.

Evidence and Next Steps

We have started the first steps to improving student well-being by collecting street data from some of our most vulnerable learners as well as sending out questionnaire enabling parents to provide feedback on how they feel the school is struggling or succeeding with student well-being. Moreover, we plan to have student interviews to collect more thorough street data on ways that we can improve as a center for student learning.

The preliminary feedback has shown us that we are doing better than we thought, in the opinions of parents. We believe we will see improved data when we receive the 2024/2025 DEWRS data this year. However, we will transition into optimizing our Student Learning Survey Data to replace the DEWRS which is no longer supported by our District.



Please comment on what you feel is a strength, that Logan Lake Secondary has, that promotes connectedness and a sense of belonging in our students.

21 responses

The smaller community allows for more connections with the students and staff

Small population. More staff are now community members. Love the live school program.

I appreciate the care and concern the teachers have for the students and do all they can to help them succeed . Also I appreciate the time taken to contact the parents should their child be struggling

I feel my child has a positive connectedness and a strong sense of belonging with logan lake secondary.

Staff are like family

I think the smaller class/school sizes promote an environment where a student can make a relationship with there teachers.

Being a small town. Sports.

Good teachers

Connecting To Student Passion

Grade 10 Resiliency Workshop

Grade 4 Student receiving her aggregate medal for Zone Track and Field.

Grade 4 Class on a video call with a school in Chile.

LLESS Music Club performs for LLES.

LLESS Students receive recognition for being Caring, Capable and Courageous.

Grade 9 student showing her appreciation for one of her teachers and school volleyball coach.

LLES Staff race blow up costumes as an event at Fun Day!

LLES Students receive prizes for being selected at the "Caughtcha Assembly. These students are recognized for being Caring, Capable and Courageous.

Looking Ahead

As we work through our 5-year School Learning Plan we will keep qualitative and quantitative data about other trends or "WONDERS" that may come up within our two campuses.

As we have completed year two of our literacy work, we have received promising data that supports the work we have been doing to support literacy in our Elementary-Secondary building. However, we have now uncovered some areas of concern for literacy in the primary grades at our Elementary school. So, as we look ahead to September, we are continuing with the literacy plans for the intermediate grades as well as beginning to implement thorough literacy plans to support our younger, more vulnerable students.

Some early evidence from our DEWR Surveys has shown a drop in students feeling welcome, connected, and safe while at school. This has gone against what the data has previously shown us in past School Learning Plans. However, when looking closely at the data it appears as though our small sample size and external factors, such as teacher change and uncertainty at the time of the surveys, could be the reason.

This will be something we monitor throughout this School Learning Plan to ensure we do not have a negative response from our students, parents, and stakeholders. If trends are noticed, we will initiate a Spiral of Inquiry to dive deep into this potential concern.

Supporting Students at the Margins

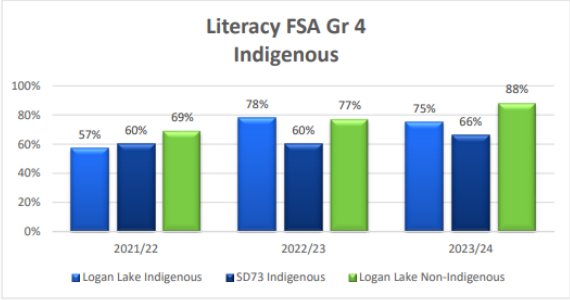
At Logan Lake Elementary and Elementary-Secondary School, our student support team has analyzed our data, collected preliminary street data from students, collaborated with staff to determine which students we believe to be at the “margins.”

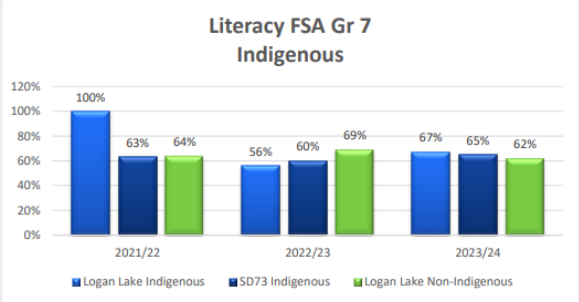
We believe that there is a gap in learning support for our Diverse Learners. The students who have a Ministry Category Designation, or are likely to in the future, appear to be underserved and therefore are not supported in a way to allow them to be their most successful selves.

These students (not including non-categorized students) represent 22% of our total student population. There are 12 students at LLES and 48 students at LLESS. In analysis of our data, we have concluded that the students at LLESS are not receiving sufficient, equitable support to enhance their learning experience.

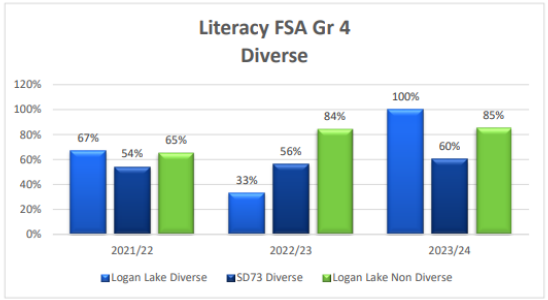
What is the equity gap in our data?

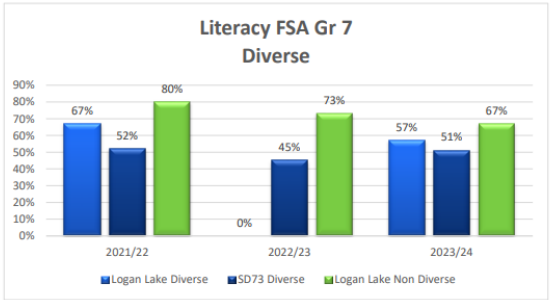
When we focus on the equity gap and how it related to Literacy in our building, we see that our larger Indigenous population is above the Indigenous population for the district. However, our students with Diverse Needs are performing at a lower level than our non-diverse learners.





Our equity gap for our Diverse learners is not present in last year’s Grade 4 data as the sample size was 1 and therefore not an accurate representation of gaps in learning or services. However, when looking at the three-year data you can see that our Diverse Learners are not as successful as our non-Diverse learners.





When we look at the data for our Grade 10 Literacy Assessment, we see a shift where our Indigenous learners are below the district averages and our Diverse Learners are slightly above District averages. It could be concluded that as students enter their Grad Program years the supports for Diverse Learners have been implemented and our supports for Indigenous

learners' wanes. However, more street data is necessary to eliminate other factors like "student ability to self-support," "motivation to stay connected," "post-secondary aspirations," etc… Additionally, we need to collect more data to determine why our Indigenous learners are becoming less successful as they enter their Graduation Program.

Graduation Literacy Assessment Grade 10							
Positive Response Rate	2019/20	2020/21	2021/22	2022/23	2023/24	3 year avg	3 year +/-
Logan Lake All	25%	19%	63%	43%		42%	12%
Logan Lake Indigenous	50%	17%	83%	33%		44%	8%
Logan Lake Non-Indigenous	17%	20%	50%	43%		38%	12%
Logan Lake Diverse	na	33%	67%	50%		50%	9%
Logan Lake Non Diverse	25%	15%	62%	40%		39%	13%
SD73 All	68%	67%	66%	67%		67%	0%
SD73 Indigenous	62%	58%	52%	56%		55%	-1%
SD73 Diverse	50%	49%	41%	47%		46%	-1%
Province ALL	74%	73%	74%	73%		73%	0%
Province Indigenous	56%	53%	56%	53%		54%	0%
Province Diverse	55%	54%	55%	54%		54%	0%

The equity gap is unclear for our primary literacy students as we have uncovered a recent drop in literacy performance for the majority of our students, not specific to Indigenous nor Diverse learners. We saw some positive growth with this year's PRA data which presents like we are moving in the right direction, however, our over all proficiency in literacy is very low.

Primary Reading Assessment - June							
Positive Response Rate	2020/21	2021/22	2022/23	2023/24	2024/25	3 Year Avg	Round
Logan Lake Gr 1	22%	54%	25%	10%	32%	22%	4%
District Gr 1	44%	62%	53%	58%	60%	57%	4%
Logan Lake Indigenous Gr 1	13%	40%	0%	13%	0%	4%	0%
District Indigenous Gr 1	34%	30%	41%	42%	41%	41%	0%
	2020/21	2021/22	2022/23	2023/24	2024/25		
Logan Lake Gr 2	50%	50%	59%	35%	58%	51%	-1%
District Gr 2	58%	66%	61%	67%	65%	64%	2%
Logan Lake Indigenous Gr 2	67%	50%	50%	25%	60%	45%	5%
District Indigenous Gr 2	44%	47%	49%	54%	50%	51%	1%
	2020/21	2021/22	2022/23	2023/24	2024/25		
Logan Lake Gr 3	67%	50%	67%	48%	45%	53%	-11%
District Gr 3	58%	71%	66%	70%	73%	70%	4%
Logan Lake Indigenous Gr 3	30%	75%	50%	40%	0%	30%	-25%
District Indigenous Gr 3	43%	72%	57%	64%	58%	60%	1%

How are we working with staff to learn about students at the margins?

Last Year:

- Used data to showcase to staff that our Diverse Learners are underperforming compared to their counterparts
- LART Staff Meeting Presentations to staff to connect Data to the "WHY" (both why are they underperforming but why is it important?
- District Coordinator presentations to staff on how to create an inclusive classroom

- LART support sessions on practical ways to adapt for success

This Year:

- New SBTM protocol where we meet regularly as a support team (LART, counsellor, AEW, Admin)
- New CBIEP meeting procedure to ensure staff are attending and participating in the CBIEP meetings in an authentic way
- Staff Pro D on September 23 to support teachers in bringing appropriate supports to their classroom
- Use Blended/Credit Recovery courses to enable students to be better supported in courses they NEED and courses they WANT
- Street Data Collection: student meetings with Admin asking the questions:
  "What is your biggest challenge or frustration?"
  "What changes would you like to see (in our classroom or school), and why do they matter to you?"
  "What feedback do you have for me to make our school or classroom more equitable and inclusive?"

  These are similar to questions we included in our DEWRS but we do not always get accurate responses due to the survey structure itself. Using the rapport, we have with our students will enable them to be vulnerable and answer truthfully. With the removal of the DEWRS we will re-evaluate the questions we ask during our student interviews in order to get a clearer picture of student voice.
- Use Staff Meetings to unpack the street data, find themes, and develop strategies that we can utilize to close the gap
- Invited Deanna Brady to our May Staff Meeting to present on the purpose of CBIEP, the importance of participating in CBIEP meetings, "WHY" we adapt work for our students at the margins, and how staff can proceed with authentic, student focused adaptations.
- For our May school-based Pro D we used the data from the SLP, the information from Deanna Brady, and worked as a team to start developing assignments, assessments, and classroom practices that will better support our goal to close the equity gap

What can the District team do to support us?

- LART time of 0.8 LLESS was not sufficient to support our Diverse Learners, complete necessary paperwork, and continue with Credit Recovery programming this year, moreover the significant increase in CBIEP students for next year will add additional complexities to these supports.
- Counselling time of 0.8 FTE at LLESS was not enough to provide services for our students at the margins this year, and next year we have less than 0.5 FTE.
- Support Staff Vacancies: we started the year with 2 positions of 7 unfilled. We have had another CEA away every day so far this year. We have not received relief for CEAS (going into year 3). The addition of a support teacher in lieu of being two CEAs short helped a great deal. However, next year we have been allocated one less CEA position despite the increase in complexities.

- Dedicated TTOCs for Logan Lake so when staff are away, we have someone in the building who knows the students and our goals. In past years we have had 2, last year we had 0.6, this year we do not have any.
- More Professional Learning options for staff
- Hiring of an Indigenous Education Worker would be an asset to the team. We had one to start the year, but they were unable to get programming and supports in place before going on leave. We did not receive any replacement for this valuable position.

Street Data Strategy:

Provide your current equity-centered inquiry question:

- Is there an equity gap in learning support for our Diverse Learners?

Identify which learners (at the margins) is our equity question prioritizing:

- The students who have a Ministry Category Designation, or are likely to in the future, appear to be underserved and therefore are not supported in a way to allow them to be their most successful selves.

- These students (not including non-categorized students) represent 20% of our total student population. There are 13 students at LLES and 42 students at LLESS. In analysis of our data, we have concluded that the students at LLESS are not receiving sufficient, equitable support to enhance their learning experience.

State one or two actions taken by staff to understand these learner' school experience:

- Empathy interviews asking three focused questions (from Shane Safit) to help us learn the needs of our marginalized students.
- Professional development with District and school staff to better understand the student's CBIEP, why adapting is so important, and how to make adaptations that are student focused and conducive of progressing the student's learning journey.

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

What we have done so far this year is as follows.

- New SBTM protocol where we meet regularly as a support team (LART, counsellor, AEW, Admin)
- New CBIEP meeting procedure to ensure staff are attending and participating in the CBIEP meetings in an authentic way
- Staff Pro D on September 23 to support teachers in bringing appropriate supports to their classroom
- Use Blended/Credit Recovery courses to enable students to be better supported in courses they NEED and courses they WANT
- Street Data Collection: student meetings with Admin asking the questions:
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  These are similar to questions we include in our DEWRS but we do not always get accurate responses due to the survey structure itself. Using the rapport, we have with our students will enable them to be vulnerable and answer truthfully.
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