School District No. 73 Kamloops-Thompson

@kool

Kamloops Open Online Learning

School District No. 73 (Kamloops/Thompson)

Kamloops Open Online Learning (@KOOL)
Annual School Learning Plan 2022-2023

Current version: September 20, 2022

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The @KOOL office and secondary program are located within Pineridge Education Centre, pictured above.

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

Because @KOOL serves students throughout School District No. 73 our school partners with each of these bands through our Local Education Agreement and the Aboriginal Education Enhancement Agreement.

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CONTEXT

School Vision

@KOOL: Flexible, Diverse, Digital Learning

School Mission

Connecting students to curriculum, community and choices: your time, your place, at a flexible pace.

School Context

Kamloops Open Online Learning (@KOOL) is the Distributed / Online Learning school of School District No. 73. @KOOL serves students in grades K through 12, including a significant number of adult learners. @KOOL is unique in that we have a number of campuses, each with a specific focus. Our elementary program is located at Heffley Creek Elementary, serving learners in grades K through 7. The @KOOL middle school program runs out of the Twin Rivers Education Centre Victoria Street campus, serving our grade 8 and 9 learners. Pineridge Education Centre is the location of our high school program as well as our school office, including our administrative and secretarial staff, our District Coordinator of Distributed Learning, and our secondary teaching support staff (Learning Assistance Resource Teacher and Inclusion Support Teacher). @KOOL also has staff located on two privately run campuses that operate in partnership with School District No. 73. Insight Support Services (https://insightsupportservicesandeducationprogram.ca) supports students in grades K through 12 with Autism. School District No. 73 provides teachers to support students with their K-12 curriculum in addition to Insight Support Services staff. Sun Peaks Education Society (SPES) operates Sun Peaks Secondary School at the base of Tod Mountain, in the Sun Peaks Resort community. School District No. 73 provides a teacher to work on-site to support students in grades 10 through 12, in collaboration with staff provided by SPES.

@KOOL supports student opportunities and achievement in alignment with the School District No. 73 District Strategic Plan priorities. As a K-12 online school we serve a diverse student population who come to us from schools around the district as well as from around the province. @KOOL is a member of the district's K-12 Family of Schools, a connection that facilitates collaboration on opportunities and challenges for students in a K-12 setting. Because students are able to stay with @KOOL from Kindergarten through to graduation, we have a unique opportunity to support students with not only grade-to-grade transitions within our school, but also with transitions from and to other schools around BC.

Each year, the staff of @KOOL spend considerable time revisiting this School Learning

Plan to ensure it is relevant to the needs of our learners, and that the goals and strategies outlined in it are aligned not only with the priorities, goals, objectives and strategies of the District Strategic Plan, but also with the needs of our student population as evidenced by school and district data. The strategies outlined in this plan have been developed collaboratively by staff, including teachers and support staff at the school and district level. Supports for Aboriginal students and diverse learners are developed in collaboration with school and district Aboriginal and Inclusive Education specialists in order to be inclusive of and responsive to the needs of all students.
Input from our student and parent communities is gathered each year to inform the development and redevelopment of this plan. While gathering this information can be particularly challenging for an online school, the input we receive from the community is extremely valuable as it helps us to understand the specific needs of our families and our students, and the unique struggles they face with learning through a primarily virtual learning environment.

Provincial Online Learning School (POLS)

The BC Ministry of Education has introduced new legislation that requires DL schools to be designated as "Provincial Online Learning Schools" in order to continue to serve students from outside their own district beginning July 1, 2023. Under development is also an Accountability and Quality Assurance (AQA) process that will set standards for Provincial Online Learning schools. Following a rigorous application process, @KOOL has been designated a POLS beginning July 1, 2023 and we are proud to be moving forward with the onboarding process.

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.

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

*In 2021-2022, our school worked on the following learning goal to improve literacy/numeracy/competencies:

Goal 1: To improve course completion rates for @KOOL students

**LITERACY/NUMERACY:** Students will meet or exceed literacy/numeracy expectations for each level.

One of the greatest challenges for online schools is keeping students engaged and completing their courses in the same timeframe (and therefore at the same rate according to course completion data) as students in face to face classes. Two of the metrics we have used to track student achievement are the rate of course completion, as well as grade distribution, at each grade level.

SCHOOL RESULTS ANALYSIS: Success in Distributed Learning programs is generally defined in the research as: # courses passed / active courses - courses in progress - withdrawn courses. Using this formula, @KOOL students have done very well over the past few years (2018-2021 data shown below).

@KOOL Course Completions by Grade 2018-2021

Grade	Pass	Fail	Total	Withdraw	Completion Rate	Rate Including W
Gr 12	1453	20	1473	694	99%	67%
Gr 11	903	19	922	439	98%	66%
Gr 10	2717	18	2735	513	99%	84%
Gr 8-9	1642	21	1663	806	99%	67%
Gr 4-7	1272	0	1272	338	100%	79%
Gr 1-3	642	25	667	44	96%	90%
			Average	Gr 1-7	98%	85%
				Gr 8-12	99%	71%

AREAS TO CELEBRATE: Looking at course completion data over the last three years, the rate of course completion for @KOOL students has increased several percentage points at each grade level this year over previous years.

Additionally, our mark distribution data shows a high success rate for students in both our elementary and secondary divisions:

KOOL Mark Distribution 2022 School Year
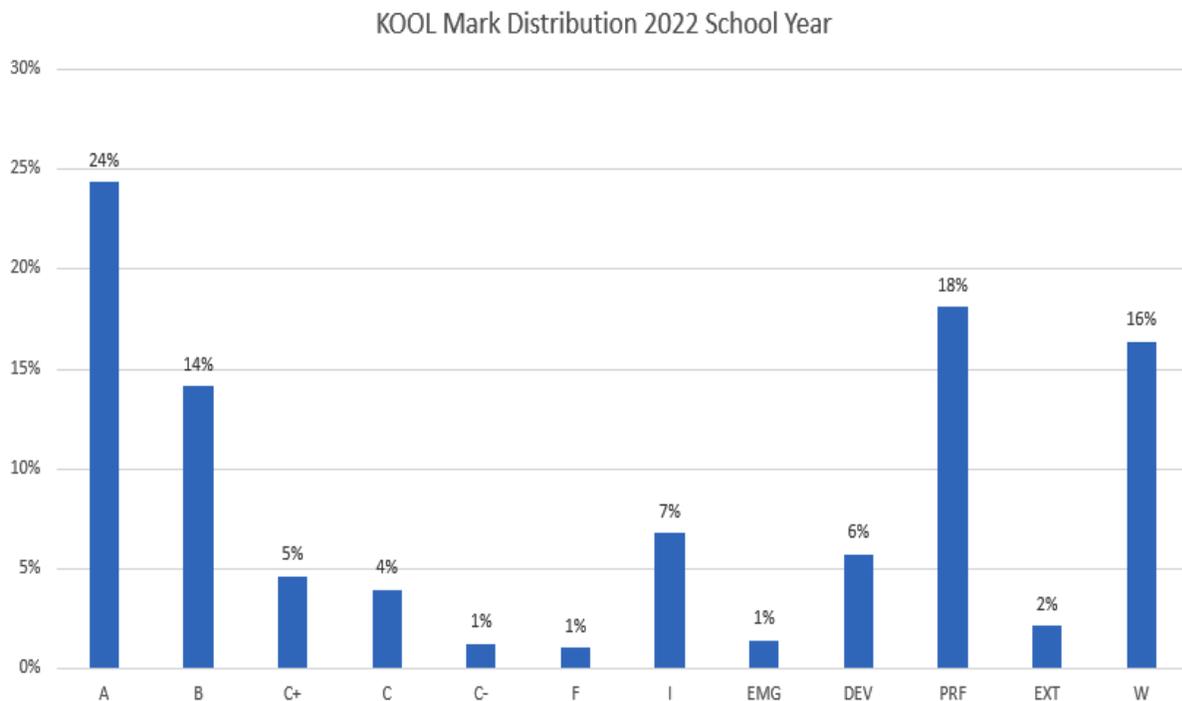
For example, in the 2020-2021 school year 36% of secondary student final marks were a C+ or better. Last year in 2021-2022, that percentage improved to 43% of student final marks. In our elementary division, the majority of students completed their courses with achievement of *proficient* or *extending* on the new K-9 proficiency scale.

AREAS TO GROW: In consideration of our literacy data specifically, we have decided as a staff to change our learning goal to a literacy-specific goal for 2022-23.

SCHOOL GOAL: Students will improve their achievement of curricular competencies in literacy, which will improve course completion rates, at all grade levels.

Our Primary Reading Assessment data from the June 2022 write shows that @KOOL students in grades 1-3 are lagging behind the district average at each grade level.

Literacy - Primary Reading Assessment - June 2022
(Percentage of students who are Proficient or Extending in the June PRA)
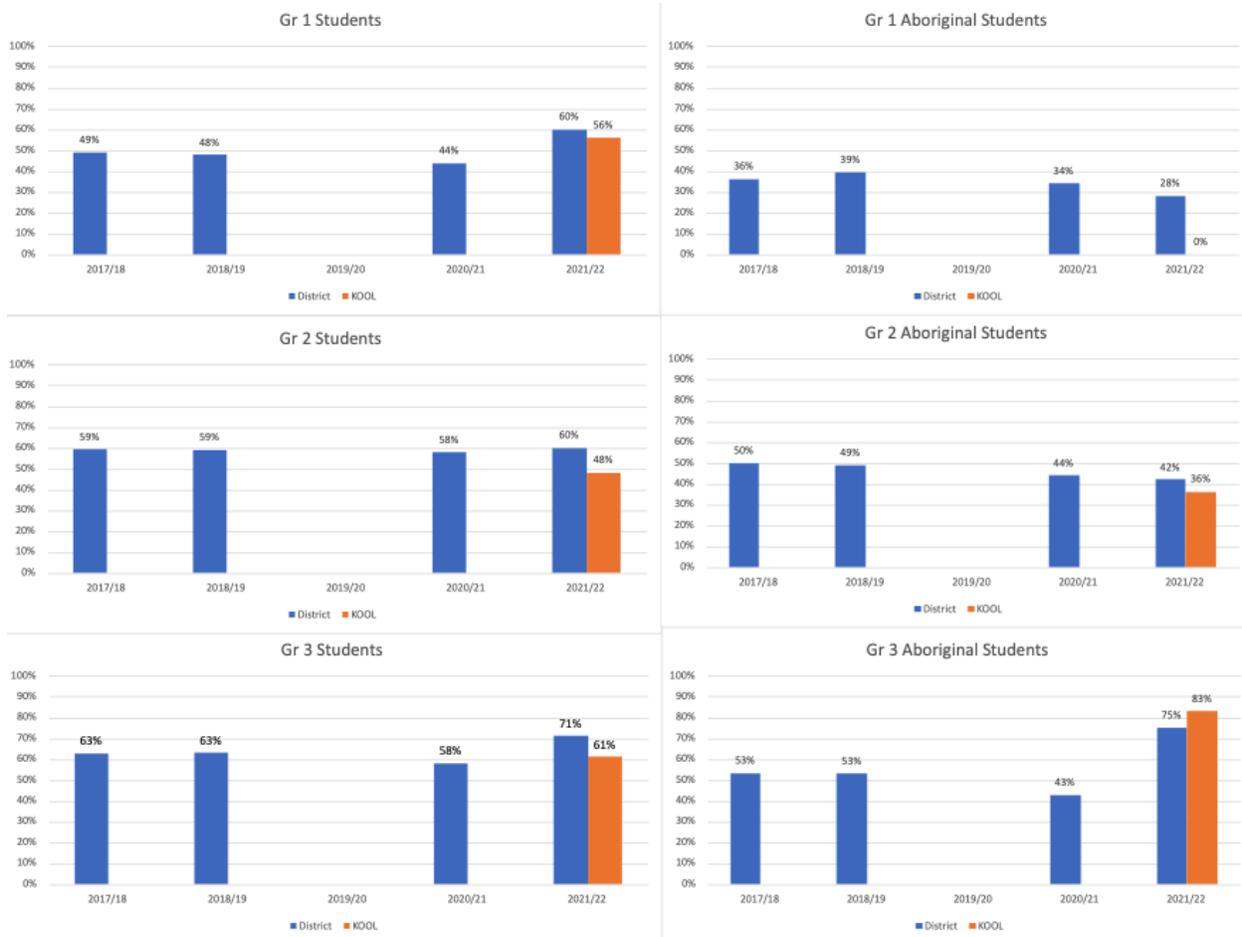
Looking at student achievement data for Language Arts courses and Math courses, @KOOL students perform similarly when compared to the district average, as well as

the averages of the two school families @KOOL is a member of: K-12 and Alternate Education:
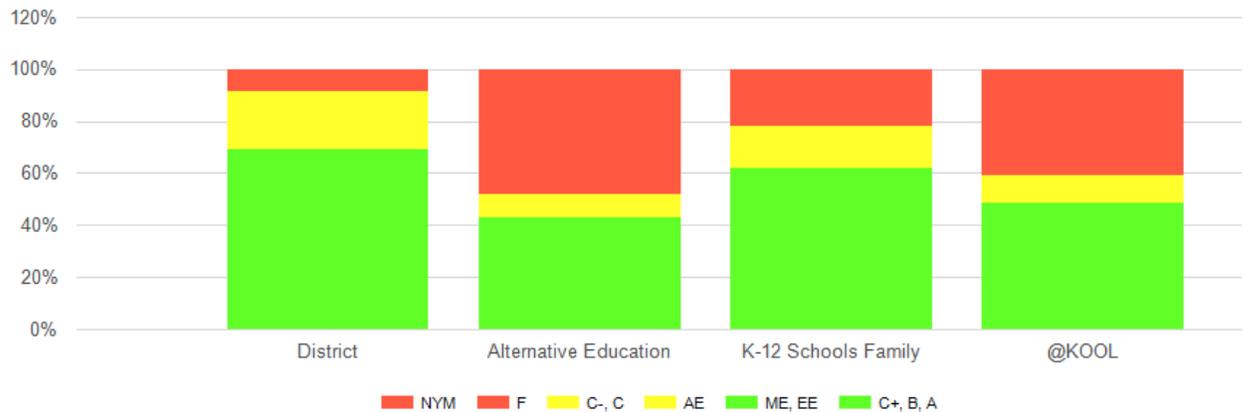
Assessment Results Comparison to District and Zone

Report Cards - FIN - LA

Legend: NYM | F | C-, C | AE | ME, EE | C+, B, A

Assessment Results Comparison to District and Zone
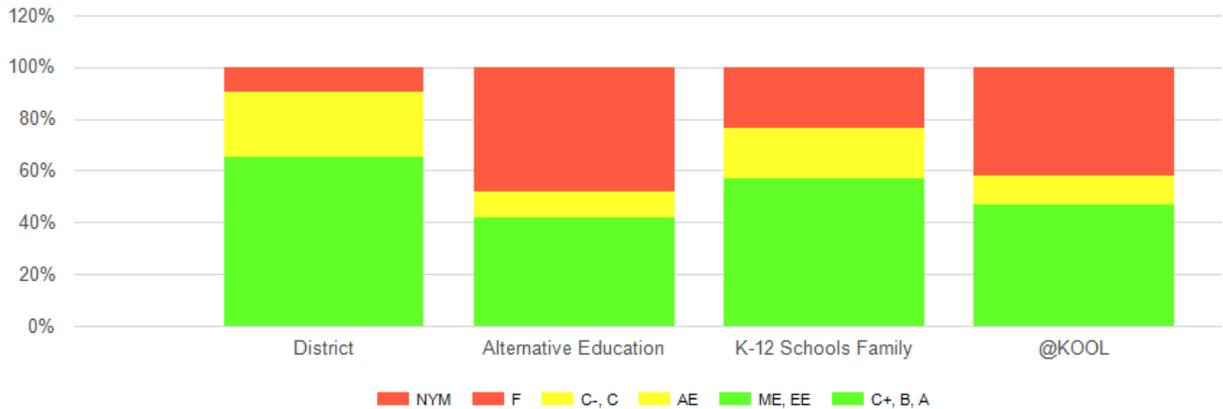
Report Cards - FIN - MA

Legend: NYM | F | C-, C | AE | ME, EE | C+, B, A

Because literacy strategies generally help students with math outcomes more than the other way around, this data also supports a literacy-focussed Learning Goal for the 2022-23 school year. It should also be noted that due to the large number of withdrawals for @KOOL students, and the fact that withdrawals are included in "failures" by EdPlan Insight, our "emerging" numbers in both of the comparisons above are significantly skewed.

SCHOOL STRATEGIES: These will be developed with staff this year once we have had an opportunity to revisit school & district data and collaborate on high-yield, research-based strategies and discuss PD strategies specific to an online

learning environment (we await the rescheduling of the September 19, 2022 PD day).

Evidence and Next Steps: This will be developed with staff this year.

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

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

SCHOOL RESULTS ANALYSIS:

AREAS TO CELEBRATE:

AREAS TO GROW:

PREVIOUS SCHOOL GOAL (2021-22 SLP):
- Students will increase their engagement with @KOOL curriculum, courses and class activities
- Students will improve their feeling of connection to the @KOOL school community

CURRENT SCHOOL GOAL (2022-23):

@KOOL staff will revise this goal using the data we have available to us. We are hopeful that the DEWRS survey will be available to @KOOL students this year (2022-2023) as it has not been in the past. Two years ago we had the Ministry of Ed set us up with the Student Learning Survey (they do not set up DL/Online schools with this survey unless specifically requested) with the standard questions as well as an additional set of customized questions that we developed as a school team. Unfortunately the uptake on the SLS by online students/parents was very poor. Last year we shifted approaches in hopes of getting a better survey completion rate, and designed our own survey in Google

Forms that was distributed to parents and students. The completion rate was similar (extremely low) making the data not useful, except anecdotally in a few cases.

We are hopeful that moving forward we will be able to find a usable data source (or sources) for online students that can inform our work on a Wellbeing Goal.

SCHOOL STRATEGIES: These will be developed with staff this year once we have had an opportunity to look at meaningful data.

Evidence and Next Steps: This will be developed with staff this year.