

Revised September 20, 2022



Logan Lake Elem/Sec Schools
Annual School Learning Plan 2022-2023



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

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. The Local Education Agreement [link](#) and the Aboriginal Education Enhancement Agreement [link](#),

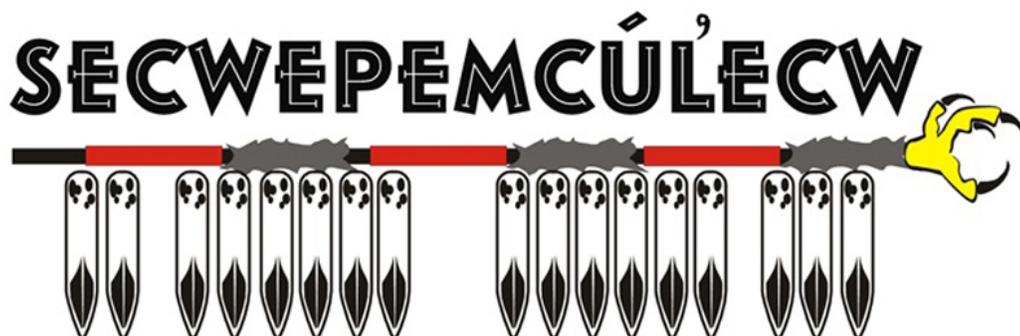


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CONTEXT

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 the affordability and the proximity to a major center, Logan Lake has seen an influx of residents moving from the Lower Mainland and out of province. As a result of this influx of residents, our school populations are increasing.

In 2009-2010, the school district underwent a reconfiguration process. As a result, Logan Lake Elementary now houses students from kindergarten to grade four. There are six 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 five through twelve. The population of our schools from K to 12 is 268 students with 32 teaching and non-teaching staff members. We have 25 Aboriginal learners in the K to 4 range and 33 in the Grades 5 to 12 range. This represents 22% of our student population.

Course offerings geared toward our specific community of learners:

- Video conferencing
- Blended learning
- K to 12 lessons and projects
- Golf/Curling/ Fishing
- Local Artists/Potters
- Recreation Centre
- Logan Lake WHY
- 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 in 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. Relationships are at the core of our school philosophy and our 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 into 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 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.

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 2022/2023 school year. See [appendix](#) for data from previous years.

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:

- Over a four-year period, our grade 7 FSA scores for literacy are on par with district levels.
- Our four-year trend of Grade 7 Writing FSA results for our Indigenous population is 4.5% greater than the district average.
- Our four-year trend of Grade 7 Reading FSA results for our Indigenous population is 14.75% greater than the district average.
- Our four-year trend of Grade 4 Writing FSA results for our Indigenous population is 2.25% greater than the district average.
- Our indigenous learners are approaching parity throughout all grades

AREAS TO GROW:

- Success on the Grade 10 Literacy (19%) assessment is well below (50%) the district level
- Grade 7 FSA Literacy (Reading -16%, Writing -22%)

- Grade 4 FSA Literacy -9% below the district average.

OBJECTIVES:

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

SCHOOL STRATEGIES

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

- Individual classrooms will participate in the “One School One Book” School-wide competition
- Grades 5-7 will participate in guided reading practices during a daily silent reading period. During this time the LART and administrators will support teaching by doing guided reading with our most vulnerable readers. We will utilize Mike Carson, SD #73 Secondary Literacy Resource Teacher, to instruct staff on best practice for this program.
- We will utilize our senior grades to Buddy Read with our younger students.
- Reinstate One-to-One reading with our at-risk readers to help support them in achieving grade level in fluency and comprehension
- Reinstate 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.

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

- September Pro D will include instruction on:
 - Universal Design for Learning
 - Google Read and Write
 - Push In LART/Administration Guided Reading program
 - EdPlanInsight to establish trends in gaps in learning
- Additional School Based Pro D workshops on literacy with a focus on gaps in learning

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

- Use common language between grades and buildings
- Use common literacy goals to target gaps in learning and understanding
- Use buddy reading in both building 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...
- Human resources...
- Extracurricular...
- Field trips...
- Other....

Evidence and Next Steps

This section will be revised on an ongoing basis as we learn from the review of our school goals, strategies, and evidence-in-action.

Describe when (dates) you reviewed the school learning plan and who was involved. Aim to review it with students, parents, staff, and Aboriginal partners on a regular basis to see how we are progressing on school goals and what might need to change.

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 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.

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.

SCHOOL GOAL: Our goals 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.

AREAS TO CELEBRATE: A few areas to celebrate are:

- Mobile Trades Trailer – Welding, for our Grade 11/12 students who are passionate about pursuing the trades
- Individualized course selection for students who need academic courses, for example we are offering a Blended Physics 11 for students who are pursuing Sciences
- We have reinstated several groups and clubs to enable students to follow their passions or experiment with new ones (music, art, photography, chess, etc...)

Sense of Belonging

All Students +4%

Aboriginal +3%

Diverse +23%

Adults who care

All Students +2%

Aboriginal +8%

AREAS TO GROW: A few areas to grow are:

- Creating opportunities for students to follow athletic passions

- Creating opportunities for students to follow Fine Arts passions
- Creating platforms for student voice through peer groups and student leadership

Safe

All Students -8%

Adults who care

Diverse -25%

Feel Welcome

All Students -12%

Aboriginal -1%

Diverse -8%

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 supports 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 increase connectedness to the building and improve graduation rates.
- To improve wellbeing, we are allocating our financial resources towards new clubs, programming, and professional development.

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