

School District No. 73 Kamloops-Thompson



## *Kamloops Open Online Learning (@KOOL)* Annual School Learning Plan

Current version: September, 2024

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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 Online Learning school of School District No. 73. As of July 1, 2023, @KOOL has been officially designated a Provincial Online Learning School (POLS) by the BC Ministry of Education. This POLS designation means that in addition to being held to a high standard of service delivery for students and families, in keeping with the Ministry's Accountability and Quality Assurance process, @KOOL continues to be able to enroll and cross-enroll students residing anywhere within the province of British Columbia.

@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 main office, including our administrative and secretarial staff, as well as our secondary teaching support staff (Academic Advisor, Learning Assistance Resource Teacher and subject-specific Support Teachers). @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.

# 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.

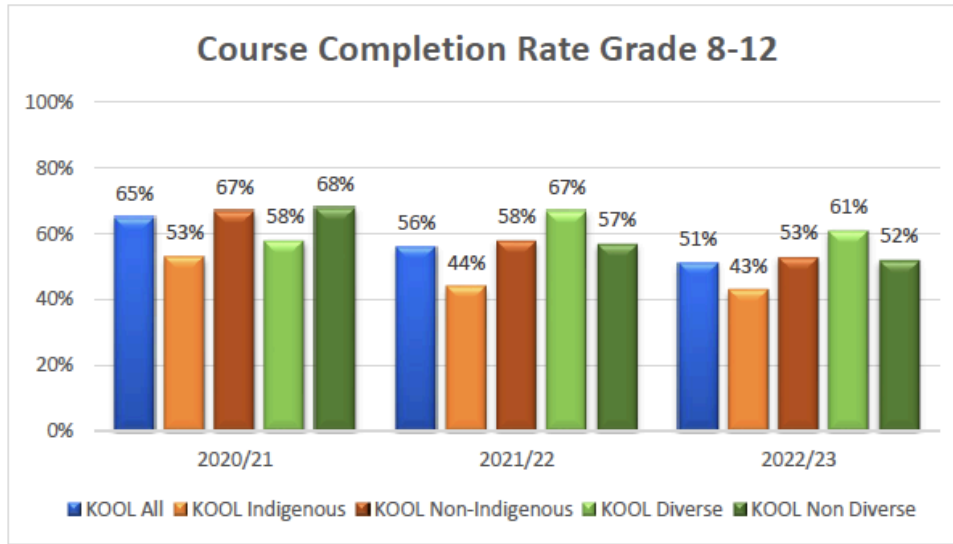
**DISTRICT OUTCOME:** Students will meet or exceed literacy/numeracy expectations for each level.

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 Online Learning programs is generally defined in the research as:  $\# \text{ courses passed} / \text{active courses} - \text{courses in progress} - \text{withdrawn courses}$ . Using this formula, @KOOL students have done very well over the past several years.

This year, the data team was able to disaggregate our course completion rates into sub-populations for comparison purposes (see table and graph below):

Course Completion Rate (Grades 8-12)							
Positive Response Rate	2019/20	2020/21	2021/22	2022/23	2023/24	3 year avg	3 year +/-
KOOL All		65%	56%	51%	74%	60%	9%
KOOL Indigenous		53%	44%	43%	62%	50%	9%
KOOL Non-Indigenous		67%	58%	53%	76%	62%	9%
KOOL Diverse		58%	67%	61%	65%	64%	-1%
KOOL Non Diverse		68%	57%	52%	78%	62%	11%



Completion rate is calculated including withdraw students  
 All Students are included including cross enrolled to reflect all courses Gr 8-12

The course completion data for the last four years does not show a clear trend through time, although our completion rates for last year show significant improvement over the previous three years for all student sub-groups (Indigenous, Non-Indigenous, Diverse, and Non-Diverse). One possible reason for this was our school’s migration to a new Learning Management System (LMS) as @KOOL became a Provincial Online Learning School last year. The new LMS (Brightspace) has a much richer set of features than our previous system (Moodle) which could account for improved student engagement.

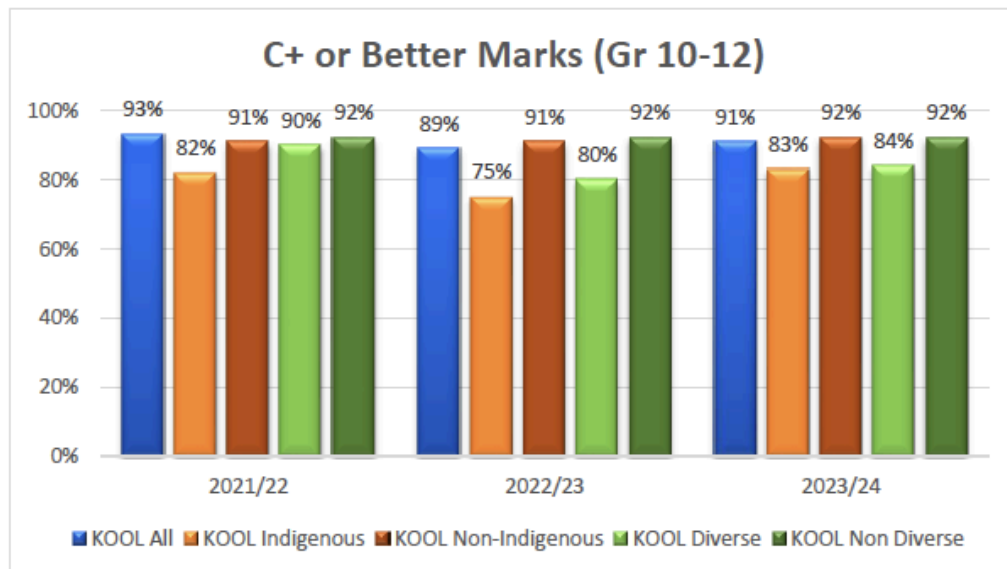
It should be noted that @KOOL students rarely fail courses, due to the nature of asynchronous learning and the ability for our students to not only progress at an individualized pace, but also to resubmit assignments based on teacher feedback in order to demonstrate achievement of the learning outcomes. Course withdrawals should not be considered failures, as students withdraw from courses for a variety of reasons. In order to properly analyze course completion rates while taking into account the various course withdrawal reasons, we are working to implement a system of

tracking student withdrawals so that this data can be extracted for analysis moving forward.

**KOOL SCHOOL LEARNING GOAL 1: Course Completion Rates: to improve course-completion rates for @KOOL students**

**AREAS TO CELEBRATE:** Looking at course completion data over the last four years, the rate of course completion for @KOOL students was the highest in the last school year that it has been since 2020. There was a significant drop in completion rates (including withdrawals) in 2023, however this may have been due to the huge number of course withdrawals that were necessary as students migrated from Moodle courses to Brightspace courses with our change to the Provincial Learning Management System (LMS).

C+ or Better Marks (Grades 10-12)							
Positive Response Rate	2020/21	2021/22	2022/23	2023/24	2024/25	3 year avg	3 year +/-
KOOL All	96%	93%	89%	91%		91%	-1%
KOOL Indigenous	90%	82%	75%	83%		80%	1%
KOOL Non-Indigenous	93%	91%	91%	92%		91%	1%
KOOL Diverse	92%	90%	80%	84%		85%	-3%
KOOL Non Diverse	92%	92%	92%	92%		92%	0%



All Students are included including cross enrolled to reflect all courses Gr 10-12  
Grade 8 and 9 courses are on the proficiency scale and not included in this data



Additionally, our mark distribution data (above) shows a high success rate for students. The percentage of KOOL students in grades 10-12 who achieved a final mark of C+ or better over the last three school years (2022 - 2024) has hovered around 90%, with an increase last year (89% in 2023-24) over the previous year (91% in 2022-23) of 2%.

It should be noted that for K-9 students, the majority 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, KOOL staff have continued our commitment to a literacy-specific learning goal for our School Learning Plan.

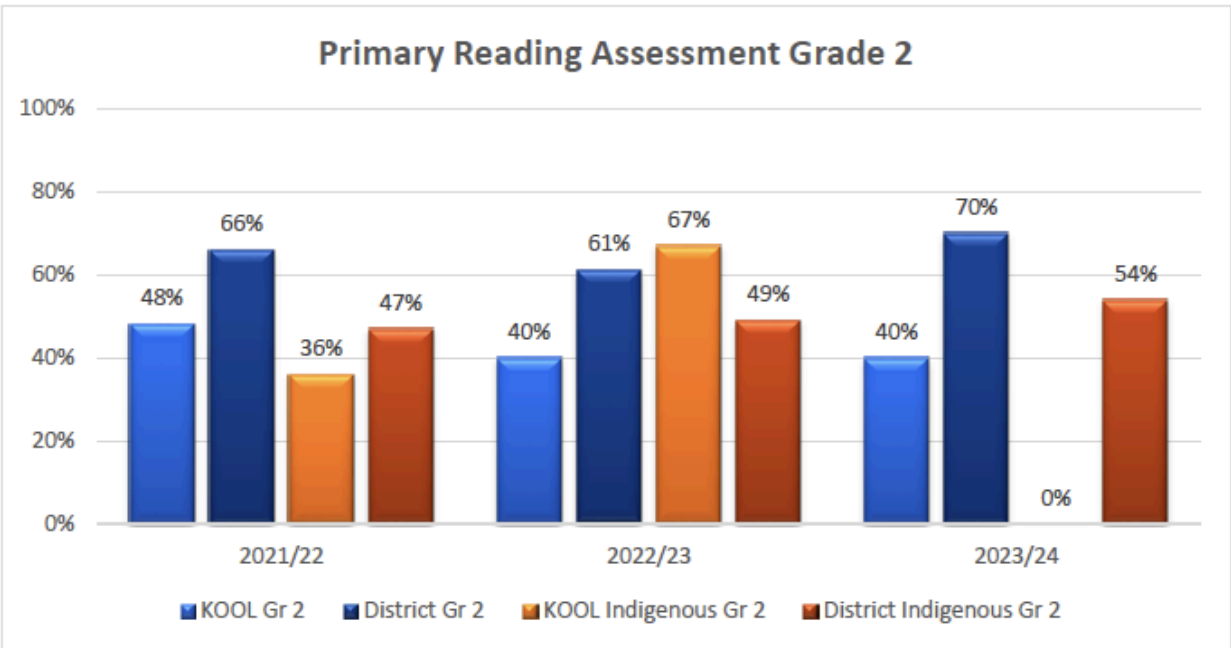
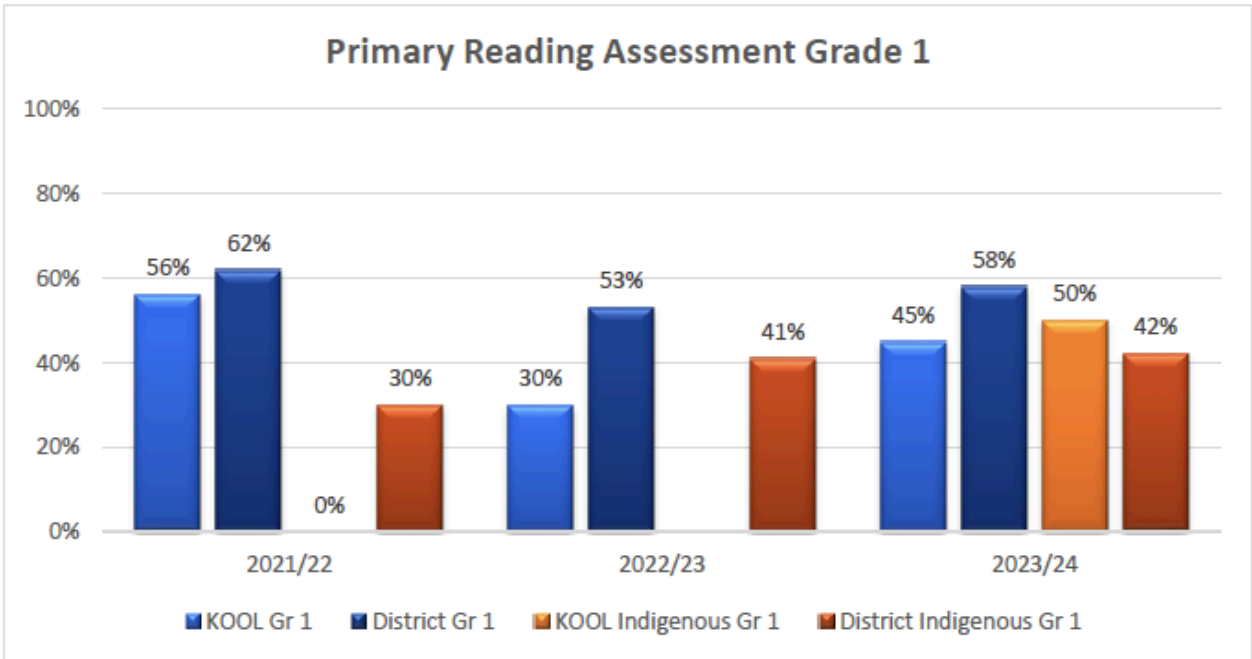
**KOOL SCHOOL LEARNING GOAL 2: Students will show improvement toward meeting individual literacy expectations across curriculum**

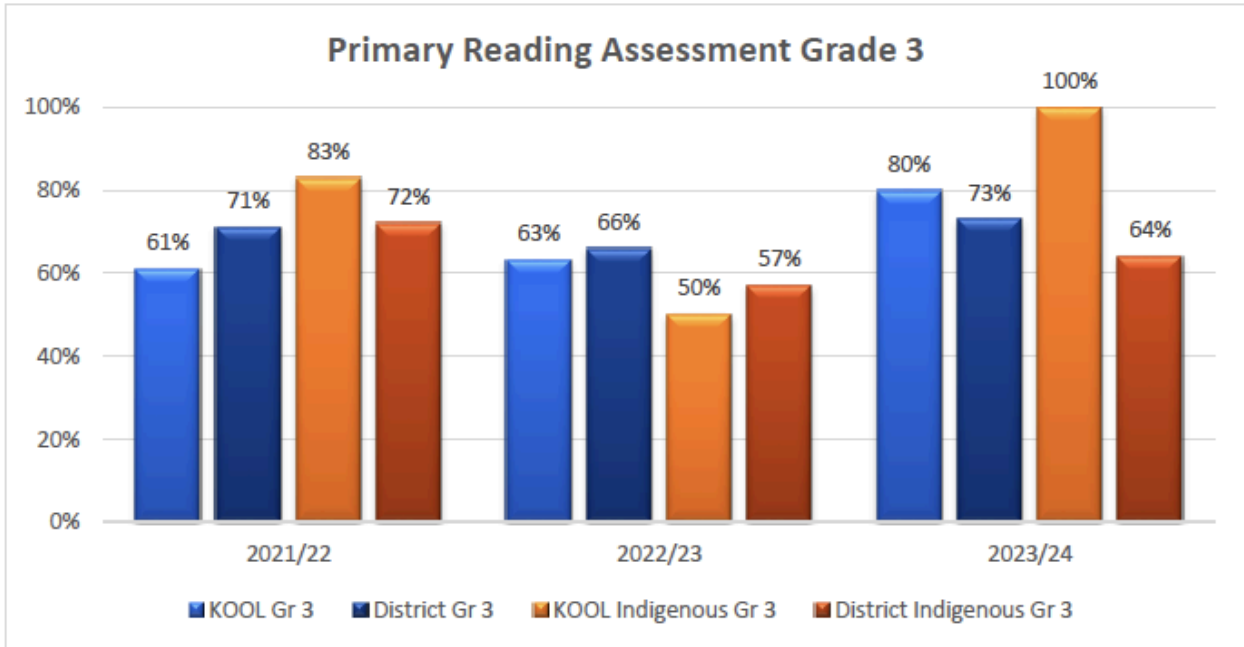
Our Primary Reading Assessment (PRA) data over the last three years shows that our students consistently underperform compared to the district average by grade. This reinforces the importance of our continued work to support literacy learning outcomes for our students.

Primary Reading Assessment - June						
Positive Response Rate	2020/21	2021/22	2022/23	2023/24	3 Year Avg	3 Year +/-
KOOL Gr 1		56%	30%	45%	44%	-6%
District Gr 1	44%	62%	53%	58%	58%	-2%
KOOL Indigenous Gr 1		0%		50%	25%	25%
District Indigenous Gr 1	34%	30%	41%	42%	38%	6%
	2020/21	2021/22	2022/23	2023/24		
KOOL Gr 2		48%	40%	40%	43%	-4%
District Gr 2	58%	66%	61%	70%	66%	2%
KOOL Indigenous Gr 2		36%	67%	0%	34%	-18%
District Indigenous Gr 2	44%	47%	49%	54%	50%	4%
	2020/21	2021/22	2022/23	2023/24		
KOOL Gr 3		61%	63%	80%	68%	10%
District Gr 3	58%	71%	66%	73%	70%	1%
KOOL Indigenous Gr 3		83%	50%	100%	78%	9%
District Indigenous Gr 3	43%	72%	57%	64%	64%	-4%

Percentage of students *proficient* or *extending* by grade level

Literacy - Primary Reading Assessment - June (2022 - 2024)  
 (Percentage of students who are Proficient or Extending in the June PRA)





Additionally, our Grade 10 and 12 Provincial Literacy Assessments show that KOOL students perform comparatively with the SD73 average and the provincial average. Our three-year average for the Literacy 10 assessment is 2% below the district average, and 8% below the provincial average.

Graduation Literacy Assessment Grade 10							
Positive Response Rate	2019/20	2020/21	2021/22	2022/23	2023/24	3 year avg	3 year +/-
KOOL All		61%	70%	65%		65%	2%
KOOL Indigenous		67%	50%	33%		50%	-17%
KOOL Non-Indigenous		60%	77%	70%		69%	5%
KOOL Diverse		67%	67%	33%		56%	-17%
KOOL Non Diverse		60%	71%	70%		67%	5%
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%

Our three-year average for the Literacy 12 assessment is 6% above the district average, and 2% above the provincial average.

Graduation Literacy Assessment Grade 12							
Positive Response Rate	2019/20	2020/21	2021/22	2022/23	2023/24	3 year avg	3 year +/-
KOOL All			85%	74%		80%	-11%
KOOL Indigenous			75%	100%		88%	25%
KOOL Non-Indigenous			86%	71%		79%	-15%
KOOL Diverse			86%	50%		68%	-36%
KOOL Non Diverse			84%	78%		81%	-6%
SD73 All			74%	74%		74%	0%
SD73 Indigenous			59%	65%		62%	6%
SD73 Diverse			56%	52%		54%	-4%
Province ALL			78%	77%		78%	-1%
Province Indigenous			60%	59%		60%	-1%
Province Diverse			63%	61%		62%	-2%

No obvious trends are evident regarding the achievement of our Indigenous and diverse student populations, again likely due to small cohort sizes.

**SCHOOL STRATEGIES:** @KOOL teachers worked collaboratively in the spring of 2023 (April - May) to develop literacy strategies for the 2023-2024 school year. We looked at the literacy data available to us (PRA, NFRA, student reporting marks) as well as the anecdotal experiences of teachers who know their students well. After redeveloping our literacy goal, we worked in elementary and secondary groups to identify:

- What strategies are we already using to support this goal
- How will we know if we have been successful
- What else could we do to support the goal that we are not currently doing
- What learning/professional development do we feel would be beneficial to help us achieve this goal

A summary of this work can be found in this collaborative document created by @KOOL teachers during their collaboration: [☰ KOOL-Literacy-Goal-and-Strategies-May 2023](#)

The strategies that we agreed upon, for use K-12 for the 2023-2024 school year for our Literacy goal, are as follows:

*Literacy Strategy 1:* Utilize district assessments and further develop these assessments to inform instruction and programming. These would then be used to monitor progress and adjust instruction as necessary.

*Literacy Strategy 2:* Provide reading and writing workshops in small groups K-12 (weekly or biweekly).

*Literacy Strategy 3:* Provide early screening in courses (8-12) or upon intake (for elementary students).

**Evidence and Next Steps:** The data shows that KOOL literacy results have shown improvement, particularly in the last year in our elementary division. As we have only applied our school-wide strategies for one year (the 2023-2024 school year) at this point, we will continue to apply these strategies and monitor our results for the 2024-2025 school year.

# 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:** The data available to online schools differs significantly from that available to bricks and mortar (face to face) schools. The two main sources of data for regular (face to face) schools are the Ministry of Education Satisfaction Survey that is completed by students and parents annually, as well as the District Emotional Wellbeing & Resiliency Survey (DEWRS). Unfortunately, neither of these surveys are available to online schools because the questions are geared to the experience of students who attend school in person.

We developed our own KOOL-specific survey in the fall of 2022 that was administered to students (with the help of their parents in primary grades) for the first time in January, 2023 to gather information on student wellbeing, connection and sense of belonging. We have now administered this survey for two successive years with very similar questions. In January 2023, two versions of the survey were administered: one designed for primary students (K-3) to complete with the help of a parent, and another designed for students in grades 4-12 (parents were invited to help their child complete it if they deemed it necessary). Following our analysis of the survey results, staff suggested that we further disaggregate the data by administering separate surveys to intermediate, middle school and high school students to better compare these groups. We have had great response rates in each of the two years we have administered the survey: 37% of students/parents completed the survey in 2022-23, and 44% in 2023-24.

## Summary Table of Survey Responses 2023-2024:

Question	K-3	4-7	8-9	10-12
Connected to teacher / adult at school (cares about them)	100% agree or strongly agree (same as last year)	88% agree or strongly agree	87% agree or strongly agree	82% agree or strongly agree
Connected to peers/belonging within school	93% (up from 89%)	36% agree or strongly agree	24% agree or strongly agree	23% agree or strongly agree
Connected to peers outside of school	(not asked)	64% agree or strongly agree	73% agree or strongly agree	70% agree or strongly agree

*Last year's data for comparison purposes:*

Question	K-3	4-12
Connected to teacher / teacher cares about them	100%	80%
Connected to peers/belonging within school	89%	32%
Connected to peers outside of school	(not asked)	95%

In addition to the Likert-scale questions asked on the survey, students/parents were given the opportunity to provide anecdotal answers to several questions which provided detailed “street level” data from individual families. Many of these responses helped us to form our goals and strategies as a school. The data used to inform this process can be found here:

- [☰ KOOL FOS Mid-Year Review Feb 2023](#)
  - [☰ KOOL Student/Parent Survey January 2023](#) (2023-24 school survey data appendix)
- [☰ KOOL FOS Mid-Year Review Feb 2024](#)
  - [☰ KOOL Student/Parent Survey January 2024](#) (2023-24 school survey data appendix)

**AREAS TO CELEBRATE:** We have had a great response rate to our surveys the last two years (37% and 44% in 2022-23 and 2023-24, respectively). The results tell us that we are meeting the wellbeing/social-emotional needs of many of our students. We have

had many positive comments about the work we do with students and the connection they feel to KOOL teaching staff (see linked documents above).

### **AREAS TO GROW:**

Despite the positive feedback we received from the students/parents who completed our survey, we don't know much about the slight majority of students/families who did *not* complete the survey (although we know who they are - the survey was not anonymous). We also know that we aren't meeting the needs (at least to a certain extent) of up to 20% of our learners who *did* complete the survey. These are the students and families who are the focus of this school wellbeing goal.

### **PREVIOUS SCHOOL WELL-BEING GOALS (from 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: Every student will feel connected to one peer and one adult (as identified with our self-developed survey tool)**

**SCHOOL STRATEGIES:** @KOOL teachers worked collaboratively in the spring of 2023 (March - May) to develop wellbeing strategies for the 2023-2024 school year. We looked at the results of the google survey we administered, including the anecdotal feedback included in the survey which gave us insights into the needs of our students. After redeveloping our wellbeing goal, we worked in elementary and secondary groups to identify:

- What strategies are we already using to support this goal
- How will we know if we have been successful
- What else could we do to support the goal that we are not currently doing
- What learning/professional development do we feel would be beneficial to help us achieve this goal

A summary of this work can be found in two collaborative documents created by @KOOL teachers over the last year:

- [☰ KOOL-Wellbeing-Goal-March-2023](#)
- [☰ KOOL-Wellbeing-Strategies-Evidence-Next-Steps-Sept-2023](#)



The strategies that we agreed upon, for use K-12 for the 2023-2024 school year for our Wellbeing goal, are as follows:

*Wellbeing Strategy 1:* Improved check-ins (frequency and context) with students that will be facilitated by our new Learning Management System (LMS): Brightspace due to improved functionality and context-appropriate automation.

*Wellbeing Strategy 2:* Increased frequency of school-wide activities to provide social interaction and a sense of community/belonging.

*Wellbeing Strategy 3:* Increased use of books and visual resources that represent all students (varied sexual identities and cultures).

*Wellbeing Strategy 4:* Use of “get to know me” surveys at the beginning of a course to help foster a positive relationship between students and their teacher.

In addition to these four strategies, we identified the following additional strategies in September, 2023 (see “evidence-next-steps-Sept-2023” document above) and followed through with them in the 2023-24 school year:

*Wellbeing Strategy 5:* Teachers will provide additional in-person and zoom opportunities for students to connect with teachers and peers. Some examples:

- (bi-monthly) In-person activities such as PE, Art, Science activity (starting in October)
  - BLSC sessions, PHE at PR, Art at Heffley
- (Intermediate) Monthly Q&A for Brightspace / course navigation
- Primary learning center (elementary LART room) for students with additional needs to come in and connect with the LART

*Wellbeing Strategy 6:* Teachers (secondary in particular) will use “get-to-know-you” introductory assignments in their courses as a way to make connections with students.

*Wellbeing Strategy 7:* Teachers will better utilize tools for connecting with students, such as Brightspace Intelligent Agents, POPARD differentiated instruction tools (AI-enabled UDL teacher tools), and others.

*Wellbeing Strategy 8:* Teachers will participate in “Mental Health First Aid” course as a staff, in order to provide better support for students struggling with mental health issues (all staff attended this joint Boys & Girls Club / YMCA multiple-session training over the 2023-24 school year).

**Evidence and Next Steps:** Our survey results show that quantitatively, the reported level of connection of students to an adult at school who cares about them has increased slightly since last year. Qualitatively, we have many anecdotal success stories about the positive impacts of the strategies we have been using. We will revisit our strategies in the 2024-25 school year to make adjustments, refinements and additions as part of our School Learning Plan collaborative staff process. Additionally, we are excited to have three curriculum coordinators in place for the 2024-25 school year. These coordinator positions have been aligned with our three School Learning Plan goals, with each being responsible for leading the data collection, school-wide strategy implementation and strategy refinement process for their respective goal area. With the addition of this distributed teacher-leadership, we plan to improve overall staff engagement with our SLP goal and strategy implementation process.