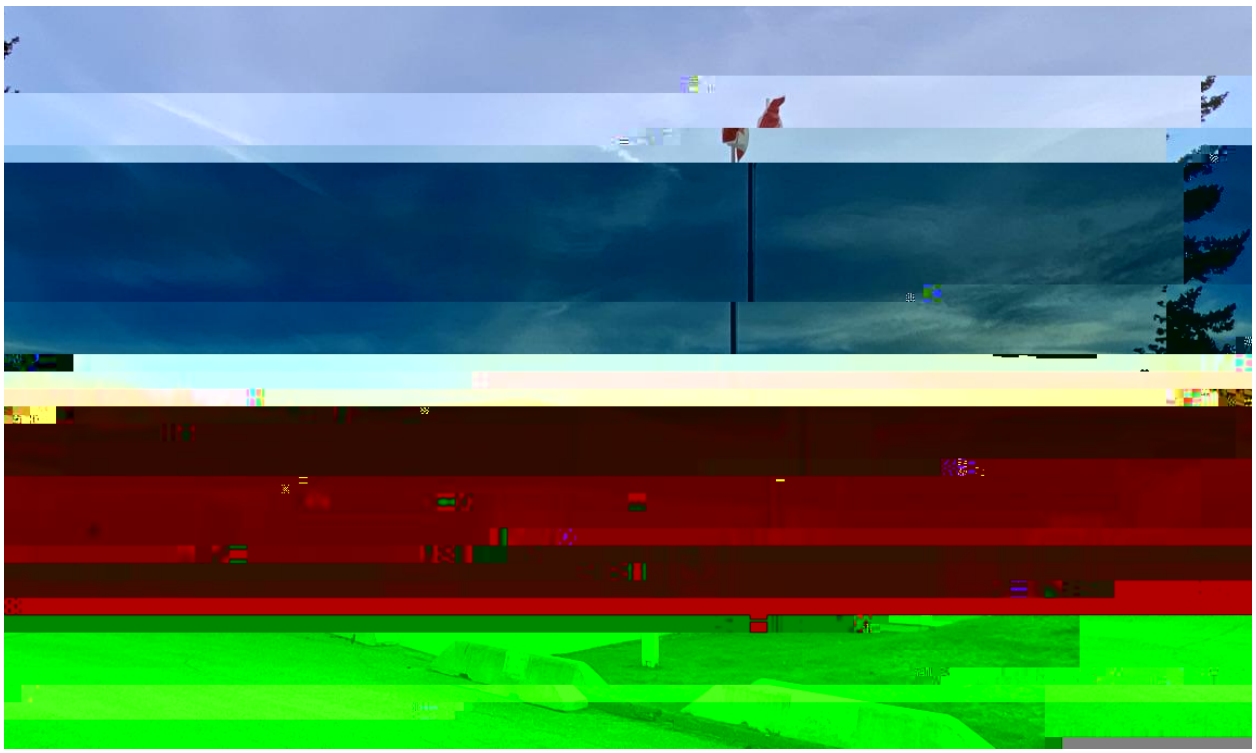
Kamloops Open Online Learning (@KOOL)

Annual School Learning Plan 2022-2023

Current version: September, 2023



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A district report will be available in the district learning plan. You may choose to include it in your school learning plan and share how you will be involved in learning about cultural safety.	
Key strategies to ensure that every student graduates and transitions grade-to-grade are integrated into the learning and wellbeing goals.	p.
Key strategies for resource allocation are integrated in the learning and wellbeing goals.	p.

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.

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.

Every learner will develop competencies and skills to succeed academically.

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

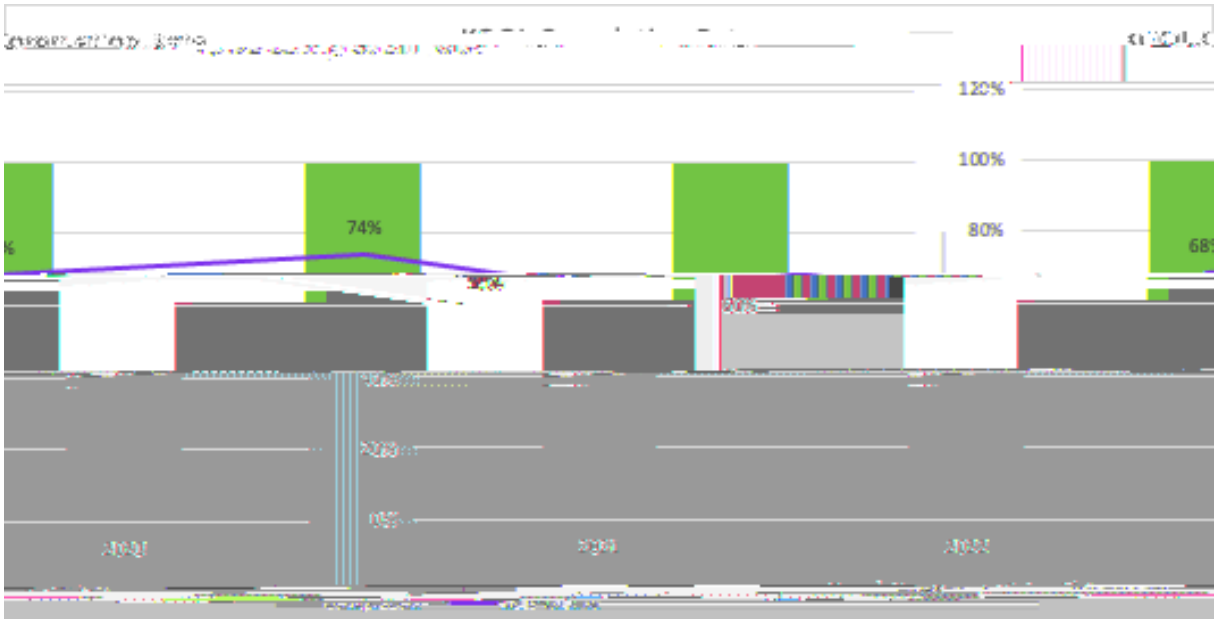
One of the greatest challenges for online schools is keeping students engaged and completing their courses in the same timeframe (and therefore at the same rate according to course completion data) as students in face to face classes. Two of the metrics we have used to track student achievement are the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

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 Year (2021-2023)

	1490	1	1491	1021	100%	59%
	2527	0	2527	875	100%	74%
	1761	0	1761	826	100%	68%

This data can be seen graphically in the following figure. The blue bars show completion rates excluding course withdrawals, while the orange line indicates completion rates taking into account course withdrawals.



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. With the implementation of our new Learning Management System (LMS) currently underway, we are implementing a system of tracking student withdrawals so that this data can be extracted for analysis moving forward.

To improve course completion rates for @KOOL students

Looking at course completion data over the last three years, the rate of course completion for @KOOL students increased several percentage points from 2021 to 2022. There was a subsequent decrease 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 were migrated from Moodle courses to Brightspace course with our change to the Provincial Learning Management System (LMS).

Additionally, our mark distribution data shows a high success rate for students in both our elementary and secondary divisions. The bar graphs below shows the KOOL report card mark distribution over the last three years (2021 - 2023).

The bar graph below shows this same data for the 2022-2023 school year.

As seen above, 30% of our secondary student final marks were at a C+ or better

completed their courses with achievement of ***proficient*** or ***extending*** on the new K-9 proficiency scale.

In consideration of our literacy data specifically((l" ɹě ʊ ă

Looking specifically at Aboriginal student results, our grade 2 aboriginal students performed significantly better than the district average and showed a significant improvement over the June 2022 grade 2 cohort results. Our grade 3 aboriginal students performed slightly lower than the district average, and showed a significant decrease in performance compared to the previous year's cohort. Again, this data may not be meaningful due to the small cohort sizes year over year. We didn't have any aboriginal students in grade 1 in the 2022-2023 school year, so the aboriginal to non-aboriginal comparison cannot be made for the grade 1 cohort.

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:

The evidence to be used and next steps will be developed collaboratively with staff during the 2023-24 school year, as this will be the first year following the redevelopment of our literacy goal.

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

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.

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

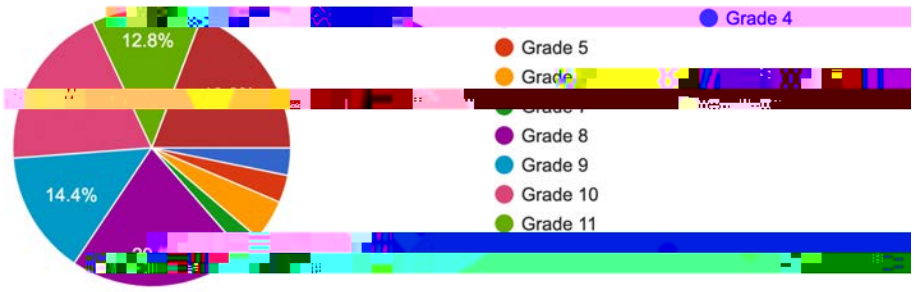
Students will feel welcome, safe, and connected to their school.

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. It should be noted that the Ministry is currently developing a version of the Satisfaction Survey specific to students in online schools, but it has not yet been released.

In absence of data from the provincial Satisfaction Survey and DEWRS survey, we developed our own survey that was administered to students (with the help of their parents in primary grades) to gather information on student wellbeing. We administered the survey in January, 2023, in two versions: 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). We had a great response rate of approximately 37%.

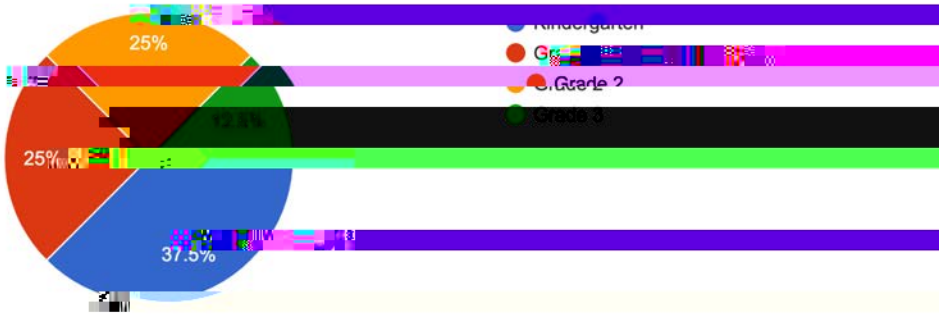
Student grade:

125 responses



Student grade:

16 responses



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 were very interesting to look at as a staff. Many of the responses helped us to form our goal and strategies as a school. The data used to inform this process can be found here: KOOL Student/Parent Survey January 2023

We had a great response rate to our survey of approximately 37%, consistent between the primary (K-3) and intermediate/secondary (4-12) versions. The results tell us that we are meeting the wellbeing/social-emotional needs of many of our students. We had many positive comments about the work we do with students and the connection they feel to KOOL teaching staff (see linked document above).

Despite the positive feedback we received from the students/parents who completed our survey, we don't know much about the 63% of students/families who did ***not*** complete the survey (although we know who they are - the survey was not anonymous). We know that we aren't meeting the needs (at least to a certain extent) of 20% of our learners who ***did*** complete the survey. These are the students/families who are the focus of this school wellbeing goal.

Students will increase their engagement with @KOOL curriculum, courses and class activities
Students will improve their feeling of connection to the @KOOL school

community

Every student will feel connected to at least one peer and one adult.

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 this collaborative document created by @KOOL teachers during their collaboration: KOOL-Wellbeing-Goal-March-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.

The evidence to be used and next steps will be developed collaboratively with staff during the 2023-24 school year, as this will be the first year following the redevelopment of our Wellbeing goal.