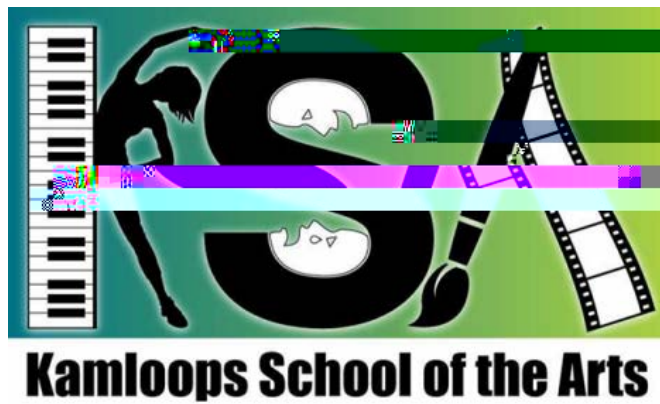


Revised September 15, 2023



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

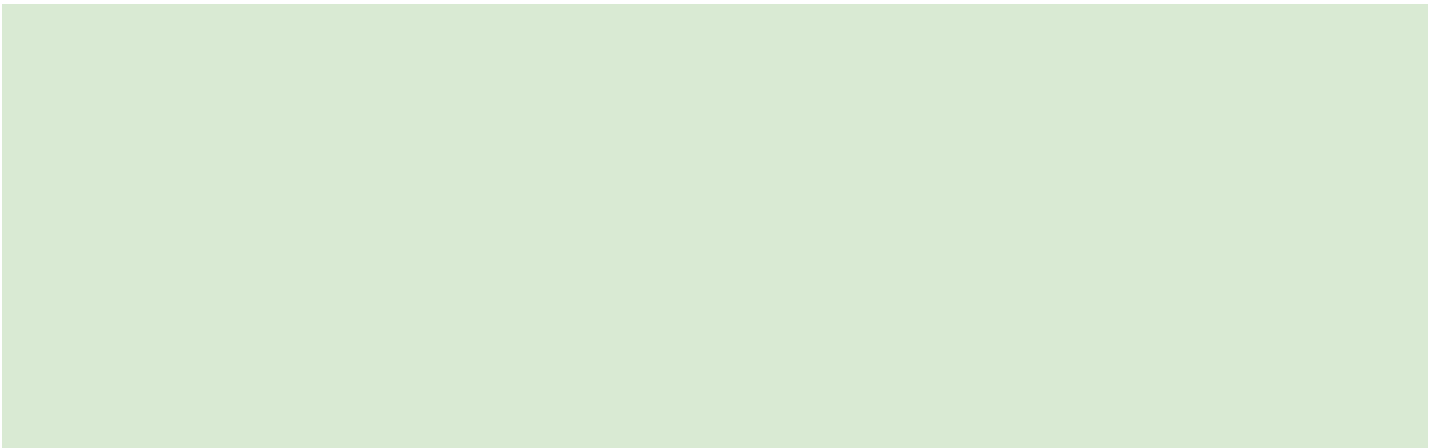
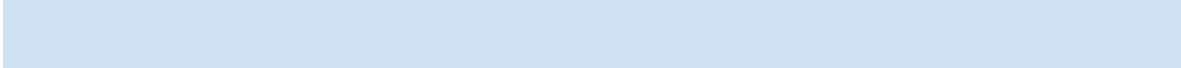
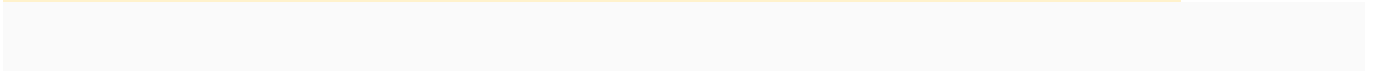
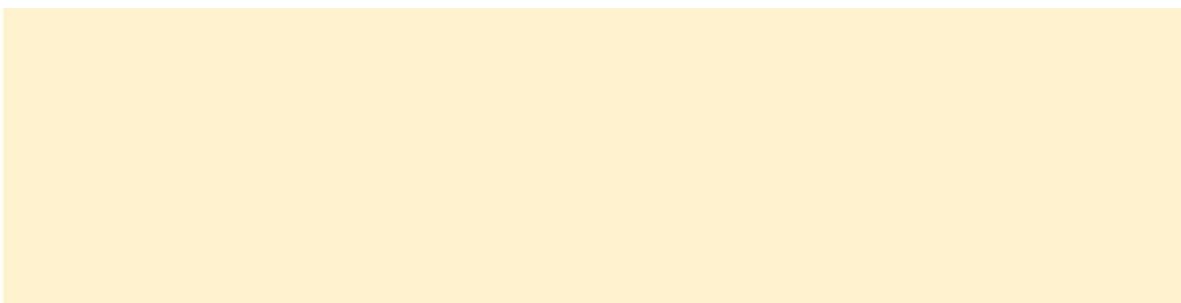
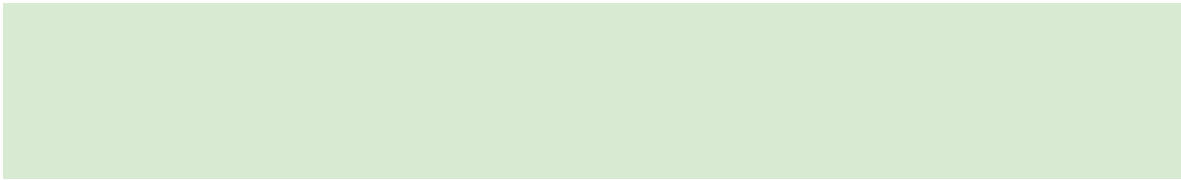
Kamloops School District No. 73 is located
within the traditional territory of the
Secwépemc people and includes the seven
Secwépemc First Nations Bands:

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

The community of KSA á od_
Secwépt Kamloo

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KSA opened its doors in September 2016. Previously, the school was known as Beattie School of the Arts. It was a dual campus school with an elementary location on McGill Avenue and a separate secondary location that was housed in the JP Building on 9th Avenue, Kamloops. The secondary building was a shared facility that housed South Kamloops Secondary students, as well as Beattie students. The amalgamation of the elementary and secondary student and staff populations into one building was a carefully planned process that met the original vision for the Kamloops arts school since the school was first proposed 18 years ago. It has been a time of learning and growth for everyone involved.

Kamloops School of the Arts is located at 1390 9th Avenue in Kamloops BC. KSA is an Arts based school of choice and students attend the school from all over the Kamloops Thompson school district. Students come from as far as Barriere, Chase, Pinantan and Kamloops Lake areas. We are a school of choice and families choose to have their child attend. There is currently a waitlist to attend KSA for both elementary and secondary grades. Most of our population arrives each day by car, being driven by their parents, but many also take school buses and some walk to school.

KSA continues to grow as an Arts based K-12 school and there are 193 secondary students and 312 elementary students in the school. Many have indicated they will be returning in September. Our elementary portion of the school has 14 divisions with 11 schoolwide certified education assistants between secondary and elementary. KSA supports a wide range of students with unique needs and takes pride in the achievement of these students. 78 students at KSA are of Aboriginal descent, 5 of these students live on reserve. These students are supported by one full time Aboriginal Education Worker. The school currently has 96 Ministry Identified students. 7 of these students attend the resource room. KSA works hard to ensure that all of our students receive the support they require and are integrated into Arts lessons whenever and wherever possible. Our students are supported by 30 teachers, 2.5 learning assistant resource teachers and 0.6 librarian. The school is also supported by a full time counselor, principal and a vice principal.

KSA offers all the courses a student needs to graduate along with a diverse complement of art electives and mosaics in Drama, Music, Dance, Visual Arts and Media Arts. At the secondary level, it is a Fine Arts Academy that offers an in-depth study of the major art forms of Music, Dance, Drama, Media and Visual Arts for grades 8-12. The arts are also integrated into the core curriculum in grades 8-12. Because twenty-five percent of our students' learning involves the study of the arts, the BC Ministry of Education recognizes Kamloops School of the Arts as an Academy.



Kamloops Schools of the Arts (KSA) offers a creative, "hands-on" and "minds-on", academic experience that integrates all the Arts into the re-designed BC curriculum. KSA is a K-12 school dedicated to the study and exploration of mathematics, science and humanities while allowing students to express their understanding and to learn to use the arts. In addition, students study and hone their artistic skills during dedicated studio time with professional artist-teachers. KSA offers programs designed to allow students to develop creativity, critical thinking and communication skills in a supportive, collaborative environment.

Our school believes that it is important to connect students to their passions and interests while continuing to develop their appreciation and understanding of the arts. Our teaching staff are professional artist-teachers within their fields.

We have 14 elementary divisions that are divided into "families of 4 classes." These are called "PODS". Teachers have one or more speciality qualifications in either music, art, drama or dance. Students then attend classes each week with all of the arts teachers in their POD to receive arts skill development. In addition to rotating through the Arts, students receive choral instruction. All elementary students at KSA sing collaboratively in Choir.

At the secondary level students choose one of 5 art forms- music, drama, dance, visual arts and media arts and students study this art form all year. The fundamentals of each discipline are taught by a trained arts specialist teacher and secondary teachers use the arts

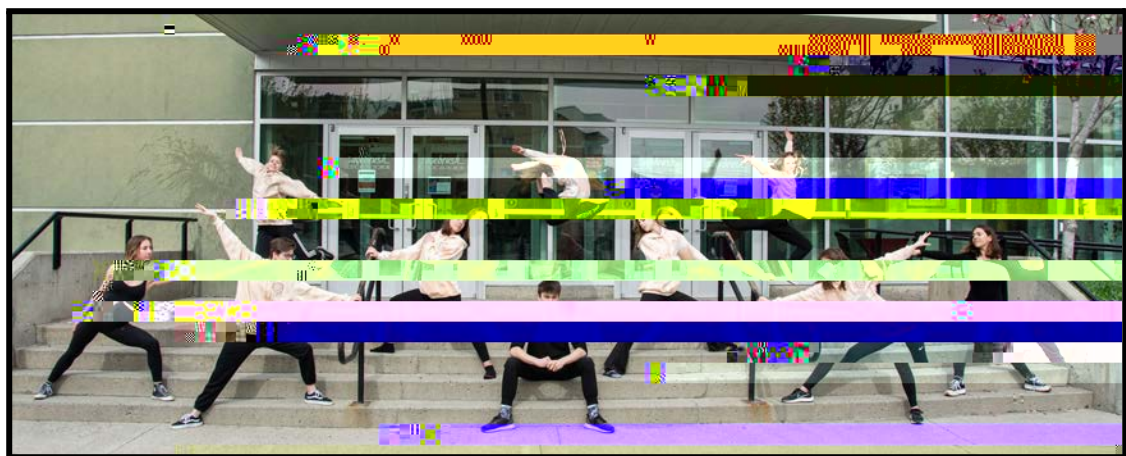
_____ Drama introduces students to the forms and conventions needed to pursue acting at an advanced level in the senior secondary years. These skills are honed through character work, role play, improvisation, and scene work. Students develop their ability to express themselves through this performance art form. There is a focus on peer communication, students' own perspectives, as well as the perspectives of the various characters they play. The students have the opportunity to perform for audiences at various points throughout the year.

_____ At KSA music majors learn knowledge of instrumental musicianship. Through musical experiences students' are able to explore and express themselves. Students gain insight into perspectives and experiences of cultures from a variety of times and places. Students will learn the language of music to create and communicate. This major is performance based and provides students opportunities for both solo and ensemble performances.

_____ helps students to develop their individual and ensemble singing ability. Students develop an understanding and appreciation for a variety of musical styles, contribute to the community's musical life, and perform music demonstrating mastery of numerous musical skills.

_____ Students develop the knowledge, skills and attitudes needed to respond to and create art using media arts technology. Media arts technology may include still photography, film and video, computer tech. At KSA students learn to use media tools to be confident in analyzing the visual elements and principles of design. Students learn image development and how to effectively incorporate sound, movement, time and light

_____ Artistic work created by students in Studio Arts 3D communicates ideas, emotions, and perspectives through form. Traditions, perspectives, worldviews, and stories are shared through these experiences. Visual Arts skills involve inquiry, observation, discussion, sharing, critiques, idea development, idea refinement, creative processes, perseverance, planning, creative risk taking, and time management. Students are inspired by world and indigenous cultures, and art movements.





ThælgC



This is year one of the School Improvement Plan for Kamloops School of the Arts. This is how we continually involve our school community in the development of our plan:

September 2022	SLP and goals reviewed at staff meeting
November 2022	Staff Meeting to review data and goals
February 2023	Survey for Stakeholders group- Parents, Students,
March 2023	Staff Meeting to review data and goals
March 2023	School Plan presented to Trustees and EOC
April 2023	Staff Meeting to review goals and provide input
May 2023	PAC review and approve the Plan
July 2023	School Plan submitted to SBO/EOC
September 2023	Revisions made and submitted to SBO

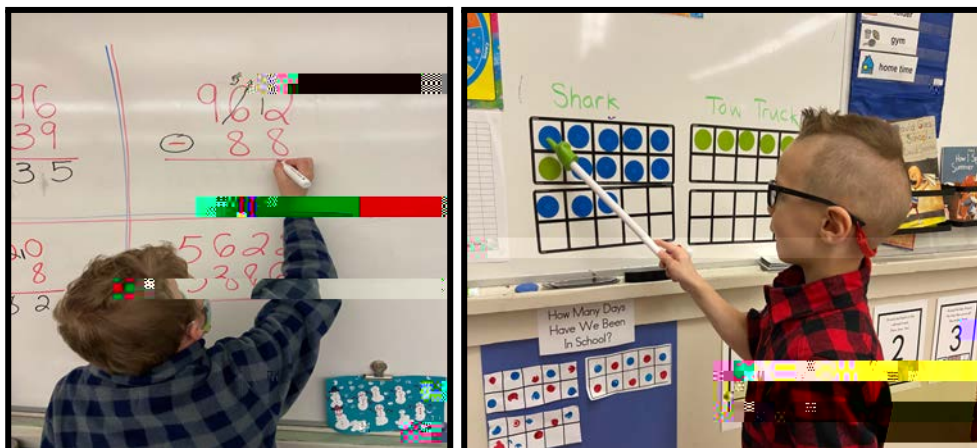
Ensure all KSA students meet or exceed grade level expectations in *Numeracy and Literacy* with specific achievement targets for each grade level, resulting in a school-wide “Action Plan” reflecting our collective learning aspirations

Ensure all KSA students develop a strong, positive sense of belonging to KSA with the guiding principle that learning is focused on connectedness, reciprocal relationships and a sense of place.

_____ : The core competencies, literacy and numeracy contribute to deeper learning. All three underpin the educated (effective) citizen and as such are what we value for all our students. Based upon standardized test results, school based report card marks, school-wide reading and writing assessments, as well as anecdotal feedback from classroom teachers, we have identified these areas of focus.

_____ 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.

_____ Ensure all KSA students meet or exceed grade level expectations in *Numeracy and Literacy* with specific achievement targets for each grade level, resulting in a school-wide “Action Plan” reflecting our collective learning aspirations.



We will continue to address concerns by:

- ❖ promoting a focus on Mathematics and lead a number of numeracy initiatives
 - regular math discussions at staff meetings
 - workshops lead by the District Math Coordinator
 - create a professional learning community for teachers on teaching math with best practice and provide teachers with necessary hands-on learning resources
 - increase connections between elementary and secondary level math
- ❖ encouraging and supporting inquiry based learning through the arts with a focus on innovation and personalization to meet student interest and learning needs.
- ❖ enhancing student/community opportunities to participate in 21st Century learning environments.

We will continue to address concerns by:

- ❖ providing direct, intensive instruction of reading and math strategies for small groups or individual students who are struggling.
- ❖ developing an understanding of formative assessment and self assessment practices. These practices will then be continuously embedded in each classroom and/or subject.

Writing articles for newsletter

3D Printer to enhance numeracy

Songwriting

pd

smaclet

artss ftrzrãç

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

Ensure all KSA students develop a strong, positive sense of belonging to KSA with the guiding principle that learning is focused on connectedness, reciprocal relationships and a sense of place.

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.

:This is an ongoing priority for KSA as we have a firm belief that learning is focused on connectedness, reciprocal relationships and a sense of place. Because we are a K-12 School of Choice, it is vital that our students develop a positive sense of belonging here at KSA as students share the common interest of the Arts. Learning through the arts requires us to work together collaboratively and build a sense of trust and connectedness that comes when students have a positive sense of belonging. The core competencies are at the centre of the redesign of curriculum and assessment. They are embedded in each discipline and are activated through the learning experience and activities. This year with Covid, our staff and students have had to work hard at this goal to maintain our relationships and continue to build their sense of place.

We will continue to address concerns by:

- ❖ Providing effective emotional and mental health supports and interventions for all students
- ❖ Provide programming to encourage and build empathy and self awareness
- ❖ Supporting students with problem-solving discussions and strategies amongst peers
- ❖ Holding monthly assemblies open to the school community to build sense of pride and place
- ❖ Supporting and building positive home and community partnerships
- ❖

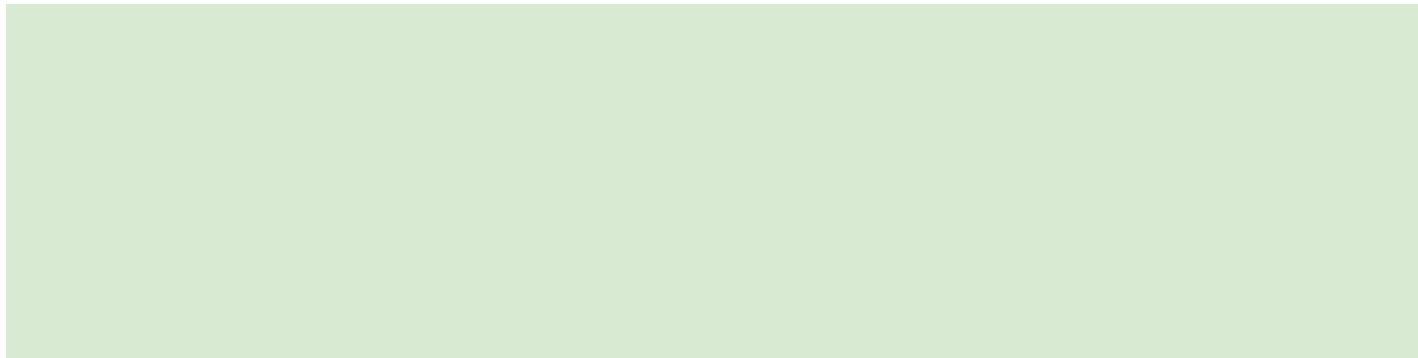
Leadership opportunities (i.e
Connections Crew, TA roles, Student
voice)
Student mentorship
Grade group and small group meetings
and discussions
Extra curricular opportunities (after
school and lunch hour clubs)

Arts focus sharings
PBIS, Mind Up, Kids in the Know
School Spirit Days
Buddy Classes
Cultural events (Smudges, Bannock
Making)
School wide parades

Students have been resilient and creative post Covid. They have found new ways to connect with each other and created different ways to build their sense of place. Because we are a larger school that has students ranging from K-12 and staff that are teaching a variety of different grade levels and developmental abilities, staff continue to work on relationship building and getting to know all students. As the year progressed, Covid rules relaxed and we;

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The Aboriginal Enhancement Agreement created a living document that embodies the shared vision and commitment of all participating parties to the success of Aboriginal students. The intent of the Agreement invites all members of Kamloops School of the Arts families and the Learning Community to be accountable for the support of Aboriginal students' holistic success.



Secondary:

BCFN 12 students read many stories about the residential schools and the impact on the aboriginal people. Students also participated in a field trip to the Residential school.

Grade 8/9 students made talking sticks

With support of the Ab Ed worker, teachers used Core competency legends for use in their classrooms.

Learning about residential schools- tours and field trips

Aboriginal Student Leadership Council

Designs for Orange shirt day- specifically the culture of local people

Making food- Bannock and indigenous foods

By focusing on this goal we will look for learning opportunities for all that are reflective of *The First Peoples' Principles of Learning* and *Aboriginal Worldviews and Perspectives*. These opportunities will include:

Authentic Inclusion of relevant Aboriginal content locally and globally.

Academic, social and emotional programs, guidance and support for Aboriginal students and families across the grades.

Partnership opportunities to further enhance the academic success of Aboriginal students.

“Learning is holistic, reflective, reflexive, experiential and relational. It focuses on connectedness, on reciprocal relationships and a sense of pride”

School District No. 73 (Kamloops-Thompson) supports equitable access to education for all learners, while honouring the diversity that each learner contributes to our society. KSA works to include the secondary students in our District Resource Room in many different classes.

Leveled Literacy Intervention
Resource Rm kids included in arts
Inclusion of resource room kids in Phys
Ed
Principles of UDL in lessons
One to One Reading
Intensive Phonological Awareness
Program
Mind Up
EASE Program
Social Skills programs
Zones of Regulation
Growth Mindset
Number Talks
FM System for hearing impairment
Speech and Language each week
Model Me Kids

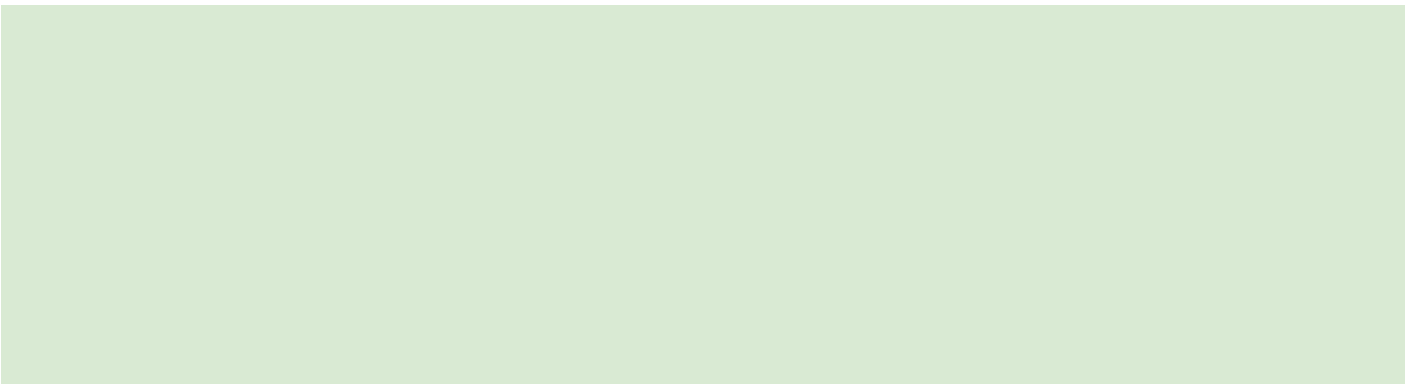
We recognize that some students require additio are e w` rf week



Focus Group	School/Admin n Whole Staff	Provincial	School Based	School Based Aboriginal Day	KTTA day	School Based
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ARTS	Music	Arts	Drama	Dance	Individual	Media Arts
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Topic	School and Year Plan Sense of Belonging PBIS Salmon Run Theme planning (POD's/8-12) Arts Integration	Various Submit topics to office/ Google docs		Aboriginal Theme Staff Smudging in courtyard	District/ Individual	
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Local Artists/Performers
Kamloops Festival of Performing Arts
GK Sound/ Long & McQuade
Western Canada Theatre/ Kamloops
Symphony
Kamloops Arts Council/Art Gallery
Public Library
Kamloops Music Collective/KISSM
Kamloops Maker Space

Staff meetings/CEA Meetings
Assembly
Survey
Professional Development Days
Pod Planning Collaboration

Looking ahead, we will be involving our stakeholders to create some Educational Performance Indicators. We will also be working with our arts community to continue to build relationships and develop á s



Our first goal that is a continued focused on Literacy and Numeracy connects to the

Today's world is changing rapidly and becoming more and more challenging. At our school, we know how important it is to provide our graduates with strong literacy and numeracy skills to be proficient in these core skills to carry with them into the career world. KSA staff bring in guest speakers and engage in many discussions. Department leaders attend professional development workshops and then bring it back to train staff. School spirals focus on literacy mentorship with other schools

Our second goal of having a Positive Sense of Belonging connects well to the

Our Student Learning survey results indicate that students are able to follow their interests through the arts. The 5 year district strategic plan states that we are connecting students to their futures through innovative, relevant and inclusive practices. We know the world is changing and we need to make sure students have the skills required to succeed in the 21st century. By connecting students to their passions and interests with trades we are personalizing learning and helping to make school more meaningful and relevant to our rural community.

This plan helps to keep the learners at Kamloops School of the Arts at the center r n qr D ore m p tthS taakiaoáÂ perÂ edqr T a a eepsx Â t to hei n hUi n

