



School District No. 8 (Kootenay Lake) School Learning Plan Template

District Context

Mission: *We inspire and support each learner to thrive in a caring learning environment.*

Vision: *Our learners grow as global citizens in an innovative and inclusive community.*

Values: *Our values help shape the culture of our schools and workplaces. By upholding these beliefs and attitudes, we can build learning communities that will lead to the fulfilment of our mission.*

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|--------------|---------------------------------|----------------|------------|
| Date: | May 25th 2026 | School: | SSS |
|--------------|---------------------------------|----------------|------------|

Vision

School Profile

140 students Grades 7-12, small rural school

Consultation Process

Staff

Planning Day, Pro-D and Staff Meetings

Students

Student Symposium, SLS, School Surveys

Parents & Caregivers

PAC

Indigenous Representation

District Indigenous Team

Coherence and Alignment

Ministry of Education Policy for Student Success
School District No.8 Framework for Enhancing Student Learning
BC Tripartite Education Agreement

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Literacy

Goal Statement

Improve literacy proficiency for all learners.

Where We Are At

Literacy Data Overview (Discuss provincial, district, and school level data as available). Please ensure priority learners are included as a focus.

- Used a mix of school wide reading comprehension assessments and district middle years assessment (grade 7s) indicating need for improvement in questioning, inferring and analysis
- NLPS (SD68) Early Literacy Intermediate Screener for Grades 4-7 used to assess Grades 7-10s and 22 students indicate needing to work on early literacy skills
- 25/26 FSA data shows 75% of Grade 7s OT – On Track – highest score in recent years
- In class writing assessments
- Street data – many students missing understanding of morphology
- Street data – many students could enjoy reading/ writing more
- Street data – students need to build stamina in reading and writing
- Learning Grant – Reflective writing
- Pull out literacy sessions using the Seven Reads
- Pull out literacy sessions using Dr. Peter Bowers morphology instruction

Analysis (What objective trends do we see based on the data?). Please include evidence of priority learners.

- Improvement in all areas in FSAs and Grade 12 Literacy Assessment
- 17 grade 7-9 and some 3 and 2 grade 11s students significantly below grade level fluency and missing early literacy skills (phonemic awareness, phonics, sight words)
- Students can give a surface level reflection and have improved their reflective writing skills. There is still area to elaborate and add more detail to their writing.
- Writing assessments indicate need for adding more detail to writing and improving grammar
- Street data – many students missing understanding of morphology
- Street data – many students could enjoy reading/ writing more
- Street data – students need to build stamina in reading and writing

Rationale (What is going on for our learners? How do we know? Why does it matter?). Please ensure priority learners are included as a focus.

- Most kids don't read for joy
- Modern storylines are structured differently (easier)
- Phone use is getting in the way of reading opportunities
- Access to instant media is a distraction
- Learners capacity for focus and time on task is decreasing
- Learners need to be hooked to engage
- Learners need access to engaging text

This matters because it leads to decreased time building literacy skills and less learning overall.

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|---|--|
| Target Objective (Specific, timebound and measurable statement of the desired improvement). | |
| <ul style="list-style-type: none"> To improve positive feelings associated with literacy skills throughout the school year | |
| What We're Doing | |
| Embedding Strategic Priorities (How we're making connections and providing opportunities) | |
| Priority | Embedded Actions |
| Lifelong Learners | Reading a lifelong skill |
| Connected Learners | Students choosing books that they can connect to personal experience |
| Caring & Inclusive Learning Culture | Having a wealth of reading options that fit all learners |
| Culture & Identity Development | Having cultural appropriate options that foster identity |
| Career Development | Literacy across all curricular areas |
| Where We Are Going (Equity-Focused Action Plan) | |
| Professional Learning (Describe the professional learning that will support meeting the target) | |
| <ul style="list-style-type: none"> Pro-D for literacy across all subjects Ensouling our schools – Dr. Jennifer Katz – Joy focus English teachers continue participating in school district literacy learning opportunities and book studies English teachers implement Dr. Peter Bowers | |
| Student Learning (What student learning strategies will support meeting the target?) | |
| <ul style="list-style-type: none"> Storytelling – myths/cultural and Graphic novels Etymology Book Talk section on Salmo news Stop drop and read at a consistent time at school Reading log with incentives Reader's Theatre/Drama Book Clubs Salmo Reads | |
| Theory of Action (What is our hypothesis given the action plan for staff and student learning?) | |
| <p>If we build students positive feelings around literacy, then we will see improved results in all areas of literacy.</p> | |

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School Learning Plan Template

| <h1>Numeracy</h1> | |
|---|---|
| Goal Statement | |
| Improve numeracy proficiency for all learners. | |
| Where We Are At | |
| Numeracy Data (Discuss provincial, district, and school level data as available). Please ensure priority learners are included as a focus. | |
| <ul style="list-style-type: none"> 25/26 FSA data shows 75% of our grade 7 cohort OT – on track – up considerably from recent scores Up from 44% in 23/24 and 19% in 21/22 25/26 Grade 10 Numeracy Assessment well below District average 73% of students in the scored 2 out of 4, 15% of students 3 out of 4 District averages of 52% for 2 out of 4 and 32% for 3 out of 4 Priority Learners are thriving in our Workplace/Shop program – seeing high success rates for kids in this program More students are entering our Workplace program – less students choosing the higher academic Math classes Street Data – Students are using Multiplication charts in upper level academic Math programs | |
| Analysis (What objective trends do we see based on the data?). Please include evidence of a focus on priority learners: | |
| <ul style="list-style-type: none"> Students are struggling in numeracy Workplace/Shop is working for our priority learners – real life connections | |
| Rationale (What is going on for our learners? How do we know? Why does it matter?) | |
| <ul style="list-style-type: none"> Negative Mindset of Math – seen on school mastery surveys Inability to access foundational skills even in upper-level academic Math classes Real Life connections are incredibly important for our Priority Learners and workplace students | |
| Target (Specific, timebound and measurable statement of the desired improvement) | |
| <ul style="list-style-type: none"> Change culture around how students view math at SSS. Specifically, around accountability, self-awareness, ability to help others and understand how math is important in the real world. This should show a positive change on related assessments Student will be able to access more foundational skills with specific instruction on stamina and resilience | |
| What We're Doing | |
| Embedding Strategic Priorities (How we're making connections and providing opportunities) | |
| Priority | Embedded Actions |
| Lifelong Learners | Shop and Workplace Math with a focus on real world life long skills |

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| Connected Learners | A big focus on connecting Math to personal experience. Where will you use this? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Caring & Inclusive Learning Culture | Increasing the rigor of all streams of Math | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Culture & Identity Development | Using Career class to boost student understanding of where math fits within our culture and context | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Career Development | Producing Career ready student with hands on skills across all trades | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Where We Are Going (Equity-Focused Action Plan) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Professional Learning (Describe the professional learning that will support meeting the target) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Starting with District Numeracy Team | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student Learning (What student learning strategies will support meeting the target?) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Include community connections with lessons to increase purpose in content • Build foundational skills with younger grades to improve confidence | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Theory of Action (What is our hypothesis given the action plan for staff and student learning?) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • When students can make real-life connection to numeracy, we will see an improvement on related numeracy assessments • If we focus on foundational skills with the younger grades, students will show an increase in confidence and numeracy assessment score will increase | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School Determined | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Goal Statement | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Improve Independence for all learners through the Circle of Courage Framework | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Where We Are At | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Data (Include provincial, district, and school level data as available). Include priority learners. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Data from SLS:</p> <p>How many adults do you think care about you at your school?</p> <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">Grade 10</th> <th style="text-align: center;">Grade 12</th> </tr> </thead> <tbody> <tr> <td>2021/2022 (Q26A)</td> <td style="text-align: center;">57</td> <td style="text-align: center;">92</td> </tr> <tr> <td>2022/2023 (Q26A)</td> <td style="text-align: center;">57</td> <td style="text-align: center;">71</td> </tr> <tr> <td>2023/2024 (Q26A)</td> <td style="text-align: center;">56</td> <td style="text-align: center;">Not asked</td> </tr> <tr> <td>2024/2025 (Q26A)</td> <td style="text-align: center;">53</td> <td style="text-align: center;">100</td> </tr> </tbody> </table> <p>How many adults do you think care about you at your school?</p> <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">Grade 10</th> <th style="text-align: center;">Grade 12</th> </tr> </thead> <tbody> <tr> <td>2021/2022 (Q26A)</td> <td style="text-align: center;">44</td> <td style="text-align: center;">56</td> </tr> <tr> <td>2022/2023 (Q26A)</td> <td style="text-align: center;">45</td> <td style="text-align: center;">58</td> </tr> <tr> <td>2023/2024 (Q26A)</td> <td style="text-align: center;">53</td> <td style="text-align: center;">60</td> </tr> <tr> <td>2024/2025 (Q26A)</td> <td style="text-align: center;">47</td> <td style="text-align: center;">70</td> </tr> </tbody> </table> | | | Grade 10 | Grade 12 | 2021/2022 (Q26A) | 57 | 92 | 2022/2023 (Q26A) | 57 | 71 | 2023/2024 (Q26A) | 56 | Not asked | 2024/2025 (Q26A) | 53 | 100 | | Grade 10 | Grade 12 | 2021/2022 (Q26A) | 44 | 56 | 2022/2023 (Q26A) | 45 | 58 | 2023/2024 (Q26A) | 53 | 60 | 2024/2025 (Q26A) | 47 | 70 |
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Evidence & Data

- Increased scores on School wide surveys connected to Mastery and Belonging
- Increased scores on Provincial Student Learning Survey in domains of Belonging and Relationships
- Current Provincial Grade 12 Literacy Assessment show 79% of our learners scored 3 on the 4 point scale up from 29% in 2022/23
- Grad Rate – 100% for indigenous and priority learners

Analysis (What objective trends do we see based on the data?). Include priority learners. Please include evidence of a focus on priority learners:

- Students are showing a high level of mastery and belonging
- We will shift focus from Belonging and Mastery to Independence

Rationale (What is going on for our learners? How do we know? Why does it matter?)

- Students struggle to reflect on their own work
- Students do not take responsibility of their own learning
- This is seen across all subject areas

Target (Specific and measurable statement of the desired improvement)

- Students can reflect on their work across all subject area – Demonstrated at annual Celebration of Learning
- Students can make real life connections to their courses

What We're Doing

Embedding Strategic Priorities (How we're making connections and providing opportunities)

| Priority | Embedded Actions |
|-------------------------------------|--|
| Lifelong Learners | This work is part of the development process for moving students into successful proud adults |
| Connected Learners | Scaffolded reflection across all subject areas. Why is this important to me? |
| Caring & Inclusive Learning Culture | All students have a sense of belonging at our school. Not longer a trend with Priority learners feeling disconnected |
| Culture & Identity Development | Experiences where students can feel pride in their work. |
| Career Development | Answering the questions, What am I good at? Where are my skills? |

Where We Are Going (Equity-Focused Action Plan)

Professional Learning (Describe the professional learning that will support meeting the target)

- More Pro-d on the Circle of Courage
- Finding Pro-d that connects literacy and numeracy activities to Independence

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Student Learning (What student learning strategies will support meeting the target?)

- Goals geared around student ability and interest so that all can contribute using their own strengths.
- Indigenization through use of Circle of Courage as school code of values, bringing in Indigenous voices/philosophy to demonstrate notions of independence and student health.
- Consistent and Predictable Routines and Expectation for students
- Leadership opportunities at the elementary school

Theory of Action (What is our hypothesis given the action plan for staff and student learning?)

- When students exhibit independence, their own personal circle of courage will be more complete, resulting in more pride in themselves and their school community