

# School District No. 8 – Kootenay Lake

## School Learning Plan Template



### District Context

#### Mission

“ We focus on excellence for all learners in a nurturing environment.”

#### Vision

“Focus – Learn – Excel”

### School Context

#### Vision

Listen closely, seek truth, walk proudly, share love  
Respectfully living and learning together

#### School Profile

We are a small k-12 school with a projected student population of 73 for the 2022/23 school year. Our classes are all multi-age cohorts. Given our unique immediate natural surroundings, we have a strong focus on nature based, and placed based learning , especially in the elementary grades. We are famous for our healthy and school garden connected hot lunch program, an important resource for families, and a place where we see strong community involvement. Our catchment zone along the lake, includes the communities of Riondel, Kootenay Bay, Crawford Bay, Gray Creek and Boswell and we aspire to have student learning imbedded in community, using local expertise to enrich our classroom learning. Our strong start facility on the premises is the only early childhood program in the area, and therefore the first contact with the school community for many families. We strive to warmly welcome and connect families to the school through play and local wetlands outings. Our families have access to North Kootenay Lake Community Services in the school’s community use rooms.

### Consultation Process

#### Staff

Planning day (May and September 2022), throughout the year staff meetings, pro d-days and informal conversations

#### Students

Both formal, and informal collection through whole school survey (and or assembly) and individual class discussions.

#### Parents

Parent Advisory Committee

#### Indigenous Representation

Through AbEd department and conversations with school based AbEd support

### 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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### Inquiry Questions and Goal Statements

### Description of each goal

- A. Rationale (Scan, Focus, Hunch)
  - What's going on for our learners?
  - How do we know?
  - Why does it matter?
- B. Evidence and Targets
- C. Objective
  - Staff Resources and Priorities
  - Inquiry
  - Strategy
  - Structure
- D. Professional Learning

***\* In all aspects of goals statement, evidence, and targets, Inclusion, Equity, Indigenization (on and off reserve), and Children in Care must be specifically addressed.***

## Literacy

### Goal Statement

To increase confidence, happiness, and mastery in reading and writing.  
Continue to work on student resilience even when faced with a challenge.

### Rationale

FSA results and ELP  
Desire of Elementary team to see stronger foundations in the early years for more independent and self-motivated learners.

### Targets – How do I know if we are successful meeting our specific goals?

Formative individual class assessments, ELP, FSA, Garde 10 and 12 Literacy assessments

### Objectives

Objectives will be developed in accordance with the Spiral of Inquiry model on the September 2022 planning day

### Professional Learning

Professional Learning will be determined in September, and POSR positions will be supporting this.

Continued use of the expert resources from ELP, Adrienne Gear and Faye Brownlie to deepen previous learning.

### Literacy Data and Evidence

Formal: FSA, Literacy Assessment Grade 10 and 12, ELP

Informal: School wide writes, selected individual class projects, Literacy celebrations with parents

## Numeracy

### Goal Statement

To increase motivation in students to tackle and master concepts through challenges  
 To build fluency, increase confidence and mastery  
 To relate math to the real world, making it meaningful for all learners  
 To create smooth transitions between multi age cohorts through collaboration  
 Continue to support the development of organization, time management and study skills

### Rationale

FSA and numeracy assessment results, teacher observation and formative assessments throughout 2021/2022 year

### Targets – How do I know if we are successful meeting our specific goals?

Improved results in FSA, classroom data and provincial assessment, student interviews/survey, parent interviews and survey

### Objectives

Objectives will be determined on the September 2022 planning day using the spiral of inquiry mode.l

### Professional Learning

Details to be determined in September  
Continue to deepen practices as set in motion with Carole Fullerton's and Peter Liljedahl's work

### Numeracy Data and Evidence

School wide math celebrations with embedded fun(games and competitions)  
School based assessments  
Provincial assessment

<h1>School Determined</h1>	
<b>Goal Statement</b>	<p>To re-establish an involved, trust-, and joyful school community (coming out of COVID) To deepen trauma informed practices for all staff and be a truly PEACE-full school</p>
<b>Rationale</b>	<p>The recent re-opening of our schools to families and the wider community has shown us again the importance of the interconnectedness of school, families, and community to support a positive and strong identity for our learners. Our Primary team (together with inclusion team) have identified a need for capacity building in the realms of co-, and self-regulation, social- emotional learning and friendship building.</p>
<b>Targets – How do I know if we are successful meeting our specific goals?</b>	<p>Staff, student and parent surveys and, formal and informal conversations</p> <p>Amount of offerings and attendance for after school activities, interest of parent volunteers within the school and on field trips, community expertise to contribute to learning, increased student attendance and punctuality, and engagement in general</p> <p>Decreased conflict situations on the playground and on busses(elementary), and more resilience within the classroom</p> <p>Staff observations and conversations</p>
<b>Objectives</b>	<p>Focus on Community building feed-back in conversations with staff, students, parents and community to support our thinking and actions</p> <p>Look at attendance patterns(seasonal)</p> <p>Look at event attendance, celebrations of learning, performances, garden work bees etc.</p>

Know how your students feel through committing time for conversation

Create a safe, calm environment for students to support their” being ready to learn”

### Professional Learning

Will come on September planning day

### School Determined Data and Evidence

Survey data for all stakeholders  
Parent and community event participation  
Student engagement  
Student happiness, connectedness and confidence survey