



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 fulfillment of our mission.*

Date: Sept 22, 2023

School: Erickson Elementary School

[2022/23 School Learning Plan](#)

Vision

To provide the skills and tools that empower students to dream, to care and to become confident, creative builders of their own future.

School Profile

Erickson Elementary school is located just outside the town of Creston. Our current catchment area is quite small. A lot of families make Erickson Elementary School their school of choice and are coming from outside the school's catchment area. The school is a K-7 School with approximately 184 students in eight classroom, 53 self-identified Ab Ed students, 7 English language learners, 11 teachers, and 8 CUPE Staff.

Consultation Process

Staff

School planning Day September 22, 2023
Staff meeting work on Oct 3, 2023

Students

Student learning surveys are used to find areas of concern for the school. Informal conversations with older students are also used.

Parents

The PAC is informed and consulted during PAC meetings.

Indigenous Representation

Our School Aboriginal support worker is involved in all planning meetings

Coherence and Alignment

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

Literacy

Goal Statement

Improve literacy proficiency for all learners.

Where We Are At

Literacy Data (Include provincial, district, and school level data as available)

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

Satellite:

All Resident		1-Emerging		2-On Track		Not Written	
Score		%	#	%	#	%	#
FSA - Grade 7	Literacy	59%	16	33%	9	7%	2
	Numeracy	67%	18	22%	6	11%	3
FSA - Grade 4	Literacy	25%	5	75%	15		
	Numeracy	35%	7	60%	12	5%	1
Applied filters: ASSESSMENT_LEVEL is Provincial ABORIGINAL_ANCESTRY is not Non Indigenous DISTRICT_NUMBER is 008 SCHOOL_TYPE is BC Public School							
Indigenous		1-Emerging		2-On Track		Not Written	
Score		%	#	%	#	%	#
FSA - Grade 7	Literacy	88%	7	13%	1		
	Numeracy	63%	5	13%	1	25%	2
FSA - Grade 4	Literacy	14%	1	86%	6		
	Numeracy	57%	4	43%	3		
			17		11		

Map:

Street:

ENGLISH LANGUAGE ARTS 4		
MOST_RECENT_LETTER	Count of PEN	%GT Count of PEN
PRF	9	50%
EXT	3	17%
EMG	1	6%
DEV	5	28%
	18	100%

ENGLISH LANGUAGE ARTS 7		
MOST_RECENT_LETTER	Count of PEN	%GT Count of PEN
PRF	15	58%
EMG	2	8%
DEV	9	35%
	26	100%

Analysis (What objective trends do we see based on the data?)

Are our 3 levels of Data aligned?

Question: TWE.. does inconsistent levels of reporting impact results?

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

Females continue to outperform our males.

Satellite: Grade 4 FSA looks more accurate, Grade 7 doesn't seem like a representative sample

Map: ELPs, More aligned with Street Data, report cards. DRA Jerry Johns.

Street: Report Cards are higher than FSA's

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

FSA has limited value amongst our community.

Tech literacy is limited.

Stress is high for our grade 4 students during assessments

We are concerned at the sense of belonging represented on the SLS. Perhaps impacted by COVID and pandemic response.

The number of students who don't have breakfast is low on the SLS. This impacts assessments.

Literacy: SD8 Definition: Understand, critically analyze, and create a variety of communication forms, including oral, written, visual, digital, and multimedia

Primary - Intermediate: Due to the size of the classes, there continued to be a broad range within classes. @ grade level for literacy: K = 90%, 1 = 70%, 2 = 70%, 3 = 50, 4 = 70%, 5 = 75%, 6 = 65%, 7 = 40%

How do we know? We are assessing, anecdotal feedback, formative assessments, summative assessments, Tracking sheets passed on from year to year by teachers.

Why does this matter? We are committed to the success of our students.

TWE does our community love to read? **Approaching**

Target (Specific and measurable statement of the desired improvement)

Improve literacy proficiency for all learners.

What We're Doing

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



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- List each strategic priority, and provide exemplars of connections to support the goal

Where We Are Going (Action Plan)

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

- Logic of English book study
- Assessment that we all agree on that is vertically aligned, reliable and relevant.
- Dibels assessment or Fountas and Pinell assessment

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

- Decodables expansion
- More adult modeling reading
- Peer reading
- Mentor/buddies
- Increase motivation and enhance the love for reading
- Community involvement: Parents, grandparents, etc.
- Mystery reader
- Creative ways to promote engagement in reading
- School-wide mystery reader
- Sing Along

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

If we promote and increase the love for reading, we will see increased proficiency because students will be reading more. If students feel more welcome and calm in our community, we expect they will be more receptive to reading and therefore literacy will increase.

[SD8 Numeracy Assessment Report](#)

Numeracy

Goal Statement

Improve numeracy proficiency for all learners.

Where We Are At

Numeracy Data (Include provincial, district, and school level data as available)

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

Satellite: FSA

All Resident		1-Emerging		2-On Track		Not Written	
Score		%	#	%	#	%	#
FSA - Grade 7	Literacy	59%	16	33%	9	7%	2
	Numeracy	67%	18	22%	6	11%	3
FSA - Grade 4	Literacy	25%	5	75%	15		
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FSA - Grade 4	Literacy	14%	1	86%	6		
	Numeracy	57%	4	43%	3		
			17			11	

Map: Carrol Fullerton SD8 Assessment

Street: Varied amongst teachers/classes

Mathematics 4		
MOST_RECENT_LETTER	Count of PEN	%GT Count of PEN
PRF	10	56%
EXT	4	22%
DEV	4	22%
		18
Mathematics 7		
MOST_RECENT_LETTER	Count of PEN	%GT Count of PEN
PRF	18	69%
EXT	1	4%
EMG	2	8%
DEV	5	19%
		26

Analysis (What objective trends do we see based on the data?)

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FSA vs District Assessment levels are not aligned?
Not aligned amongst the three assessments

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

Need more data on assessments
Some of the marking of assessments are subjective.
Student motivation is playing a large factor negatively
Q: Is there a post pandemic impact?
What's going on for our learners?
Knowing where students are at is difficult due to assessment misalignment.
How? The day to day demonstration of proficiency is lost with high stakes and stressful assessments.
Why? Need to provide accurate and relevant data to support learners.
TWE are we aligned with analog vs digital learning as assessment.

Target (Specific and measurable statement of the desired improvement)

Improve numeracy proficiency for all learners.

What We're Doing

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



- List each strategic priority, and provide exemplars of connections to support the goal

Where We Are Going (Action Plan)

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

How can we leverage street level numeracy assessments that are efficient and effective in supporting our learners?
SNAP assessment exploration and testing.

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

Goal to find more aligned teaching methodology and assessments.

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

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If we find a more aligned and relevant assessment tool we will see an increase in numeracy proficiency because the feedback loop will be quicker and more impactful.

School Determined

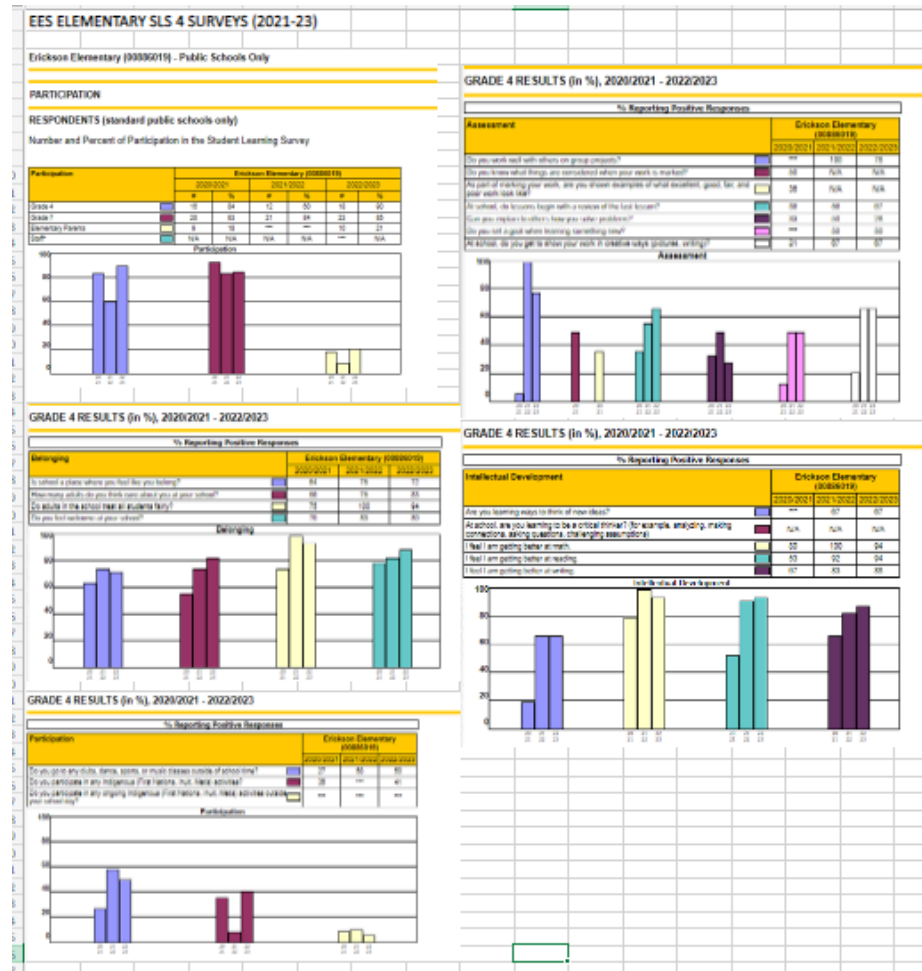
Goal Statement

To support students in their social and emotional growth; to create a socially responsible school community.

Where We Are At

Data (Include provincial, district, and school level data as available)

Satellite:



Map
Street

Analysis (What objective trends do we see based on the data?)

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School District No. 8 (Kootenay Lake)

School Learning Plan Template

Satellite: SLS: Breakfast data is concerning, safety at school is lower than desired in 2020/21, 2021/22, increase in grade 4 and 7. Caring adult presence lower than desired. Hungry students are a concern. Indigenous learning questions...low numbers for our community.

Map: ? Attendance: Not of concern given recent attendance data.

Street: We have data students served and money spent but need a “hunger meter”, need a tool to gather data on school community connectedness and personal well-being. Could we have parents complete a survey?

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

The term “indigenous” may be unfamiliar to students.
 To what extent are we a culturally safe learning environment and respect and honour all human rights?
 We suspect that hunger is having a negative impact on learning and belonging at EES.
 We are concerned that there is a lot of uncertainty at home which impacts learning at EES.

Target (Specific and measurable statement of the desired improvement)

All students have a sense of belonging and their needs met.

What We’re Doing

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



- List each strategic priority, and provide exemplars of connections to support the goal

Where We Are Going (Action Plan)

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

Social Emotional Learning program for Elementary
 Intermediate Learner SEL program

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

Indigenous program
 Inclusive club
 Breakfast program
 Counseling services
 School-wide soft start.

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Music during transitions
Announcements after a soft start

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

If our students have their basic needs for belonging and hunger met, they will be capable of learning at school.