

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.*

Date: May 2024

School: Salmo Secondary School

Vision

School Profile

Small rural school in the hub of the Kootenays. 150 grade 7 to 12 students.

Consultation Process

Staff

Students

Parents


Indigenous Representation

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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<h1>Literacy</h1>	
Goal Statement	
Improve literacy proficiency for all learners.	
Where We Are At	
Literacy Data (Include provincial, district, and school level data as available)	
<ul style="list-style-type: none"> • Current 23/24 FSAs show our learners are 62% OT (on track) this is up from 31% in 21/22 • Current Provincial Grade 12 Literacy Assessment show 79% of our learners scored 3 on the 4 point scale up from 29% in 2022/23 	
Analysis (What objective trends do we see based on the data?)	
<ul style="list-style-type: none"> • Improvement across the board 	
Rationale (What is going on for our learners? How do we know? Why does it matter?)	
<ul style="list-style-type: none"> • Confidence is increased • Students are wanting to take part in literacy activities – Smiles on their faces 	
Target (Specific and measurable statement of the desired improvement)	
<ul style="list-style-type: none"> • Students will express mastery in literacy on the circle of courage surveys • Students can read at grade level 	
What We're Doing	
Embedding Strategic Priorities (How we're making connections and providing opportunities)	
<ul style="list-style-type: none"> • Student Learning Plan Grants • Reading for pleasure • Interactive Collaborative Activities – sneaky reading 	
	
Where We Are Going (Action Plan)	
Professional Learning (Describe the professional learning that will support meeting the target)	
<ul style="list-style-type: none"> • Strategies for Middle and Secondary Teachers that align with lower grade level reading 	
Student Learning (What student learning strategies will support meeting the target?)	
<ul style="list-style-type: none"> • Self Assessment strategies 	
Theory of Action (What is our hypothesis given the action plan for staff and student learning?)	
<ul style="list-style-type: none"> • With a school wide cross curricular focus on literacy and related self advocacy, student will demonstrate improved scores on the related assessments and surveys 	

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<h1>Numeracy</h1>	
Goal Statement	Improve numeracy proficiency for all learners.
Where We Are At	
Numeracy Data (Include provincial, district, and school level data as available)	
<ul style="list-style-type: none"> • Current 23/24 FSAs show our learners are 44% OT (on track) this is up from 16% in 21/22 • Current Provincial Grade 10 Numeracy Assessment show 0% of our learners scored 3 or 4 on the 4 point scale down from previous years 	
Analysis (What objective trends do we see based on the data?)	
<ul style="list-style-type: none"> • Students are struggling in numeracy 	
Rationale (What is going on for our learners? How do we know? Why does it matter?)	
<ul style="list-style-type: none"> • Very negative mindset associated with Numeracy • “No one ever taught us this”, “Why do we need to learn this?”, “I don’t get it!” 	
Target (Specific 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 	
What We’re Doing	
Embedding Strategic Priorities (How we’re making connections and providing opportunities)	
<ul style="list-style-type: none"> • Following IEP guidelines, opportunities for peer pairing/group work, math content geared toward individual abilities, use of assistive technology, Indigenous content where available 	
	
Where We Are Going (Action Plan)	
Professional Learning (Describe the professional learning that will support meeting the target)	
<ul style="list-style-type: none"> • BC AMT (Math PSA) • Puzzle resources • Pamela Harris • Visual Aids 	

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Student Learning (What student learning strategies will support meeting the target?)
<ul style="list-style-type: none"> • Incorporate more puzzles and problem solving in class to increase resiliency (twice a week) • Have random partners for some of these problem-solving activities to increase communication between students in the class (once a week) • 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 a real-life connection to numeracy we will see an increase on related numeracy assessments

<h1>School Determined</h1>
Goal Statement
<ul style="list-style-type: none"> • Students can make positive contributions to their community or another person's life. • Students support those around them without expecting a reward. • Students understand they play a role in the well-being of our school and community.
Where We Are At
Data (Include provincial, district, and school level data as available)
<ul style="list-style-type: none"> • Staff and students have seen a lot of non-empathetic behaviour and issues of entitlement. Many students do not want to contribute to the well-being of our school and classrooms without receiving a reward.
Analysis (What objective trends do we see based on the data?)
<ul style="list-style-type: none"> • Lack of understanding of social obligations and measures of community health.
Rationale (What is going on for our learners? How do we know? Why does it matter?)
<ul style="list-style-type: none"> • Lots of bickering, issues of bullying. Lack of pride in school and community (i.e. littering, vandalism).
Target (Specific and measurable statement of the desired improvement)
<ul style="list-style-type: none"> • Students can define generosity (survey). • Students can show acts of generosity (with expectations or being asked). • Students can define and demonstrate empathy (survey, teacher observations). • Students recognize areas where they can contribute positively to our school and community (student led monthly activities).
What We're Doing
Embedding Strategic Priorities (How we're making connections and providing opportunities)
<ul style="list-style-type: none"> • Circle of Courage poster and values embedded in each classroom + lesson plans • Monthly student-led community projects • Modelling by teachers & speakers (community members, custodians, Lions Club members)

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<h3>Where We Are Going (Action Plan)</h3>
<p>Professional Learning (Describe the professional learning that will support meeting the target)</p>
<ul style="list-style-type: none"> • Continue Pro-D surrounding Circle of Courage. • Bring in guest speakers from local community resources and collaborate with community members
<p>Student Learning (What student learning strategies will support meeting the target?)</p>
<ul style="list-style-type: none"> • 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 generosity and community health.
<p>Theory of Action (What is our hypothesis given the action plan for staff and student learning?)</p>
<ul style="list-style-type: none"> • When students exhibit generosity, their own personal circle of courage will be more complete, resulting in more pride in themselves and their school community