

School District No. 8 (Kootenay Lake)

Crawford Bay School Learning Plan

2024-2025

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: 2024-2025

School: Crawford Bay School

Vision

At Crawford Bay School, we foster authentic, connected learning in a healthy environment that nurtures resilience, independence, creativity, and personalized achievement, empowering students to thrive anywhere.

Respectfully learning together in a connected and caring community.

School Profile

We are a small, rural K–12 school serving approximately 70 students from across the East Shore, including Riondel, Kootenay Bay, Crawford Bay, Gray Creek, and Boswell. Housed in British Columbia’s first LEED Gold-certified school, our students learn in an environment designed to foster creativity, calm, and connection—with natural light, sustainable materials, and flexible learning spaces.

Our multi-age classrooms support strong relationships, peer leadership, and innovative group learning. Secondary elective offerings—ranging from Spanish and Philosophy to Woodwork, Film Production, and Culinary Arts—vary annually to reflect student interests and staff expertise.

Situated in a rich natural setting, our programming is grounded in place-based education. We actively integrate community knowledge into the classroom, strengthening students’ connection to the land and local culture.

We are recognized for our thriving school garden and PAC-led hot lunch program supported by a strong network of volunteers.

Our dedicated and creative staff bring diverse passions to their teaching, foster student voice, and work closely with families to ensure a safe, inclusive, and engaging learning environment—continuing a decades-long tradition of community-involved education.

Through the After School Sport and Arts Initiative (ASSAI), we offer more than eight after-school programs, welcoming local artists, musicians, coaches, and mentors to deliver accessible, enriching experiences for all students. Our on-site StrongStart program often serves as a family’s first connection to the school and is now adding a day care to their offerings.

Limited local services and transportation challenges can create difficulties in accessing health care services, law enforcement, mental health supports and some amenities. Though this is a challenge in many ways, it also brings community together to support each other.

Consultation Process

Staff

Staff meetings, Planning Day, School-Based Pro. D. days, Monthly ADST Day Planning meetings
Class Profiles

Students

Formal and informal collection of data through class discussions, leadership class, and secondary visioning
Talking with grads and former grads
Assessment data – school-based and provincial data
Class profiles

Parents

PAC meetings

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Parent survey including some details from our SD8 Strategic Plan and examples of what we are doing:

- Literacy - what key literacy skills are most important in preparing for life beyond school?
- Numeracy- what key numeracy skills are most important in preparing for life beyond school?
- School-based goal: out of the SD8 Board of Trustees Strategic Priorities, what are your priorities?
- What is important to you? Some examples might be: building resiliency in learning, school communication, parent involvement.

Ongoing parent conversations

Indigenous Representation

Aboriginal Education department documents

Conversations with school-based Aboriginal Education lead Alana Strom

Conversations with parents of Indigenous students

Ongoing learning from Indigenous students

Working with and learning from Grandmother Donna Wright and Indigenous artist Jamie Adams

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). Please ensure priority learners are included as a focus.	
In our small school context, data is more effectively interpreted at the individual level rather than whole-class averages. Key assessment tools include:	
<ul style="list-style-type: none"> • FSA and ELP provincial assessments • Graduation rates • Shelley Moore's class profile structure • In-class reading and school-wide writing assessments 	
Analysis (What objective trends do we see based on the data?). Ensure priority learners are included as a focus.	
Trends Identified:	
<ul style="list-style-type: none"> • FSA Literacy: Strength in reading; room for growth in writing skills. • School-Wide Writes: Show high level interest in opportunities to voice opinions, share knowledge and contribute. Conventions, structure and writing resilience are areas of growth. • 2023–2024: 100% graduation rate (6 students); four enrolled in college/university, one in trades. Interviews with 4/6 students indicate they felt prepared for the challenges and had significant strengths in knowing how to access resources, get supports they need and make learning communities. 	
Teacher observations highlight the need for early literacy foundations, resilience, and self-motivation in expression through writing	
Please include evidence of a focus on priority learners.	

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We have a very strong SBT with active participation including all teachers and EAs.
Increasing focus and professional development on Universal supports
Regularly including secondary students who are priority learners in discussions about supports needed
Regular food preparation and lunch with students with Indigenous Ancestry for structured and informal sharing

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.

Our experience confirms the connection between **confidence, joy, and literacy mastery**. A positive attitude toward reading and writing supports resilience and perseverance in learning. We also note that **attendance patterns** impact student growth in literacy.

The use of AI is disrupting how we teach writing and expressing learning and creativity through writing. It is disrupting how we structure written assessments. This is an exciting time for deep reflection in this area and so it will continue to be a focus for our school.

Supporting Research:

- OECD Future of Education and Skills 2030 – links core literacy to future-ready competencies
- [Guthrie & Wigfield \(2000\)](#) – demonstrates how motivation and engagement drive literacy achievement

Target (Specific and measurable statement of the desired improvement).

By the end of the 2025-2026 school year:
Students will report increased interest, capacity and a growth mindset in reading and writing (via Core Competency reflections).
Literacy engagement will increase, as seen in student choice activities and school-wide write rubrics.
Reading levels and writing task completion rates will improve across all grade bands.
Attendance levels will improve by 10% across all grades.

What We're Doing

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



Lifelong Learning

- Middle school students co-design literacy games for primary students.
- Students present community hero profiles during assemblies.
- Possible collaboration with DESK to align supports for cross-enrolled students.

Career Development

- Projects link literacy to real-world skills (e.g., KAST Build-a-Business program, entrepreneurial endeavors).
- Literacy-based projects driven by student interest and voice.
- Activities include building clean LEED oriented building models and building cardboard special event-themed gamers such as mini-golf, integrating literacy and numeracy.

Cultural and Identity Development

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- Mural project with Grandmother Donna and artist Jamie Adams with an Indigenous Focus and integrated student leadership
- Culturally responsive texts: *Fatty Legs*, *The Giving Tree: A Métis Retelling*, Indigenous-authored novels.
- Elder Donna Wright supports Indigenous literacy and knowledge through song, storytelling, and restorative practices.
- Literacy Circles and Wax Museum projects deepen cultural learning.

Connected Learners

- Cross-grade mentorship and leadership.
- Student-led announcements (Ktunaxa Word of the Day, word games, etc.).
- Book clubs, socials, and science fairs integrate literacy.
- Whole School ADST days

Caring and Inclusive Learning Culture

- Use of the Learning Pit and SEL frameworks to build empathy and persistence in literacy learning.
- Emphasis on inclusive, student-centred practices.

Where We Are Going (Equity-Focused Action Plan)

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

- Use of the ELP data to foster conversations
- The 7 C's of Resilience: Competence, Confidence, Connection, Character, Contribution, Coping, and Control.
- Adrienne Gear, [Faye Brownlie](#), Leyton Schnellert: frameworks on literacy engagement, differentiation, and inquiry.
- Resources: [Edutopia](#), [We Are Teachers](#), [The Measured Mom](#), Life Over C's.
- Professional developments in supporting students on the autism spectrum in classes to engage literacy learning in ways that mesh with personal interests

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

Staff engaged in Inquiry involving student leadership:

- Investigate early literacy needs in primary (letter recognition, phonics, sight words).
- Older students reflect on their own literacy journeys.
- Co-create and test literacy games tailored to specific skills.
- Use observation and assessment to revise and improve game design.
- Teachers monitor skill growth and guide iteration based on observed outcomes.

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

If secondary and middle school students co-design literacy activities for younger learners through an inquiry-based model, then:

- Primary students will build core literacy skills in an engaging, supportive environment.
- Older students will deepen their own understanding and fill gaps through teaching and designing for others.

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- Both groups will benefit from strengthened connections, increased engagement, and improved resilience in literacy.

Numeracy	
Goal Statement	Improve numeracy proficiency for all learners.
Where We Are At	
Numeracy Data (Include provincial, district, and school level data as available). Please ensure priority learners are included as a focus.	
<p>Given our small school size, we prioritize individual student progress over cohort-level trends. Current data sources include:</p> <ul style="list-style-type: none"> FSA (Foundational Skills Assessment) ENP (Early Numeracy Profile) In-class numeracy assessments Shelley Moore's Class Profile Graduation rates <i>Upcoming:</i> Coast Metro diagnostic assessments 	
Analysis (What objective trends do we see based on the data?). Please ensure priority learners are included as a focus.	
<ul style="list-style-type: none"> FSA results reflect growth needed in applied numeracy: word problems, graphing, and number sense. ENP data (in progress) will provide additional insight into early skill development. Graduation Rate for 2023–2024 was 100% (6 students); one in Youth Train in Trades, 4 in post-secondary – 2 in vet programs, 1 in nursing, 1 in Fish and Wildlife – all STEM oriented programs. Given our sample size, provincial data trends are difficult to generalize but support internal assessments pointing to foundational gaps. Teachers observe that students benefit from increased emphasis on core number sense and the development of self-directed, resilient learning behaviours. 	
Please include evidence of a focus on priority learners.	
<p>We have a very strong SBT with active participation including all teachers and EAs. Increasing focus and professional development on Universal supports Regularly including secondary students who are priority learners in discussions about supports needed Active work gathering all students with Aboriginal Ancestry for lunch conversations</p>	
Rationale (What is going on for our learners? How do we know? Why does it matter?)	
<p>We observe that when students feel confident and capable in math, their willingness to engage and persist through challenges increases. Numeracy must be approached with purpose, relevance, and enjoyment, rather than as a chore. Attendance and engagement are directly linked to the development of numeracy fluency over time.</p>	
Supporting Research:	

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- What Works Clearinghouse: Foundational Skills in Mathematics: Emphasizes structured conceptual learning and the use of number lines, manipulatives, and visual models.
- Boaler, J. (2016). Mathematical Mindsets: Demonstrates how fostering growth mindset and creativity improves math achievement.
- National Research Council, 2001: Defines proficiency as encompassing conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition.

Target (Specific and measurable statement of the desired improvement)

By the end of the year:

- Students will express greater confidence and ownership of their numeracy skills through Core Competency reflections.
- Performance in context-based word problems will improve across grades, as indicated by increased engagement and success in morning math problem contests.
- Assignment completion in numeracy will increase so that all students are minimally meeting/passing.
- K–12 learners will show progress aligned with differentiated expectations for multi-age groupings.

What We're Doing

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



Lifelong Learning

- Connect numeracy to students' personal experiences and interests.
- Secondary/Middle school students design math games for primary learners to reinforce foundational skills.

Career Development

- Demonstrate how foundational math connects to future opportunities in trades, technology, finance, and more.
- Encourage project-based learning with real-world applications (e.g., budgeting, construction, data collection KAST Build a Business Program).

Cultural and Identity Development

- Use resources that reflect diverse perspectives and Indigenous knowledge systems.
- Explore seasonal patterns, traditional land use, and environmental math through place-based learning.

Connected Learners

- Whole School Monthly ADST Focused Days – all students in house teams, Team Captains work with staff on leading ADST activities with K-12 on a theme.

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- Foster leadership and peer mentorship through cross-age numeracy projects.
- Recognize and celebrate numeracy success in school assemblies and morning announcements.
- STEM Club

Caring and Inclusive Learning Culture

- Incorporate SEL into math instruction through the **Learning Pit** framework, emphasizing persistence, empathy, and self-esteem.
- Co-develop classroom norms that value questioning, risk-taking, and collaborative problem-solving.

Where We Are Going (Equity-Focused Action Plan)

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

- **Primary Numeracy Assessment (ENP)** with Cheryl Makeiv
- Professional learning on **The Learning Pit** and the 7 Cs of resilience
- Use of **Coast Metro** formative assessment tools
- Early years strategies such as the **Power of Ten**
- Coordination with DESK if needed to align upper-grade numeracy pathways
- Continued study of **YouCubed**, **NRICH Project**, and **Edutopia Mathematics Resources**
- Coding – starting with **Ozo Bots** in primary

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

Cross Grade Numeracy learning sessions

- Investigate how primary students understand number sense, operations, time, and patterns.
- Older students reflect on their own math learning: what was difficult, what helped, and what was enjoyable.
- Design and deliver small-group math games to reinforce specific skills.
- Observe and assess outcomes, then revise games for better engagement and impact.
- Participate in multiple cycles of co-design and improvement based on student growth and reflection.

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

Theory of Action

If older students lead projects to co-create numeracy activities for younger peers, then:

- Primary learners will strengthen foundational skills through engaging, relational practice.
- Older students will reinforce their own numeracy through teaching, reflection, and iteration.
- All learners will develop problem-solving, communication, and metacognitive skills within a caring, collaborative school culture.

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School Determined	
Goal Statement	
To prepare students in our rural K–12 school to be curious, capable, and compassionate learners by developing the thinking, collaboration, and adaptability skills needed to navigate a rapidly changing world—while leveraging the considerable strengths of our community and place.	
Where We Are At	
Data (Include provincial, district, and school level data as available). Include priority learners.	
<p>Data (Provincial, District, and School Level)</p> <p>School Observations:</p> <ul style="list-style-type: none"> • Our students show confidence in personal/social competencies, creative thinking and having well-developed interests. • Students report strong community connections and demonstrate creativity in hands-on, land-based learning. • Our priority learners have increased opportunities for digital access and leadership through targeted supports. • Our teachers are highly engaged and seek collaborative, competency-based practices but require time and support to deepen implementation. <p>BC Core Competency self-assessments indicate that our students often struggle with:</p> <ul style="list-style-type: none"> • Self-reflection and deeper engagement with self-assessment • Goal-setting • Critical thinking <p>OECD Education 2030 research emphasizes the need for students to:</p> <ul style="list-style-type: none"> • Think critically and creatively • Take responsibility for their learning • Adapt to uncertainty • Communicate effectively across cultures and digital platforms <p>These skills are strongly linked with the BC Core Competencies</p>	
Analysis (What objective trends do we see based on the data?). Include priority learners.	
<p>Our students are well-supported socially and emotionally and need more structured opportunities to develop:</p> <ul style="list-style-type: none"> • Critical thinking through inquiry and decision-making • Collaborative problem-solving in diverse teams • Digital literacy (e.g., safe online presence, media analysis, appropriate use of AI) • Resilience, flexibility / adaptability when working through challenges such as K-12 House Teams 	
Please include evidence of a focus on priority learners.	
<p>Strong SBT structure, regularly scanning first priority learners and then all learners</p> <p>Connected families, particularly of priority learners</p>	

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

Our attendance levels tell us that many of our students and families don't see daily attendance as important to academic learning. There are many possible reasons for this: lack of resilience, complex family dynamics, apathy, transportation or organizational challenges, mental or physical health difficulties, other priorities etc. We are working on gaining a better understanding what keeps students from having strong, regular attendance so we can reduce the barriers and hone our message on what is being missed when attendance becomes an impediment to feeling successful and connected..

Target (Specific and measurable statement of the desired improvement)

By June 2027, our students will demonstrate in their self-assessments, combined with their teachers' assessments, and staff observations at monthly ADST days, growth in at least two of the following areas:

- Sense of connectedness and growth in ability to work together in collaborative problem solving.
- Critical thinking through inquiry and decision-making
- Resilience, flexibility / adaptability when working through challenges

And we will see a marked increase in daily attendance with our most vulnerable learners.

What We're Doing

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



Empowered, Lifelong Learners

- Student-led inquiry/IDSs/ capstone projects
- Mentorships
- Goal setting and personalized learning

Connected Learners

- Full Day monthly ADST Days
- Cross-grade collaboration and mentorships
- Community-based and global learning projects
- Focusing on digital tools (including AI) for communication and research

Caring and Inclusive Learning Culture

- 8+ ASSAI programs
- SEL check-ins and trauma-informed practices
- UDL-based instruction
- Expanded student voice and leadership roles and opportunities

Cultural and Identity Development

- Indigenous knowledge and land-based learning through the Mural Project

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- Projects exploring personal and cultural identity
- Inclusive celebrations and storytelling

Career Development

- Capstones, WEx, ADST days
- Career exploration through community connections
- Focus on transferable, real-world skills through electives and ADST days

Where We Are Going (Equity-Focused Action Plan)

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

Inquiry into multi-age assessment of Core Competencies
Training in UDL, SEL, and digital engagement
Collaboration with Indigenous leaders to guide culturally responsive instruction
Bi-weekly House Games create extra time for teachers to collaborate during the day.

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

- School-wide Core Competency focus with co-created learning goals
- Student-led inquiry, capstone, and community-connected projects
- Regular reflection – depending on classes, can include:, check-ins, and digital tools
- Scaffolded opportunities to build in-demand skills
- Collaborative problem-solving
- Creative digital communication
- Resilience and self-advocacy

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

If we intentionally embed critical thinking, collaboration, digital literacy, and personal responsibility into learning across all grades, and provide time and training for teachers to support this shift, then our students—especially those from priority groups—we will be better equipped to lead meaningful, adaptable lives in an uncertain and fast-changing world.