



## School District No. 8 (Kootenay Lake) School Learning Plan Template 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 fulfillment of our mission.*

Date: **Sept 20, 2024**

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.

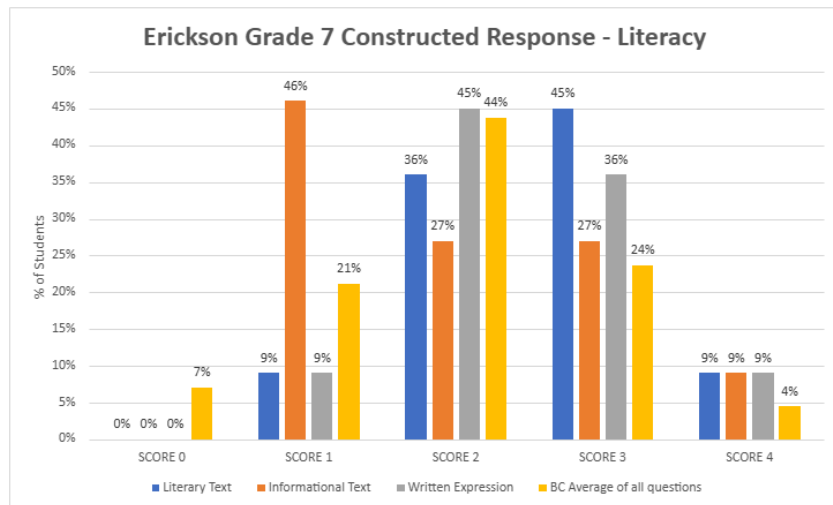
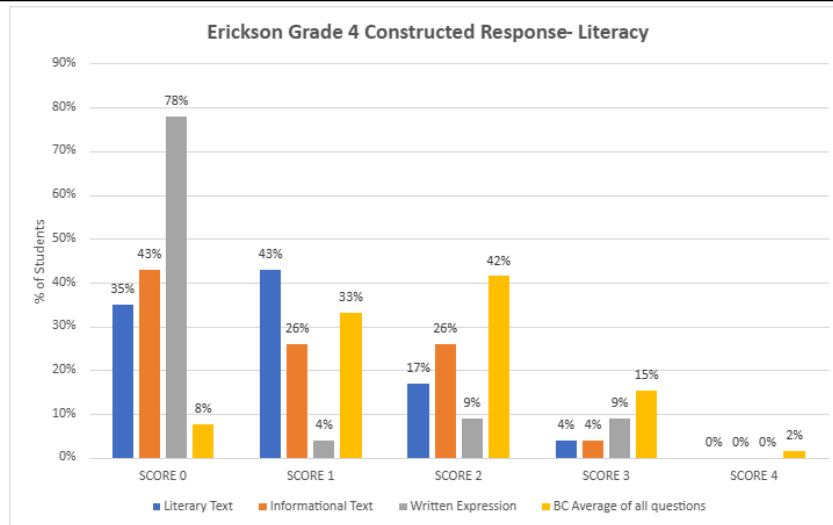
### Where We Are At

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

Satellite:

*\*\* School District No.8 would like to acknowledge the work of Linda Kaser and July Halbert and their valuable contribution to this School Learning Plan.*

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



**Map: EES DIBELS School-wide Assessment data**

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## School District No. 8 (Kootenay Lake)

### School Learning Plan Template

A	B	C	D	E	F	G	H	I	J	K	L
Student First Name	Student Last Name	Adjusted Grade Level	DIBELS Initial Score			DIBELS Middle Score			DIBELS Final Score		
			Comprehension	Decoding accuracy	Fluency WPM	Comprehension	Decoding accuracy	Fluency WPM	Comprehension	Decoding accuracy	Fluency WPM
			6	92	66	15.5	95	84	16		
			25	99	137	24.5	95	124	33		
			5.5	97	136	17.5	98	140	23.5		
			9.5	95	165	23.5	97	175			
			7	97	86	26	98	101	28		
			19.5	98	167	27	97	142	36.5		
			12	97	183	32.5	98	158	35		
			11	98	109	20.5	100	129	32.5		
			28	99	147						
			6.5	98	96	15	96	132			
			12.5	99	128	17	100	130	25.5		
			10	97	97	21	98	125	15.5		
			20	98	120						
			18.5	99	105	22	98	138	33.5		
			10.5	100	127	17	99	144	32		
			15	99	99	18	96	113	24		
		DF 5/ Maze 4	3	62	35	3	92	35			
			15.5	96	126	14	98	129	13.5		
			7.5	92	121	18	100	158	31		
			12.5	98	123	22	98	136			
			4	98	94	12.5	98	121	17.5		
			20.5	99	147	17	99	116			
			10.5	94	72	17	100	102			
			5	98	143	17	100	117			
			14.5	93	81	25	99	125	28		
			10	86	95						
			9	85	103	14	98	65			

> ELS 2037 - ENP 2036- DIBELS 2036 - ENP 2035 - DIBELS 2035 - SNAP 2034 - DIBELS 2034 - SNAP 2033 - DIBELS 2033 - SNAP 2032 - DIBELS

#### Street: Learning Update data

##### 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%
	<b>18</b>	<b>100%</b>

##### ENGLISH LANGUAGE ARTS 7

MOST_RECENT_LETTER	Count of PEN	%GT Count of PEN
PRF	15	58%
EMG	2	8%
DEV	9	35%
	<b>26</b>	<b>100%</b>

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

Are our 3 levels of Data aligned?

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## School District No. 8 (Kootenay Lake)

### School Learning Plan Template

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

## School District No. 8 (Kootenay Lake)

### School Learning Plan Template



- 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, Shifting the Balance, book study
- Implementation of Dibels reading assessment for grades 3-7.
- Response intervention aligned with Dibels,
- Synthetic phonics program for intermediate learners
- NewsELA

#### 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.
- Creative ways to promote engagement in reading
- School-wide mystery reader
- Sing along experiences
- Book recommendation from community members. (Thundercats, Mystery Readers, etc)
- Evidence based systematic synthetic phonics system
- Primary-wide sound walls

#### 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.  
If we implement an aligned literacy assessment we will be able to track student progress throughout their educational career at EES.

[SD8 Numeracy Assessment Report](#)

## Numeracy

#### Goal Statement

Improve numeracy proficiency for all learners.

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## School District No. 8 (Kootenay Lake)

### School Learning Plan Template

#### Where We Are At

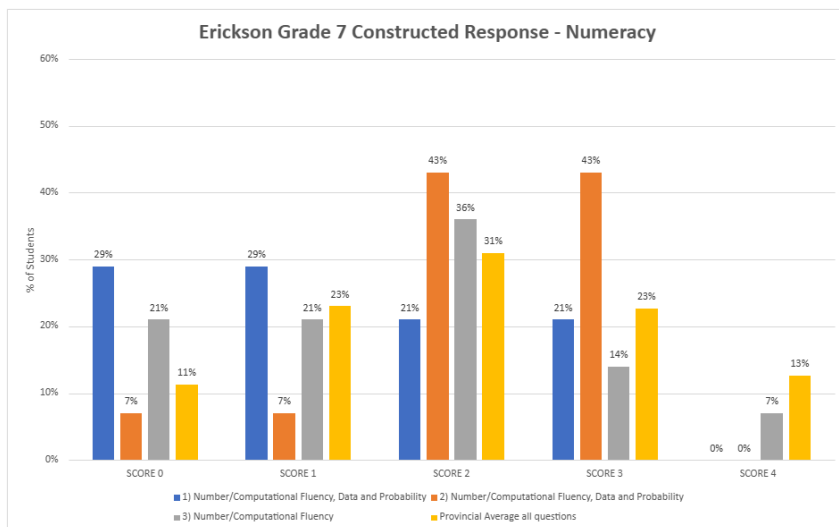
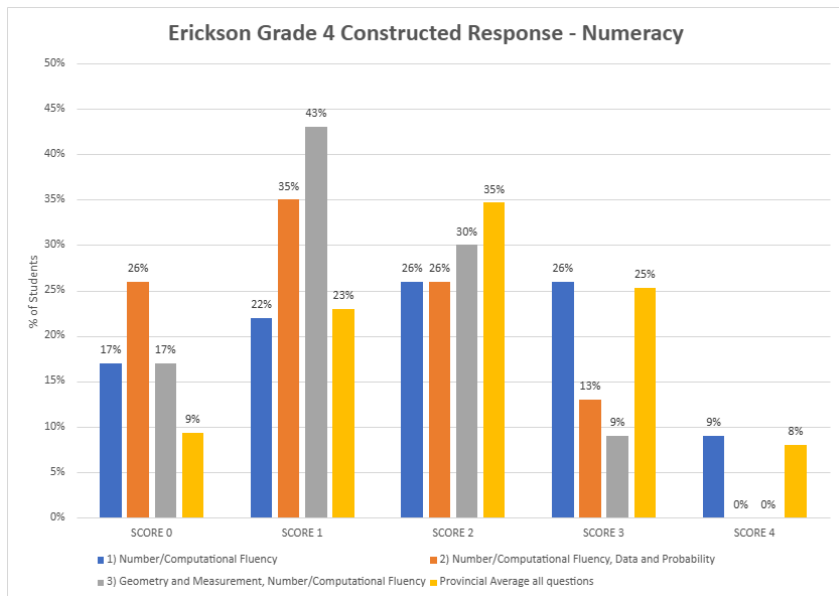
Numeracy Data (Include provincial, district, and school level data as available)

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## School District No. 8 (Kootenay Lake)

### School Learning Plan Template

#### Satellite: FSA



#### Map: School-wide SNAP Assessment Data

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## School District No. 8 (Kootenay Lake)

### School Learning Plan Template

Student First Name	Student Last Name	SNAP Initial Score				SNAP Final Score			
		Communi cating	Solving	Reflecting	Reasonin g	Communi cating	Solving	Reflecting	Reasonin g
		Dev	Dev	Emg	Prf				
		Dev	Prf	Dev	Prf				
		Emg	Emg	Emg	Emg				
		Prf	Prf	Prf	Prf				
		Dev	Prf	Emg	Dev				
		Emg	Emg	Emg	Emg				
		Dev	Prf	Dev	Dev				
		Prf	Prf	Prf	Prf				
		Prf	Prf	Prf	Prf				
		Dev	Dev	Dev	Dev				
		Prf	Prf	Prf	Prf				
		Prf	Prf	Prf	Prf				
		Emg	Emg	Emg	Emg				
		Dev	Emg	Dev	Emg				
		Prf	Dev	Emg	Dev				
		Dev	Prf	Emg	Dev				
		Emg	Dev	Emg	Dev				
		Prf	Dev	Dev	Dev				
		Dev	Prf	Dev	Dev				
		Dev	Emg	Emg	Dev				
		Prf	Prf	Prf	Prf				
		Emg	Emg	Emg	Emg				
		Prf	Dev	Dev	Prf				
		Prf	Ext	Prf	Prf				
		Dev	Prf	Dev	Prf				
		Dev	Prf	Emg	Dev				

#### Street: Learning Update Data

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	

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## School District No. 8 (Kootenay Lake)

### School Learning Plan Template

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

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?)

Student motivation is playing a large factor negatively  
Knowing where students are at is difficult due to assessment misalignment.  
The day to day demonstration of proficiency is lost with high stakes and stressful assessments.  
Need to provide accurate and relevant data to support learners.  
TWE are we aligned with analog vs digital learning as assessment.  
We have not experienced the same measurable gains in numeracy as we have in literacy as a result of assessment alignment.

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

Improve numeracy proficiency for all learners.  
Encourage the love of numeric problem solving.

### 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 Implementation and data collection, reporting, and sharing?  
Engaging mathematics programs school-wide and in the classroom.  
Love for Math

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

Goal to find more aligned teaching methodology and assessments.  
Numeric problem solving experiences.  
SNAP Mathematic foundation exploration  
School wide numeracy challenges, Christmas math, math-a-thon

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

If we build a K-7 assessment database for all learners we will have a more effective and efficient understanding of how our students are learning to inform instructions.  
If we offer students a diverse mathematics experience we will see an improved engagement in numeracy.

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

## School Determined

### Goal Statement

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

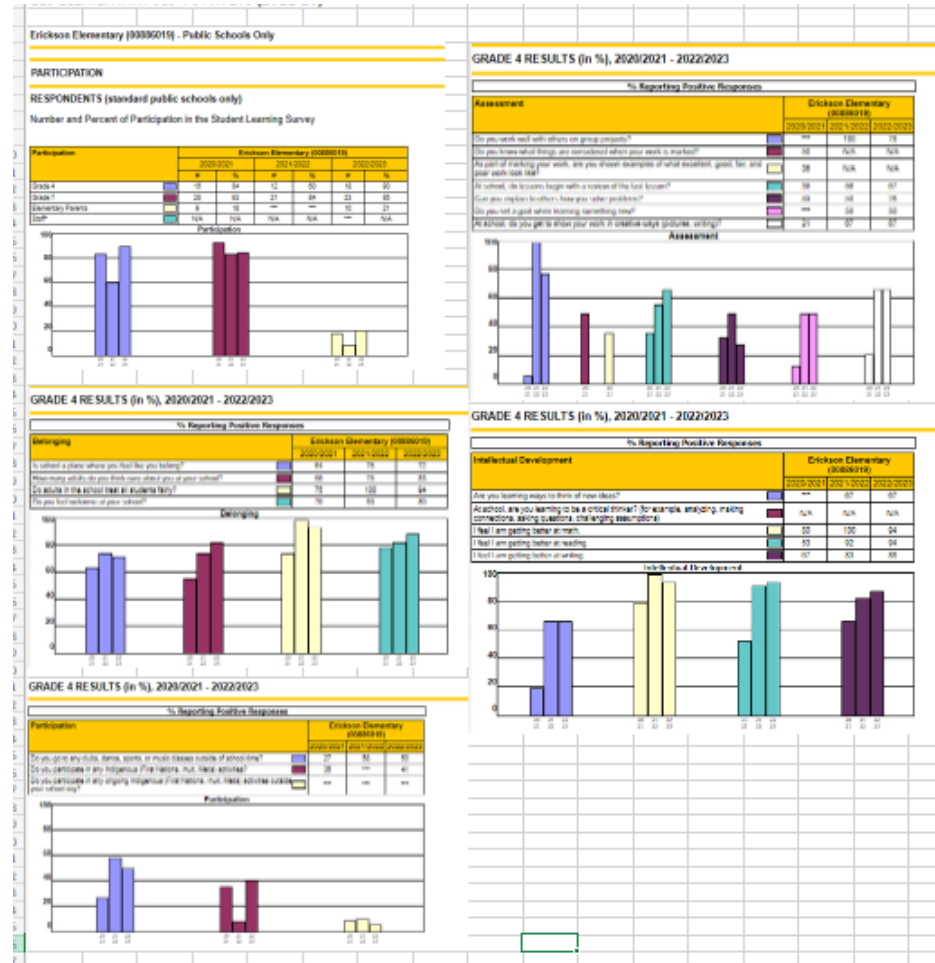
### Where We Are At

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

Satellite:

Map

Street:



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

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.

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## School District No. 8 (Kootenay Lake)

### School Learning Plan Template

**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.  
 We are concerned all students do not feel they belong.  
 We are concerned students who feel they don’t belong as a result of students at our school.  
 Prepare our students to be culturally compassionate and supportive students.  
 We are concerned about the transition of students to KRSS and their safety.

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

All students have a sense of belonging and their needs met.  
 Educators will develop cultural competency for embedding meaningful learning experiences of cultural safety at EES.

### 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  
 Cultural Safety Training for PD.  
 Allyship PD  
 Updated Roots of Empathy  
 Map out various SEL topics and life skills from K-7

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

Indigenous program  
 Inclusive club  
 Breakfast program  
 Counseling services  
 School-wide soft start.  
 Music during transitions  
 Announcements after a soft start  
 Cultural safety education integration

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## School District No. 8 (Kootenay Lake)

### School Learning Plan Template

#### 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.

If our educators are more fluent in cultural safety learning methodologies, our students will have a more culturally safe learning experience.

If our educators feel supported and safe while embedding culturally safe learning experiences, they will be more capable of supporting all students.