

# School District No. 8 (Kootenay Lake)

## 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:** June 2, 2025

**School:** JV Humphries K-12 School and Jewett Elementary

**Creating a safe, caring and inclusive community which fosters academic, social-emotional, and lifelong growth**

### School Profile

JVH and Jewett are closely connected and serve about 15 small communities in Kaslo and the North Kootenay Lake area. Jewett has approximately 15 learners K-6 with a strong focus on Outdoor and Aboriginal Education in a multi-age model. JVH has just over 200 learners in grades Kindergarten to grade 12. Both schools have a Strong Start center. JVH runs one every week along with several other infant/toddler programs and Jewett start resumed their Strongstart program in April 2025. JVH has a very high graduation rate, with students successfully pursuing College, Trades and University opportunities. Our catchment area is very large, so resourcefulness and interdependence are highly valued. We are fortunate to have a number of partner organizations such as Kaslo Community Services, Community Paramedics, Periwinkle Daycare, Kaslo Trails Society, the Village of Kaslo, and many more. JVH also hosts a Health Hub on Wednesdays with services from Physicians, Options for Sexual Health, Drug misuse counselling and Art Therapy offered. In September 2023 we began using our new Outdoor Classroom adjacent to the Riverside Trail. This was built in cooperation and partnership with numerous community partners, and with the help of grants from a variety of sources. The Outdoor classroom and trail are accessed almost on a weekly basis by classes.

### Consultation Process

#### Staff

Consultation with staff around our goal began in September with Planning Day, and throughout the year with check-ins and meetings or smaller staff working groups.

#### Students

Student voice is essential in consultation around school goals. Members of the provincial YDI Youth Advisory Council have recommend students be informed of, and engaged in, decisions about the implementation of specific programs and practices at schools; supporting meaningful inclusion of students' voices may increase the likelihood that the programs and practices implemented effectively support students' health and well-being in your school community. To this end, JVH students have participated in the District Student Voice committee, have had 2 Student Trustees, one Rep for the Career Advisory Council, and we also sent a delegation to the Student Leadership Conference in on November 6, 2024 at Mount Sentinel Secondary School. Finally, there were 3 student-led Leadership inquiries in the 2023-24 year which directly impacted school structures and programming for the 2024-25 school year. In addition, the CHEQ survey, EDI, YDI and MDI are rich data sources that inform our future directions. This year we also have a Student Voice Committee for gr 8-12. In addition, we had 7 Gr. 8-10 student participate in the Anti-Racism Working Group session.

#### Parents

Each month, our JVH and Jewett PAC parents meet to discuss projects and directions and join the Principal in a discussion of the Principal's report around events, goals and plans for the school. Through these conversations, parents are able to provide feedback and requests directly to admin.

#### Indigenous Representation

We have a vibrant Aboriginal Education program at JVH and Jewett, and our team is well connected to the District and beyond. We work hard to ensure there is equity in student voice for all manner of inputs, and scan each of our committees and working groups to ensure Indigenous voice is represented at all times.

### Coherence and Alignment

Ministry of Education Policy for Student Success

School District No.8 Framework for Enhancing Student Learning

BC Tripartite Education Agreement

*\*\* 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.*

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Literacy	
<b>Goal Statement</b>	Improve literacy proficiency for all learners.
<b>Where We Are At</b>	
<b>Literacy Data (Include provincial, district, and school level data as available). Please ensure priority learners are included as a focus.</b>	<p>A major focus area this year and last has been the ELP and UFLI (primary literacy). Comparing our data in September of 2023/2024 to where we were this time last year shows there has been tremendous growth in our students, and improved teamwork and coordination which have allowed this. A new primary teacher and High School Careers/English/Art/Socials teacher have brought energy and strategies which have also helped enrich the teaching and learning.</p> <p>FSA gr 4 &amp; 7 00886018.pdf          ELP data for JVH and ELP data for Jewett          GLA 10 and 12 Class assessments          Student self-assessments in literacy Satisfaction survey (literacy specific questions) 00886018_SLS_PDF.pdf          Data from PowerBi channel will be accessed as it becomes available</p>
<b>Analysis (What objective trends do we see based on the data?). Ensure priority learners are included as a focus.</b>	<p>Literacy groups gr K-7 are making a big difference. Targeted interventions for gr 3-7 to assist the 9 students who required the most support - ELP data gr K-3 shows a strong foundation for our youngest learners. - FSA, GLA assessments show consistent performance</p>
<b>Please include evidence of a focus on priority learners.</b>	<p>Our School Based Team meets each week to focus on priority learners with a lens of what is working and what needs to be changed to provide success for those students. Literacy group teachers communicate and collaborate on a regular basis and adjust groups. Our Primary Success team of Principal, Inclusion Support Teacher, Aboriginal Education teacher and District officials met in January then again in June to wrap around the supports provided for our priority learners.</p>
<b>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.</b>	

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Analysis of current and historical data show that there is a “covid blip” for the primary learners who had their formative literacy development years during the pandemic. We are making some inroads with our instruction and have had some success encouraging parents to participate in home literacy practice.

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

Increased scores in FSAs grade 4 and 7 Increased scores in the Graduation Literacy Assessments gr 10 and 12  
Teacher teams to assess student progress at grade level groupings (primary, Intermediate and High School)

#### What We're Doing

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



- Developing the joy of reading through our model of instruction and providing time each day for students to read independently with their choice of material.
- Continuing the weekly big buddy/little buddy reading program to further promote fun, develop confidence in reading, and provide an excellent role model for the younger students.
- Create integrated literacy units that include cultural and identity development. For example, studies on First Nations, learning about different cultures, and family heritage.
- At each grade level, have students participate in a career development unit of study whereby they learn about a career that interests them and present their findings in a variety of ways.
- Further accessing technology support through google read and write to support learners who would benefit from this technology

### Where We Are Going (Equity-Focused Action Plan)

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

3 JVH elementary teachers and 2 teachers from Jewett continued to participate in the District Literacy sessions hosted by District Early Learning Teacher Cheryl Makeiv and Intermediate Literacy Teacher Melanie Mobb. There is strong cooperation and interdependence in our elementary teaching team as they share resources and strategies around UFLI and Heggerty, among others.

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

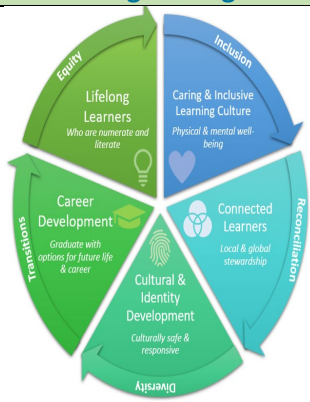
A major focus for this year will be to refine our literacy instruction structures and routines K-7 as a result of the scan we did last year. For the elementary grades we will be implementing targeted literacy groups using ISTs, Aboriginal Success Teacher, EAs, parent volunteers, CBAL 1:1 Reading partners, and older reading buddies. There is strong use of the UFLI strategies and inclusion of other helpful strategies from Heggerty as we move forward.

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

By implementing a responsive literacy program that includes daily reading and writing practice, targeted instruction in phonics, vocabulary, comprehension strategies, and regular assessments to monitor progress, then students' literacy skills will improve for our most at-risk learners K-7. This will result in higher reading fluency, better comprehension, and overall improved academic performance in literacy.

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Numeracy	
<b>Goal Statement</b>	
Improve numeracy proficiency for all learners.	
<b>Where We Are At</b>	
<b>Numeracy Data (Include provincial, district, and school level data as available). Please ensure priority learners are included as a focus.</b>	
FSA data gr 4 & 7 00886018.pdf	
<b>Analysis (What objective trends do we see based on the data?). Please ensure priority learners are included as a focus.</b>	
Students generally feel they are making progress in math and are happy with their math progress.	
<b>Please include evidence of a focus on priority learners.</b>	
Our School Based Team meets each week to focus on priority learners with a lens of what is working and what needs to be shifted to provide success for those students. The SBT connects regularly with classroom teachers.	
<b>Rationale (What is going on for our learners? How do we know? Why does it matter?)</b>	
Number sense is critical to students' mathematical vocabulary for fluency in processes. Problem attack strategies, and comprehension of mathematical problems are growth areas for students grades K-12, and increases with complexity of questions as student go through the grades.	
<b>Target (Specific and measurable statement of the desired improvement)</b>	
Classroom assessments and opportunities for students to demonstrate their learning FSA scores GNA grade 10 Student self-assessments in math/numeracy	
<b>What We're Doing</b>	
<b>Embedding Strategic Priorities (How we're making connections and providing opportunities)</b>	
 <p>The diagram is a circular flow of six strategic priorities, each in a different colored segment with an icon and a brief description:</p> <ul style="list-style-type: none"> <li><b>Equity</b> (Green): Lifelong Learners. Who are numerate and literate. Icon: lightbulb.</li> <li><b>Inclusion</b> (Blue): Caring &amp; Inclusive Learning Culture. Physical &amp; mental well-being. Icon: heart.</li> <li><b>Connected Learners</b> (Teal): Local &amp; global stewardship. Icon: globe.</li> <li><b>Reconciliation</b> (Light Blue): Cultural &amp; Identity Development. Culturally safe &amp; responsive. Icon: hand.</li> <li><b>Diversity</b> (Dark Green): Career Development. Graduate with options for future life &amp; career. Icon: graduation cap.</li> <li><b>Career Development</b> (Light Green): Transitions. Icon: person.</li> </ul>	
<ul style="list-style-type: none"> <li>-Early Numeracy Profile assessment (ENP) for K/1 students</li> <li>-in Primary classes there are structured math stations with direct instruction, focused practice through games and hands on activities</li> <li>-use of technology to differentiate instruction in Primary and Intermediate classes</li> <li>-Cross curricular instruction (ie math, science, and social studies) in the Intermediate and Secondary grades</li> </ul>	
<b>Where We Are Going (Equity-Focused Action Plan)</b>	

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<b>Professional Learning (Describe the professional learning that will support meeting the target)</b>
<p>Gr 6/7 teacher Brenna Leitch was involved in 2023/2024 year with the District Numeracy Assessment pilot with David Salisbury Rowswell and brought that information back to the staff. This year she has continued involvement with Jonathan Brooks and the District Numeracy team. At our last year's May PD day and the September School Planning day we began building a Scope and Sequence for math K-7, and identifying priority areas and content for K-7 learners. This work continues during this school year.</p> <ul style="list-style-type: none"> <li>-in class work with District Numeracy Coordinator Jonathan Brooks on the SNAP assessment tool, number talks, number hives, equivalency playing cards</li> <li>- Gr. 6/7 teacher is the new rep on the new Middle Years Numeracy Assessment working group</li> </ul>
<b>Student Learning (What student learning strategies will support meeting the target?)</b>
<p>Following the District Numeracy team plans, and scope and sequence plans (teacher generated)</p> <ul style="list-style-type: none"> <li>-collaborative pre-teaching with families by sending a link to MathAntics online program so that the student and family can view and discuss before teacher introduces a new concept</li> <li>-small group and individual work each day</li> <li>-in class learning support several times per week by IST</li> <li>-routinely use 1:1 oral math quiz to appreciate and understand student math thinking</li> <li>-use of games to "hook" and do as a warm-up before main lesson</li> <li>-consistent use of manipulatives and individual whiteboards to help students develop their conceptual thinking and assist them in expressing their mathematical thinking</li> <li>-in secondary math classes, the teacher dedicates several weeks of scaffolding between previous grade and new grade</li> <li>- the strong math ability by Gr. 10 has enabled students in Gr. 11 to take Pre-Cal 12 and then in Gr. 12 are doing Calculus</li> </ul>
<b>Theory of Action (What is our hypothesis given the action plan for staff and student learning?)</b>
<p>If we follow a District plan and establish coherence with supported plans across the district (as we've done with literacy) our students numeracy learning will improve.</p>

School Determined
<b>Goal Statement</b>
To develop a school culture and climate where staff, students and parents feel inter-connected, in the service of student learning (School Connectedness)
<b>Where We Are At</b>
<b>Data (Include provincial, district, and school level data as available). Include priority learners.</b>
<p>Information related to this topic, which is gathered through</p> <ul style="list-style-type: none"> <li>-Satisfaction survey</li> <li>- Gr 11 Leadership Inquiry project (student and parent survey)</li> <li>- Admin and teacher conversations with PAC and parents - Informal "street data" conversations with students during the day</li> <li>- Survey data (EDI, MDI, YDI, CHEQ, etc)</li> </ul> <p>YDI data here; <a href="#">ydi-2023-report-2023-06-22-sd8.pdf</a> (chartlab.ca)</p> <p>MDI data here: <a href="#">Satisfaction survey; 00886018_SLS_PDF.pdf</a> FSA data; <a href="#">00886018.pdf</a></p>
<b>Analysis (What objective trends do we see based on the data?). Include priority learners.</b>

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-YOG 2029 cohort entering grade 8 will require support for core subjects, organization and planning. - from YDI; students trended toward being less likely to rate school environment (respect, care, support) as “high” compared with students in other schools and districts (<21% vs 34%) - also from YDI; none of the respondents agreed “a little” or “a lot” with the statement “I have a lot of trust in the school system”. - student inquiry project clearly shows polarization in views for students and parents in particular areas.

#### Please include evidence of a focus on priority learners.

-At our weekly School Based Team meeting, we connect around priority learners who need more support in social/emotional development as well as academic.

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

Post-COVID, as we open our doors more widely and come out of lockdown, there is a great opportunity to re-establish elements of connectedness, safety, and the joy of working and learning with a wider community of people. For the student, there is a strong sense of community belonging in grades 10-11 (YDI) but not in the grade 7 group who feel disconnected from adults at school. Grade 4s describe themselves as well connected to school adults.

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

>at the end of the 2024-25 school year, 90% of students will agree with the statement “at my school there is an adult who believes I will be a success”

### What We’re Doing

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



We have been working to increase the overall number of volunteers at the School for all range of activities. - Continuing to collaborate with programmers and volunteers for particular programs eg. CBAL 1:1 Reading Program

-We are on year two of our Open House, Celebration of Learning, and other events that bring parents into the school to see and learn what is happening here.

-School wide focus this year on Inter-class and whole school activities (Sports Day, Terry Fox run, Carnival, etc)

- Also has been a focus to increase class attendance and participation in school-related events such as concerts, fun days, assemblies, guest speakers.

- A major focus this year to improve our data collection. In a K-12 school this is a very big task with lots of data to gather and analyze. This is stored in a Sharepoint folder accessible to all and reviewed at staff meetings and Planning day.

(Student and parent survey data (Satisfaction Survey, EDI, MDI, YDI, McCreary data) At the office counter, we’ve gathered quite a lot of Feedback from community members Staff and student reflections on new TAG structure and activities.

### Where We Are Going (Equity-Focused Action Plan)

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

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A foundation for understanding the importance of this relies on all to be Trauma Informed, and understanding how community connections are a major mitigating factor. This has been a topic at our School Based Pro-D, and in a way at the District day as well. Staff have been involved with these conversations throughout the year, and continue to share with one another. Working with our PAC and parent community will be an ongoing project. Professional learning also included workshops on understanding dyslexia building empathy and classroom practices and anti-racism in education.

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

- Student leadership opportunities through the school wide events and multi-age activities
- Secondary students reps as Student Trustees, Career Advisory Group, Anti-racism Working group
- Middle school, Intermediate and Primary buddy classes (reading, art, outdoor activities)

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

We can increase school connectedness by increasing the number and quality of interactions (student-student and student-adult) thereby strengthening feelings of student success and belonging.