

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: October, 2024

School: Salmo Elementary School

Vision

Mission:

At Salmo Elementary School, we grow lifelong learners by building good relationships and learning from each other in a place where all belong!

School Chant:

"Salmo strong! grow together, learning lifelong, where we belong"

Vision: Together We Belong

School Profile

Village population, 1,141

Salmo Elementary School draws students from the village of Salmo (population approximately 1200) and surrounding area including the village of Ymir and rural to the US border and Erie Lake areas. The main employers in the area are the Porcupine sawmill and SUTCO trucking. Salmo is just 35 minutes' drive from Nelson and thus numerous people work in Nelson.

The school houses the following team:

145 Students

30 Students who are Indigenous

8 Inclusive Education students

0 ELL

11 Teachers

5 Education Assistants

2 Custodians

1 Clerical

The school has, in the past, faced challenges of filling vacant Support Staff positions due the fact that there are very limited numbers of qualified Educational Support workers (EAs) who live in Salmo. Thus, Salmo Elementary relies on the EA pool in Nelson few of whom are willing to give up their time and pay the added expense of driving to Salmo to work. This coupled with the fact that the school was without a School Secretary for the first two months of the during the 2023/24 school year and has had four Principals in the last two years stressed the school to critical levels. Consequently, the school culture was one of survival. The 2024/25 school year has seen staffing shortages addressed, support has been increased by the district and the district has actively checked in on the Principal and school, and provided support to contribute to the re-establishment of a calm, focused, and supportive school culture.

Informal data indicates students have continued to progress at almost expected rates despite the stress on the staff and school. Staff are feeling that the school is poised to thrive in the year ahead and are excited about moving forward, with continued district support, to provide optimal service and opportunity to students.

Consultation Process

Staff

Staff Meetings

Staff survey

Extensive focused discussions on planning day

Modelling how staff work together and learn in assemblies.

Students

Assemblies: Indigenous focus first, prefacing roles of schools – learning first. Sharing out whys.

*** 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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Survey's
FSA's
CHEQ

Parents

Parent interviews: 'Do you feel that the school community believes in you as parents.' Do you feel welcome in our school? Do you feel that your child has three or more adults in the school that believe that they will be successful in life?

PAC meetings

Planning Day

Assemblies

Open door policy

Surveys

Community building events.

Indigenous Representation

Students

Ab Ed teacher

Centered upon First Nations Principles of Learning

Incorporating an Indigenous World View

Respectful Truth and Reconciliation work

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)	
FSA – Literacy	<p>24% of students were emerging</p> <p>59% on track</p>
Report Cards – English Language Arts	<p>22% Emerging</p> <p>61% Developing</p>
SLS – Learning Engagement	<p>"At school, do you get to work on things you are interested in?" = 29%</p>
SLS – Assessment	<p>"Do you set a goal when learning something new" = 25%</p>
SLS – Belonging	<p>"Is school a place where you feel like you belong?" = 50%</p> <p>"How many adults do you think care about you at your school?" = 53%</p>

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ELP – Gathered K-6 (work in progress, Feb reassess our efforts)

First phase of our literacy focus was determining where are learners are at with their ELP data K-6. In connecting with the Secondary School, students arriving from their feeder school (us), had low rates of literacy. In our family of schools, we have a K-8 ELP focus and want to expand from our two-site learning silos to a community / land based connection where generational ties will be woven together.

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

FSA data is incomplete due to small sample size
From data we do have learners feel they are getting better
K-3 have shown improvement overall
Report card data shows low proficiency in reading and writing

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

COVID affected student learning (K-3 show better results, while 4-5 show need for remediation)
Attendance impacts learning
Students want choice in their learning to result in higher engagement (Spirals of Inquiry)

Target (Specific and measurable statement of the desired improvement)

Average DRA/ PM Benchmark scores increase to expected grade level by June 2028.

What We're Doing

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



Where We Are Going (Action Plan)

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

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Implementation / roll-out of collective literacy programs with common resources and language.
Student Learning (What student learning strategies will support meeting the target?)
UFLI/ SOR small groups Sounds based phonics Small group novel studies/ lit circles Differentiated spelling Direct reading and writing strategies (6+1/ Adrian Gear) Targeted, ongoing, consistent remediation
Theory of Action (What is our hypothesis given the action plan for staff and student learning?)
With targeted, ongoing, consistent remediation, students will on average improve grade level 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)
<p>-FSA 17/18: 22.6% emerging, 5.4% extending (all writers)</p> <p>-FSA 18/19: 34.4% emerging, 6.4% extending (all writers)</p> <p>-FSA 19/20: 36% emerging, 8.1% extending (all writers)</p> <p>-FSA 20/21: 25.9% emerging, 16.5% extending (all writers)</p> <p>-FSA 21/22: 44.9 emerging, 3.6% extending (all writers)</p> <p>Indigenous learners: more students in emerging category as compared to all writers</p> <p>Diverse needs: more students in emerging category as compared to all writers</p> <p>Female/male: consistently even in 19/20, 20/21 and 21/22 (no apparent gender gap)</p> <p>-SLS 17/18: Continue to get better at math 76% agree/strongly agree</p> <p>-SLS 20/21: Continue to get better at math 58% agree/strongly agree</p> <p>-SLS 21/22: Continue to get better at math 62% agree/strongly agree</p> <p>Trending downwards?</p>
Analysis (What objective trends do we see based on the data?)
<p>FSA's gr. 4 lack of participation (exemptions)</p> <p>Small sample of grade 4's for FSAs</p> <p>Do student learning data explain that they are learning anything?</p>
Rationale (What is going on for our learners? How do we know? Why does it matter?)

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- students are still developing math skills as per Sept 2024 class profiles
- intermediate students are mostly developing and proficient at Sept 2024 initial math assessment
- primary students are developing and proficient
- 75% emerging at FSAs.
- 25% emerging for primary-
- K-3 have shown improvement overall

Target (Specific and measurable statement of the desired improvement)

- Improve numeracy understanding and math confidence and math mindset.
- Immediate and consistent recall of fast facts
- understanding of common math vocabulary
- independent problem-solving of word problems

What We're Doing

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



Where We Are Going (Action Plan)

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

- professional development for learning Math daily 5 strategies
- collaboration/release time to learn from sd8 innovative learning website resources
- Continue collaboration with Jonathan Brooks for resources, support, and team teaching
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- Carole Fullerton
- Use and Vancouver Island Numeracy Network

Explore:

- Prism Math textbooks for levelled struggling learners
- Nelson FOCUS (adaptive version and non-adaptive)
- Prime Math
- Coast Metro** (we are tending towards use of this one)
- SNAP assessment

(we need a Computation and problem-solving assessment)

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

- Targeted learning for struggling or emerging students (remedial intervention)
- Math centers and rotations in class
- Mathletics subscription subscribed to grade -appropriate math curriculum
- School-wide levelled math groupings and rotations?

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- Focus on problem-solving
- Competitions among intermediate students

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

Monitoring results off report cards
Beginning, middle and end of year assessments
We hypothesize that numeracy will be improved for all learners

School Determined

Goal Statement

Our goal is to enhance student/family/community belonging and well-being by implementing supports and strategies over the course of the year

Where We Are At

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

Student Learning Survey:

- Small sample size of grade 4s who took the survey 2022 (8 respondents) spring 2024 (40 respondents)
- Low compassion for others. Little understanding How choices affect others. Words vs. actions. Developing skills to be considerate.
- Large number of students feel welcome at SES
- 50/50 think they are treated fairly by adults
- 75% feel they have an adult at school who makes them feel safe
- 79% of families felt school makes their child feel stressed/anxious
- Staff is seeing low parent involvement at SES

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

- lower attendance
- less compassion
- unwillingness to participate
- apprehensive/worried students
- problematic/aggressive behaviours

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

- Students are uninterested in what/how they are learning.
- students struggle with feeling isolated/disconnected with their learning environment

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- students may not see their experiences or connection reflected in the school culture.
- external factors like social media, family dynamics and societal pressures can further intensify feelings of exclusion leading to decreased motivation, participation, and academic performance.
- we know this from discussion with students, student surveys, low attendance, challenging behaviours – these issues often reflect a lack of belonging.
- All of this matters because a sense of belonging is foundational to student success.(maslow's hierarchy)
- belonging fosters a supportive learning environment. This focus strengthens the entire school community.

Target (Specific and measurable statement of the desired improvement)

Measurement of Success:

- Increase in student participation in community activities.
- Improved survey results on feelings of belonging and well-being.
- Positive feedback from students regarding their school experience.

Timeline:

- **Quarterly Reviews:** Assess progress and adjust strategies as needed throughout the school year.
- This goal aims to create a nurturing environment where every student feels valued and connected.

Evaluation Methods

- **Surveys and Questionnaires:**
- **Pre- and Post-Assessment:** Conduct surveys at the beginning and end of the year to measure changes in students' feelings of belonging and well-being.
- **Regular Check-Ins:** Use short, periodic surveys to gauge ongoing sentiment and identify areas needing improvement.
- **Focus Groups:**
- Organize small focus group discussions with students to gather qualitative feedback about their experiences, feelings of inclusion, and suggestions for improvement.
- **Participation Rates:**
- Track attendance and engagement in community-building activities and mentorship programs to see if more students are getting involved.
- **Behavioral Observations:**
- Monitor interactions during activities and in classrooms for signs of positive relationships, teamwork, and peer support.
- **Feedback from Staff:**
- Collect input from teachers and staff regarding changes they observe in student interactions, classroom dynamics, and overall morale.
- **Academic Performance and Attendance:**
- Analyze trends in attendance and academic performance to see if there's a correlation between a sense of belonging and student success.

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- **Incident Reports:**
- Review disciplinary incidents or reports of bullying to assess whether initiatives have led to a more positive and inclusive environment.

Timeline for Evaluation

- **Mid-Year Review:** Conduct a preliminary evaluation using surveys and focus groups to assess progress and make adjustments.
- **End-of-Year Comprehensive Evaluation:** Analyze all collected data to evaluate overall effectiveness and areas for improvement.
- This multifaceted approach will help determine the impact of initiatives aimed at fostering belonging and well-being, ensuring that all students feel valued and connected.

What We're Doing

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



Where We Are Going (Action Plan)

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

- Collaboration time to reflect and document progress
- Plan activities based on student interest and voice
- Open Parachute
- small groups social skill development
- zones/circles
- whole class SEL programming
- Roots of Empathy dependent on availability

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

Peer Mentorship Program: Pair older students with younger ones to foster connections, provide guidance, and create a welcoming atmosphere.

- Monthly Community Building Activities: Organize events like team-building games, cultural celebrations, or group projects that encourage collaboration and inclusivity.

- Feedback Mechanism: Create anonymous surveys or suggestion boxes for students to share their feelings about belonging and suggest improvements.

- Wellness Workshops: Offer workshops on topics such as stress management, self-esteem, and positive communication to help students develop skills that contribute to their well-being.

- Celebrating Diversity: Showcase the diverse backgrounds of students through presentations, art displays, or themed weeks, promoting appreciation and understanding.

-Focusing on Friendships: How do you lose friends, make friends, fix friendships

-Mindfulness strategies

Class Buddies

- Casey and KL
- Shellene and JK
- Marty and AMANDA
- Teddy and Danielle

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

The staff implement collaborative, culturally responsive, and inclusive learning strategies while fostering strong relationships and social-emotional development, then students will experience an increased sense of belonging, leading to improved academic engagement, social connection, and overall well-being.