

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: May 2025

School: Salmo Secondary

Vision

School Profile

150 students Grades 7-12, small rural school

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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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.

- 23/24 FSAs show our learners are 62% OT (On Track) this is up from 31% in 21/22
- 23/24 Provincial Grade 12 Literacy Assessment show 79% of our learners scored 3 on the 4 point scale up from 29% in 2022/2023
- School wide reading comprehension assessments (based on the RADD SD36 and Faye Brownlie) indicate need for focus on inferencing, questioning and using text features
- NLPS (SD68) Early Literacy Intermediate Screener for Grades 4-7 used to assess Grades 7-9s and some 10s indicates about 12 kids missing early literacy skills
- RAZ Kids fluency passages used to assess grades 7-9s and some 10s indicates about 15 students significantly below grade level

Analysis (What objective trends do we see based on the data?). Ensure priority learners are included as a focus.

- Improvement in all areas in FSAs and Grade 12 Literacy Assessment
- Need to directly teach inferencing, questioning and using text features
- A selection of grade 7-9 and some 10 students significantly below grade level fluency and missing early literacy skills (phonemic awareness, phonics, sight words)

Please include evidence of a focus on priority learners.

- Implementation of the fluency intervention model for 13 students in grades 7-9, based on assessment above

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.

- Teachers have indicated that some students are struggling to read material for their classes. Students missed critical reading instruction during COVID. Students are missing skills in early literacy, as indicated by assessments and it is important to address so that students can read what is required.

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

- To improve reading fluency for all middle school students
- To improve reading comprehension for all students

What We're Doing

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



- Implementation of a Literacy team at SSS (focus on Bridging Processes from Duke and Cartwright)

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<ul style="list-style-type: none"> • Collaborative Literacy Project with SES focusing on transitioning and strategies between schools • School wide focus on vocabulary building • Purchase of new sets of novels to engage readers • Implementing the “Increasing Reading Fluency for Middle and Highschool Students Small-Group Intervention Model” from achievethecore.com • English classes implementing CAFÉ strategies – purchase of book and website access
<p style="text-align: center;">Where We Are Going (Equity-Focused Action Plan)</p>
<p>Professional Learning (Describe the professional learning that will support meeting the target)</p>
<ul style="list-style-type: none"> • (SSS School Based Literacy Pro-D including literacy strategies for Math and Science) • Daily Café strategies and processes • English teachers participating in district book study: Artfully Teaching the Science of Reading • Teachers focus on bridging processes in the classroom (vocabulary knowledge, morphology and fluency) • Teachers learn how to implement the fluency model from acheivethecore.com
<p>Student Learning (What student learning strategies will support meeting the target?)</p>
<ul style="list-style-type: none"> • Comprehension strategies • Self-identification of challenging words • The sound of fluent reading
<p>Theory of Action (What is our hypothesis given the action plan for staff and student learning?)</p>
<ul style="list-style-type: none"> • With staff having a better understanding of and capacity to teach bridging processes and comprehension strategies students will improve overall reading level, being able to more readily access classroom reading material and be more successful in classes

<h2 style="text-align: center;">Numeracy</h2>
<p>Goal Statement</p>
<p style="text-align: center;">Improve numeracy proficiency for all learners.</p>
<p style="text-align: center;">Where We Are At</p>
<p>Numeracy Data (Include provincial, district, and school level data as available). Please ensure priority learners are included as a focus.</p>
<ul style="list-style-type: none"> • 23/24 FSA's show our learners are 44% OT (on track) - up from 16% in 21/22 • Current Provincial Grade 10 Numeracy Assessment show 33% of our learners scored 3 out of 4 on the 4 point scale – up from 0% the previous year
<p>Analysis (What objective trends do we see based on the data?). Please ensure priority learners are included as a focus.</p>
<ul style="list-style-type: none"> • Students are struggling in numeracy
<p>Please include evidence of a focus on priority learners.</p>
<ul style="list-style-type: none"> • Workplace Math 10/11/12 that is taught in the Shop • Students focus on applicable skills that relate to real world projects – carpentry, building, measurement, etc....

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<ul style="list-style-type: none"> Numeracy support group, 1 on 1 supports
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 "Why do we need to learn this?" "I don't get it!" "No one taught us this"
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 IEPs, opportunities for peer pairing/group work, math content geared towards individual abilities, use of assistive technologies, indigenous content where available
Where We Are Going (Equity-Focused Action Plan)
Professional Learning (Describe the professional learning that will support meeting the target)
<ul style="list-style-type: none"> BC AMT Linking up with district Numeracy team
Student Learning (What student learning strategies will support meeting the target?)
<ul style="list-style-type: none"> 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 real-life connection to numeracy, we will see an improvement on related numeracy assessments

School Determined

Goal Statement

- Students can make positive contributions to their community or another person's life.

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- 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). Include priority learners.

- Staff and students have seen 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?). Include priority learners.

- Lack of understanding of social obligations and measures of community health.

Please include evidence of a focus on priority learners.

- Area of strength for many of our priority learners – strong connections through the belonging work and Circle of Courage focus

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

- Incidents of bullying. Lack of pride in school and community (i.e. littering, vandalism).

Target (Specific and measurable statement of the desired improvement)

- 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)



- 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)
- Incredible EN 10 project – intergenerational interviews with community members from the Seniors home

Where We Are Going (Equity-Focused Action Plan)

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

- Continue Pro-D surrounding Circle of Courage.
- Bring in guest speakers from local community resources and collaborate with community members

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

- 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.

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

- When students exhibit generosity, their own personal circle of courage will be more complete, resulting in more pride in themselves and their school community