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: **September 2024** **School:** **W.E. Graham Community School**

Vision

W. E. Graham Community School's vision is to provide a learning environment where children thrive. To learn academically, socially, and personally to allow them to be successful in whatever path they choose to follow when they leave the school. We strive to build relationships with our families and community to provide opportunity in our rural setting.

School Profile

W. E. Graham Community School is a Rural, remote K-10 school that focusses on an outdoor perspective for all of our children. We have 64 children and 4 classrooms. Our Grade 9/10 Valhalla Wilderness Program is a very specialized class for students to learn about getting outdoors and enjoying the land on which we live, work and play.

Consultation Process

Staff

This past Spring we looked at a few ideas for planning for next year. We are feeling that our teachers have done some Professional Development on their Literacy and Numeracy teaching and are seeing favourable results for our students in the classroom. We have been involved in School Learning Grants around numeracy and most recently, in Literacy. Mme Raina Gardner (Grade 4-6) worked with Valley schools on SNAP Assessment and building Learning Ladders for student growth. Ms. Signy Fredrickson (IST/VWP Math and Science/Grade 7/8 Math/Science) and Mr. Ben Porteous (Grade 7/8) went to a workshop in Banff and came back with the idea to hold a Math Fair. This has so much learning potential for not only the students who present, but for the students who attend the Fair.

We spent our year looking at implementing writing strategies. Teachers seek to improve, explore and provide multiple access points for students.

We have changed the culture here to be one that is calm and kids enjoy their school. There is little vandalism and generally good behaviour. But we were reminded that for many years we did school spirit activities to build that culture. With the arrival of a new Principal, school spirit days, monthly assemblies and activities that promote student and community engagement are becoming regular occurrences and celebrated.

Students

Our students are familiar with the concept of **Grit**, which we have intentionally and explicitly taught. They have learned strategies to persevere, even when faced with challenges or the temptation to give up. Throughout the year, we also placed a strong emphasis on developing writing skills across all grade levels, and we will continue to refine this focus moving forward.
Looking ahead, we recognize the importance of ensuring that every student feels a strong **sense of purpose and belonging** within our school community. This will be a central focus for us as we continue to support both the academic and emotional growth of our learners.

Parents

Initially, in early 2024, we had our PAC president join when we settled on writing as a goal. Since then we have shared our goal with parents in many newsletters and emails. We share writing during our student-led conferences, in emails, telephone conversations and regular check-ins so that parents can see their child's work and also get sense of how their children are doing compared to exemplars.

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Indigenous Representation

Mr. Curtis Bendig is our AbED teacher and we love the work he's been doing for us. He brings a positive energy to the school and the work we are doing for our Indigenous students. Our school has nearly 20 self-identified students who are generally doing well academically and socially. We are fortunate to have Mama Tee and other Indigenous Elders join us this year, every Wednesday, to share in their wisdom and stories. Our students are also participating in Hide Camp, whereby they will complete a drum from start to finish, including working and preparing the hide, over a course of four weeks. You can view the project here:

https://sway.cloud.microsoft/uY0HUkjg5e9cxWF0?ref=Link

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.

FSA (although limited due to a small sampling size)
Student Learning Survey
ELP (K-3)
Classroom Assessments
District Literacy Assessments (not yet fully implemented)
Middle Years Development Index

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

In general, students are low, particularly in literacy. The data shows that many students are not at grade level and many students are in the gray area and not able to receive enough supports. We work through the RTI model for supports when working with our at-risk and priority learners.

Please include evidence of a focus on priority learners.

Report card, ELP, SLS, MDI and FSA results will be reviewed each year. Teachers will recalibrate if necessary. Staff will use professional development days to collaborate as a group and discuss the data. This includes working with staff at Winlaw Elementary to compare data sets. Once data is

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available, the focus will turn to priority learners and their progress/trajectory. This will help determine next steps and whether goals will need to be changed or modified.

What is essential about a focus on priority learners is that every year we have students in a "gray area" fall through the gaps, and with time, that gap becomes too large and does allow the students to catch up which can lead to much larger issues. This is why the focus is so crucial:

1. Inclusive School Culture

- **Culturally Responsive Practices:** Instruction and school events reflect and honour the diverse cultural backgrounds of students.
- **Welcoming Environment:** Visuals, resources, and signage in multiple languages and inclusive representations are displayed throughout the school.
- **Land Acknowledgements and Indigenous Integration:** Regular, respectful land acknowledgements and the integration of Indigenous perspectives support connection and reconciliation.

2. Relationship-Building and Connection

- **Strong Adult-Student Relationships:** Staff prioritize getting to know students personally, building trust, and maintaining open communication.
- **Mentorship and Advocacy:** Priority learners are connected with staff mentors or advocates who check in regularly and provide guidance.
- **Peer Connection Opportunities:** Programs such as buddy systems, cross-grade activities, and student leadership groups help foster peer relationships.

3. Targeted Supports and Services

- **Access to Inclusive Programs:** Priority learners are fully included in academic, social, and extracurricular opportunities, with necessary supports in place.
- **Counselling and Wellness Services:** Access to counselling, mental health services, and safe spaces provides emotional support and a sense of safety.
- **Wraparound Support:** Collaboration with families, community agencies, and specialists ensures holistic support for student needs.

4. Student Voice and Agency

- **Involvement in Decision-Making:** Priority learners are represented in student councils, advisory groups, and leadership initiatives.
- **Opportunities for Expression:** Students are encouraged to share their stories, identities, and perspectives through projects, art, and classroom discussions.
- **Feedback Mechanisms:** Schools actively seek input from priority learners about their experiences and use this data to guide planning and improvements.

5. Monitoring and Reflection

- **Data-Informed Practice:** Schools track indicators of belonging (e.g., attendance, sense-of-belonging surveys, behavioural referrals) with a focus on equity gaps.

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- **Professional Reflection:** Staff engage in ongoing reflection and professional learning around unconscious bias, trauma-informed practice, and inclusive pedagogy.
- **School Growth Planning:** Goals related to belonging and inclusion for priority learners are embedded in school development and action plans

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.

It has been a general trend that students at WEG struggle in the area of literacy. In order to create a strong literacy program, our efforts first need to focus on the primary grades and building skills at the foundational level, providing students with a strong baseline with which to enhance their knowledge. Early intervention is key. The primary program uses spelling groups, UFLI, Jolly Phonics, and differentiated leveled books

As our primary program looks to build these skills, our intermediate programs are working with Winlaw Elementary, through the receipt of a literacy grant, to create a collaborative project with "Shifting the Balance" in order to align school learning literacy goals and embed best teaching practice. The plan is for teachers to collaborate using class profiles to determine what each group of students will need and how text sets can be shared and support each class's learners in a differentiated way. Classes will align their routines while weaving in the Spirals of Inquiry. There is a goal to create standardized assessments for grades 4-8.

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

We rely primarily on teacher assessment of our children. We use the Early Learning Profile on Clevr and look at FSA results. We also look at other assessments such as the MDI and student learning survey which help provide an overall big picture. Intermediate students are completing teacher-created assessments based on several main pillars of literacy

We collect our student results and analyze them to see that we are moving our children out of the emerging and into developing and proficient levels.

What We're Doing

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

- Literacy skills are embedded and integrated across all areas of the curriculum.
- Direct, explicit instruction is provided across a range of writing genres to develop student writing skills.
- Writing exemplars at varying proficiency levels are used across grade levels to support instruction, as well as self, peer, and teacher assessments.

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- BC Performance Standards are used consistently throughout the year for formative (assessment for learning), self/peer assessments, and summative (assessment of learning) purposes.
- Ongoing Early Literacy Profile (ELP) assessments inform targeted skill instruction and support.
- Fall and spring writing assessments are administered to evaluate student progress. Fall assessments guide the formation and focus of literacy groups from Kindergarten to Grade 3.
- Primary literacy groups (K–3) offer differentiated, needs-based writing instruction that promotes inclusion and supports all learners.
- Students engage in goal setting and self-reflection aligned with the Core Competencies to support ownership of learning and personal growth.

Where We Are Going
(Equity-Focused Action Plan)

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

We are working with the Spirals of Inquiry as well as Shifting the Balance in intermediate/middle school grades. Teachers are working with Melanie Mobbs to embed district initiatives into practice school-wide.

Teachers will do a book study of "Shifting the Balance"; collaboration among the team. There will be release time to work with Melanie and Winlaw Elementary on district literacy assessments and implementation of the plan.

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

Incorporating class profiles to build a responsive learning plan, introducing instructional routines, problem solving or problem-based learning, supporting comprehension strategies integrated with content instruction, implementing a fluency strategy, developing a hunch and delving deep to unearth the cause of literacy struggles are all ways to form a plan of action to target deficit/lagging skills. The RTI model will be embedded into the process.

To improve the literacy skills and abilities of our students at WEG.

- Providing learning opportunities that engage our students and allow them to improve their reading and writing. – We've employed Adrienne Gear strategies, as well as many others
- Employed reading strategies to support Writing - Jolly Phonics and Orton Gillingham strategies.

There are 2-3 skills and strategies that the students will be learning as they move to proficiency. This includes how to develop and select effective comprehension strategies, how to work collaboratively and effectively in literature circles, how to be more effective self-assessors of their learning, and curricular competency as determined through evidence by the school team. Teachers will work to foster a love of reading, particularly with non-readers and those struggling to find a connection with what they are reading.

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

If we give explicit instruction (guided/exemplary) and many opportunities in all reading and writing genres we will see measurable improvement in student writing.

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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.

- Collection of math work samples across grade levels to showcase student progress and skill development
- Use of student portfolios and self-assessments to reflect on learning and growth in numeracy
- Implementation of classroom-based assessments, including teacher, self, and peer evaluations
- Administration of common assessments in both fall and spring to monitor student achievement and inform instruction
- Analysis of Learning Update results to track progress and identify areas of need
- Review of FSA (Foundational Skills Assessment) data for insight into overall math proficiency
- Consideration of Student Learning Survey results to better understand student attitudes and experiences with math
- Examination of ENP (Early Numeracy Project) data to guide early years planning and support

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

Most students are on track or extending in 2023/24, but those scores are not reflective in 2024-25 data. There is a strong indication of lagging skills in numeracy at the intermediate levels. Many students are well behind grade level expectations.

Please include evidence of a focus on priority learners.

What is essential about a focus on priority learners is that every year we have students in a "gray area" fall through the gaps, and with time, that gap becomes too large and does allow the students to catch up which can lead to much larger issues. This is why the focus is so crucial:

1. Inclusive School Culture

- **Culturally Responsive Practices:** Instruction and school events reflect and honour the diverse cultural backgrounds of students.
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- **Land Acknowledgements and Indigenous Integration:** Regular, respectful land acknowledgements and the integration of Indigenous perspectives support connection and reconciliation.

2. Relationship-Building and Connection

- **Strong Adult-Student Relationships:** Staff prioritize getting to know students personally, building trust, and maintaining open communication.
- **Mentorship and Advocacy:** Priority learners are connected with staff mentors or advocates who check in regularly and provide guidance.
- **Peer Connection Opportunities:** Programs such as buddy systems, cross-grade activities, and student leadership groups help foster peer relationships.

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3. Targeted Supports and Services

- **Access to Inclusive Programs:** Priority learners are fully included in academic, social, and extracurricular opportunities, with necessary supports in place.
- **Counselling and Wellness Services:** Access to counselling, mental health services, and safe spaces provides emotional support and a sense of safety.
- **Wraparound Support:** Collaboration with families, community agencies, and specialists ensures holistic support for student needs.

4. Student Voice and Agency

- **Involvement in Decision-Making:** Priority learners are represented in student councils, advisory groups, and leadership initiatives.
- **Opportunities for Expression:** Students are encouraged to share their stories, identities, and perspectives through projects, art, and classroom discussions.
- **Feedback Mechanisms:** Schools actively seek input from priority learners about their experiences and use this data to guide planning and improvements.

5. Monitoring and Reflection

- **Data-Informed Practice:** Schools track indicators of belonging (e.g., attendance, sense-of-belonging surveys, behavioural referrals) with a focus on equity gaps.
- **Professional Reflection:** Staff engage in ongoing reflection and professional learning around unconscious bias, trauma-informed practice, and inclusive pedagogy.

School Growth Planning: Goals related to belonging and inclusion for priority learners are embedded in school development and action plans

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

We strive to have all of our students be at the proficient level in math. We focus on the students who are emerging and provide extra support in and out of the classroom to help build student confidence. Our targets are tracked by using teacher assessment. Once again, we do look at the FSA results but they do not provide the full picture due to the small sample size.

Through our collaborative and systematic approach to literacy development across grades and classrooms, we've identified a growing need to adopt a similar structure for numeracy. We believe that increasing consistency across classrooms—while also fostering opportunities for skill-building and mathematical exploration—will support student growth in confidence, engagement, and perseverance.

- A coordinated focus on the key skills embedded in the *Big Ideas* of the numeracy curriculum, alongside a shared and consistent mathematical language across grade levels, is essential.
- Currently, students have had limited exposure to applying numeracy concepts in real-world problem-solving contexts. There is a clear need to emphasize the *why* behind the math to deepen understanding and relevance.

Target (Specific and measurable statement of the desired improvement)

We strive to move all of our children into proficient level in Numeracy.

- We are focusing on multi-step problem solving, while continuing to have our student learn and practice the "basics" of math.

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- We are working on the executive functioning for students to be able to remember and recall facts, organize information in their head, and transfer knowledge to a problem.
- FSA online and paper-based responses
- Classroom assessments and observations; provide evidence of students' levels of achievements and willingness to engage in tasks
- Fall/spring assessments and classroom profiles will indicate levels of confidence, or lack thereof, and their level of engagement

Student learning survey indicates increased/decreased feelings of competency in Math

What We're Doing

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

- ENP for grades K-3
- Structured Math instruction with rotations that includes games, levelled technology and small group work
- Incorporate and teach math games as a way to deepen skill learning, application of concepts and improve attitude towards math
- Deliver structured math instruction through rotational activities including math games, leveled technology, and targeted small group work.
- Introduce and regularly use math games to deepen conceptual understanding, reinforce skill development, and foster a positive attitude toward mathematics.
- Integrate technology to personalize and differentiate math instruction to meet individual student needs.
- Incorporate number talks to encourage mathematical thinking and number sense exploration.
- Build on the success of early literacy groups by designing a parallel program focused on foundational numeracy skills.
- Administer school-wide surveys in the fall and spring to assess student attitudes toward numeracy and math learning.
  Implement a shared assessment tool (e.g., Carole Fullerton's) in both fall and spring to track growth and inform instruction.
- Engage in collaborative planning across classrooms to establish consistent language, strategies, scope and sequence, and assessments.
- Emphasize a variety of strategies for solving math problems to support flexible thinking and conceptual understanding.
- Aim for consistency in math terminology across the school, while acknowledging differing team perspectives on whether to standardize or teach multiple terms and symbols to support broader numeracy proficiency.

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- Audit and streamline shared math resources across classrooms to ensure consistent and purposeful use.
- Develop and maintain Numeracy Tubs for both primary and intermediate levels to support hands-on learning and resource access.

Where We Are Going
(Equity-Focused Action Plan)

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

We are collaboratively working on two School Planning teams with other school. Ms. Gardner worked with elementary colleagues on SNAP assessment practice and Learning Ladders. She also spent some money on much needed math resources for our small rural school.

Ms. Fredrickson and Mr. Porteous attended (with colleagues from MSSS) a conference in Banff where they came back excited about putting on a Math Fair. The specific goal for us is to make math "fun" and accessible to all students. We hosted a math fair and work with students from WEG and Winlaw.

We continue to be involved with the District Math teacher, Jonathan Brooks

We work as a small staff to collaborate and share what we are doing in our classrooms and what we are learning for strategies for children. Our math lead is Signy Fredrickson.

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

- Numeracy groups – use of thematic kits/games
- Problem-based math projects
- Math Fair (has been done in the past)
- Project-based learning integrates skill development & inquiry
- Junior resources for financial numeracy
- Buddy Math
- School wide financial literacy initiatives

Rationale

If we implement engaging, inquiry-based numeracy experiences that are differentiated and connected to real-life contexts, then students will develop stronger mathematical understanding, improved problem-solving skills, and a more positive attitude toward math.

School Determined

Goal Statement

To foster a strong, school-wide sense of community by emphasizing care for oneself, others, and the environment.

Where We Are At

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

Satellite Data:

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- Provincial and district-level surveys including the Student Learning Survey, Middle Years Development Instrument (MDI), and Early Development Instrument (EDI) play a minimal role as the sampling is so small
- Specific focus on MDI results to assess student well-being and engagement. Again, not as relevant as street data as only a small percentage of students are surveyed which does not give a valid result
- CHEQ survey in Kindergarten
- This data is only a limited sample of our school population. Although it does provide some relevant information, it's translation into how it is used in the school is limited as only a small percentage of the student body are represented which does not give the most valid result.

Map Data:

- Increased student participation in school events, indicating a rise in overall engagement.
- Active involvement of Grade 9 and 10 students in leadership roles
- Broader student engagement in collaborative school-wide initiatives
- Monthly school-wide assemblies promoting community engagement.
- Participation in events such as Orange Shirt Day, Remembrance Day, School Spirit Days, visits from Indignenous Elders, and performances by Indigenous and musical guest presenters.

Street Data:

- Insights gathered through the Aboriginal Education Equity Scan.
- Anecdotal evidence of enhanced parent engagement, including feedback and comments collected from the Parent Advisory Committee (PAC) and individual parent interactions.
- Anecdotal evidence from teachers, observations; this is determined by staff to be the most important indicator.

Analysis (What objective trends do we see based on the data?). Include priority learners.

MDI (Middle Years Development Instrument)

Assessment:

Students are demonstrating an ability to review and reflect on previously taught lessons, articulate and apply problem-solving strategies, set personal learning goals, and present their work through creative and diverse methods. There is an emphasis on offering students voice and choice in determining aspects of their learning pathways.

Indigenizing the Curriculum:

Curriculum initiatives include integrating the study of Indigenous languages, histories, and cultures, with a focus on local First Nations communities. These learning opportunities occur both within classroom settings and through experiential learning outside of school.

Engagement:

Student engagement levels remain an area for growth. Current observations show limited opportunities for students to exercise voice and choice in their learning experiences and to collaborate on projects with peers.

Human Development:

The development of students' mental health, physical self-awareness, and empathy towards others continues to be a focus area, supporting the holistic growth of each learner.

Intellectual Development:

Students are being encouraged to engage in creative thinking processes and to explore innovative ideas and solutions across various disciplines.

Please include evidence of a focus on priority learners.

Creating a strong sense of belonging for **priority learners**—including Indigenous students, students with diverse abilities, English language learners, and those facing socio-economic barriers—is

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essential to ensuring equity and inclusion in education. A school that is committed to this work demonstrates intentional practices that support identity, connection, and emotional safety for all learners.

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

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What is happening for our learners?
Current data suggest improvements in key areas such as belonging, safety, and emotional well-being; however, challenges remain around engagement, physical wellness, and deeper intellectual development.

How do we know?
Evidence is drawn from provincial instruments (MDI, EDI, Student Learning Survey), school-level participation metrics, and anecdotal feedback from students and families.

Why does it matter?
Fostering a strong sense of belonging, promoting well-being, and developing lifelong learning skills are foundational to student success both within and beyond the classroom.

A strong sense of belonging, community connection, and personal identity within the school are foundational to the success of every child. Like many schools, W.E. Graham Community School faced significant disruptions during the pandemic and well as the recent wildfires, which impacted the regular structures and relationships that are vital to a thriving school experience.

Through open conversations with students, and discussions at staff meetings, there was broad consensus on the need to rebuild relationships, enhance connectedness, and foster a stronger sense of belonging throughout the school community.
In reviewing the Student Learning Survey data and engaging in staff discussions, it became clear that updating the school's Code of Conduct and strengthening a culture of safety and belonging were necessary priorities. Data shows positive progress in these areas. It is great to see that there is both a school code of conduct and a district code of conduct.

We will be advancing restorative justice practices, and promoting inclusion, all of which have been identified as growth areas in the Student Learning Survey as well as other data gathered by teachers in school-based assessments, surveys and observations.

Target (Specific and measurable statement of the desired improvement)

We want to see:
- Increased evidence of belonging through student learning surveys
- Evidence of less conflicts on the playground and in the classroom
- Evidence of more students able to accurately assess their current emotional status

At W.E. Graham Community School, students, staff, and families are intentionally working to foster an inclusive and connected school community. Through regular daily, weekly, and monthly events, the school promotes care for self, others, and the environment as foundational principles of belonging.

Key Indicators of Progress:

- Improved Student Learning Survey results for Grade 4, 7 and 10 students in areas of "belonging" and "safety."
- Increased number and participation in school-wide events that strengthen community ties and celebrate shared achievements.
- Collaboration with the Parent Advisory Council (PAC)
- More cross-grade collaboration (and work with Winlaw Elementary), including buddy reading and shared learning activities.
- Reduction in behavioral incidents across the school.
- Teacher observations are key
- Increase in students reporting that they feel a strong sense of belonging and that they are cared for and valued by staff.

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What We're Doing

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

Clarity and Communication of the School Code of Conduct

- Emphasis on creating a safe, welcoming school environment through clear communication of expectations, rights, and responsibilities to students and families.
- School Code of Conduct distributed to families for review and signature, with a focus on explaining the purpose and importance of a safe learning environment.
- Multi-age student activities conducted at the beginning of the year to review the Code of Conduct, supported by grade-specific presentations

Where We Are Going
(Equity-Focused Action Plan)

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

Current Initiatives Supporting School Growth

- **Student Voice and Leadership:**
  Commitment to regular student-led sharing during assemblies to celebrate learning and foster student agency.
- **Revitalization of School-Wide Events:**
  Rebuilding traditional school events to strengthen community connections and create shared experiences.
- **Support for Vulnerable Students:**
  Weekly Student-Based Team (SBT) meetings — involving Inclusive Support Teacher (IST), Principal and other relevant staff — to review student needs and implement targeted supports.
- **Professional Development:**
  Participation in scheduled Professional Development Days as well as ongoing professional learning opportunities that align with Personal Learning and Development Plans.
- **Collaborative Assembly Planning:**
  Staff work together to design inclusive assemblies featuring student presentations, visible learning, and leadership opportunities

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

Outdoor Education

- Renewed emphasis on outdoor field trips to connect students with natural environments and extend learning beyond the classroom walls in all classes at WEG
- Continued participation in school-wide winter outdoor activities to promote physical engagement and team building.

In a school with a **large outdoor learning component**, student learning strategies should align with experiential, place-based, and active learning principles. The outdoors provides a powerful, dynamic context for enhancing engagement, developing real-world skills, and achieving academic targets—especially when strategies are intentionally designed to meet curriculum outcomes.
Here are **effective student learning strategies** tailored for schools with a strong outdoor focus:

Student Learning Strategies for Outdoor-Integrated Schools
Experiential Learning (Learning by Doing)

- Students engage in hands-on activities such as planting, habitat exploration, or construction projects to understand scientific, mathematical, trail-building/maintenance, skiing, biking, walking, and hiking.
- Boosts understanding through active participation, helping students retain concepts better.

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Place-Based Learning

- Connects curriculum content to local environments, cultures, and community issues
- Increases relevance and motivation, enhancing performance in targeted learning areas.

Project-Based Learning (PBL)

- Long-term projects that integrate multiple subjects, often rooted in outdoor or community-based challenges.
- Encourages critical thinking, collaboration, and deeper understanding across curriculum strands.

Inquiry-Based Learning

- Students develop questions based on outdoor exploration, conduct investigations, and present their findings.
- Builds analytical skills and student agency—key for achieving learning targets.

Outdoor Literacy and Numeracy Activities

- Integrate reading, writing, and math into natural settings using environmental prompts.
- Reinforces core skills in engaging, non-traditional contexts.

Student-Led Learning and Peer Teaching

- Students take on leadership roles during outdoor tasks, guiding peers or presenting findings to the class.
- Builds confidence, reinforces content knowledge, and enhances communication skills.

Reflection and Metacognition

- Incorporate regular reflection journals, group debriefs, or video logs to help students process learning experiences.
- Supports goal-setting and self-awareness, helping students track their own progress toward learning targets.

Cross-Curricular Thematic Units

- Design outdoor learning units that meet objectives in multiple subjects at once.
- Efficiently addresses curriculum targets while increasing engagement and retention.

How to leverage these strategies:

- **Use assessment tools aligned with outdoor tasks** (rubrics, checklists, portfolios).
- **Track progress toward academic goals** even in non-traditional environments.
- **Involve students in setting goals** for outdoor learning experiences.
- **Train staff in outdoor pedagogies** to maintain instructional quality outdoors.

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

If we strengthen connections within our school community and between classrooms, we will foster a deeper sense of belonging, support greater inclusion, and enhance the overall feeling of safety for both students and families.

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