

## 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 30, 2025

School: Winlaw Elementary School

#### Vision

To promote a caring, safe, and inclusive learning environment where all children, staff, and parents can succeed, feel welcomed and develop lifelong skills.

#### School Profile

Winlaw Elementary School is located in the community of Winlaw, BC in the heart of the Slocan Valley. The school has 100 students with five multi-age classes. Our beautiful playground consists of two soccer fields, a state-of-the-art-revitalized playground, an outdoor classroom gazebo, and a forest. Our school is situated across the road from the Slocan Valley Rail Trail and a 10- minute walk from the Winlaw Nature Park which enables us to take advantage of many outdoor education opportunities. Winlaw Elementary has been a Strongstart site for 18 years. Winlaw Elementary School is also one of the Seamless Day pilot sites in British Columbia. We are now in our fourth year operating the Winlaw Our Place After School Care program from 2:00-5:00 in our K/1 modular classroom from Monday-Friday each week. Our Winlaw Staff highly values building trusted relationships with our students and families and believes that everyone needs to feel connection and belonging to develop resiliency and confidence to become powerful learners.

#### Consultation Process

##### Staff

Our Staff started working together on School Planning Day on September 20, 2024, then throughout the year during Staff monthly Staff meetings, school-based team meetings, and school- based professional learning days.

##### Students

Students contributed to the learning plan through online surveys such as the MDI and Student Learning Survey. Intermediate students contribute school initiatives throughout the year through the Winlaw Leadership Group.

##### Parents

Winlaw Elementary School has a thriving PAC. Our PAC meets monthly to support our school through fundraising activities, purchasing resources for the classes, and providing financial assistance for field trips. Our PAC organizes school wide events such as the Back to School BBQ, the Hallowe'en Howler, the Valentines Day Dance, the Spring Fling

## School District No. 8 (Kootenay Lake)

### School Learning Plan 2024-2025

Fundraiser, the Fun Day BBQ as well as the weekly Hot Lunch and a breakfast program on Monday and Friday. We are very grateful to the many parent volunteers who assist us during the Winter Activity Ski, Snowboarding, and Cross-Country Skiing programs as well as classroom-based activities. During our School Planning days, PAC representatives join us providing valuable feedback on our goals.

#### Indigenous Representation

Our Aboriginal Success Teacher Jenna Hopper provides academic support, cultural experiences, curriculum resources, and works collaboratively with our staff and students as we work towards indigenizing the curriculum. We host Indigenous storytellers and dancers as well as local knowledge keepers and elders throughout the school year. We appreciate the leadership role Ms. Jenna, and the students provide in organizing school wide events such as Orange Shirt Day, the Sd8 Truth and Reconciliation Run/Walk, Books and Bannock, Indigenous Sports Day and National Indigenous Day Learning Stations. As a staff we work to incorporate the First Nations Principles of Learning into our classroom curriculums. The First Peoples Principles of Learning state:

- o Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors
- o Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships and a sense of place)
- o Learning involves recognizing the consequences of one's actions
- o Learning involves generational roles and responsibilities
- o Learning is embedded in memory, history, and story
- o Learning involves patience and time
- o Learning requires the exploration of one's identity
- o Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

#### 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 (specifically priority learners)				
Where We Are At				
Literacy Data (Include provincial, district, and school level data as available)				
Literacy	Emerging	Developing	Proficient	Extending
FSA 2024-2025	4(24%)	3(18%)	9(53%)	1(5%)
Primary Literacy	Emerging	Developing	Proficient	Extending
2024-2025	2(4%)	19(38%)	23(46%)	6(12%)
Intermediate Literacy	Emerging	Developing	Proficient	Extending

## School District No. 8 (Kootenay Lake)

### School Learning Plan 2024-2025

2024-2025	7(17%)	23(55%)	10(24%)	2(4%)
<b>Analysis (What objective trends do we see based on the data?)</b>				
<p>Our Early Learner Profile (ELP) data, and school reading results show that since we have implemented the Responsive Literacy group model of instruction at the primary level, our reading results have improved. More of our priority learners in primary have moved from emerging to developing and from developing to proficient in literacy.</p> <p>There still is a trend of more students being proficient in reading compared to writing.</p>				
<b>Rationale (What is going on for our learners? How do we know? Why does it matter?)</b>				
<ul style="list-style-type: none"> <li>• Some students are reluctant to take risks in their writing</li> <li>• Writing is a foundational skill which all people need to be able to do</li> <li>• Conduct a fall school wide writing assessment to establish a baseline and then a spring school wide assessment and compare</li> </ul>				
<b>Target Objective (Specific and measurable statement of the desired improvement)</b>				
<p>To continue to have the majority of primary students in the proficient area and focus on priority intermediate learners to support them in progressing to being proficient in literacy.</p>				
<b>What We're Doing</b>				
<b>Embedding Strategic Priorities (How we're making connections and providing opportunities)</b>				
<div style="text-align: center;">  </div> <p>Further accessing technology support through google read and write to support learners who would benefit from this technology</p> <p>Create integrated literacy units that include cultural and identity development. For example, studies on First Nations, learning about different cultures, and family heritage.</p> <p>Continue reading opportunities like “Books and Bannock” where students can find joy in reading with their family.</p> <p>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.</p>				
<b>Where We Are Going (Action Plan)</b>				
<b>Professional Learning (Describe the professional learning that will support meeting the target)</b>				
Participate in the Primary and Intermediate Sd8 Community of Practice learning sessions				

## School District No. 8 (Kootenay Lake)

### School Learning Plan 2024-2025

Establish a dedicated teacher collaboration time each term for collaborative marking.  
During teacher collaboration time, research current best practices and writing resources.  
Continue work with Melanie Mobbs with the district intermediate literacy assessment.

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

- Incorporating class profiles to build a responsive learning plan.
- As students gain confidence in their independent writing ability, they gain the ability to plan and communicate in a variety of ways (personal writing, letters, poems, multiple-page stories, simple expository text that is non-fiction and interest-based, digital presentations, oral presentations, visuals, dramatic forms used to communicate ideas and information.
- Continue to conduct the ELP assessments in the fall, winter, and spring terms.
- Conduct Intermediate District Reading Assessments in the fall and spring using Reading Performance Standards
- Conduct a school wide writing assessment in early October to establish a baseline followed by a late spring school wide assessment.

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

If we provide elementary students with a comprehensive 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. This will result in higher reading fluency, better comprehension, and overall improved academic performance in literacy.

## Numeracy

#### Goal Statement

Improve numeracy proficiency for all learners (specifically priority learners)

#### Where We Are At

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

Numeracy	Emerging	Developing	Proficient	Extending
FSA 2024-2025	2(12%)	8(44%)	7(38%)	1(6%)

## School District No. 8 (Kootenay Lake)

### School Learning Plan 2024-2025

Primary Numeracy	Emerging	Developing	Proficient	Extending
2024-2025	1(2%)	16(31%)	33(63%)	2(4%)

Intermediate Numeracy	Emerging	Developing	Proficient	Extending
2024-2025	5(12%)	28(67%)	7(17%)	2(4%)

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

In our primary years majority of students 63% are in the proficient level where as in intermediate we see the majority of students 67% in the developing area.

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

Our Grade 3-6 students appear to be less confident in their mathematical abilities. Through developing a strong primary numeracy program we hope to see skills carry over with students once they get to their intermediate years.

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

Our goal is to see more students in primary and intermediate increase their confidence in numeracy and be at the proficient level for numeracy.

### What We're Doing

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



Promote a growth mindset in numeracy with our students.

- Build positive attitudes and confidence through math games
- Provide multiple access points for students
- Create opportunities for students to explore their own mathematical interests and passions
- Align our pedagogy particularly math language from one grade to the next
- Develop a repertoire of problem-solving strategies

### Where We Are Going (Action Plan)

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

- Continue to work with Jonathan Brooks on pro-d days.
- Research resources that will support our priority learners.

## School District No. 8 (Kootenay Lake)

### School Learning Plan 2024-2025

<b>Student Learning (What student learning strategies will support meeting the target?)</b>
<ul style="list-style-type: none"> <li>• weekly group problem solving for Gr. 1-6 students.</li> <li>• Use of the SNAP assessment in all classrooms.</li> <li>• Embed Indigenization into numeracy.</li> </ul>
<b>Theory of Action (What is our hypothesis given the action plan for staff and student learning?)</b>
<p>If we provide elementary students with engaging, differentiated, and research-based numeracy instruction, then their understanding and application of mathematical concepts will improve. This will be evidenced by increased student proficiency in numeracy assessments, higher engagement in math activities, and improved problem-solving skills.</p>

## School District No. 8 (Kootenay Lake)

### School Learning Plan 2024-2025

School Determined	
<b>Goal Statement</b>	
To foster an environment where we can support students to develop skills to self-regulate and resolve conflicts.	
<b>Where We Are At</b>	
<b>Data (Include provincial, district, and school level data as available)</b>	
<p>Information was gathered through the Student Learning Survey, MDI, and a scan with each class to see how many students could name two or more adults that they feel connected to. (The scan results are show under the School Determined goal area.)</p> <p>Students Learning Survey- Grade 4 Most of Time responses.</p> <p>Is school a place where you feel you belong? 2024- 63% of students responded most of the time</p> <p>How many adults do you feel care about you? (2 or more) 2024- 100% of students could identify 2 or more adults they felt cared about them at school.</p> <p>MDI- Grade 4</p> <p>Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success." 93% of students rated their relationships with adults in the school as medium or high.</p>	
<b>Analysis (What objective trends do we see based on the data?)</b>	
<ul style="list-style-type: none"> <li>Through the data we see that students have developed positive relationships with the adults at the school.</li> <li>Difficulty with self-regulation and problem solving.</li> <li>The need to build on taking accountability when something is done to another member of the school community.</li> </ul>	
<b>Rationale (What is going on for our learners? How do we know? Why does it matter?)</b>	
<ul style="list-style-type: none"> <li>Students understand that adults in the school will keep them safe.</li> <li>Promoting self-regulation strategies will help students better handle situations without adult intervention and help to build resiliency.</li> <li>Modelling accountability will promote an environment where there is a stronger sense of community and build trust between all members of the school.</li> <li>Students with strong social emotional resiliency have improved learning outcomes.</li> </ul>	
<b>Target Objective (Specific and measurable statement of the desired improvement)</b>	
<ul style="list-style-type: none"> <li>Students can develop strong self-regulation skills that avoid situations from escalating.</li> <li>Students can articulate their emotions, wants, and needs.</li> <li>Students will develop skill that will help them resolve conflicts.</li> <li>Students will become more independent.</li> </ul>	
<b>What We're Doing</b>	

## School District No. 8 (Kootenay Lake)

### School Learning Plan 2024-2025

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



- Use a growth mindset approach.
- Provide opportunities for students to assess their actions.
- Acknowledge preferred behaviours.
- Ensure expectations are clear and followed through on.

#### Where We Are Going (Action Plan)

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

- CPI training
- Restorative practice
- Use of WITS and LEADS programs

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

- Growth mindset practices
- Activities that foster cooperation, team building, sharing and collaboration.
- Self-assessment
- Setting goals
- Self-regulation strategies (meditation, deep breathing, movement)
- Restorative practices such as circles.

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

By continuing with comprehensive, evidence-based social emotional learning curriculum at, then students will develop stronger social emotional skills including self awareness, self-management, social awareness, relationship skills, accountability, self-regulation and responsible decision-making. We believe that this will lead to improved conflict resolution skills, enhanced peer relationships, and a more positive and inclusive school climate.



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