

# School District No. 8 (Kootenay Lake)

## School Learning Plan Template

### 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.*

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| <b>Date:</b> | <b>May 25 2026</b> | <b>School:</b> | <b>Brent Kennedy Elementary School</b> |
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### Vision

To maintain a joyful, safe and caring learning environment that allows each learner to feel happy, cared for and successful. At Brent Kennedy, we respect ourselves, each other and our school environment.

### School Profile

#### Geographical Context

Brent Kennedy Elementary School is situated in South Slokan, British Columbia, within the Regional District of Central Kootenay. Located along Highway 6, the school is near Crescent Valley Beach and Park, offering students access to natural environments that enhance outdoor learning experiences.

#### Student Demographics

- **Enrollment:** 176 students
- **Classrooms:** 8
- **Designated Students:** 14 students with special education designations
- **Indigenous Representation:** 22 students with Aboriginal ancestry.

Brent Kennedy serves student from Kindergarten to Grade 6, fostering a close-knit and inclusive community.

#### Cultural and Educational Initiatives

Brent Kennedy Elementary is committed to integrating Indigenous perspectives into its curriculum.

#### Extracurricular Programs

The school offers a variety of clubs and teams to support student interests and development:

- **Sports:** Soccer and basketball teams provide opportunities for physical activity and teamwork.
- **Leadership:** A leadership program engages students in roles such as recycling coordinators, snack distributors, and office monitors, fostering responsibility and community involvement.
- **Art:** Art clubs encourage creativity and self-expression through various mediums. Additionally, Brent Kennedy Elementary participates in the After School Sport and Art Initiative (ASSAI), offering programs in painting, drawing, and sports for students who take late buses.

Brent Kennedy Elementary School provides a nurturing and inclusive environment that

### Consultation Process

#### Staff

The development of Brent Kennedy's School Learning Plan has been a collaborative process involving meaningful input from staff. Consultation took place in a variety of formats to ensure broad participation and reflection, including:

- **Planning Day Discussions** – where initial goal-setting and strategic thinking occurred
- **Staff Meetings** – used to review, refine, and align goals with current practice
- **Informal Conversations** – allowing staff to share observations and ideas organically
- **School-Based Professional Development Sessions** – focused on examining student needs and instructional strategies collaboratively

This inclusive approach has ensured that the School Learning Plan reflects both the professional insight of educators and the specific needs of Brent Kennedy students.

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### Students

Student voices helped shape the learning plan through:

- **Student Learning Survey** data collection
- **Informal Questioning** by teachers and support staff to gather feedback on learning experiences and school culture

This input offered valuable perspective on student needs, engagement levels, and school climate.

### Parents

Parent perspectives were included through:

- **Parent Survey** responses (Student Learning Survey)
- **Informal Conversations** with staff
- **PAC (Parent Advisory Council) Meetings**
- **School Newsletters** that invited input and shared progress

This helped ensure alignment between school priorities and family expectations.

### Indigenous Representation

Consultation representing Indigenous voices and perspectives was facilitated primarily through:

- **Aboriginal Education Success Teacher**

### 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 Overview (Discuss provincial, district, and school level data as available). Please ensure priority learners are included as a focus.**

- ELP
- Student Learning Survey
- MDI
- CHEQ
- FSA
- Learning Updates

**Analysis (What objective trends do we see based on the data?). Please include evidence of priority learners.**

#### Positive Trends

- **Effective Differentiated Instruction:**  
Classroom observations and formative assessments indicate that differentiated literacy instruction helps meet varying student needs. Teachers are adapting lessons based on real-time feedback, which benefits both mainstream students and those who require additional support.
- **Culture and Identity reflected in literacy materials**  
Practices that include a range of reading and literacy materials that allow students to see their own cultures and identities reflected within the curriculum, boosting both confidence and literacy outcomes.
- **Literacy materials related to PBIS work (The BK PATH)**  
A focus on stories that relate and teach directly to the values of the BK PATH
  - PEACEFULNESS
  - THOUGHTFULNESS
  - ACCOUNTABILITY
  - HUMILITY

#### Areas for Continued Focus

- **Reading Comprehension and Fluency:**  
Literacy scores have shown that many students are demonstrating a decreased ability to understand and analyze texts. In parallel, challenges in reading fluency have been noted.
- **Vocabulary Development:**  
We continue to note that vocabulary acquisition across grade levels, requires targeted support.
- **Support for Designated and At-Risk Students:**  
The data indicate that a small percentage of students, including those with designations, need additional one-on-one or small group support to increase foundational skills of reading and writing.
- **Monitoring Literacy Gaps:**  
Continued monitoring is necessary to ensure that literacy gains are distributed evenly and that emerging trends do not mask the needs of subgroups who may require more robust support.

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### 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.

At Brent Kennedy Elementary, literacy development is closely tied to student confidence, emotional well-being, and a sense of belonging. When students feel safe and supported, they are more willing to take risks, engage with texts, and express themselves as readers and writers.

Staff observations and assessment data show that students are developing stronger literacy skills through consistent practice and spiraled instruction. Repeated exposure to key concepts across the year is helping students retain strategies and apply them more independently.

Social-emotional learning is embedded in our literacy instruction. By creating inclusive, equitable and trauma-informed classrooms, we support all learners, particularly those requiring additional social-emotional or academic support, to participate meaningfully in their literacy journey.

Student feedback, classroom assessments, and collaborative planning all point to a need for continued focus on building confidence, reinforcing skills over time, and creating safe, engaging literacy experiences for every student.

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

By June 2027, 100% of students at Brent Kennedy Elementary will demonstrate growth in foundational reading and writing skills. Students will continue to work toward meeting or exceeding grade-level expectations in both literacy fundamentals (e.g., decoding, fluency, sentence construction) and higher-level thinking, including the ability to explain, interpret, and make connections to texts they read.

Progress will be measured through:

- Classroom-based assessments (e.g., running records, writing samples, comprehension tasks)
- FSA, ELP, learning updates.
- Teacher observations and student self-assessments
- Learning Updates

## What We're Doing

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

| Priority  | Embedded Actions   |
|---|--|
| <p><b>Lifelong Learners, Caring and Inclusion, Connection, Culture and Identify Development</b></p> | <ul style="list-style-type: none"> <li>• Core routines and consistent expectations within classroom and within broader school setting.</li> <li>• Strength-based approach and positive behavior intervention supports in place for all students, particularly those vulnerable learners.</li> <li>• Provide multiple access points for students, that are unique and creative</li> <li>• Strategies around structuring learning with embedded wrap around supports (IST, EA, CT, TC)</li> <li>• Providing fun and engaging ways for students to engage in literacy (Literacy week and school book fair)</li> <li>• Embed reading into daily activities.</li> <li>• Allow students a variety of reading materials that represent various cultures and way of knowing and</li> </ul> |

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|   | being so that students can see themselves within texts and identify with characters and stories. |
| <b>Where We Are Going<br/>(Equity-Focused Action Plan)</b>  |  |
| <b>Professional Learning (Describe the professional learning that will support meeting the target)</b>  |  |
| <p><b>Enhance Professional Development:</b><br/>Increase opportunities for staff to engage in literacy-specific professional development, focusing particularly on differentiated instruction techniques and culturally responsive pedagogy.</p> <p><b>Expand Literacy Interventions:</b><br/>Introduce additional programs or refine existing ones that target vocabulary expansion and reading fluency, especially for designated learners and students who have been identified as needing extra support. CBAL reading program introduced this school year and will continue into the next year to help reach target objectives.</p> <p><b>Strengthen Community and Family Engagement:</b><br/>Encourage collaboration between staff, families, and students to support literacy at home.</p> <p><b>Utilize Data</b><br/>Continue to collect and analyze both classroom assessment data and formative data.</p>  |  |
| <b>Student Learning (What student learning strategies will support meeting the target?)</b>   |  |
| <ul style="list-style-type: none"> <li>● <b>Spiraled and Repetitive Instruction</b><br/>Key literacy skills and concepts (e.g., phonics, sentence structure, comprehension strategies) will be reinforced throughout the year to support long-term retention and transfer.</li> <li>● <b>Guided Reading and Small Group Instruction (IST and CBAL Reading Program)</b><br/>Differentiated support will target student needs in decoding, fluency, comprehension, and writing development.</li> <li>● <b>Explicit Teaching of Comprehension</b><br/>Students will be taught to explain how they understand a text, which strategies they used, and how they know they've understood.</li> <li>● <b>Student Reflection and Self-Evaluation</b><br/>Students will regularly reflect on their strengths and stretches as learners through check-ins, rubrics, and self-assessment tools.</li> <li>● <b>Beginning-of-Year Learner Identity Activities</b><br/>Students will explore and identify who they are as learners, setting personal goals and establishing ownership of their literacy journey.</li> <li>● <b>Celebration of Learning and Community Building</b><br/>Literacy learning will be made visible and celebrated throughout the classrooms and school.</li> <li>● <b>Formative Assessment and Feedback</b><br/>Teachers will use classroom assessments, student conferences, and observation to inform instruction and provide timely feedback that moves learning forward.</li> </ul> |  |
| <b>Theory of Action (What is our hypothesis given the action plan for staff and student learning?)</b>  |  |
| <p>If we provide consistent, and varied literacy instruction that integrates student self-reflection, and culturally responsive, emotionally supportive learning environments, then all students will demonstrate growth in foundational reading and writing skills, and develop the ability to think critically, explain their learning, and engage more deeply with texts.</p>  |  |

# Numeracy

## Goal Statement

Improve numeracy proficiency for all learners.

## Where We Are At

**Numeracy Data (Discuss provincial, district, and school level data as available). Please ensure priority learners are included as a focus.**

- MDI
- FSA
- CHEQ
- ENP
- Student Learning Survey
- Learning Updates

**Analysis (What objective trends do we see based on the data?). Please include evidence of a focus on priority learners:**

The numeracy results for Brent Kennedy Elementary indicate that students are demonstrating stronger foundational skills in comparison to literacy.

- Most students are performing at a developing or proficient level indicating a solid grasp of basic math concepts and partial application.
- Only a small number of students are not yet meeting expectations. This shows that while a small cohort is still developing essential numeracy skills, most are attempting and partially completing their responses.
- Fewer students are achieving the high scores. This indicates a school-wide trend: while students can complete procedures and basic problem solving, they struggle with deeper-level mathematical thinking, including explaining their reasoning, using precise mathematical language, and applying strategies flexibly to complex problems.

Achievement is consistent across strands. Performance in Number/Computational Fluency, Data and Probability, and Geometry and Measurement was relatively balanced, with similar percentages across scoring levels, suggesting no single content area is disproportionately challenging.

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

Overall, numeracy is a relative strength at Brent Kennedy Elementary compared to literacy. Most students are demonstrating foundational numeracy skills and are able to apply them in constructed response settings. The majority are achieving at a developing to proficient level, with few students showing minimal understanding.

However, a clear growth area exists in pushing more students from a basic math skills to a more robust understanding and mathematical output, which would reflect stronger reasoning, justification, and mathematical communication. This would move students from a score of 2 on the FSA to scores of 3 or 4 in most areas. Students may benefit from additional opportunities to explain their thinking, make connections, and demonstrate deeper problem-solving strategies.

**Target (Specific, timebound and measurable statement of the desired improvement)**

By June 2027, 90% of students will achieve a Score of 2 or higher on the FSA Constructed Response Numeracy tasks, with at least 40% of students achieving a Score of 3 or 4, demonstrating clear mathematical reasoning, application of strategies, and the ability to explain their thinking in written form.

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| <b>What We're Doing</b>  |  |
|--|--|
| <b>Embedding Strategic Priorities (How we're making connections and providing opportunities)</b>   |  |
| <b>Priority</b>  | <b>Embedded Actions</b>  |
| <p style="text-align: center;"><b>Lifelong Learners, Caring and Inclusion, Connection, Culture and Identify Development</b></p>  | <ul style="list-style-type: none"> <li>Core routines and expectations as well as lesson consistency.</li> <li>Strength-based approach to learning includes growth mindset learning.</li> <li>Provide multiple access points for students and creativity.</li> <li>Unique strategies for learning support that provide a wraparound approach, where necessary (EA, IST, CT and TC)</li> </ul> |
| <b>Where We Are Going (Equity-Focused Action Plan)</b>   |  |
| <b>Professional Learning (Describe the professional learning that will support meeting the target)</b>   |  |
| <p>To improve student performance in deeper-level problem solving and mathematical reasoning, staff could engage in the following professional learning:</p> <ul style="list-style-type: none"> <li><b>Collaborative Inquiry and Planning</b><br/>Teachers will engage in team-based discussions during staff meetings, Pro-D days, and informal collaboration time to share strategies and align instruction.</li> <li><b>Professional Development Focused on Mathematical Thinking</b></li> <li><b>Use of Formative Assessment Tools</b><br/>Staff will explore tools to assess mathematical thinking (e.g., rubrics for constructed responses, student conferencing) and use data to guide instruction and interventions. They can continue with the SNAP.</li> <li><b>Math Performance Task Development</b><br/>Staff will work together to create or adapt performance-based math tasks that require explanation, justification, and multiple approaches to solutions.</li> </ul> |  |
| <b>Student Learning (What student learning strategies will support meeting the target?)</b>  |  |
| <p>To help students build foundational fluency and deeper-level reasoning, the following strategies will be implemented:</p> <ul style="list-style-type: none"> <li><b>Use of Constructed Response Practice</b><br/>Students will practice explaining their thinking through regular written and verbal math reflections, mirroring FSA-style prompts.</li> <li><b>Mathematical Thinking Routines</b><br/>Daily use of strategies like Number Talks, "Notice and Wonder," and estimation routines to build communication and reasoning skills.</li> <li><b>Modeling and Scaffolding Explanations</b><br/>Teachers will model how to break down multi-step problems and explain solutions using math vocabulary and structured sentence stems.</li> <li><b>Visual Representations and Manipulatives</b><br/>Students will use diagrams, charts, number lines, and other visuals to support understanding and demonstrate thinking.</li> </ul>   |  |

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- **Small Group Instruction and Guided Math**  
Targeted support for students needing additional help with problem solving, foundational skills, or confidence in math discussions.
- **Student Self-Assessment and Reflection**  
Students will reflect on their math strategies and identify what helped or challenged them in solving problems, fostering metacognition.

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

If teachers engage in targeted professional learning that emphasizes teaching for mathematical thinking, use instructional strategies that promote reasoning and explanation that are consistent across grade levels, and provide opportunities for students to reflect on and articulate their mathematical thinking, then students will demonstrate improved ability to solve complex problems, explain their reasoning clearly and improve overall proficiency.

## School Determined

#### Goal Statement

Increase student feelings of connection, safety and belonging at school which will increase accountability and ownership for their actions and learning.

#### Where We Are At

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

- Learning Updates
- Office Referrals
- Student Learning Survey
- Daily Check Ins and informal consultations
- Daily observations

#### Analysis (What objective trends do we see based on the data?). Include priority learners. Please include evidence of a focus on priority learners:

School-wide observations and data through “Golden Ticket” office referrals indicate that many learners, especially priority learners require ongoing and frequent support in the areas of positive behavior interventions as outlined in the “Redirecting Student Behavior Interaction Strategies” .

These trends suggest that by implementing a PBIS model and working with the Redirecting Behavior Interaction Strategies, students are showing a decrease in escalated behaviors and an increase in overall accountability, reflection and problem solving as well as an effort to make change using skills and replacement behaviors taught during the repair and teach phase of the strategies sheet .

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

- When students feel safe and trust in the adults at school, they are more likely to respond positively to PBIS, by taking accountability over their actions and their learning.
- This in turn reduces the number of behavioral incidents at school.
- When students take ownership of their actions and learning, they feel more empowered and invested in their education.
- Fostering a sense of responsibility contributes to improved behavior, academic engagement, and self-regulation.

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- Repeated opportunities to reflect on choices, interact with peers and adults, and learn from natural consequences supports long-term growth.
- Promoting self-awareness, accountability, and independence leads to a greater sense of personal accomplishment and confidence.
- Embedding social-emotional and PBIS learning into daily routines builds resilience and supports a growth mindset.
- Aligning behavioral consequences with meaningful learning experiences and skill building encourages reflective thinking and behavior change.
- A consistent school-wide approach supports a positive, respectful learning environment.

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

- Most students, especially vulnerable and neurodivergent learners, are able to deescalate by way of adult intervention through the Redirecting Positive Behavior Interventions.
- Students demonstrate increases in accountability respond to repair and teaching for a change in behavior over time.
- Students demonstrate increased independence and self-regulation.
- Students can articulate personal learning goals and social goals and reflect on their progress.
- Students take initiative in problem-solving and demonstrate ownership in resolving conflict.
- Students can identify their role in maintaining a positive learning environment.

#### What We're Doing

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

| Priority   | Embedded Actions   |
|--|--|
| <b>Lifelong Learners, Caring and Inclusion, Connection, Culture and Identify Development</b> | <ul style="list-style-type: none"> <li>• All staff work through a PBIS model, focused on the Redirecting Behavior Interaction Strategies.</li> <li>• Classroom teachers and support staff provide regular opportunities for students to set goals, reflect, and assess their own learning and behavior.</li> <li>• Ensure the school Code of Conduct explicitly supports student agency and responsibility; review and update as needed.</li> <li>• Provide scaffolded opportunities for students to develop decision-making and conflict-resolution skills.</li> <li>• Foster classroom environments where mistakes are viewed as opportunities for growth and students feel safe and connected.</li> </ul> |

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

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

- Non-Violent Crisis Intervention Training
- Continued PBIS ProD and Staff discussion
- Continued Equity and Inclusion ProD with DISC.
- Staff collaboration on interaction strategies for most vulnerable learners.
- Trauma-informed and inclusive practices
- Executive functioning and self-regulation resources

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

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- **Restorative Practices:** Use of circles, reflection, social stories, skill building and replacement behaviors to encourage students to take responsibility, repair harm, and rebuild trust.
- **Self-Assessment & Peer Feedback:** Students assess their own work and give constructive feedback to peers, building metacognitive skills and a sense of shared responsibility.
- **Choice and Voice in Learning:** Providing students with structured choices in their learning activities, projects, and assessments increases investment and accountability.
- **Classroom Jobs & Leadership Roles:** Opportunities for students to take on meaningful roles in the classroom and school to encourage ownership and a sense of purpose.
- **Growth Mindset Practices:** Explicit teaching and reinforcement of the belief that effort leads to improvement builds resilience and willingness to take ownership of learning challenges.
- **Learning Through Mistakes:** Normalize challenges and encourage reflection after setbacks to help students develop persistence and responsibility for their learning path.
- **Collaborative Problem-Solving:** Encourage students to work together to identify issues and propose solutions, fostering a sense of agency and team accountability.

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

If we increase students' feelings of safety, connection and acceptance at school by way of PBIS approaches and redirecting student behavior using supportive interaction strategies, then over time, students will develop an increased ability to make positive choices and take accountability for their actions at school.