

# 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.*

<b>Year:</b> 2025-2026	<b>School:</b> Crawford Bay School
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## Vision

At Crawford Bay School, we foster authentic, connected learning in a healthy environment that nurtures resilience, independence, creativity, and personalized achievement, empowering students to thrive anywhere.

Respectfully learning together in a connected and caring community.

## School Profile

Crawford Bay School serves approximately 60-70 students from several small East Shore communities, including Riondel, Kootenay Bay, Crawford Bay, Gray Creek, and Boswell. As BC's first LEED Gold-certified school, the school offers flexible learning spaces, multi-age classrooms, a dedicated shop, art and culinary arts rooms, and a forest to play in. We are proud of our creative and responsive academic programming, where students have a strong voice and many opportunities for individualized learning. We have a PAC run hot lunch program that provides a delicious, fresh, healthy, and barrier-free salad bar and hot entrée for staff and students. This program thrives due to community volunteers and support and is just one example of our strong community partnerships. Learning at our school is connected to the land, arts, and community expertise.

## Consultation Process

### Staff

We meet formally through staff meetings, SBT meetings, and professional development days, though much of our collaboration comes from teachers working in a variety of roles and classes in our school, and through ADST and outdoor learning co-planning. Teachers use ongoing assessment evidence, Core Competency reflections, and conversations with the SBT to identify strengths, barriers, and priority learner needs.

### Students

Class discussions, student lunchtime interviews, Core Competency reflections, leadership opportunities, inquiry projects, and participation in community-connected events provide insight into student learning, belonging, and engagement.

### Parents & Caregivers

PAC meetings, Fall Faire feedback, Learning Fairs, Volunteer Tea events, Hot Lunch meetings, family communication, and parent survey input aligned with the SD8 Strategic Priorities guide planning.

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## Indigenous Representation

Collaboration with Grandmother Donna Wright, knowledge keepers, Indigenous artists, district Aboriginal Education staff, Indigenous parents and students, and school staff informs Indigenous learning, with a focus on identity, culture, and land-based learning throughout our school.

## 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, especially priority 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.**

K-12 is difficult to capture in one story, though there is a clear strength in oral language. Provincial, district, and school-level assessments show strengths in reading comprehension, oral expression, collaborative discussion, and engagement with authentic texts. FSA, ELP, and class-based data show that continued growth is needed in written expression, conventions, stamina, and confidence. Classroom observations, writing samples, learning updates, and Core Competency reflections indicate that our students are more engaged when their writing is connected to inquiry, ADST, and real audiences. Priority learners receive explicit, skill-based, and small-group instruction, repeated practice, predictable routines, and scaffolds for written expression.

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

We believe that there may be a continuing COVID cohort effect for some primary and intermediate learners. We see ongoing impacts through lower reliance, focus, stamina, and attendance. Teachers report strengths in oral language and idea generation than independent written output. Across grade levels, students receive continued support with organizing ideas, elaborating with details, using conventions accurately, and building writing stamina. Seeing that our priority learners are more engaged through literacy tasks that are relational, visual, experiential, and connected to identity or place influences our whole approach to student choice in writing tasks.

**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.**

Literacy is foundational across all learning areas and increasingly important as students encounter AI tools, digital media, and new forms of communication. We see that our students need practice with handwriting as we move to more in-class writing assignments as a way to help them organize their work and complete assignments without relying on AI. This way,

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students can complete their work using a variety of thinking tools, and without access to AI tools. Structured, explicit instruction in foundational reading and writing skills, along with opportunities to think critically about text, evidence, voice, and digital expression, needs to be embedded as practices. Strengthening written expression, confidence, and literacy identity will improve achievement, especially for priority learners.

### Target Objective (Specific, time-bound, and measurable statement of the desired improvement).

By June:

- Students will demonstrate improved confidence and engagement in reading and writing through Core Competency reflections and student voice.
- Completion and quality of written tasks will improve across grades, as shown through writing samples, teacher observations/assessments, and learning updates.
- Priority learners will demonstrate growth in literacy participation, stamina, and written expression through classroom-based assessments and targeted supports.

## What We're Doing

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

	Embedded Actions
Lifelong Learners	Co-designed literacy games, inquiry projects, cross-grade reading and writing mentorship, and explicit writing instruction.
Connected Learners	Literacy-integrated ADST days, community-connected writing, peer feedback, storytelling, inquiry learning fairs, and student leadership.
Caring & Inclusive Learning Culture	SEL strategies, Learning Pit language, UDL supports, targeted intervention, predictable routines, and scaffolded literacy tasks.
Culture & Identity Development	Indigenous texts, oral storytelling, land-based learning, local history, student voice, and arts-based literacy projects.
Career Development	Authentic writing linked to entrepreneurship, public communication, technology, trades, community projects, and digital literacy.

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

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

Professional learning will focus on early literacy foundations, phonics, fluency, vocabulary, written expression, and the Science of Writing. Staff will use collaborative inquiry to review writing samples, classroom assessment evidence, and Core Competency reflections. Staff will also discuss AI and digital literacy, with attention to authorship, voice, evidence use, and critical judgment.

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

Students will engage in inquiry-based literacy projects, peer mentoring, reading and writing conferences, personalized literacy goals, structured writing practice, storytelling, authentic communication tasks, exemplars, feedback, revision, and reflection.

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

If students receive explicit instruction in foundational literacy and written expression, and if they practice literacy through authentic, connected, and reflective learning experiences, then literacy confidence, stamina, engagement, and proficiency will improve, especially for priority learners.

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<h2>Numeracy</h2>	
<b>Goal Statement</b>	
Improve numeracy proficiency for all learners, especially priority learners.	
<b>Where We Are At</b>	
<b>Numeracy Data (Discuss provincial, district, and school level data as available). Please ensure priority learners are included as a focus.</b>	
FSA and classroom assessments highlight growth areas in applied numeracy, especially multi-step problem solving, estimation, data interpretation, and perseverance with unfamiliar tasks. Teachers observe stronger engagement when numeracy is linked to real-world contexts, ADST, outdoor learning, games, design challenges, and collaborative problem-solving. Priority learners benefit from visual supports, explicit vocabulary instruction, manipulatives, small-group practice, and repeated routines.	
<b>Analysis (What objective trends do we see based on the data?). Please include evidence of a focus on priority learners:</b>	
We see our students demonstrating stronger procedural skills than conceptual understanding when faced with unfamiliar or language-rich problems. Many students can complete calculations but need support in decoding what the problem is asking and how to communicate their reasoning. Students show higher persistence when numeracy is embedded in authentic tasks such as ADST projects, data collection, budgeting, measurement, garden planning, games, and design challenges.	
<b>Rationale (What is going on for our learners? How do we know? Why does it matter?)</b>	
Numeracy is best developed through purposeful, contextualized, and engaging learning. Building confidence in mathematics strengthens resilience, communication, flexible thinking, and transferable problem-solving. Students need more opportunities to explain reasoning, use multiple strategies, interpret information, and apply numeracy in meaningful contexts. This is particularly important for priority learners, who benefit from concrete representation and repeated success.	
<b>Target (Specific, time-bound, and measurable statement of the desired improvement)</b>	
<p>By June:</p> <ul style="list-style-type: none"> <li>• Students will demonstrate increased confidence and engagement in numeracy through Core Competency reflections and classroom observations.</li> <li>• Students will improve in applied numeracy tasks involving problem-solving, estimation, data interpretation, and mathematical communication.</li> <li>• Priority learners will demonstrate growth in participation, conceptual understanding, and persistence with multi-step tasks.</li> </ul>	
<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>
Lifelong Learners	Real-world math projects, inquiry tasks, design challenges, estimation routines, data investigations, and cross-grade math games.

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Connected Learners	ADST days with integrated numeracy, peer mentoring, collaborative problem-solving, garden tasks, and community-linked math.
Caring & Inclusive Learning Culture	Growth mindset practices, Learning Pit language, visual supports, manipulatives, flexible grouping, and small-group instruction.
Culture & Identity Development	Indigenous and land-based numeracy connections, local mapping, seasonal observation, measurement, patterning, and place-based data.
Career Development	Applied numeracy connected to trades, budgeting, entrepreneurship, technology, food systems, measurement, and data literacy.

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

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

Professional learning will include continued use of Power of Ten, SNAP assessment process, formative assessment practices, Thinking Classroom routines. Staff will collaborate on common numeracy tasks, math vocabulary, student reasoning, and ways to make problem-solving visible.

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

Students will engage in collaborative math investigations, applied numeracy projects, multi-age mentoring, math games, design challenges, data tasks, estimation routines, and opportunities to explain reasoning using words, visuals, manipulatives, numbers, and symbols. Teachers have increased the amount of actual mathematical instruction in their weekly schedules to allow for more numeracy learning opportunities.

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

If students experience numeracy as collaborative, applied, language-supported, and connected to real problems, then confidence, persistence, mathematical communication, and problem-solving proficiency will improve, especially for priority learners.

## School Determined

### Goal Statement

Strengthen school and community connectedness through meaningful relationships, place-based learning, student leadership, family engagement, Indigenous learning, and collaborative participation across the Crawford Bay community.

## Where We Are At

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

Our students demonstrate a strong connection to community, outdoor learning, gardening, sports, ADST projects, Indigenous learning, PAC-supported events, inquiry learning, and collaborative activities. Crawford Bay School is a place of authentic, connected learning with many community-facing events, including school plays, our Book Fair and Clothing Swap, Spring Garden Market Collaboration, Concerts and Open Stage Night, Inquiry Learning Fair, Volunteer Tea, Fall Fair and more.

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

Students demonstrate increased engagement, attendance, and confidence when learning is connected to community, culture, leadership, outdoor experiences, and authentic contribution. School-wide events, PAC involvement, inquiry learning

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opportunities to showcase talents and learning, athletics, and volunteer recognition provide evidence of school-community connection. Priority learners benefit from strong relationships, predictable routines, adult mentorship, experiential learning, and visible opportunities to contribute.

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

As a rural K-12 school, Crawford Bay School functions as both a learning community and a community gathering place. Strong school and community connectedness supports student well-being, belonging, attendance, engagement, and resilience. Strengths in place-based learning, outdoor education, Indigenous partnerships, gardening, ADST, leadership, athletics, PAC events, and community celebrations provide a strong foundation for deepening connection across all grade levels.

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

By June:

- Students will demonstrate increased belonging and connectedness through Core Competency reflections, student voice activities, and teacher observations.,
- Participation in school and community events will remain consistently strong or increase across grade levels as evidenced by stronger attendance.
- Priority learners will demonstrate increased engagement in leadership, mentorship, collaborative, and experiential learning opportunities.
- School-community partnerships and cross-grade learning opportunities will be sustained and expanded.

## What We're Doing

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

Priority	Embedded Actions
Lifelong Learners	Inquiry projects, outdoor learning, community mentorships, gardening, leadership, local arts, and real community contribution.
Connected Learners	Cross-grade mentorship, PAC-supported events, student leadership, athletics, ADST days, concerts, open stage events, learning fairs, and celebrations.
Caring & Inclusive Learning Culture	SEL-informed practices, relationship-building routines, volunteer recognition, and meaningful roles for all students in making these connecting events.
Culture & Identity Development	Indigenous land-based learning, knowledge keeper partnerships, local history, storytelling, student voice, and celebration
Career Development	Community-connected ADST projects, entrepreneurship, trades and arts links, work experience, capstones, mentorships, and transferable skills.

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

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

Professional learning will focus on social/emotional learning and will always have trauma-informed practices as the underpinning. We are learning more about relationship-based learning, place-based learning, Indigenous learning, student voice, and experiential education. Staff will collaborate with Indigenous partners, families, PAC, community members, and district support staff.

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

Students will participate in cross-grade mentorship, leadership activities, community projects, outdoor and land-based learning, garden programming, school events, inquiry learning fairs, collaborative projects, athletics, arts opportunities, and reflection on belonging and contribution. Blending ASSAI learning opportunities to what is happening in school time allows

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for deeper engagement. Students provide leadership in choosing our ASSAI offerings, which allows them to see that their voice is important and heard.

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

If students experience meaningful relationships, authentic contribution, place-based learning, Indigenous and community partnerships, and strong connections between school and community, then belonging, engagement, attendance, and overall success will improve.