

School District No. 8 (Kootenay Lake)

School Learning Plan 2025/26

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 19, 2025

School: Kootenay River Secondary School

Vision

Opening Doors to the Future!

School Profile

There are approximately 550 students at KRSS, including, 10 Indigenous Students who live on Reserve, 143 self-identified Indigenous students, and 64 students with diverse learning needs. There are many opportunities for students to join sports and other extra-curricular opportunities, and we value the diversity in courses we are able to offer to our students.

Consultation Process

Staff

Planning Day- full day conversation and collaboration, with revisiting throughout the year at staff meetings and PD days.
KRSS Staff Feedback Survey (June 2025), will be completed again near the end of the school year in 2026
Staff Meeting – Discussions build into Staff Meeting Agenda
Position of Special Responsibility Meetings – Monthly our POSRs meet to discuss pertinent topics around school learning, organization and structures.

Students

Student Trustees are given time each month to discuss learning at KRSS
Student Council/Voice gives opinions and voice through Monthly meetings
Student Learning Survey
Student Survey completion at the end of School Year 2026

Parents

Monthly PAC Meetings
Student Learning Survey – Parent edition
Family Feedback Survey completed in June 2025, will be completed again near the end of the 2026 school year.

Indigenous Representation

Reconciliation Room Revamp Working Group – Meets monthly
Student and Family Survey completed in March 2025

Coherence and Alignment

Ministry of Education Policy for Student Success
School District No.8 Framework for Enhancing Student Learning
BC Tripartite Education Agreement

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Literacy

Goal Statement

Improve literacy proficiency for all learners.

Objective: Promote literacy skills (eg. Reading and comprehension, writing and expression, listening and speaking) using an interdisciplinary context-based approach.

Where We Are At

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

Literacy comprehension is stronger than literacy expression amongst students writing the Gr 10 and 12 literacy grad assessments for 23/24. As well, Gr 12 students scored higher than Gr 10 students overall. Written expression is also an area that has been identified by English teachers as in need of much work going forward.

Distribution of Assessment Results Summary Grade 10 Literacy Assessment (January 2026):

Level	Number Counted	1	2	3	4	NC
School	55	1.81	29.09	65.45	3.63	0
District	200	5.00	30.00	60.00	5.00	0
All Public	29967	5.80	24.44	60.88	8.61	0.25
Province	34588	5.87	23.63	60.46	9.79	0.23

Distribution of Assessment Results Summary Grade 12 Literacy Assessment (January 2026):

Level	Number Counted	1	2	3	4	NC
School	55	3.63	38.18	50.90	7.27	0
District	196	3.57	27.04	57.14	12.24	0
All Public	36284	2.11	18.69	59.70	19.28	0.19
Province	42445	2.07	17.98	59.07	20.66	0.19

Provincial Data Trend (Average Score out of 4):

Assessment:	Literacy 10	Literacy 12
2024/25	2.6	2.6
2023/24	2.45	2.45
2022/23	2.55	2.65
2021/22	2.55	2.65
2020/21	2.5	2.5

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

Quantitative Analysis: We continue to see a trend with the Grade 12 students outperforming the Grade 10 students. The trend line for the five year analysis is positive and shows an upward trajectory for our results over the coming years.

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Qualitative Analysis: Notes from Literacy Pro-D Session from Staff:

KRSS CROSS-DISCIPLINARY LITERACY REFLECTIONS: TEACHER INSIGHTS FOR SECONDARY LEVEL		
FOUNDATIONAL LITERACY	CONTENT LITERACY (Deepening Thinking)	DISCIPLINARY LITERACY (Thinking like an Expert)
TAILWINDS: Strengths to Leverage for Literacy Momentum <ul style="list-style-type: none"> Peer Modeling (Strong readers/writers help others) Individual Support (e.g., at home) 	TAILWINDS: Strengths to Leverage for Literacy Momentum <ul style="list-style-type: none"> Personal Connections & Choice (Themes/Genres) Individual Interests Completing Tasks 	TAILWINDS: Strengths to Leverage for Literacy Momentum <ul style="list-style-type: none"> Strong Storytelling Handwriting Drafts Using Visuals & Opinions Leveraging Everyday Disciplinary Literacy (e.g., Cookbooks, Science, Coding)
HEADWINDS: Stretches/Challenges to Overcome <ul style="list-style-type: none"> Writing Stretches: Sentence structure, Paragraphing Lacking Critical Thinking & Stamina Over-reliance on Computers Skill Gaps & Attendance Challenges Weak Skills "Sliding Through" 	HEADWINDS: Stretches/Challenges to Overcome <ul style="list-style-type: none"> Finding Key Points & Summarizing Understanding "Why": Task Benefits Lack of Background Knowledge Time Management "Silo Mentality" (Isolated skills) Fear of Peer Judgment & Online Exposure AI Usage with Low Interest 	HEADWINDS: Stretches/Challenges to Overcome <ul style="list-style-type: none"> Hating Editing (Especially Typing) Outsourcing to AI (Uncritically) Math Word Problems: Extracting Info Struggling with Long-Form Texts Lack of Writing Fluency (Typing/Printing Skills) Hesitation to Ask for Help
RESOURCES WE LOVE (Current Favorites) <ul style="list-style-type: none"> The Writing Revolution (Systematic Model) Physical Books 	RESOURCES WE LOVE (Current Favorites) <ul style="list-style-type: none"> Readoutloud.com (Presentation Skills) Iskills Book 	RESOURCES WE LOVE (Current Favorites) <ul style="list-style-type: none"> Writeoutloud.com Poetryinvoice.com Writer's Workshop (Michelle L.) C.E.L.A. (Creston Library Resources) Google Scholar with ChatGPT Summaries (Science)
RESOURCE WISH LIST (Future Needs) <ul style="list-style-type: none"> Middle Years Assessments (Gr 8/9) Reinstating Learning Support Designations Learning Assistance as a Credit Course 	RESOURCE WISH LIST (Future Needs) <ul style="list-style-type: none"> More Learning Support Faye Brownlie/Layton Schnellert Books 	RESOURCE WISH LIST (Future Needs) <ul style="list-style-type: none"> Global Digital Citizens Book Numeracy in Subjects (e.g., Foods) Differentiated Scaffolding Resources Academic Science Journals Access University Speakers on Readiness

Please include evidence of a focus on priority learners.

- Weekly School Based Team Meetings with check-in times with all Inclusion Support Teachers. Discussion and planning for students with identified needs.
- Biweekly Vulnerable Student Meetings to discuss students without identified needs but significant social/emotional need and/or learning needs.

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.

What's going on for our learners?

Many students are entering KRSS with below grade level reading skills. Many students do not enjoy reading for their own pleasure/skill development outside of school, and reading does not seem to be encouraged at home. Difficulties in reading comprehension in all areas (math, science, etc) and understanding written directions and instructions.

How do we know?

Asking about how many books at home- sometimes none, access to library books/newspapers/magazines at their level/interest. Students get a lot of information from tik tok- short bursts from "experts".

Why does it matter?

Life-long learners need to be able to independently read and critically assess different sources of material. Forms, being a good citizen, taxes, are all practical aspects. Creative/imaginative process of reading a great book is a valuable experience.


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

Increased demonstrated proficiency in expressing ideas through various types of writing.

- Better collaboration with elementary teachers
 - Coordinate reading materials so that there is no overlap or strategic overlap
 - many classes need readers/whole class reading happens often

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

<p>Inclusion: School Growth Plan Project focus area, with a goal of building staff capacity in universal and targeted support strategies and approaches to meet individual needs.</p> <p>Reconciliation: Continuing to incorporate Indigenous content across the curriculum and building the foundations and resources for English First Peoples 12 and First Peoples 12 courses.</p> <p>Diversity: Increasing representation of all kinds of diversity in school resources.</p> <p>Transitions: Supporting learning in literacy skills needed for life after secondary school: resumes, applications, job/program/school searches, etc.</p> <p>Equity: Providing additional support and alternative approaches for students who require them. Flexibility in topics, writing expression genres, and timelines (when needed).</p>
Where We Are Going (Equity-Focused Action Plan)
Professional Learning (Describe the professional learning that will support meeting the target)
<p>School Based Pro – D Days – Day 1 – Engagement and Motivation: 4 teachers from KRSS put on mini-workshops to help give ideas and strategies to help build student engagement and motivation. 1. Using Film and Video. 2. Multi-disciplinary projects (Math/Woodwork, Physics/Metalwork, etc). 3. Thinking Classrooms, using whiteboards and collaborative groups. 4. Universal Design for Learning</p> <p>Day 2 – Literacy and Numeracy / Chronic Absenteeism: District Coordinators Melanie Mobbs and Jonathon Brooks ran a collaborative workshop on Goal setting for Literacy and Numeracy. Niki Sandoval ran a virtual workshop on Chronic Absenteeism.</p> <p>Middle Years Assessment Cohort – Multiple teachers involved in a middle year's assessment cohort to develop a literacy assessment for our Grade 8 and 9 students.</p>
Student Learning (What student learning strategies will support meeting the target?)
<p>Increased use of UDL strategies in classrooms; increase in executive functioning skills to focus and learn; and increase in sense of purpose and desire to attend classes regularly.</p>
Theory of Action (What is our hypothesis given the action plan for staff and student learning?)
<p>If we all work to improve literacy skills across the curriculum, and we all build skills in vocabulary (content vocabulary, question words, academic phrasing, etc); comprehension (not assuming that students understand questions, directions, vocabulary, etc); and expression (written or otherwise), we expect that overall literacy skills will increase and students will access content and express learning with greater skill over time.</p>

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- **Action Plan:**
 - Use of district literacy assessment in Grades 8 and 9 to create class profiles for full class instruction and create individual profiles for individualized supports.
 - Apply for a school learning plan grant to use with the Middle Years team to give time for organizing and planning their year based on the results of the Literacy Assessment.
 - Collaboration and co-ordination between the Humanities/Math teachers and the Careers/Health teachers to help build lagging skills through a multi-disciplinary approach.

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Numeracy

Goal Statement

Improve numeracy proficiency for all learners.

Objective: Promote mathematical literacy skills (eg. interpret, apply, analyze, solve, communicate) using an interdisciplinary context-based approach.

Where We Are At

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

Distribution of Assessment Results Summary – Grade 10 Numeracy (January Assessment)

Level	Number Counted	1	2	3	4	NC
School	36	5.55	22.22	66.66	5.55	0
District	182	7.14	41.75	40.10	9.34	1.64
All Public	23651	11.26	42.07	33.85	12.16	0.62
Province	27602	10.34	40.08	35.02	13.98	0.57

Provincial Data Trend (Score out of 4)

Assessment:	Numeracy 10
2024/25	2.25
2023/24	2.2
2022/23	2.15
2021/22	2.1
2020/21	2

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

Quantitative Analysis: Trend is showing positive growth for our learners over the past five years. We continue to see our students having a higher level of success in the Literacy assessment compared to the Numeracy Assessment.

Quantitative Analysis: Notes from Literacy Pro-D Session from Staff:

SUMMARIZING CROSS-CUTTING NUMERACY THEMES

Analyzing Teacher Input from Foundational, Problem Solving, & Disciplinary Numeracy Workshops

1. SYSTEMIC STRUCTURES & GAPS [Source 3, 23]

- Moving On Without Mastery [Source 3]
- Communication Disconnects (Elem vs Secondary)
- Siloed Subject Areas

2. STUDENT FOUNDATIONAL SKILLS [Source 4, 11]

- Weak Core Mathematical Skills (Percent, Fractions)
- Prerequisites Impeding Higher Tiers
- Wide Range of Capability Levels [Source 21]

3. STUDENT MINDSET & ENGAGEMENT [Source 11, 13]

- Lack of Resilience & Negative Self-Talk
- Learned Helplessness & Poor Attendance [Source 3, 14]
- Lack of Confidence [Source 22]

4. DESIRED SOLUTIONS & SUPPORT [Source 6]

- Specific & Expert Support for Struggling Students [Source 24]
- Interdisciplinary Approaches & Coaching [Source 13]
- Diverse Fail-Learn Opportunities

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

What's going on for our learners?

- Distracted by other life events.
 - Poor attendance
- Decreased educational support at home
- Many of them state they are “very bad at math”
 - No confidence or knowledge of basic facts

*** School District No.8 would like to acknowledge the work of Linda Kaser and July Halbert and their valuable contribution to this School Learning Plan.*

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- Afraid to take risks – “if I never try then I haven’t failed”
- Don’t know WHY they need to learn it,
- Pace of change has accelerated; students struggle to relate what we present to them and what they think they will need to know/be able to do in the future

How do we know?

- We’ve seen it and heard it expressed many times in classrooms.

Why does it matter?

- These are valuable skills for students to be able to function as human beings

Analysis

- What objective trends do we see based on the “street” data we have?
 - We can measure numeracy anecdotally - students’ ability to transfer skills between contexts can be assessed most readily in places like electives, where numeracy is important but rarely directly instructed.

Target (Specific and measurable statement of the desired improvement)

- Better collaboration with elementary teachers
- Improved ability to apply mathematical reasoning to contexts outside of math class
- Highlighting numeracy skills where they appear outside of math classes

What We’re Doing

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



Inclusion: School Growth Plan Project focus area, with a goal of building staff capacity in universal and targeted support strategies and approaches to meet individual needs.

Reconciliation: Continuing to incorporate Indigenous content across the curriculum and building the foundations and resources for English First Peoples 12 and First Peoples 12 courses.

Diversity: Increasing representation of all kinds of diversity in school resources.

Transitions: Supporting learning in literacy skills needed for life after secondary school: resumes, applications, job/program/school searches, etc.

Equity: Providing additional support and alternative approaches for students who require them. Flexibility in topics, writing expression genres, and timelines (when needed).

Where We Are Going (Equity-Focused Action Plan)

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

Middle Years Assessment Cohort – Multiple teachers involved in a middle years assessment cohort to develop a numeracy assessment for our Grade 8 and 9 students.

School Based Pro – D Days – Day 1 – Engagement and Motivation: 4 teachers from KRSS put on mini-workshops to help give ideas and strategies to help build student engagement and motivation. 1. Using Film and Video. 2. Multi-disciplinary projects (Math/Woodwork, Physics/Metalwork, etc). 3. Thinking Classrooms, using whiteboards and collaborative groups. 4. Universal Design for Learning

Day 2 – Literacy and Numeracy / Chronic Absenteeism: District Coordinators Melanie Mobbs and Jonathon Brooks ran a collaborative workshop on Goal setting for Literacy and Numeracy. Niki Sandoval ran a virtual workshop on Chronic Absenteeism.

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

Increased use of UDL strategies in classrooms; increase in executive functioning skills to focus and learn; and increase in sense of purpose and desire to attend classes regularly.

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

If we all work to improve numeracy skills across the curriculum, and we all build skills in mathematical fluency, number sense, problem solving, and financial literacy, we expect that overall numeracy skills will increase and students will access content and express learning with greater skill over time.

- **Action Plan:**

- Use of district literacy assessment in Grades 8 and 9 to create class profiles for full class instruction, and create individual profiles for individualized supports.
 - Apply for a school learning plan grant to use with the Middle Years team to give time for organizing and planning their year based on the results of the Literacy Assessment.
 - Collaboration and co-ordination between the Humanities/Math teachers and the Careers/Health teachers to help build lagging skills through a multi-disciplinary approach.

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School Determined

Goal Statement

Build a school culture where all students feel safe, respected, connected, and valued while addressing harmful language and discrimination through empathy, education, student voice, and celebration of diversity.

Where We Are At

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

School Level Data: Summer Survey to Staff and Families:

Major Themes from Staff (2024):

- **Strengths**
 1. Dedicated and Caring Staff
 2. Positive relationships
 3. Community feel with engagement in Extracurriculars
- **Stretches**
 1. Trust and Communication Issues
 2. Need for Culture Shift
 3. Student-Centered approach
 4. Staff Burnout and Support
- **Support from Admin**
 1. Support and Trust for Staff
 2. Improved Communication
 3. Visible and Engaged Leadership

UPDATE - Major Themes from Staff (2025):

1. Improved Leadership, Communication and Trust
 - Many staff described feeling more supported, less anxious, and more trusting of school leadership than in previous years.
2. Fragmented School Culture and Need for Collaboration
 - There is a strong desire for greater cohesion, stronger departmental collaboration, and a more unified school vision.
3. Consistency and Student Accountability
 - There is also a recurring focus on balancing accountability with student support and empowerment.

Major Themes from Families (2024):

- **Strengths:**
 1. Dedicated and approachable staff
 2. Elective options and Extracurricular activities
 3. Diversity and Inclusivity of staff and student body
- **Stretches**
 1. Enhanced Communication
 2. Increased Focus on Academics
 3. School Culture of a safe and inclusive environment.

UPDATE – Major Themes from Families (2025)

1. Improved Communication and Leadership
 - Many families noted that concerns from previous years were listened to and addressed.
2. Academic Rigor and Student Accountability

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- Parents expressed concern about inconsistent expectation between classrooms and too much unstructured class time in some courses.
3. Positive School Culture and Student Belonging
- Families appreciated effort to build community and want continued recognition of diverse student achievements.

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

Top Themes that were discussed and Analyzed at Planning Day when looking at the different data sets available (Staff Survey, Parent Survey, Student Learning Survey, etc):

- Consistency and Shared Expectations: Need for consistent enforcement of expectations, accountability, communication, and school-wide approaches.
- School Culture, Belonging, and Relationships: Focus on strengthening student-staff relationships, staff collaboration, school spirit, and community connection.
- Student Engagement and Attendance: Attendance improves when students feel connected through clubs, sports, leadership, and meaningful relationships.
- Cell Phone and Technology Challenges: Concerns around distraction, digital wellness, and inconsistent enforcement alongside aging technology infrastructure.
- Collaboration and Staff Connection: Teachers value collaboration but need more time, relationship-building, and opportunities to work together.
- Inclusion and Student Support: Growing student needs and limited IST/EA resources are creating pressure on support systems.
- Academic Rigor, Success, and Resilience: Desire to balance support with accountability while building resilience, perseverance, and meaningful recognition of success.
- Parent and Community Engagement: Interest in rebuilding stronger parent-school connections through showcases, events, and open-house opportunities.
- Resources, Infrastructure, and Working Conditions: Concerns regarding aging facilities, lack of supplies, staffing shortages, and limited resources.

Please include evidence of a focus on priority learners.

- Weekly School Based Team Meetings with check-in times with all Inclusion Support Teachers. Discussion and planning for students with identified needs.
- Biweekly Vulnerable Student Meetings to discuss students without identified needs but significant social/emotional need and/or learning needs.

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

- Highly connected to school through extra curriculars, but less connection with academic courses which results in sporadic attendance for students
- Need to see purpose, value, and connection in what they are doing and how it applies to them.
- Widening ideological chasms.

Target (Specific and measurable statement of the desired improvement)

Improved sense of emotional and cultural safety, belonging and engagement, resulting in better attendance will in turn result in greater academic success for students. Chronic Absenteeism is a significant problem. 236 students have missed 20 or more days of school in the 2025/26 school year.

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Chronic Absenteeism

Grade Level:	Total Students:	Number of CA:	Percentage:
8	84	30	36%
9	105	40	38%
10	108	48	44%
11	126	60	48%
12	123	57	46%
	546	235	43%

Grade 10 and 12 Attendance and Course percentages were analyzed (Results below):

Days Absent	Grade 10 Students	Grade 10 Avg %	Grade 12 Students	Grade 12 Avg %
0–5 days	18	77.6%	15	87.2%
6–10 days	38	80.0%	25	81.3%
11–20 days	28	69.2%	38	76.7%
21–30 days	10	71.1%	15	71.9%
31+ days	5	38.1%	7	56.3%

What We're Doing

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



Inclusion: School Growth Plan Project focus area, with a goal of building staff capacity in universal and targeted support strategies and approaches to meet individual needs.

Reconciliation: Continuing to incorporate Indigenous content across the curriculum and building the foundations and resources for English First Peoples 12 and First Peoples 12 courses.

Diversity: Increasing representation of all kinds of diversity in school resources.

Transitions: Supporting learning in literacy skills needed for life after secondary school: resumes, applications, job/program/school searches, etc.

Equity: Providing additional support and alternative approaches for students who require them. Flexibility in topics, writing expression genres, and timelines (when needed).

Where We Are Going

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(Equity-Focused Action Plan)

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

School Based Pro – D Days – Day 1 – Engagement and Motivation: 4 teachers from KRSS put on mini-workshops to help give ideas and strategies to help build student engagement and motivation. 1. Using Film and Video. 2. Multi-disciplinary projects (Math/Woodwork, Physics/Metalwork, etc). 3. Thinking Classrooms, using whiteboards and collaborative groups. 4. Universal Design for Learning

Day 2 – Literacy and Numeracy / Chronic Absenteeism: District Coordinators Melanie Mobbs and Jonathon Brooks ran a collaborative workshop on Goal setting for Literacy and Numeracy. Niki Sandoval ran a virtual workshop on Chronic Absenteeism.

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

Actionable Items:

1. Increase in guest speakers, elders, community members, and storytellers to share lived experiences connected to racism, identity, resilience, and belonging.
2. Rebuild and strengthen student leadership opportunities that promote inclusion, school spirit, empathy, and peer connection.
3. Host school-wide cultural celebrations including food, dance, music, art, and heritage recognition days that highlight the diversity within the school community.
4. Provide staff learning opportunities focused on restorative conversations, inclusive practices, responding to harmful language, and facilitating difficult conversations.
5. Focus on restorative conversations and learning when harmful incidents occur rather than punishment alone. Allow opportunities for growth, accountability, and understanding.

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

3 Different Hypothesis based on the data analysis:

1. Students who feel emotional, physical, and culturally safe will result in increased connection and leadership within the school, leading to higher attendance rates and academic success.
2. A staff that feel valued and heard will result in increased connections with students, leading to higher attendance rates and academic success.
3. Continual diversification of our course offerings will result in higher levels of engagement from students, leading to higher level of attendance and academic success.