

## 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>Date:</b>	<b>2025 / 2026</b>	<b>School:</b>	<b>REDFISH Elementary School</b>
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## Vision

We create calm, respectful, and PEACEful spaces where students know that they are safe, cared for, known, and liked while they develop intellectually, emotionally, socially, and physically.

## School Profile

REDFISH Elementary is a small, rural school enrolling 107 students as of Monday, September 29, 2025. We have a collaborative focus on literacy and numeracy and are intentional in our support of social-emotional learning for our students and in our creation of a calm, respectful, caring, safe, social, and PEACEful school environment.

## Consultation Process

### Staff

REDFISH staff met to review our REDFISH 2024/2025 School Learning Plan and related data... and to plan together for the 2025/2026 school year... during the School Planning Day on Friday, September 19, 2025. At this session, teachers also began to refresh their class profiles to help guide the implementation process moving forward. The learning plan and school data will be periodically revisited and refined throughout the year at staff meetings, staff collaboration sessions, professional development days, etc.

### Students

Student data collected through a variety of formal (e.g. CHEQ ,ELP, ENP, FSA, MDI, SLS, *REDFISH wRites/Reads/Represents*, Written Learning Updates, etc.) and informal (e.g. observations, discussions, check-ins, portfolios, etc.) means continues to help inform the process. Student input is also gleaned through student core competency self-reflections and goal-setting activities each term.

### Parents + Caregivers

The principal provided REDFISH families with an initial overview of the 2025/2026 School Learning Plan working document... and a summary of the upcoming School Planning Day process... at an RPAC meeting on Thursday, September 18, 2025.

Indigenous Representation

The 2025/2026 School Learning Plan document was shared with REDFISH’s ABED Student Support Teacher, Naomi LEGG, to solicit input from an Indigenous perspective on Tuesday, September 9, 2025 with additional and routine formal and informal check-ins throughout the school year. REDFISH awaits, welcomes, and values any input from the SD8 Indigenous Education Council (IEC).

**FOOTNOTE:** The SD8 IEC was not yet functional and available for input at the time of the initial drafting of this working document in Fall 2025. REDFISH has since hosted the IEC onsite for a school tour of REDFISH and a meeting on Tuesday, April 14, 2026.

**Coherence and Alignment**

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

<h1>Literacy</h1>
<b>Goal Statement</b>
<b>Improve literacy proficiency for all learners.</b>
<b>Where We Are At</b>
<b>Literacy Data Overview (Discuss provincial, district, and school level data as available). Please ensure priority learners are included as a focus.</b>
<p><u>PROVINCIAL LEVEL</u> ( F S A s )</p> <p>GR4 FSA   LITERACY (24/25): 33% ‘EMERGING’ / 56% ‘ON-TRACK’ / 11% ‘EXTENDING’ GR7 FSA   LITERACY (24/25): 18% ‘EMERGING’ / 73% ‘ON-TRACK’ / 9% ‘EXTENDING’</p> <p><u>DISTRICT LEVEL</u> ( Written Learning Updates + ELP Data )</p> <p>ELA MARKS (FINAL   June 2025): 5% ‘EMERGING’ / 21% ‘DEVELOPING’ / 67% ‘PROFICIENT’ / 7% ‘EXTENDING’</p> <p>ELP–Reading   ‘% with Proficiency’ (June 2025): GR3 (78%) / GR2 (67%) / GR1 (73%) / K (64% – ‘Sight Words’) ELP–Writing   ‘% with Proficiency’ (June 2025): GR3 (61%) / GR2 (47%) / GR1 (45%) / K (N/A)</p> <p><u>SCHOOL LEVEL</u> ( School–Wide Assessments )</p> <p>REDFISH wRites (Spring 2025): 7% ‘EMERGING’ / 38% ‘DEVELOPING’ / 54% ‘PROFICIENT’</p>
<b>Analysis (What objective trends do we see based on the data?). Please include evidence of priority learners.</b>
<p>Regarding <i>priority learners</i>, it is noted that five to seven percent of REDFISH students fall within the ‘EMERGING’ range on school-level and district-level LITERACY assessments. Interestingly, the percentages of students in the ‘EMERGING’ range are much higher on the GR4 FSA (33%) and GR7 FSA (18%) LITERACY assessments. That noted, the majority (i.e. over 50%) of REDFISH students are at or above the ‘PROFICIENT’ range on these same assessments.</p>

**\*\*NOTE:** SD8 would like to acknowledge the work of Linda Kaser and July Halbert and their valuable contribution to this School Learning Plan. (Learning Plan Version 8.7.25)  
REDFISH Elementary School Learning Plan (2025/ 2026)

**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.**

Statistically speaking, we would expect a small percentage of REDFISH students to fall within the 'EMERGING' range of these assessments. This is reflective of a normal population distribution and helps us to identify our priority learners in the area of LITERACY. The spike in 'EMERGING' scores on the GR4 and GR7 FSA LITERACY assessments is a bit more of a puzzle. REDFISH remains curious about this anomaly and will continue to explore and address this concern through the 25/26 FSA season.

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

REDFISH will have fewer students in GR4 and GR7 scoring within the 'EMERGING' range on the 25/26 FSA. REDFISH would like to bring these percentages down under 10 percent.

**What We're Doing**

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

Priority	Embedded Actions
Lifelong Learners	Writing goals and activities support the development of critical thinking, creativity, and communication.
Connected Learners	Students build relationships and ownership of learning through conferences, peer feedback, and class-wide sharing.
Caring + Inclusive Learning Culture	Universal Design for Learning (UDL) strategies and differentiated supports are used to ensure all students have access to success.
Culture + Identity Development	Literacy tasks encourage students to explore their own experiences, perspectives, and voices to build self-awareness and confidence.
Career Development	Literacy tasks foster career-related applications and skills, such as clarity and conciseness of verbal and written communication.

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

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

- Use of CLASS PROFILES to create snapshots of the individual and collective strengths, needs, and interests of each classroom to effectively and efficiently inform planning and instruction
- Ongoing use of FORMATIVE ASSESSMENTS to guide planning and instruction
- Tracking of progress over time using SCHOOL-WIDE ASSESSMENTS throughout the year
- Reflecting on WRITTEN LEARNING UPDATE data each term
- Use of SCREENING ASSESSMENTS (e.g. ELP, Acadience, etc.)
- Teachers meeting together for bi-weekly COLLABORATION SESSIONS
- Collaborative staff time, reflection, input, and effort during SCHOOL PLANNING DAY, STAFF MEETINGS, SCHOOL PRO-D, etc.
- SD8 INSERVICES + WORKSHOPS + TRAINING SESSIONS + BOOK STUDIES + PLCs, SELF-DIRECTED PRO-D, GRADUATE STUDIES (e.g. MEd PROGRAMS), etc.

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

- Daily targeted READING GROUPS
- GRAPHIC ORGANIZERS + other VISUALS
- DAILY ROUTINES + PRACTICE with reading, writing, and oral language
- PEER REVIEW + PEER EDITING

- Explicit READING + WRITING STRATEGIES (e.g. vocabulary building, predicting, questioning, summarizing, reflecting, inferring, etc.)
- ORAL LANGUAGE DEVELOPMENT activities (e.g. *walk-and-talks*, *talking circles* / *knowledge building circles*, memorizing + presenting poetry to school, oral storytelling, HR5 class play, etc.) / KNOWLEDGE BUILDING CIRCLES /
- MORPHOLOGY exercises (e.g. resources from SD8 workshops with Dr. BOWERS)
- UFLI program
- KINESTHETIC activities related to LITERACY / OT-backed pre-writing activities (e.g. *'Ready Bodies, Learning Minds'*)
- ONLINE COMMUNICATION / MEDIA LITERACY skills (e.g. email etiquette, misinformation)

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

If REDFISH teachers are intentional and consistent with their planning, instruction, assessment, reporting, and professional development... and REDFISH students genuinely and actively engage with their school programs... REDFISH students' reading, writing, and oral language skills will improve.

## 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.**

PROVINCIAL LEVEL (FSA s)

GR4 FSA | NUMERACY (24/25): 22% 'EMERGING' / 78% 'ON-TRACK' / 0% 'EXTENDING'  
GR7 FSA | NUMERACY (24/25): 9% 'EMERGING' / 82% 'ON-TRACK' / 9% 'EXTENDING'

DISTRICT LEVEL (Written Learning Updates + ENP Data)

MATH MARKS (FINAL | June 2025): 3% 'EMERGING' / 16% 'DEVELOPING' / 74% 'PROFICIENT' / 7% 'EXTENDING'  
ENP Data | '% with Proficiency' RANGE (June 2025): GR1 (73% – 100% / 45% for 'Subitizing') / K (72% – 100%)

SCHOOL LEVEL (School-Wide Assessments)

REDFISH Represents (T3 | 24/25): 10% 'EMERGING' / 38% 'DEVELOPING' / 51% 'PROFICIENT'

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

Regarding *priority learners*, it is noted that five to 10 percent of REDFISH students fall within the 'EMERGING' range on school-level and district-level LITERACY assessments... as well as on the NUMERACY component of the GR7 FSA. Interestingly, the percentages of students in the 'EMERGING'

range are much higher on the GR4 FSA (22%) NUMERACY component. That noted... and similar to the school-wide trend in LITERACY... the vast majority of REDFISH students are at or above the 'PROFICIENT' range on these same assessments.

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

Statistically speaking, we would expect a percentage of REDFISH students to fall within the 'EMERGING' range of these assessments. This is a reflective of a normal population distribution and helps us to identify our priority learners with respect to NUMERACY. The relative spike in 'EMERGING' scores on the GR7 FSA NUMERACY assessment is interesting. REDFISH will continue to explore and address this concern throughout the 25/26 FSA season and beyond. It is also interesting to note that REDFISH school-wide NUMERACY scores are currently higher on average than the LITERACY scores.

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

REDFISH will have fewer students in GR7 scoring within the 'EMERGING' range on the 25/26 FSA. REDFISH would like to bring these percentages down under 10 percent.

**What We're Doing**

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

Priority	Embedded Actions
Lifelong Learners	Numeracy goals and activities support the development of critical thinking, creativity, and communication.
Connected Learners	Students build relationships and ownership of learning through conferences, peer feedback, and class-wide activities + sharing.
Caring + Inclusive Learning Culture	Universal Design for Learning (UDL) strategies and differentiated supports are used to ensure all students have access to success.
Culture + Identity Development	Numeracy tasks linked to the exploration of different cultures, societies, etc. (e.g. pyramids, abacus, etc.) to grow awareness, etc.
Career Development	Numeracy instruction includes real-world applications, such as budgeting, data literacy, and problem-solving skills.

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

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

- Use of CLASS PROFILES to create snapshots of the individual and collective strengths, needs, and interests of each classroom to effectively and efficiently inform planning and instruction
- Ongoing use of FORMATIVE ASSESSMENTS to guide planning and instruction
- Tracking of progress over time using SCHOOL-WIDE ASSESSMENTS throughout the year
- Reflecting on WRITTEN LEARNING UPDATE data each term
- Use of SCREENING ASSESSMENTS (e.g. ENP, SNAP + 'San Diego' assessment, etc.)
- Teachers meeting together for bi-weekly COLLABORATION SESSIONS
- Collaborative staff time, reflection, input, and effort during SCHOOL PLANNING DAY, STAFF MEETINGS, SCHOOL PRO-D, etc.
- SD8 INSERVICES + WORKSHOPS + TRAINING SESSIONS + BOOK STUDIES + PLCs
- SELF-DIRECTED PRO-D STUDIES
- GRADUATE STUDIES (e.g. MEd PROGRAMS)
- Etc.

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

- DAILY NUMBER
- FLEXIBLE THINKING
- CONCEPT RETENTION
- NUMBER TALKS
- CHORAL COUNTING
- CALENDAR MATH
- ESTIMATE JAR
- 'BUDDY TEACH' SESSIONS
- Carole FULLERTON's GOOD QUESTIONS / LESSON SEQUENCING / GAMES / QUALITY PRACTICE
- COMPASS GEOMETRY
- MATH in NATURE CONNECTIONS
- Etc.

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

If REDFISH teachers are intentional and consistent with their planning, instruction, assessment, reporting, and professional development... and REDFISH students genuinely and actively engage with their school programs... REDFISH students' numeracy skills will improve.

**School Determined**

**Goal Statement**

We will continue to engage parents intentionally and effectively through their children's formal written learning updates throughout the year.

**Where We Are At**

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

REDFISH continues to identify parents who are *not* accessing their children's written learning updates on a consistent basis. This includes, but is definitely not limited to, some of our priority learners.

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

The number of parents who are *not* accessing their children's written learning updates continues to shrink as REDFISH continues to engage with and support parents in a variety of ways (e.g. online surveys, paper surveys, emails, phone calls, tech support, etc.) at the point of each written learning update. Moreover, the number of parents engaging with their children at the point of each written learning update is trending upwards.

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

Parents are engaging more with their children around their learning and school experiences. We know this because of the data collected each term via parent reflection + goal setting forms, etc. This matters because parents are the primary supportive stakeholders in their children's education and hold an irreplaceable capacity to influence their children's school experiences in positive ways.

Target (Specific and measurable statement of the desired improvement)	
<p>REDFISH would like to see <i>all</i> REDFISH parents (1) access their children’s written learning updates each term, (2) read through the written learning updates with their children, and (3) set goals with their children for the subsequent term based on the data provided in the written learning updates.</p>	
What We’re Doing	
Embedding Strategic Priorities (How we’re making connections and providing opportunities)	
Priority	Embedded Actions
Lifelong Learners	Providing students and parents with a consistent framework through which to explore the lifelong learning journey...
Connected Learners	Connecting students and parents to learning through meaningful written learning updates, reflection processes, etc....
Caring & Inclusive Learning Culture	Strengthening the school-home connection and working together in collaboration with students, parents, and staff to ensure all stakeholders are included in the process...
Culture & Identity Development	Modelling and building a healthy school culture and identity that values and fosters the ‘learning-feedback’ loop...
Career Development	This process will help families further explore students’ interests and aptitudes and help them set meaningful goals...
Where We Are Going (Equity-Focused Action Plan)	
Professional Learning (Describe the professional learning that will support meeting the target)	
<ul style="list-style-type: none"> <li>- <i>K-12 STUDENT REPORTING POLICY</i> (MECC) guidelines</li> <li>- Use of CLASS PROFILES to create snapshots of the individual and collective strengths, needs, and interests of each classroom</li> <li>- Teachers meeting together for bi-weekly COLLABORATION SESSIONS</li> <li>- Collaborative staff time, reflection, input, and effort during weekly SBT meetings, SCHOOL PLANNING DAY, STAFF MEETINGS, SCHOOL PRO-D, etc.</li> <li>- SD8 INSERVICES + WORKSHOPS + TRAINING SESSIONS + BOOK STUDIES + PLCs</li> <li>- SELF-DIRECTED PRO-D, GRADUATE STUDIES (e.g. MEd PROGRAMS), etc.</li> </ul>	
Student Learning (What student learning strategies will support meeting the target?)	
<ul style="list-style-type: none"> <li>- See above under LITERACY + NUMERACY goals</li> <li>- CORE COMPETENCY ‘REFLECTION + GOAL-SETTING’ activities each term</li> <li>- WRITTEN LEARNING UPDATE REFLECTION FORMS each term in collaboration with parents</li> <li>- Etc.</li> </ul>	
Theory of Action (What is our hypothesis given the action plan for staff and student learning?)	
<p>If REDFISH staff remain intentional, explicit, and consistent with respect to (1) generating clear and meaningful written learning updates each term <i>and</i> (2) connecting + engaging REDFISH students <i>and parents</i> with the written learning updates... and REDFISH students <i>and parents</i> genuinely and actively engage with the process each term (e.g. written learning update reviews + reflections, etc.)... REDFISH students <i>and parents</i> will ultimately be more grounded and connected to their school experiences...</p>	

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