



# 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>Date:</b>	<b>September 2025</b>	<b>School:</b>	<b>Salmo Elementary</b>
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## Vision

### School Profile

**At Salmo Elementary, we grow lifelong learners by building good relationships and learning from each other in a place where we belong!**

*Located at the junction of (Highway 3) and Highway 6, Salmo is a small, vibrant community nestled in the beautiful West Kootenay region of British Columbia. Positioned approximately 30 minutes from Castlegar, Nelson, and Trail—and about 45 minutes from Creston—Salmo offers easy access to neighboring communities while maintaining its own unique, close-knit character.*

*The area has grown into a welcoming community that values both its natural surroundings and a strong sense of connection. Residents and visitors alike enjoy an abundance of outdoor recreational opportunities, including **hiking, fishing, biking, golfing, and skiing**, making Salmo an ideal location for families and those who appreciate an active, nature-focused lifestyle.*

*Salmo's community spirit, natural beauty, and convenient location provide an exceptional environment for students to learn, grow, and thrive.*

Village population, 1,141

*Salmo Elementary School draws students from the village of Salmo (population approximately 1200) and surrounding areas including the village of Ymir and rural to the US border and Erie Lake areas. Employers in the area include the Porcupine sawmill, SUTCO trucking, and a variety of other small primary industries and agricultural businesses. Additionally, people commute to work either in Castlegar or Nelson. Add to this that some folk work from home in a variety of capacities, Salmo has a diverse economic base. The school houses the following team:*

*151 Students*

*-----33 Students who identify as Indigenous*

*8 Inclusive Education students*

*0 ELL*

*11 Teachers*

*6 Education Assistants*

*2 Custodians*

*1 Clerical*

## School District No. 8 (Kootenay Lake) School Learning Plan Template

*Our school has formed a partnership with the nearby Salmo Secondary School in a number of ways. Staff of both schools have collaborated on literacy initiatives, we have used senior students to help with school events, we combined schools for our annual Terry Fox run, and we use the senior students to help coach our elementary students where appropriate. Our school works closely to help the senior students with the annual food drive, which is a fun event for all. When appropriate performances come to one school or the other, we invite each other's students to be included. Overall, we are a cohesive two school family.*

### Consultation Process

#### Staff

Staff Meetings  
Staff survey  
Extensive focused discussions on planning day  
Modelling how staff work together and learn in assemblies.

#### Students

Assemblies: Indigenous focus first.  
Sharing the importance of learning at school.  
Using student based goals for motivating student effort to improve their learning. Sharing out the whys.  
Doing our best to inspire students to be the best they can be.

#### Parents & Caregivers

As a school we share our learning plan and share our school-based data (public display.)  
Teachers share trends and student specific data regarding student profiles

# School District No. 8 (Kootenay Lake)

## School Learning Plan Template

### Indigenous Representation

Our Aboriginal Education support worker is fully involved with our data and our growth plan process.  
The Ab ed worker is a full member of our school team.  
The aboriginal worker works tirelessly toward supporting students so they experience success in all regards to schooling. Social, Emotional, and academically.

### 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

Students will engage in purposeful writing each school day to build fluency, voice, and confidence as writers.  
Students will improve their reading levels by the end of the school year, demonstrating growth in both comprehension and overall understanding of texts.

### 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.**

**June 2025 Report Card data K-6 shows low proficiency in reading and writing (22% EMG; 61% DEV)**

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

#### Trends

- Early literacy gaps predict later gaps
- socio economic factors strongly influence literacy. Fewer books at home, less literate families.
- low attendance for EMG/DEV students

## School District No. 8 (Kootenay Lake) School Learning Plan Template

### 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.

Our students struggle with decoding, comprehension, fluency and expressing their ideas in writing and reading. They are reading below grade level and have gaps in foundational skills and often show reduced confidence or engagement in literacy activities. They heavily rely on teacher/EA support rather than reading or writing independently.

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

**Writing-**Students will write with a clear purpose for at least 10 minutes each day. Writing will be tracked through a daily journal, with teachers reviewing weekly, to confirm consistent participation and growth. Students will use prompts, journals, content related writing tasks to support success. Daily writing will strengthen literacy skills and build lifelong habits of communication. By the end of the school year, students will have a portfolio of purposeful writing entries showing growth in idea development, organization and expression.

**Reading:** Each student will work toward advancing reading levels with a focus on decoding, fluency and comprehension. Progress will be monitored through running records; comprehension checks and benchmark reading assessments. Students will engage in daily guided reading, independent reading practice, and targeted small group instructions based on their current level and needs. Strengthening reading skills supports all areas of learning, building confidence.

### What We're Doing

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

Priority	Embedded Actions
<b>Lifelong Learners</b>	<b>Whole school vision, literacy rich culture, growth mind set with goal setting</b>
<b>Connected Learners</b>	<b>Learners are connected to community volunteers through reading groups and other special literacy events.</b>
<b>Caring &amp; Inclusive Learning Culture</b>	<b>All students have a buddy class</b>
<b>Culture &amp; Identity Development</b>	
<b>Career Development</b>	

### Where We Are Going

## School District No. 8 (Kootenay Lake) School Learning Plan Template

### (Equity-Focused Action Plan)

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

**Intermediate (reading)** – Administer SD8 learns reading comprehension assessments (Fall and Spring). Creating a class profile from the comprehension assessment in the fall to identify strengths and stretches for comprehension strategies and targeting specific skills.

**Primary (reading)** – Continue UFLI, SOR, ELP and new district assessment practices

**School-wide (reading)** - continue utilizing Mel, Cheryl and district initiatives to highlight our Pro-D opportunities (morphology, Chase Young etc.)

Fall Reading assessment: have complete before Oct 15<sup>th</sup> early dismissal

**School Wide (writing)** - Administer a school wide fall and spring writing assessment and assess using the 6+1 rubric to highlight strengths and stretches for writing. Look for trends as a school to target lagging writing skills.

Whole school Fall writing assessment: Week of Oct 20-24<sup>th</sup> Invite Mel. Teachers mark together.

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

**Intermediate (reading)** – Using the class profile created from the comprehension assessment to target comprehension skills that need to be worked on.

**Primary (reading)** - using the data from UFLI, SOR and ELP to create class profiles to target lagging skills.

**Whole School (writing)** - Using the data from the school-wide writing assessment to identify skills to focus on as a school as a whole and class-by-class.

10 minutes a day of purposeful writing for everyone in the school.

Measured in 3 segments throughout the year. Fall is building stamina and fluency, winter is editing and revising and partner sharing and June is reviewing each black book journal as a living document/portfolio that identifies growth and achievement throughout the year.

Teach students what we're going after. Set goals and measure how close they are to meeting those goals. Share the criteria for success.

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

If we provide students with daily practice, opportunities across all subject areas, combined with explicit instruction in writing strategies and reading decoding, as well as with regular feedback, then students

## School District No. 8 (Kootenay Lake)

### School Learning Plan Template

will develop greater writing stamina, fluency and confidence which will lead to measurable improvements in overall reading and writing levels.

## Numeracy

### Goal Statement

By June, all K–6 students will strengthen their ability to independently persevere through multi-step math word problems by using the common problem-solving language: Interpret (**Understand**), Apply – (**Plan**), Solve (**Do**), analyze(**Check**), communicate (**Share**). Students will grow in resilience, independence, and duration of sustained engagement each term (fall, winter, spring), as measured by stamina rubrics, teacher observations, and student reflections.

### Where We Are At

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

School-wide data:

Primary – 74% Proficient/35% Developing

Intermediate – 65% Proficient/35% Developing

What are the assessments? Does this truly reflect our students' competency in numeracy? What about FSA results? Are these basic skill proficiencies? What about higher-level skills?

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

Strengths:

- Students showed relative success in basic number/computational fluency – some ability to attempt operations and simple applications
- A portion of students demonstrated partial understanding of data and probability concepts
- Financial literacy and real-world problem items drew more engagement.

Challenges:

- A large group scored at the lowest levels (0-1), especially in multi-step problem solving.
- Very few students achieved score 3-4, meaning advanced reasoning and flexible application are limited.
- Weaknesses evident in geometry, measurement, and multi-concept questions.
- Students struggled when asked to apply concept to unfamiliar or real-life contexts.

Things to note:

- Students are stronger at basic recall and single-step problems than at applying strategies or explaining their reasoning.
- Gaps appear in conceptual understanding and transfer of skills beyond rote practice

Cross-cutting themes: (from grade-to-grade schoolwide)

- Salmo students who developing foundational skills, but not yet strong higher-order thinking.
- Many students cluster in the “emerging/approaching” range with fewer excelling.

Indicates a need for:

- More practice with explaining reasoning in writing (literacy + numeracy)
- More opportunities for multi-step, real-world problems
- Targeted support for students at risk of staying in score 0-1 range

## School District No. 8 (Kootenay Lake)

### School Learning Plan Template

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

There are gaps. They get basic level skills but higher level, multi-step, critical thinking problem solving is not proficient. Resiliency, independence, start-to-finish is proving too difficult, currently, for our students. They seem to be dependent on adult help, give up quickly, are disinterested, etc.

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

Students increase resiliency and independence each term when working through multi-step problems:

Teachers can use a rubric such as this 3x a year: (chatgpt generated)

Criteria	Emerging	Developing	Proficient	Extending
<b>Engagement</b>	Gives up quickly; needs constant teacher support	Attempts problem with prompts; may lose focus partway	Stays engaged through problem with minimal prompts	Independently perseveres through challenges and stays engaged
<b>Use of Checklist</b> <i>(Understand → Plan → Solve → Check → Reflect)</i>	Needs full guidance for each step	Can follow some steps with support	Independently follows most steps with accuracy	Consistently and independently applies all steps; adapts if stuck
<b>Stamina &amp; Perseverance</b>	Stops after first difficulty; avoids challenge	Tries again with encouragement; stamina is inconsistent	Persists through multiple steps; uses strategies when stuck	Shows strong perseverance; views mistakes as learning opportunities
<b>Independence</b>	Relies on teacher/peers for answers	Can complete parts independently but needs check-ins	Works independently through entire problem	Works independently and helps others persevere too
<b>Reflection</b>	Rarely reflects or recognizes strategies used	Can name one strategy with support	Reflects on what worked well and areas to improve	Provides thoughtful reflection; sets goals for next time

Student self-reflection example: (chatgpt generated)

Criteria	I'm Just Starting	I'm Getting There	I Can Do It	I Can Teach It
<b>Sticking With a Word Problem</b>	I give up when a word problem feels hard.	I try again if someone reminds me.	I keep working until I solve the word problem.	I don't give up — I even encourage others to keep trying.

## School District No. 8 (Kootenay Lake) School Learning Plan Template

<b>Using the Word Problem Steps</b> ( <i>Understand</i> → <i>Plan</i> → <i>Solve</i> → <i>Check</i> → <i>Reflect</i> )	I don't know what to do unless the teacher tells me.	I can follow some steps if someone helps.	I can follow most steps on my own.	I always follow the steps and can change my plan if my first try doesn't work.
<b>Stamina (How long I work on word problems)</b>	I stop after the first step or if it feels tricky.	I can work for a short time with reminders.	I keep working through all the steps until I finish.	I stick with it for a long time and enjoy the challenge.
<b>Independence</b>	I need someone to tell me what to do.	I can do part of the word problem on my own.	I can solve a word problem by myself.	I can solve word problems on my own and explain how I did it to others.
<b>Thinking Back (Reflection)</b>	I don't look back at my work.	I can name one thing I did to solve the word problem.	I can explain what worked and what I will try next time.	I can clearly explain my strategy and set a new goal for the next word problem.

### What We're Doing

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



(copied from last year's School Learning Plan)

Priority	Embedded Actions
Lifelong Learners	
Connected Learners	
Caring & Inclusive Learning Culture	
Culture & Identity Development	
Career Development	

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

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

## School District No. 8 (Kootenay Lake) School Learning Plan Template

### Now

Jonathan for resources to use regularly (short times) in classrooms to build and teach multi-step problems in classroom.

- (ie: Classroom Agreements to establish a brave classroom environment to nurture process and resiliency)

### Math Snack

- number sense routine. Calvert County (Danielle emailed link) – this is a great starting place.

### For down-the-road cohesive math anchor program if we decide:

- Math Up – take a look at a classroom set provided (Shellene)
- My Math Path – meeting with representative during planning day to see if maybe down the road a cohesive program K-6 would help meet our goals

Carole Fullerton? (ProD – for those that aren't trained?)

Mathletics (as supplement to what teacher is doing)

Others?

\*\*Pro D for any program that we end up choosing to use school-wide.

Assessment:

Currently, there is not a streamlined K-6 math assessment. District ones (some still in progress) are different for grades. Can we not have a streamlined assessment? (ie: phased – PRIME)

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

A school-wide approach to common mathematical vocabulary and problem-solving strategies.

Math centers

Mathletics subscription to supplement and allow differentiated (small group) teaching opportunities for teachers/students

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

If teachers consistently model and embed the common problem-solving language (Understand, Plan, Do, Check, Plan) and provide time for practice and reflection, **then** K–6 students will strengthen their ability to independently persevere through multi-step math word problems and grow in resilience, independence, and stamina, as measured by rubrics, teacher observations, and student reflections.

## School Determined

### Goal Statement

**By October, schedule and hold 2, 30–45-minute collaboration sessions per month with pairs of teachers to align instruction, share strategies and review student data.**

### Where We Are At

## School District No. 8 (Kootenay Lake) School Learning Plan Template

<b>Data (Include provincial, district, and school level data as available). Include priority learners.</b>	
<b>We have very little time for teacher collaboration inside school hours and we are committed to aligning our instruction to fill any gaps in literacy and numeracy. Collaborating and sharing resources and ideas will help.</b>	
<b>Analysis (What objective trends do we see based on the data?). Include priority learners. Please include evidence of a focus on priority learners:</b>	
<b>Teachers need time to plan for literacy and numeracy instruction, assessment and evaluation.</b>	
<b>Rationale (What is going on for our learners? How do we know? Why does it matter?)</b>	
<b>We have very little time for teacher collaboration inside school hours and we are committed to aligning our instruction to fill any gaps in literacy and numeracy. Collaborating and sharing resources and ideas will help.</b>	
<b>Target (Specific and measurable statement of the desired improvement)</b>	
<b>Teachers join forces, share resources and plan lessons to make their time more efficient and supportive.</b>	
<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	Planning for meeting needs of gifted/extending
Connected Learners	Plan for consistent language around math and literacy vocabulary, as well as shared unit learning so there are no curriculum gaps
Caring & Inclusive Learning Culture	Meeting with IST, counsellor and colleagues to ensure planning is inclusive
Culture & Identity Development	Planning for Indigenization and diversity curriculum
Career Development	Collaborative learning with colleagues, sharing ideas always a good thing
<b>Where We Are Going (Equity-Focused Action Plan)</b>	
<b>Professional Learning (Describe the professional learning that will support meeting the target)</b>	
Common math resources Common writing instruction Planning for open parachute lessons Building reading centers/games	

# School District No. 8 (Kootenay Lake)

## School Learning Plan Template

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

#### **Option 1**

Buddy PE classes- 2 classes at a time taken by principal while 2 teachers collaborate. Students learning co-operation, teamplay, leadership. Could tag collab time onto extended recess or lunch break to extend collab time.

#### **Option 2**

Whole school event—2 times per month--Tuesday or Wednesday afternoon when extra non-enrolling staff are here to support. Teachers collaborate.

Admin and EAs support in learning opportunities:

- Artstarts presentation
- STEM challenges
- Destination Imagination
- School-wide clean-up
- Painting rocks or murals
- Making cards for seniors
- Indoor track meets
- Passion projects/exploratories
- DEAR reading event... etc.

#### **Option 3**

Primary and Intermediate separate events. Same as above or gym/PE lesson

#### **Option 4-**

Assembly time collab—Monday from 9- 9:30- 2 teachers alternate being out of assembly for collab time during assembly. The rest of the staff supervises classes in the gym.

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

**If we schedule and hold at least 2 x 30-45 minute collaboration sessions, then instructional practices will become more aligned and targeted leading to improved student outcomes and more consistent teaching.**