

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.*

Date:	May 25, 2026	School:	W.E. Graham Community School
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Vision

W. E. Graham Community School's vision is to provide a learning environment where students grow academically, socially, and personally so they are prepared for success in whatever path they choose. We strive to build relationships with our families and community to provide opportunity in our rural setting.

School Profile

W. E. Graham Community School is a Rural, remote K-10 school that focusses on an outdoor perspective for all of our children. We have 83 children and 4 classrooms. Our Grade 9/10 Valhalla Wilderness Program is a unique outdoor experiential learning program for students to learn about getting outdoors and enjoying the land on which we live, work and play.

Consultation Process

Staff

This past Fall we looked at a few ideas for planning for next year. We are feeling that our teachers have done some Professional Development on their Literacy and Numeracy teaching and are seeing favourable results for our students in the classroom. We have been involved in School Learning Grants around numeracy and most recently, in Literacy. Mme Raina Gardner (Grade 4-6) worked with Valley schools on SNAP Assessment and building Learning Ladders for student growth.

We have worked intentionally to create a calm, welcoming school culture where students feel connected and enjoy coming to school. Teachers seek to improve, explore, and provide multiple access points for students. We will be working on a school-wide write in the Fall of 2026 and following up in the Spring of 2027.

We have changed the culture here to be one that is calm and kids enjoy their school. There is little vandalism and generally good behaviour. School spirit days, monthly assemblies, and activities that promote student and community engagement have once again become regular and celebrated parts of school culture. This directly relates to the implementation of PBIS (Positive Behaviour Supports and Interventions) in the Fall of 2025.

Also included in staff process:

- Building classroom profiles
- Informal discussions
- Weekly school-based team meetings
- Collaboration among classes and other schools
- Weekly "flash forward" emails
- Rich discussions during planning day in September

School District No. 8 (Kootenay Lake)

School Learning Plan Template

Students

Our students are familiar with the concept of **Grit**, which we have intentionally and explicitly taught. Students are developing strategies to persevere when faced with challenges and setbacks. Throughout the year, we also placed a strong emphasis on developing writing skills across all grade levels, and we will continue to refine this focus moving forward.

Looking ahead, we recognize the importance of ensuring that every student feels a strong **sense of purpose and belonging** within our school community. This will be a central focus for us as we continue to support both the academic and emotional growth of our learners.

Also included in student engagement:

- Monthly assemblies to celebrate birthday celebrations, class celebrations
- Classroom visits to engage with students, address conflict, problem solving
- Principal interactions with students during instructional and break times
- Having a safe space for students in the Principal's office

Parents & Caregivers

Initially, in early 2024, we had our PAC president join when we settled on writing as a goal. Since then we have shared our goal with parents in many newsletters and emails. We share writing during our student-led conferences, in emails, telephone conversations and regular check-ins so that parents can see their child's work and also get sense of how their children are doing compared to exemplars. We have also shared our monthly PBIS themes and have let parents know what we are working on at a school and how they can help enforce our teachings at home.

Also included in consultation:

- Monthly PAC meetings
- Open door policy
- Weekly blog posts on website
- Increased website content
- Monthly newsletters
- Parent volunteers; lunch program
- Parent surveys

Indigenous Representation

Mr. Curtis Bendig has played an important role in supporting Indigenous learners and strengthening Indigenous education within our school community. He brings a positive energy to the school and the work we are doing for our Indigenous students. Our school has nearly 20 self-identified students who are generally doing well academically and socially. We are fortunate to have Mama Tee and other Indigenous Elders join us this year, every Wednesday, to share in their wisdom and stories. Students participated in Hide Camp, where they learned the process of creating a drum from start to finish, including preparing and working with the hide over a four-week period. You can view the project here:

<https://sway.cloud.microsoft/uYOHUkjg5e9cxWF0?ref=Link>

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.

Upon receipt of classroom profiles, we were able to take a look at the data and interpret it.

Street Data:

- There is a resistance among boys in the area of literacy
- In grade 4/5/6, students have gone from 28% being proficient or higher, to 59% being proficient or higher
- With our learners, we notice issues with stamina and our hunch tells us that students are self-conscious about their gaps in learning, feel vulnerable and avoid doing work as they are not able to do something.
- In grade 7/8 learning update data, we see 79% at Proficient or higher
- Students are worried about what their parents will think or do
- Difficulty with attention
- Lack of home support
- Challenges in focus
- Increasing gap in lagging skills
- Some students have limited academic support opportunities outside of school.
- In all grades, lack of creative play, too much screen time
- In K, students coming from Strong Start do not have readiness skills
- Students have less resilience when compared to last year (mainly Kindergarten)
- Students struggle with group mentality
- Most students in K-3 are at developing or below
- Lacking fine motor skills
- Some deficits in executive functioning

Map Data:

- District assessment complete
- Direct instruction
- Quiz with whiteboards
- Word Sorts, Words Their Way are used
- Journal writing
- Performance standards
- Stamina is an issue across all grade levels
- Writing samples
- Spelling tests
- FSAs
- Literature circles

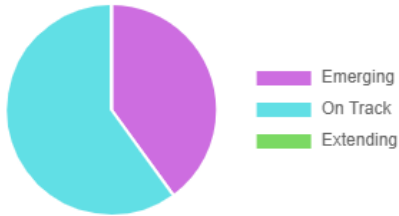
School District No. 8 (Kootenay Lake) School Learning Plan Template

Satellite Data:

- Last year, students scored well on FSAs in Literacy and we continue to see some growth in this area
- Student learning survey

Grade 4 2025/26

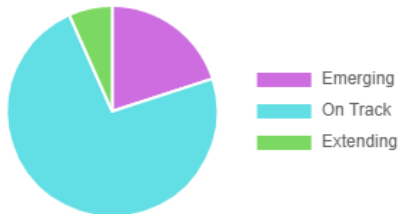
Literacy



	Participation Rate - Writers Only	
	#	%
Emerging	2	40.00
On Track	3	60.00
Extending	0	0.00

Grade 7 2025/26

Literacy



	Participation Rate - Writers Only	
	#	%
Emerging	3	20.00
On Track	11	73.33
Extending	1	6.67

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

The 2025–2026 FSA results show a notable increase in overall literacy performance which is quite encouraging. We notice similar results for grade 7 literacy and a bit of a downward shift in grade 4.

Weekly grammar; anchors lessons in composition, literary devices and conventions (every Monday)

Learning Update data further highlights that many intermediate students have shown growth in literacy skills and meeting literacy proficiency standards. We continue to focus instructional strategies and differentiated support across Grades 4 to 7

Many students continue to demonstrate challenges related to confidence, resilience, and academic risk-taking, which impacts engagement across subject areas

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.

Students at W.E. Graham have generally faced challenges in literacy. To build a strong literacy program, our primary focus must be on the early grades, strengthening foundational skills to provide students with a solid baseline for further learning. Early intervention is

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

essential. The primary program incorporates spelling groups, UFLI, Jolly Phonics, Heggerty, The Writing Revolution, and differentiated leveled readers to support this goal.

As the primary program develops these foundational skills, our intermediate program is partnering with Winlaw Elementary, supported by a literacy grant (in its second year), to implement a collaborative project based on *Shifting the Balance*. This initiative aims to align literacy goals across schools and embed best teaching practices. Teachers will work together using class profiles to identify student needs and develop shared text sets that support differentiated learning. Class routines will be aligned while integrating the Spirals of Inquiry framework.

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

Our primary method of assessing student progress is through ongoing teacher assessments, which offer valuable insights into each child's learning journey. In the early years, we utilize the Early Learning Profile (ELP) on the Clevr platform to monitor foundational skills and development. Additionally, we review data from the Foundation Skills Assessment (FSA) to gain a broader understanding of student achievement in key literacy and numeracy areas.

To capture a comprehensive picture of student well-being and learning, we also consider results from tools such as the Middle Years Development Instrument (MDI), Youth Development Index (YDI) and the Student Learning Survey. These assessments provide important information about students' social-emotional health, engagement, and overall school experience, which are critical factors in supporting academic success.

For our intermediate students, we use teacher-created/district assessments that focus on several core components of literacy, including reading comprehension, writing skills, phonics, and vocabulary development. These assessments are designed to align with curriculum standards and target specific areas of growth.

Assessment data is regularly reviewed to monitor growth and guide responsive instruction and intervention. Our goal is to support learners as they move from emerging levels of proficiency toward developing and, ultimately, proficient stages. This data-driven approach enables us to tailor instruction and interventions to meet the evolving needs of our students and ensure continuous improvement in literacy outcomes.

By June 2027, W.E. Graham Community School will improve literacy achievement across Grades K–10 through a balanced literacy program with accessible entry points for all learners. Using ongoing teacher assessments, ELP data, FSAs, district/teacher-created assessments, and well-being data from the MDI and Student Learning Survey, we aim for 70% of students to reach literacy proficiency.

Success Indicators:

- Grades 4/5/6 Emerging readers has decreased from **38% to 16%**, and Emerging fluency decreases from **23% to under 10%**.
- Below-grade-level spelling in Grades 4/5/6 drops from **50%+ to 30% or less**.
- The proportion of students at the Extending level increases from **15% to 20%+**.

School District No. 8 (Kootenay Lake)

School Learning Plan Template

- Grade 7–10 students show improved stamina, confidence, and engagement, with identified learners demonstrating **10–15% literacy growth**.
- FSA literacy continues its upward trend, confirming improved overall achievement.
- For K–3 students, we aim to see measurable growth in written expression, organization of ideas, and written stamina appropriate to developmental level.

What We're Doing

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

Priority	Embedded Actions
Lifelong Learners	<p>Phonemic Awareness Instruction: Both the <i>Heggerty</i> and <i>UFLI</i> programs promote consistent language and instructional routines, supporting early learners in developing foundational sound-awareness skills.</p> <p>Intermediate Literacy Support: Targeted instruction through <i>Corrective Reading</i> and <i>Reading Comprehension</i> interventions is provided for identified intermediate learners requiring additional support.</p> <p>Primary Literacy Support: Early Literacy Program (ELP) assistance is delivered by the Inclusion Support Teacher and Principal for primary students who need focused literacy development.</p>
Connected Learners	<p>Salmon Hatchery Project: Students in Grades K–6 engage in the Kokanee Salmon life cycle experience, supported by <i>Wildsight</i>, with integrated learning modules to deepen understanding of local ecosystems.</p> <p>Community-Based Swim Lessons: Two classrooms participate in local swimming instruction, promoting water safety and confidence through partnership with community facilities.</p> <p>Community and School Partnerships: Visits from CBAL volunteers to work with struggling readers. Year long.</p>
Caring & Inclusive Learning Culture	<p>In-Class Targeted Interventions: Focused academic support is embedded directly into primary classrooms to meet the specific learning needs of individual students without removing them from the learning environment.</p> <p>Social-Emotional Skill Building: The Inclusion Support Teacher and Principal help to provide direct social-emotional learning and social skills instruction to key learners who benefit from additional guidance and practice. This is in collaboration with the classroom teachers.</p>

School District No. 8 (Kootenay Lake)

School Learning Plan Template

	<p>Collaborative Mental Health Supports: Partnerships with local mental health agencies help establish a wraparound approach for select students, ensuring they receive consistent and coordinated care across both school and community settings. Students in grades 4-6 are also working through the Open Parachute framework. We are looking to become a home base for Foundry along with three other SD8 schools.</p>
<p>Culture & Identity Development</p>	<p>Learning Centres Rooted in Indigenous Ways of Knowing: Classroom activities are guided by the <i>First Peoples Principles of Learning</i>, emphasizing experiential, relational, and patient approaches to learning.</p> <p>Story Workshop Model: Students engage in creative storytelling that honours the role of memory, history, and oral tradition in knowledge sharing.</p> <p>Indigenous Literature in Instruction: The Aboriginal Success Teacher facilitates guided learning experiences using texts by Indigenous authors, offering students deeper insight into diverse worldviews and lived experiences.</p> <p>Ktunaxa/Sinixt Language Learning: All students receive introductory instruction in the Ktunaxa language, fostering respect for and connection to the traditional territory on which we learn.</p> <p>Community Engagement: Weekly visits from elders from the Slocan Valley to share in story and rich learning experiences for all students</p> <p>Salmon Feast in May which brings together school and community members</p>
<p>Career Development</p>	<p>Transition Program: Students participate in transition activities with Mount Sentinel</p>
<p>Where We Are Going (Equity-Focused Action Plan)</p>	
<p>Professional Learning (Describe the professional learning that will support meeting the target)</p>	
<p>Enhanced Primary Literacy Resources:</p> <p>Implementation of the <i>Heggerty</i> phonemic awareness program in primary grades, with accompanying online instructional videos to support teacher confidence and consistency.</p> <p><i>UFLI</i> program introduced for Grades K–3 to build strong decoding and phonics skills.</p>	

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

Virtual literacy sessions offered to Kindergarten and Grade 1 educators to explore best practices in early reading instruction.

The Writing Revolution was also introduced this year in the primary program.

Collaborative Literacy Planning:

Primary Success Meetings provide opportunities for teachers to discuss student progress and share strategies.

Grade-specific literacy sessions (e.g., for Grades 2/3) offer targeted support aligned with current classroom needs.

Literacy-focused Pro-D days emphasize evidence-based instruction, including resources such as *Shifting the Balance*, with staff having access to slide decks and curated links.

Strategic Staff Collaboration: Staff meetings include focused conversations on literacy instruction, with emphasis on aligning strategies to meet the needs of diverse learners.

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

Instructional Planning and Tiered Literacy Support

Collaborative Discussions at staff meetings: Staff are supported in using student data to develop and have developed comprehensive classroom profiles that inform instructional decision-making and responsive teaching practices.

Tier 1 – Core Instruction

Emphasis on *universal programming* that delivers the full curriculum, including both content and *Core Competencies*, to all students.

Instruction follows a scaffolded approach, gradually moving from foundational skills to more complex thinking and application.

Teachers collect ongoing evidence of learning to inform classroom planning and ensure alignment with student needs.

Sight word practice

Increased silent reading

Cross-curricular texts for literature circles

Public speaking

Tier 2 – Strategic Supports

Educators analyze assessment data to pinpoint specific skills or concepts needing reinforcement.

Flexible grouping strategies allow students to work in varied peer configurations based on skill level or learning goals.

In-class differentiation is embedded into daily instruction through tools such as leveled graphic organizers, fluency-building materials, vocabulary enrichment activities, and novel studies tailored to student readiness.

Understanding personal learning style and needs of students

Tier 3 – Targeted Supports for Priority Learners

Students with IEPs receive individualized support through Educational Assistants and specialized resources.

Assistive technology is utilized to remove barriers and support equitable access to learning.

The Inclusion Support Teacher (IST) and Principal provides targeted intervention, guided by current data and ongoing monitoring.

Working to increase student confidence, connection with others

Literacy Framework and Alignment

IST and Principal delivers focused intervention for Priority Learners based on Early Literacy Profile (ELP) data and other assessments.

Efforts are underway to establish a shared professional language among primary staff, promoting consistent understanding and implementation of instructional strategies.

All support structures—core, strategic, and targeted—are integrated to create a cohesive and responsive learning environment.

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

If we provide targeted supports for our students with lagging skills, or those who are not yet meeting expectations, we aim to see 70% of all students reaching literacy proficiency by the end of the year. A balanced literacy program needs to be provided and one that has access points for all students including our priority learners.

If we give explicit instruction (guided/exemplary) and many opportunities in all reading and writing genres we will see measurable improvement in student writing.

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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.

Street data:

- Curricular competency scale
- Proficiency scales
- Levelled groups
- Need to work on fact families, place value and Math vocabulary
- Observations
- Use of manipulatives at all levels has proven successful
- Kindergarten students struggling with patterning
- Some students cannot count to 10
- K students need help with sorting/grouping and shapes
- Classroom profiles
- Students from other schools are struggling
- Overall increased engagement in 4/5/6
- Grades 4/5/6 have shown significant growth in Numeracy for the last term. Of the 29 students, they went from 48% as developing to 27% . Further, students achieving proficiency or higher went from 31% to 58%
- Grades 7/8 have shown a slight decline in this area. In term one, 63% achieved proficient or higher and in term two, 53% achieved proficient or higher. This will be an area of growth for next year.

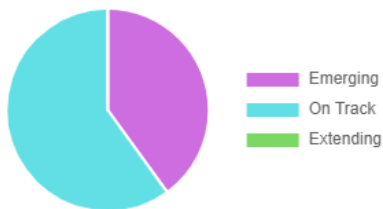
Map data:

- ENP
- Group work
- SNAP assessment

Satellite data:

- FSA scores; students in both grade 4 and 7 were not where we would like them to be
- Consideration of Student learning survey results to better understand student attitudes and experiences with Math

Grade 4 2025/26
Numeracy

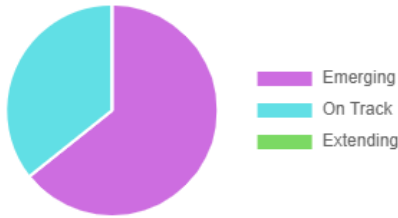


	Participation Rate - Writers Only	
	#	%
Emerging	2	40.00
On Track	3	60.00
Extending	0	0.00

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

Grade 7 2025/26

Numeracy



	Participation Rate - Writers Only	
	#	%
Emerging	9	64.29
On Track	5	35.71
Extending	0	0.00

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

- More project-based learning in Math
- Students do not have foundational math skills.
- Students struggle with test anxiety.
- Curriculum is modified and adapted for diverse learners.
- Focus on real world application keeps learning relevant which increases retention.
- Most students demonstrate a willingness to engage in mathematical problem-solving, even when concepts are challenging.
- Higher level thinking skills are developing.
- Need to work on computational fluency.
- Multi-step problems are proving challenging.

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

We strive to have all of our students be at the proficient level in math. We focus on the students who are emerging and provide extra support in and out of the classroom to help build student confidence. Our targets are tracked by using teacher assessment. Once again, we do look at the FSA results, but they do not provide the full picture due to the small sample size.

We do see in Numeracy in grade 7 that 64% of students are emerging. Our goal is to have these students at proficient by year's end. Numeracy will become more of a focal point in our goals for 2026/27.

Through our collaborative and systematic approach to literacy development across grades and classrooms, we've identified a growing need to adopt a similar structure for numeracy. We believe that increasing consistency across classrooms—while also fostering opportunities for skill-building and mathematical exploration—will support student growth in confidence, engagement, and perseverance.

- A coordinated focus on the key skills embedded in the *Big Ideas* of the numeracy curriculum, alongside a shared and consistent mathematical language across grade levels, is essential.
- Currently, students have had limited exposure to applying numeracy concepts in real-world problem-solving contexts. There is a clear need to emphasize the *why* behind the math to deepen understanding and relevance.

School District No. 8 (Kootenay Lake)

School Learning Plan Template

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

We aim to increase the number of students achieving proficiency in numeracy across all grade levels .

- We are focusing on multi-step problem solving, while continuing to have our student learn and practice the “basics” of math.
- We are working on the executive functioning for students to be able to remember and recall facts, organize information in their head, and transfer knowledge to a problem.
- FSA online and paper-based responses
- Classroom assessments and observations; provide evidence of students’ levels of achievements and willingness to engage in tasks.
- Fall/spring assessments and classroom profiles will indicate levels of confidence, or lack thereof, and their level of engagement

Student learning survey indicates increased/decreased feelings of competency in Math

By the end of the school year:

- **60% of students will reach proficiency** in numeracy.
- Students will demonstrate a **10–15% improvement on FSA numeracy tasks**.
- Classroom assessments will show increased accuracy in fact recall and improved success with multi-step problems.
- Student Learning Survey data will show a **10% increase** in reported math confidence.

What We’re Doing

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

Priority	Embedded Actions
<p style="color: #0070c0; font-weight: bold; margin: 0;">Lifelong Learners</p>	<p>Staff are developing a shared understanding and consistent use of assessment language, which helps track student progress in basic facts, problem-solving strategies, and their ability to explain mathematical thinking.</p> <p>Teachers are participating in the pilot phase of the district’s new <i>K–3 Primary Numeracy Assessment</i>, which helps identify early learning needs and guide instruction.</p> <p>Students are encouraged to explore multiple pathways to solve problems, promoting flexibility in thinking and deeper conceptual understanding.</p> <p>Educators help students reflect on their own learning, supporting them to identify personal strengths, areas for improvement, and evidence of growth over time.</p>
<p style="color: #0070c0; font-weight: bold; margin: 0;">Connected Learners</p>	<p>As students progress through the intermediate years, they are exposed to a consistent set of mathematical terms and</p>

School District No. 8 (Kootenay Lake)

School Learning Plan Template

	<p>explanations, creating continuity in their learning experience.</p> <p>Teachers across the grades use aligned language and shared strategies when introducing and reinforcing key math concepts, supporting a cohesive instructional approach.</p> <p>The <i>SNAP</i> math assessment is administered in all three intermediate classrooms throughout the year to monitor student growth and guide instructional planning.</p> <p>Staff works with Jonathan Brooks to discuss ideas and receive guidance on implementation and lesson planning</p>
<p>Caring & Inclusive Learning Culture</p>	<p>A more team-based approach has been adopted, where using common assessment tools and strategies, when possible, at set points in the year allows staff to compare results and work together to address areas of need.</p>
<p>Culture & Identity Development</p>	<p>Culture and identity development in numeracy involves recognizing that mathematical understanding is influenced by students' cultural backgrounds, ways of thinking, and lived experiences. By incorporating diverse cultural contexts, histories, and approaches to problem-solving, educators can enrich numeracy instruction, deepen conceptual understanding, and make mathematics more relevant and meaningful.</p>
<p>Career Development</p>	<p>Problem-based learning is grounded in real-life and real-world applications, allowing students to explore meaningful challenges and discover practical solutions.</p> <p>This method encourages students to adopt a positive attitude toward math, fostering the understanding that with patience and determination, they can solve problems successfully.</p>
<p>Where We Are Going (Equity-Focused Action Plan)</p>	
<p>Professional Learning (Describe the professional learning that will support meeting the target)</p>	
<p>We are collaboratively working on a School Planning teams with another school. Ms. Gardner worked with elementary colleagues on SNAP assessment practice and Learning Ladders. She also spent some money on much needed math resources for our small rural school.</p> <p>We continue to be involved with the District Math teacher, Jonathan Brooks</p>	

School District No. 8 (Kootenay Lake)

School Learning Plan Template

We work as a small staff to collaborate and share what we are doing in our classrooms and what we are learning for strategies for children. Our math lead is Signy Fredrickson.

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

What Students Need to Be Able to Do:

- Apply their understanding of number facts quickly and accurately.
- Work through multi-part questions using clear strategies.
- Organize information, hold details in working memory, and carry ideas from one step of a task to another.
- Demonstrate understanding on both digital and paper-based assessments.
- Engage confidently with math tasks and communicate their thinking.

How We Will Support Students:

- Provide short, daily practice that strengthens fact recall and number sense.
- Teach consistent problem-solving routines that help students break down and analyze complex questions.
- Use visual tools, worked examples, step-by-step models, and guided practice to support reasoning.
- Build executive functioning skills through checklists, planning organizers, and reflective thinking routines.
- Incorporate regular exposure to FSA-style items so students are familiar with formats and expectations.
- Use classroom observations, assessments, and student feedback to monitor growth in accuracy, engagement, and confidence.

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

When educators purposefully align their instructional practices with the numeracy curriculum and systematically analyze data from assessments to identify specific gaps in students' number sense, they are empowered to design highly targeted and responsive learning experiences. This data-informed approach enables the development of intentional instructional strategies that directly address students' individual learning needs. By providing regular, focused practice in these foundational areas, students are more likely to build deep conceptual understanding and fluency in numeracy. Over time, this sustained and strategic focus is expected to yield measurable and meaningful growth in student achievement, as evidenced by improved outcomes on subsequent assessments and overall numeracy proficiency.

School Determined

Goal Statement

To foster a strong, school-wide sense of community by emphasizing care for oneself, others, and the environment.

Where We Are At

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

Satellite Data:

School District No. 8 (Kootenay Lake)

School Learning Plan Template

- Provincial and district-level surveys including the Student Learning Survey, Middle Years Development Instrument (MDI), YDI, and Early Development Instrument (EDI) play a minimal role as the sampling is so small
- Specific focus on MDI results to assess student well-being and engagement. Again, not as relevant as street data as only a small percentage of students are surveyed which does not give a valid result
- CHEQ survey in Kindergarten
- This data is only a limited sample of our school population. Although it does provide some relevant information, it's translation into how it is used in the school is limited as only a small percentage of the student body are represented which does not give the most valid result.

Map Data:

- Increased student participation in school events, indicating a rise in overall engagement.
- Active involvement of Grade 9 and 10 students in leadership roles
- Broader student engagement in collaborative school-wide initiatives
- Monthly school-wide assemblies promoting community engagement.
- Participation in events such as Orange Shirt Day, Remembrance Day, School Spirit Days, visits from Indigenous Elders

Street Data:

- Anecdotal evidence of enhanced parent engagement, including feedback and comments collected from the Parent Advisory Committee (PAC) and individual parent interactions.
- Anecdotal evidence from teachers, observations; this is determined by staff to be the most important indicator.
- Integration of PBIS into school culture; focus on student behaviour in a positive way; celebrations displayed on school bulletin board as well as during school-wide assemblies.

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

MDI (Middle Years Development Instrument)

Assessment:

Students are demonstrating an ability to review and reflect on previously taught lessons, articulate and apply problem-solving strategies, set personal learning goals, and present their work through creative and diverse methods. There is an emphasis on offering students voice and choice in determining aspects of their learning pathways.

Indigenizing the Curriculum:

Curriculum initiatives include integrating the study of Indigenous languages, histories, and cultures, with a focus on local First Nations communities. These learning opportunities occur both within classroom settings and through experiential learning outside of school.

Engagement:

Student engagement levels remain an area for growth. Current observations show limited opportunities for students to exercise voice and choice in their learning experiences and to collaborate on projects with peers.

School District No. 8 (Kootenay Lake)

School Learning Plan Template

Human Development:

The development of students' mental health, physical self-awareness, and empathy towards others continues to be a focus area, supporting the holistic growth of each learner.

Intellectual Development:

Students are being encouraged to engage in creative thinking processes and to explore innovative ideas and solutions across various disciplines.

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

What is happening for our learners?

Current data suggest improvements in key areas such as belonging, safety, and emotional well-being; however, challenges remain around engagement, physical wellness, and deeper intellectual development.

How do we know?

Evidence is drawn from provincial instruments (MDI, EDI, YDI, Student Learning Survey), school-level participation metrics, and anecdotal feedback from students and families.

Why does it matter?

Fostering a strong sense of belonging, promoting well-being, and developing lifelong learning skills are foundational to student success both within and beyond the classroom.

A strong sense of belonging, community connection, and personal identity within the school are foundational to the success of every child.

Through open conversations with students, and discussions at staff meetings, there was broad consensus on the need to rebuild relationships, enhance connectedness, and foster a stronger sense of belonging throughout the school community.

In reviewing the Student Learning Survey data and engaging in staff discussions, it became clear that updating the school's Code of Conduct and strengthening a culture of safety and belonging were necessary priorities. Data shows positive progress in these areas. Updated school and district codes of conduct have helped strengthen consistency around expectations, safety, and belonging.

We will be advancing restorative justice practices, and promoting inclusion, all of which have been identified as growth areas in the Student Learning Survey as well as other data gathered by teachers in school-based assessments, surveys and observations.

Target (Specific and measurable statement of the desired improvement)

We want to see:

- Increased evidence of belonging through student learning surveys
- Evidence of less conflicts on the playground and in the classroom
- Evidence of more students able to accurately assess their current emotional status

At W.E. Graham Community School, students, staff, and families are intentionally working to foster an inclusive and connected school community. Through regular daily, weekly, and

School District No. 8 (Kootenay Lake)

School Learning Plan Template

monthly events, the school promotes care for self, others, and the environment as foundational principles of belonging.

Key Indicators of Progress:

- Improved Student Learning Survey results for Grade 4, 7 and 10 students in areas of "belonging" and "safety."
- Increased number and participation in school-wide events that strengthen community ties and celebrate shared achievements.
- Collaboration with the Parent Advisory Council (PAC)
- More cross-grade collaboration (and work with Winlaw Elementary), including buddy reading and shared learning activities.
- Reduction in behavioral incidents across the school (PBIS)
- Teacher observations are key
- Increase in students reporting that they feel a strong sense of belonging and that they are cared for and valued by staff.

By the end of the school year, students at W.E. Graham Community School will demonstrate increased belonging and emotional regulation, shown by:

- Improved Student Learning Survey scores (+10% in belonging/safety).
- Fewer PBIS-tracked behaviour incidents (-15%).
- More students accurately self-assessing emotions (80% accuracy during routine check-ins)

What We're Doing

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

Priority	Embedded Actions
Lifelong Learners	When students see themselves as capable learners and are supported to grow at their own pace, they develop confidence and a sense of belonging in the learning process. Encouraging curiosity, perseverance, and voice in learning helps all students feel valued and included.
Connected Learners	Belonging is nurtured when students feel meaningfully connected to others—peers, educators, and the wider community. Opportunities for collaboration, mentorship, and global engagement strengthen relationships and help students see their place in a broader learning network.
Caring & Inclusive Learning Culture	A culture of care, safety, and inclusion is foundational to belonging. When all students feel seen, heard, and respected—regardless of background or ability—they are more likely to engage, take risks, and thrive academically and socially.
Culture & Identity Development	Belonging grows when students' identities, cultures, languages, and lived experiences are reflected in the learning environment. Honouring and integrating diverse perspectives affirms students' sense of self and strengthens community.

School District No. 8 (Kootenay Lake)

School Learning Plan Template

Career Development	Helping students explore meaningful pathways that reflect their strengths, interests, and aspirations reinforces their sense of purpose and belonging in both school and the wider world. Personalized guidance and exposure to diverse opportunities help each student feel they have a place in the future.
Where We Are Going (Equity-Focused Action Plan)	
Professional Learning (Describe the professional learning that will support meeting the target)	
<p>Current Initiatives Supporting School Growth</p> <ul style="list-style-type: none"> • Student Voice and Leadership: Commitment to regular student-led sharing during assemblies to celebrate learning and foster student agency. • Revitalization of School-Wide Events: Rebuilding traditional school events to strengthen community connections and create shared experiences. • Support for Vulnerable Students: Weekly Student-Based Team (SBT) meetings — involving Inclusive Support Teacher (IST), Principal and other relevant staff — to review student needs and implement targeted supports. • Professional Development: Participation in scheduled Professional Development Days as well as ongoing professional learning opportunities that align with Personal Learning and Development Plans. • Collaborative Assembly Planning: Staff work together to design inclusive assemblies featuring student presentations, visible learning, and leadership opportunities 	
Student Learning (What student learning strategies will support meeting the target?)	
<p>Outdoor Education</p> <ul style="list-style-type: none"> • Renewed emphasis on outdoor field trips to connect students with natural environments and extend learning beyond the classroom walls in all classes at WEG • Continued participation in school-wide winter outdoor activities to promote physical engagement and team building. <p>In a school with a large outdoor learning component, student learning strategies should align with experiential, place-based, and active learning principles. The outdoors provides a powerful, dynamic context for enhancing engagement, developing real-world skills, and achieving academic targets—especially when strategies are intentionally designed to meet curriculum outcomes.</p> <p>Student Learning Strategies</p> <p>Experiential Learning (Learning by Doing)</p> <ul style="list-style-type: none"> • Students engage in hands-on activities such as planting, habitat exploration, or construction projects to understand scientific, mathematical, trail-building/maintenance, skiing, biking, walking, and hiking. • Boosts understanding through active participation, helping students retain concepts better. 	

Place-Based Learning

- Connects curriculum content to local environments, cultures, and community issues
- Increases relevance and motivation, enhancing performance in targeted learning areas.

Project-Based Learning (PBL)

- Long-term projects that integrate multiple subjects, often rooted in outdoor or community-based challenges.
- Encourages critical thinking, collaboration, and deeper understanding across curriculum strands.

Inquiry-Based Learning

- Students develop questions based on outdoor exploration, conduct investigations, and present their findings.
- Builds analytical skills and student agency—key for achieving learning targets.

Outdoor Literacy and Numeracy Activities

- Integrate reading, writing, and math into natural settings using environmental prompts.
- Reinforces core skills in engaging, non-traditional contexts.

Student-Led Learning and Peer Teaching

- Students take on leadership roles during outdoor tasks, guiding peers or presenting findings to the class.
- Builds confidence, reinforces content knowledge, and enhances communication skills.

Reflection and Metacognition

- Incorporate regular reflection journals, group debriefs, or video logs to help students process learning experiences.
- Supports goal-setting and self-awareness, helping students track their own progress toward learning targets.

Cross-Curricular Thematic Units

- Design outdoor learning units that meet objectives in multiple subjects at once.
- Efficiently addresses curriculum targets while increasing engagement and retention.

How to leverage these strategies:

- **Use assessment tools aligned with outdoor tasks** (rubrics, checklists, portfolios).
- **Track progress toward academic goals** even in non-traditional environments.
- **Involve students in setting goals** for outdoor learning experiences.
- **Train staff in outdoor pedagogies** to maintain instructional quality outdoors.

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

By strengthening connections within our school community and across classrooms, we will foster belonging, increase inclusion, and enhance feelings of safety for students and families.