

# 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: 2023 - 2024 School Year School: Crawford Bay School

### Vision and Mission

Listen closely, seek truth, walk proudly, share love

Respectfully learning together in a connected and caring community.

### School Profile

We are a rural K-12 school with a population that ranges from about 70 to 80 students.

Our school was the first LEED (Leadership in Energy and Environmental Design) Gold school in BC, and it is gorgeous. Our learning spaces are comfortable, calm, flexible, with lots of natural light, wood and equipped for any kind of learning we can imagine. Our classes are all multi-age, creating opportunities for deep connections, student leadership and creative groupings. Our secondary elective offerings change from year to year, depending on what our students hope to take and what our staff expertise is. They can include Spanish, Philosophy, Woodwork, Film Production, Culinary Arts and more. Given our unique immediate natural surroundings, we have a strong focus on nature-based, and place-based learning. We strive to have student learning embedded in the community, using local expertise to enrich our classroom learning.

We are famous for our abundant school garden and delicious PAC run hot lunch program, neither of which would be possible without the dedicated volunteers who come year-round.

Our staff are dedicated, deeply creative and flexible in their work. They draw on a wide range of skills and passions to create a meaningful, enriching, and safe learning environment for all learners. They are responsive to student voice and strive to create bridges with families and the wider community. We are fortunate to build upon a strong foundation made over the decades by many dedicated staff and families. This history is important to this community.

Our learners come from all over the East Shore, including the communities of Riondel, Kootenay Bay, Crawford Bay, Gray Creek, and Boswell.

Between 32%-38% of families request financial support with fees, supplies and food. Last year we subsidized the hot lunch program with over \$9000, through grants, school budget for vulnerable students and fundraising.

Our StrongStart facility on the premises is the only early childhood program in our area, and therefore the first contact with the school community for many families.

There are very few services in the area. Families must go an hour away to access medical specialists, RCMP and most mental health supports.

The ferry is a barrier to accessing some employment opportunities due to its limited schedule 10 months of the year. Families need to go to other communities to get to a full grocery store, buy their children shoes and school supplies etc.

Kaslo Community Services provides limited in-person counseling in the building for youth and families.

There are several active community groups creating a wide range of opportunities for physical, social, and creative after school activities and the school is widely accessed for these classes and groups.

### Consultation Process

#### Staff

Staff meetings, Planning Day – September 22<sup>nd</sup>, 2023.

Teachers brought their Class Profiles to planning day as part of their preparations

#### Students

Both formal and informal collection of data through class discussions, leadership class, and secondary visioning

Talking with grads and former grads

Assessment data – school-based and provincial data

Class profiles

#### Parents

PAC meeting September

Parent survey including some details from our SD8 Strategic Plan and examples of what we are doing:

\*\* 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.

# School District No. 8 (Kootenay Lake)

## School Learning Plan Template

- Literacy - what key literacy skills are most important in preparing for life beyond school?
- Numeracy- what key numeracy skills are most important in preparing for life beyond school?
- School-based goal: out of the SD8 Board of Trustees Strategic Priorities, what are your priorities?
- What is important to you? Some examples might be: building resiliency in learning, school communication, parent involvement.

Ongoing parent conversations

Indigenous Representation

Aboriginal Education department guidance  
 Conversations with school-based Aboriginal Education staff  
 Conversations with parents of Indigenous students  
 Ongoing learning from Indigenous students  
 Working in our school with Donna Wright, Elder in Residence

### Coherence and Alignment

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

<h1 style="margin: 0;">Literacy</h1>
Goal Statement
Improve literacy proficiency for all learners.
Where We Are At
Literacy Data (Include provincial, district, and school level data as available)
<p>In a very small school, we need to look at individual student results vs whole class results, as our sample size is too small for generalizations.</p> <p>FSA, ELP, provincial assessments</p> <p>Grad rates</p> <p>Shelley Moore class profile</p> <p>In class Reading and Writing assessments</p>
Analysis (What objective trends do we see based on the data?)
<p>FSA Literacy results show some strengths in reading and room for growth in writing</p> <p>FSA Numeracy results show growth needed in word problems, graphing and number sense</p> <p>ELP data – just coming out now for this year.</p> <p>Grad rates for 22-23 – 100% grad rate, 5 graduates. One of whom is currently attending post-secondary training. (For 2023-2024 we have 5 grads, one of whom is in Youth Train in Trades and the rest are going to university.)</p> <p>Small sample means that provincial assessments are hard to pull trends from</p> <p>Teachers see the need for consistent growth in the foundational years and for increased resilience, independence and self-motivation in learning.</p>
Rationale (What is going on for our learners? How do we know? Why does it matter?)

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

We see the link between increasing confidence and joy in literacy with increased resilience and mastery in reading and writing.

We will continue our focus on student resilience when faced with normal learning challenges.

We have seen that attendance rates have a connection to resiliency in learning

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

Students will share a feeling of joy and growth mindset about their reading and writing engagement over this school year as measured in core competency reflections

Reading levels will increase, assignment completion rates will increase.

This language is broad as we are focusing on K-12, so each level will engage in specific ways

### What We're Doing

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



List each strategic priority, and provide exemplars of connections to support the goal:

#### Lifelong Learning

- Focus on increasing student interest and engagement in literacy by having Middle school learners create game-based learning for primary classes
- Students sharing profiles of local heroes in assemblies – connects current learning to adults in community to inspire future thinking
- Working with DESK to align student supports for those cross-enrolled.

#### Career Development

- Articulate how the building blocks in literacy connect to future possibilities

- Connect projects to student passions - choice

#### Cultural and Identity Development

- Books and resources chosen to increase awareness and understanding- examples: The Giving Tree: A Retelling of a Traditional Métis Story, Fatty Legs, Older grades, Indigenous authors fiction and non-fiction Literacy Circles
- Working with Elder Donna Wright in learning songs, Indigenous Ways of Knowing, Restoration Circles

#### Connected Learners

- Mentorships, cross grade learning, leadership
- Student-led morning announcements, with word puzzles, math challenges, Ktunaxa word of the day etc

#### Caring and Inclusive Learning Culture

- Co-creating new frameworks for supporting SEL growth
- Striving to understand the Learning Pit and build self-esteem and empathy when things get hard.

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

- SLDP teacher Lara Draper engaged in a Spiral of Inquiry around middle school learners working with primary learners.
- ELP and the numeracy version
- The Learning Pit and the 7 C's of resiliency: competence, confidence, connection, character, contribution, coping and control
- The Critical Thinking Consortium
- Adrienne Gear's work
- Faye Bownlie's work
- Secondary Philosophy class sharing learning SEL with younger students

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

Half of our middle school students will engage in a teacher supported Spiral of Inquiry :

## School District No. 8 (Kootenay Lake)

### School Learning Plan Template

What is going on for our K/1 learners in letter, sound and site word recognition?  
 What do we remember about our own early literacy learning, what was hard, what did we love most?  
 What kind of games could we make to play with them that would increase specific literacy skills?  
 Students will create small group games focused on specific skills, as guided by their teacher and the K/1 teacher.  
 They will have a round of playing the games in small groups.  
 What is working?  
 What games don't seem to show growth?  
 What can we change to make the games even more effective and engaging for the K/1s?  
 And then go back and do it again.  
 The teacher will reassess their letter, sound and site word recognition, and the students will shift their games.

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

If our middle school students engage in Spiral of Inquiry around increasing literacy skills with our primary learners, we expect the early building blocks of letter, sound and site word learning will increase through practice, games and fun connections with older learners. We expect that primary learners will intuit the flow of their literacy learning as they see what their older friends can do in this subject.  
 We expect that some of our middle school learners, who may have missed some literacy building blocks, will benefit from designing games to enhance specific skills. The work of designing a Spiral of Inquiry for middle school learners focuses on deep questioning, reasoning, communication, measurement and data collection.

## Numeracy

#### Goal Statement

Improve numeracy proficiency for all learners.

#### Where We Are At

#### Numeracy Data (Include provincial, district, and school level data as available)

FSA  
 ENP  
 Grad rates  
 Shelley Moore class profile  
 In class Numeracy assessments  
 Coming soon – Coast Metro assessments

#### Analysis (What objective trends do we see based on the data?)

FSA results

# School District No. 8 (Kootenay Lake)

## School Learning Plan Template

ENP data.  
Grad rates for 22-23 – 100% - 5 grads.  
Small sample means that provincial assessments are hard to pull trends from, though results are low.  
Teachers see the need for consistent growth in the foundational years and for increased resilience, independence and self-motivation in learning.

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

The link between increasing confidence and joy in numeracy with increased resilience and mastery in numeracy problems is clear to us- it needs not be a chore, but focused intention.  
We will continue our focus on student resilience when faced with normal learning challenges.  
We believe attendance rates can have a connection to resiliency in learning

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

Students will share a great sense of joy and growth mindset about their Numeracy over this school year  
Confidence in word problems levels will increase, assignment completion rates will increase  
The language is open as we are focusing on K-12, so each level will engage in specific ways

## What We're Doing

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



List each strategic priority, and provide exemplars of connections to support the goal:

#### Lifelong Learning

- Connecting numeracy word problem learning to interests students have in their lives
- Focus on increasing student interest and engagement in numeracy by having Middle school learners create game-based learning for primary classes
- Working with DESK to align student supports for those cross-enrolled, with the assistance of the CBS secondary math teacher.

#### Career Development

- Articulate where all building blocks in numeracy are leading
- Connect projects to student passions

#### Cultural and Identity Development

- Books and resources chosen to increase awareness and understanding
- Linking math learning to Indigenous knowledge
- Connecting learning in the environment to math concepts

#### Connected Learners

- Mentorships, cross grade learning, leadership
- Student led morning announcements – math challenges and celebrations in monthly assemblies for those who completed them

#### Caring and Inclusive Learning Culture

- Co-creating new frameworks for supporting SEL growth
- Striving to understand the Learning Pit and build self-esteem and empathy when things get hard.

## Where We Are Going (Action Plan)

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

- District Primary Numeracy assessment with Cheryl Makeiv
- Understanding and teaching the Learning Pit to promote resiliency in numeracy

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

- Coast Metro resources
- Power of 10 in early years
- Connecting with DESK to link what we are doing with what DESK offers for higher grades

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

Half of our middle school students will engage in a teacher supported Spiral of Inquiry :  
What is going on for our grade 2/3 learners in understanding number concepts, addition and subtraction, time sense, and pattern learning?  
What do we remember about our own early numeracy learning, what was hard, what did we love most?  
What kind of games could we make to play with them that would increase specific numeracy skills?  
Students will create small group games focused on specific skills, as guided by their teacher and the grade 2/3 math teacher.  
They will have a round of playing the games in small groups.  
What is working?  
What games don't seem to show growth?  
What can we change to make the games even more effective and engaging for the 2/3s?  
And then go back and do it again.  
The teacher will reassess their numeracy skill growth, and the students will shift their games for another round.

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

If our middle school students engage in Spiral of Inquiry around increasing numeracy skills with our grade 2/3 learners, we expect the early building blocks of number concepts, addition and subtraction, time sense and pattern learning will increase through practice, games and fun connections with older learners. We expect that primary learners will enjoy the practice and discovery of math learning as they see what their older friends can do in this subject.  
We expect that some of our middle school learners, who may have missed some numeracy building blocks, will benefit from designing games to enhance specific skills. The work of designing a Spiral of Inquiry for middle school learners focuses on deep questioning, reasoning, communication, measurement, and data collection, among other core and curricular competencies.

# School District No. 8 (Kootenay Lake)

## School Learning Plan Template

<b>School Determined</b>
<b>Goal Statement</b>
To engage in processes to build a connected and positive school culture
<b>Where We Are At</b>
<b>Data (Include provincial, district, and school level data as available)</b>
<p>High staff turnover over the last decade, and a super dedicated and engaged staff</p> <p>Some students and families choosing home-schooling or other secondary schools</p> <p>Vandalism reports and discipline records showing high levels of substance use in secondary grades</p> <p>Attendance records</p>
<b>Analysis (What objective trends do we see based on the data?)</b>
<p>Half of teaching staff were hired last year or the current school year</p> <p>High turnover of principals over the last 8 years.</p> <p>Our school is in the process of undergoing many transitions with staff and students.</p> <p>The PAC membership has changed a lot over the last 2 years.</p> <p>We hope to create new structures and re-establish old successful structures to work towards growing school pride and positive feelings for students, staff, and the greater community.</p> <p>We don't have a clear idea of the number of students/families choosing other options for learning and this is a gap in our data.</p> <p>Did a survey in the fall: "what makes a teacher great?" with learners</p> <p>Will redo this in the spring to see how answers have changed.</p>
<b>Rationale (What is going on for our learners? How do we know? Why does it matter?)</b>
<p>Concerns about students not having the courses they need to graduate (this is not the case, but it is a perception)</p> <p>Families are cautious about forming connections and building relationships due to high staff (and most especially principal) turnover.</p> <p>Attendance levels show some unawareness around the need to be in school to engage in the vital learning in classes, that it can't be caught up through looking at assignments on google classroom or work sent home.</p>
<b>Target (Specific and measurable statement of the desired improvement)</b>
<p>Creating structures and expectations that will be visible and continue year over year to increase community connections and shared understanding of who we are as a school and how we do things.</p>
<b>What We're Doing</b>

# School District No. 8 (Kootenay Lake)

## School Learning Plan Template

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



List each strategic priority, and provide exemplars of connections to support the goal:

#### Lifelong Learning

- Connecting to a variety of leaders to enhance what students know about how their learning leads to all kinds of out of school opportunities.
- ADST days
- Student voice in electives – i.e. Media Production can be several courses, depending on student passions

#### Career Development

- Mentorships – beginning at earlier grades
- Connect learning projects to student passions

#### Cultural and Identity Development

- Elder Grandmother Donna drumming and singing with us, Leading Restoration Circles, sharing knowledge and Indigenous Ways of Knowing, building up our kids and their celebration of culture
- Morning announcements and the Ktunaxa word or concept of the day
- School wide art project linking with Selkirk on a Turtle Island Mural

#### Connected Learners

- Cross grade learning, leadership
- Celebrating school community accomplishments and place
- Celebrating the gifts of Crawford Bay School in the local paper and all around the community
- Community events such as Fall Festival of Learning, Garden Volunteer Day and Lunch on us!

#### Caring and Inclusive Learning Culture

- Co-creating new frameworks for supporting SEL growth
- Striving to understand the Learning Pit and build self-esteem and empathy when things get hard.
- Calling families when children are missing too much school so we know why and build the bridges to stronger connection and attendance.
- Having all classes with the supports all students need to thrive – i.e. the learning centre is for everyone

### Where We Are Going (Action Plan)

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

- Kyoko Conne leading a project on building positive community relationships by increasing school visibility through service, sharing student learning on place-based learning and Indigenous ways of Knowing.
- Reinventing the CBS Handbook – so everyone knows who we are and what our values are
- Building on opportunities to show who we are in the community:
  - Monthly submissions to the East Shore Main Street celebrating who we are
  - Increasing traffic on our website
  - Having an Open House for all local families – Fall Festival and Spring Festival for family fun, food and learning
  - Student Leadership through the school
  - Rigorous attention to kind and inclusive language and actions
  - Shared language around our positive school culture

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

- Morning announcements
- Articulating peer led problem solving
- Student choice in electives



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

Our K/1 teacher Kyoko Conne is co-creating a project with the Jewett teacher focused on building positive relationships between our schools and communities through place-based education with a focus on Indigenous ways of knowing, outdoor education, service, and social studies. Students will show their learning throughout the communities in a number of ways: by posting their art or learning about our environment and Ktunaxa culture on the Ferry, making cards for seniors, interviewing local movers and shakers etc. Students will benefit from seeing their work make a tangible impact in their communities. They will increase their sense of place and find new ways to contribute. We hope to see our students and their families grow more connected to the schools. We hope our students will develop more agency and grow as self-regulated lifelong learners who see their work as valuable

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

If we reach out to community to demonstrate how we are providing a relevant, personal, rigorous and well-rounded education for all learners by making our learning and structures visible and relatable, we will increase our student, family and community pride and connection with our school.