

# 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 2024

School: South Nelson Elementary School

### Vision

**Vision: South Nelson GROWS Great kids who:**  
*have Great attitudes,*  
*are Respectful*  
*and Openminded,*  
*Work together,*  
*and are Safe*

### School Profile

- Approximately 200 students
- Grades K-5 neighbourhood school with extended catchment to south of city
- 2% bussed students
- 9 classrooms - all split grade configurations
- Shared spaces with Nelson Homelinks, SN KidzKlub and Strong Start
- Students leave South Nelson and transition into Trafalgar Middle School
- There are some buddy class collaboration with Trafalgar classes, as it is one block away
- Mixed socio-economic level with school supporting approximately 10% of students around food security

### Highlights and Celebrations:

- Strong, cohesive staff who create a welcoming space for students and families.
- We have a strength in supporting a breadth of diverse learners and have various programming and design features to help students succeed.
- Many lunch clubs and activities to help build connections and leadership opportunities
- Student council is very active in organizing school wide events
- Strong environmental and sustainable awareness through food cycling, recycling, outdoor programming and field trips
- We have a very involved PAC who support many educational programs, hot lunch and family connection events.

### Consultation Process

#### Staff

- School Planning Day in September 2023 including Teachers, Education Assistants, parents, and Principal.
- Ongoing collaborative work together through staff meetings
- School-based team meetings
- Collective professional learning
- School based Professional Development

#### Students

- April 2024 Student Learning Survey for Grade 4's
- Ongoing assessments, observations, and interactions with all K-5 students
- Student council

#### Parents

- Monthly PAC meetings
- Weekly communication update & responses

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- Website Weekly Blog
- Classroom Weekly Updates
- Parents were invited to the Sept 2023 School Planning Day
- FSA results sent to parents
- Parent meetings
- School surveys

### Indigenous Representation

- Collective work with District Aboriginal Education Department and connection through South Nelson Aboriginal Education Academic Success Teacher
- Participation in Indigenous Education events & ongoing professional learning
- Influence of First People's Principles of Learning
- Student council representation with targeted indigenous student voice

### 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. Specifically, students will expand their writing by providing evidence and detail.

### Where We Are At

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

Types of data include:

- Writing samples across the grades
- Student portfolios and self assessments
- Classroom-based teacher, self, and peer assessments
- Fall/Spring writes
- Class profiles
- Learning update results
- FSA results
- Student learning surveys
- ELP data

See *Appendix 1: Literacy Data* for detailed data

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

- Classroom assessments show strong reading with slightly lower writing in some grades.
- FSA writing results, as a cold draft write, show lower scores.
- 2023-24 Gr. 1 cohort has lagging skills
- ELP data indicates strong early literacy skills

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

- Through a focus on literacy across the grades, including primary literacy groups for many years and the Early Learning Profile for the past two years, South Nelson has strong evidence of success in reading development.
- We have noticed a trend in students having limited written output and stamina for writing more detailed passages as would be expected in grade level performance standards.

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- Challenges to writing success were seen in grade 4 FSAs in particular, where many students struggled in their cold draft writing during the FSA assessment.
- Gr. 1 cohort has diverse needs which is reflective in their achievement

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

- Students will write more detailed sentences according to grade level expectations (eg. Triple scoop words, descriptive writing, etc)
- Students will demonstrate proficiency in a variety of writing modalities
- 2024-25 Gr. 2 cohort will increase proficiency in grade level literacy skills

### 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
- Integrated literacy instruction throughout the curriculum
- Direct instruction in a variety of writing genres
- Use of exemplars at various levels across the grades for instruction and self, peer, and teacher assessments.
- Use of Performance Standards throughout the year for assessment for learning, peer and self-assessment and assessment of learning
- Regular ELP assessment and direct skill instruction
- Fall and spring writing assessments. The fall assessment will be used to determine levels, needs and focus of literacy groups from K - 5. Use of Performance Standards and collaborative marking will be used for consistency of and skill analysis.
- Primary literacy groups and writing (K-2) support needs based literacy development, differentiation, and inclusion of all students
- Core-competency goal setting and self-evaluation

### Where We Are Going (Action Plan)

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

- ELP training expanded to include grades 2/3 teachers - continue need to in-service as new teachers join SNE
- 'Blazing Pencils' from Writing Power
- Google Read & Write, keyboarding programs, and other technology supports
- Research & collaborative development of writing exemplars

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

- Continue with ELP assessments
- Continue primary reading groups structure

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- Continue primary writing groups structure
- Continue with 'Story Workshop' across grades
- Keep K/1 literacy centers
- Expand use of 'Sight Word Blitizes' for grades 1 & 2
- Introduce 'Quiet Writing' time similar to 'Quiet Reading' time
- Investigate 'Blazing Pencils' from Writing Power program to practice learning to write fluently
- Use exemplars to know what we are looking for and to practice self & peer assessment
- Use supportive technologies for writing, including Google Read & Write and keyboarding programs
- Pen Pals for authentic writing opportunities
- Poetry Slam
- School published books to add to our SNE Library

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

Example: If we do X....then we expect Y to happen because....(research-based indicators)

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

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<h1>Numeracy</h1>
<b>Goal Statement</b>
<p style="text-align: center;">Improve numeracy proficiency for all learners.</p> <p style="text-align: center;">Students will increase their confidence in mathematics by applying numeracy skills.</p> <p style="text-align: center;">Students will demonstrate confidence and willingness to engage in both foundational skills activities &amp; open-ended inquiries in mathematics.</p>
<b>Where We Are At</b>
<b>Numeracy Data (Include provincial, district, and school level data as available)</b>
<p>Types of data include:</p> <ul style="list-style-type: none"> <li>Math samples across the grades</li> <li>Student portfolios and self assessments</li> <li>Classroom-based teacher, self, and peer assessments</li> <li>Fall/Spring assessments</li> <li>Learning update results</li> <li>FSA results</li> <li>Student learning surveys</li> <li>ENP data</li> </ul> <p>See <i>Appendix 2: Numeracy Data</i> for detailed data</p>
<b>Analysis (What objective trends do we see based on the data?)</b>
<ul style="list-style-type: none"> <li>Strong results in math overall</li> <li>FSA data: 89% of students were “on track or extending” (up from 81% in 2022-23)</li> <li>School based data – apx 85-100% of students were prf/ext in math expectations (except Gr. 1 cohort at 58% and Gr. 5 cohort at 70%)</li> <li>2023-24 Gr. 1 cohort had lagging skills. With focused instruction, proficiency scores increased from 58%-70%</li> <li>SLS data does not demonstrate as strong results in students’ opinions about math (eg. Only 52-68% of students feel like they are improving in math)</li> <li>Observational/anecdotal data indicate that though students have strong scores in computation, it is difficult for them to translate this learning to problem solving or transferring of application to another context</li> <li>General attitudes about math are low</li> </ul>
<b>Rationale (What is going on for our learners? How do we know? Why does it matter?)</b>
<ul style="list-style-type: none"> <li>Through our work with a systematic approach across grades and classrooms in literacy development, we are recognizing a need to replicate a similar process for numeracy. We have a hunch that developing consistency across our classes, while giving opportunities for skill development and mathematical exploration, will help our students with confidence, engagement, and perseverance.</li> <li>Systemically looking at the skills identified in the Big Ideas withing the numeracy curriculum as well as a consistent common language for these skill across the grades is important.</li> <li>Students have had limited opportunity for the application of numeracy concepts to real-life problem solving. There is a need to understand the “why”</li> </ul>

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

- FSA online & paper-based responses will be a very clear target, including both the results and observing students' level of engagement and expression of confidence through the sessions.
- Beyond FSAs, classroom assessments & observations will provide evidence of students' levels of achievement and willingness to engage in tasks.
- Fall/Spring math assessments and profiles will indicate higher levels of confidence, levels of engagement.
- 2024-25 Gr. 2 cohort will increase proficiency in grade level numeracy skills
- Student learning survey will indicate increased feelings of competency in math

### 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
- ENP for Gr. K/1
- Structured math instruction that with rotations that includes games, levelled technology, small group work
- Incorporate and teach math games as a way to deepen skill learning, application of concepts and improve attitude towards math
- Use technology to differentiate and individualize math instruction
- Utilize number talks (Marian Small – Open Questions) as a way for students to explore numbers and mathematical thinking
- Expand on the success of our early years literacy groups to create a similar program around numeracy
- Use of Class Dojo & student-led presentations of learning to parents & peers.
- Spring and Fall school core competency surveys regarding attitudes towards numeracy and math learning.
- Use common assessment to be used in Fall and Spring (i.e. Carol Fullerton)
- Collaborative planning across classes to develop common language and strategies – common scope & sequence and assessments
- Continued emphasis on multiple ways of approaching math concepts & tasks
- Consistency across school for math terms. (\*\*Note there was not consensus around this as a team. Some felt we should teach students that there are many terms for math equations and symbols, and empower them to understand the larger range as part of our numeracy proficiency)
- Organize math resources used across school - use consistently across classes & purge those no longer used
- Numeracy Tubs - develop for both primary and intermediate

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- Use the April early dismissal day as a fun showcase for math learning and problem solving (eg. “Math Mania”)

### Where We Are Going (Action Plan)

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

- Online math resources as part of programming across classes - dreambox, prodigy, mathletics,
- [www.stmath.com](http://www.stmath.com),
- <https://www.generationgenius.com/>
- Janice Novakowski - Richmond School District, SD38 - <https://blogs.sd38.bc.ca/sd38mathandscience/>
- [https://blogs.sd38.bc.ca/sd38mathandscience/wp-content/uploads/sites/14/2021/07/SD38\\_K-7\\_Mathematics\\_Indicators-of-Proficiency\\_May\\_2021.pdf?fbclid=IwARONyN1TeZJxsXa78LtlInalKZEfkUO9yu0Hldld47x3TMV6pAZLXuk0PqEQ&fs=e&s=cl&fs=e&s=cl](https://blogs.sd38.bc.ca/sd38mathandscience/wp-content/uploads/sites/14/2021/07/SD38_K-7_Mathematics_Indicators-of-Proficiency_May_2021.pdf?fbclid=IwARONyN1TeZJxsXa78LtlInalKZEfkUO9yu0Hldld47x3TMV6pAZLXuk0PqEQ&fs=e&s=cl&fs=e&s=cl)
- <https://www.youtube.com/channel/UCsliPDZDbc9Hj1oX-w2OVdQ/videos>
- [https://www.amazon.ca/Reggio-Inspired-Mathematics-Richmond-School-District/dp/131278007X/ref=sr\\_1\\_2?qid=1665177625&refinements=p\\_27%3AJanice+Novakowski&s=books&sr=1-2](https://www.amazon.ca/Reggio-Inspired-Mathematics-Richmond-School-District/dp/131278007X/ref=sr_1_2?qid=1665177625&refinements=p_27%3AJanice+Novakowski&s=books&sr=1-2)
- Susan Milner for input into scope & sequence for games & puzzles - <http://ufvcascade.ca/games-logic-and-a-passion-for-puzzles-susan-milner-on-how-she-teaches-math/>
- Waterloo National Math Contest
- District resources - <https://sd8bccca.sharepoint.com/sites/InnovativeLearning-ProfessionalDevelopmentResources/SitePages/Numeracy-Resources.aspx>
- <http://earlylearningsd23.weebly.com/numeracy-games.html>
- District numeracy resources - District Teacher of Numeracy
- Mind Set Mathematics - Jo Boaler, Jen Munson and Cathy Williams
- <https://creativemathematics.com/kim-sutton/>
- Cathy Fosnot – [Inquiry Based Math](#)
- Marian Small – Open Questions

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

- Numeracy groups - use of thematic kits/games
- Problem-based math projects - Mindset Math (Jo Boaler) resources
- Project based learning integrates skill development & inquiry
- Junior Achievement resources for financial numeracy
- Sharing of numeracy stations at the early dismissal days in April 2024
- Family Math Day - whole school event where students and parents engage in numeracy tubs and math games.
- Buddy Math - to be developed for 24/25 (similar to Buddy Reading)
- School wide financial literacy initiatives
- Use of Dreambox for differentiated learning

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

Example: If we do X....then we expect Y to happen because....(research-based indicators)

If we provide students with engaging math activities, we expect their confidence and willingness to increase.



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<h2>School Determined</h2>
<b>Goal Statement</b>
<p>Students will develop empathy for others. They will take responsibility for our school social environment by working independently and collaboratively for the benefit of others and our community</p> <p>Personal &amp; Social Core Competency - Social Awareness &amp; Responsibility - <a href="https://curriculum.gov.bc.ca/competencies/personal-and-social/social-awareness-and-responsibility">https://curriculum.gov.bc.ca/competencies/personal-and-social/social-awareness-and-responsibility</a></p>
<b>Where We Are At</b>
<b>Data (Include provincial, district, and school level data as available)</b>
<p><b>Student Learning Survey</b>  <u>2023/24 Gr. 4 SLS results:</u>            -96% students agree (most/all of the time) that “I know how my school expects me to behave”            -88% students agree (sometimes/most/all of the time) “I think of others when I do something”            -80% students agree (sometimes/most/all of the time) “I take responsibility for my actions”            -80% students agree (sometimes/most/all of the time) “Students in my school treat each other with respect”            -84% students agree (sometimes/most/all of the time) “I feel safe in my school”            -72% students agree (sometimes/most/all of the time) “School is a place where I belong” (12% say they NEVER feel like they belong)</p> <p><u>2022/23 Gr. 4 SLS results:</u></p> <ol style="list-style-type: none"> <li>a. 96% (sometimes to all the time) “School is a place you feel you belong”</li> <li>b. 93% identify one or more adults: “How many adults do you think care about you at your school”</li> <li>c. 88% (sometimes to all the time), “I can solve problems in peaceful ways” (10% don’t know)</li> <li>d. 71% (few to all the time): Are you gaining skills in helping solve local, provincial, national and global problems</li> </ol> <p><u>22/23 Parent Satisfaction Surveys:</u></p> <ol style="list-style-type: none"> <li>a. 89% yes: “Is your child learning basic social skills (inter-personal and teamwork)”</li> <li>b. 38% yes, 44% no: “Is your child given opportunities to make a difference in their community?”</li> <li>c. 83% yes: “Is your child learning emotional self-regulation knowledge?”</li> <li>d. 89% yes; “Do you feel welcome at your child’s school?”</li> </ol>
<b>Analysis (What objective trends do we see based on the data?)</b>
<ul style="list-style-type: none"> <li>-Significant drop of Gr. 4 students feeling that school is a place where they belong (96% in 2022/23 to 72% in 2023/24). 12% of students say they <b>NEVER</b> feel like they belong</li> <li>-Generally very strong results indicating students know behavioural expectations</li> <li>-observational/anecdotal data shows that generally students have strong connections to one another and have good relational problem solving skills</li> <li>-Intermediate students seem to be disconnected from primary students</li> <li>-Many classroom and office incidents with intermediate students being unkind in class or on the playground</li> <li>-There is a strength within classroom communities, however, there seems to be a “siloeing” of relationships throughout the school</li> </ul>
<b>Rationale (What is going on for our learners? How do we know? Why does it matter?)</b>



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- There is strong SEL programming occurring in the classrooms
- There are strong classroom communities built upon respect, inclusion and sense of identity
- Perceive sense of entitlement among intermediate students as being the older students in the school
- Some students (15-20%) may have difficulty understanding how their actions impact each other
- There is limited school wide/multi-graded activities to foster development of relationship and respect

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

- Intermediate students showing compassion for younger students and respect for adults in the building
- Developing relationships between classes in multi-age environments
- Care whether someone else gets hurt
- Ownership of the physical environment & property
- Giving compliments
- Listening to others
- Reaching out to others in our community who need support
- Reconciling differences in a positive manner

### 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
- Continue to work on increasing resilience and social skills in order for students to develop the skills to handle difficult situations and interpersonal conflicts.
- Conflict-resolution will continue to evolve based around restitution, hearing & caring for each other, and correcting our mistakes. Use of Think Sheets to communicate problems, solutions and restitution to parents or guardians
- Empowering students to be change makers through social justice projects, community, and global awareness. Increase ownership and commitment to learning and the school community.
- School wide virtues/PBIS approach
- Intentional monthly school-wide Assemblies
- PBIS /random acts of kindness “Gotcha” program
- Mentorship opportunities (ie - through community programs)
- Roots of Empathy
- Trafalgar buddies
- Increased instructional focus on social media literacy
- Connections to seniors in the community
- Continue/increase multi-age activities for lunch clubs (crafting, student council, games, forest play, etc)

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- Trafalgar buddies
- Continue/increase programming about valuing diversity
- Student Council initiatives
- Community Service & Projects
- Connecting with community organizations to support others with service and/or fundraising-cards for seniors
- At a school level, we will have regular school-community events, celebrations, and presentations aimed at making contributions that supports others.

#### Where We Are Going (Action Plan)

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

- PBIS
- Enhance Resiliency Training
- Virtues Project adapted to First People's Principles of Learning
- 7 Sacred Teachings
- Virtues Teachings
- Social Projects - "A Problem in the Community"
- Restorative Justice - "Own It" presentations by Nelson City Police
- Roots of empathy program
- Dr. Gordon Neufeld
- Safe schools digital media

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

- Students will value diversity, defend human rights, advocate for issues, and interact ethically with others. They will be inclusive in their language and behaviour and recognize that everyone has something to contribute. They will promote the uniqueness of students and build a positive sense of identity.
- Language learning of the cultures represented in the school – within classrooms, bulletin boards, welcome signs in different languages, visual representation of our school diversity.
- The best part of Me book: writing, expressing personal identities
- Reintroduce school values (South Nelson grows)
- Multi age family groupings and activities (topics: stem, arts, sports, human rights: UN goals)
- Positive Behaviours Interventions & Supports (PBIS) focus
- Adaptation of Virtues Project that embeds First People's Principles of Learning, 7 Sacred Teachings, & Enhanced Resiliency Training
- Clearer focus on Core Competencies, goal setting and self assessments
- "Own It" - restorative justice program in partnership with Nelson Police Department

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

Example: If we do X....then we expect Y to happen because....(research-based indicators)

By engaging in various multi-age activities , students will be able to practice skills of compassion, empathy, inclusion and respect, thus increasing a sense of safety and acceptance in the school.

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### Appendix 1: Literacy Data

#### 2023-24 School-Based Literacy Assessments

*%on track = Proficient or Extending*

Grade level	Literacy (Fall)	% on track (P/E)	FSA % OT/E	Literacy (Spring)	% on track	Reading (Fall)	% on track (P/E)	Reading (Spring)	% on track	Writing (Fall)	% on track (P/E)	Writing (Spring)	% on track
K	27/29	93		31/31	100								
1	20/33	61		13/30	43	14/33	42	12/30	40	9/33	27	16/30	53
2	24/38	63		21/38	55	24/38	63	27/38	71	23/38	61	24/38	63
3	25/33	76		21/33	64	25/33	76	25/33	76	25/33	76	21/33	64
4	24/29	83	85	21/28	75	29/29	100	28/28	100	20/29	69	21/28	75
5	27/44	61		24/42	57	41/44	93	36/42	86	18/44	41	20/42	48

*Yearly comparison (\*\*pls note – 2022-23 data include the “developing” proficiencies)*

Grade level	2022-23 Reading Dev/Pf/EX	2023-24 Reading (Fall) PF/EX	2022-23 Writing Dev/Pf/EX	2023-24 Writing (Fall) PF/EX	2022-23 FSA Literacy (OT/E)	2023-24 FSA Literacy (OT/E)
K	100%	93	100%			
1	88%	45	88%	35		
2	93%	63	97%	61		
3	97%	76	90%	76		
4	98%	100	91%	69	81%	85%
5	98%	93	98%	41		

**ELP results for K-2 : (\*\*coming in September 2024)**

#### 2023-24 Gr. 4 SLS results:

- 72% of students feel they are getting better at reading (agree/strongly agree)
- 72% of students feel they are getting better at writing (agree/strongly agree)

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#### Appendix 2: Numeracy Data

#### 2023-24 School-Based Numeracy Assessments

*%on track = Proficient or Extending*

Grade level	Fall	% on track	FSA % on track	Spring	% on track	
K	29/29	100		31/31	100	
1	18/31	58		21/30	70	
2	32/38	84		32/38	84	
3	28/33	85		27/33	82	
4	25/29	86	89	24/28	86	
5	31/44	70		25/42	60	

*Yearly comparison (\*\*pls note – 2022-23 data include the “developing” proficiencies)*

Grade level	2022-23 Numeracy (Dev/PF/EXT)	2022-23 FSA (OT/EX)	2023-24 Numeracy (PF/EXT)	2023-24 FSA (OT/EX)
K	94%		100	
1	92%		58	
2	97%		84	
3	90%		85	
4	90%	81%	86	89%
5	89%		70	

**ENP Results:** (*\*\*coming in September 2024*)

#### 2023-24 Gr. 4 SLS results:

- 68% students feel they are getting better at math (agree/strongly agree)
- 52% feel their numeracy is improving (sometimes - all the time)
- 72% feel they can explain to others how they solve problems (sometimes-all the time)
- 80% feel they show their work in creative ways (sometimes - all the time)