

# 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: June 4, 2024

School: Winlaw Elementary School

### Vision

#### Vision

We promote a caring, safe, and inclusive learning environment where all children, staff, and parents can succeed.

### School Profile

Elementary School is located in the community of Winlaw, BC in the heart of the Slocan Valley. The school has 100 students with five multi-age classes. Our beautiful playground consists of two soccer fields, a state-of-the-art- revitalized playground, an outdoor classroom gazebo, and a forest. Our school is situated across the road from the Slocan Valley Rail Trail and a 10- minute walk from the Winlaw Nature Park which enables us to take advantage of many outdoor education opportunities. Winlaw Elementary has been a Strongstart site for 17 years. Winlaw Elementary School is also one of the Seamless Day pilot sites in British Columbia. We are now in our third year operating the Winlaw Our Place After School Care program from 2:00-5:00 in our K/1 modular classroom from Monday-Friday each week. Our Winlaw Staff highly values building trusted relationships with our students and families and that everyone needs to feel connection and belonging to develop resiliency and confidence to become powerful learners.

### Consultation Process

#### Staff

Our Staff started working together on School Planning Day on September 23, 2023, then throughout the year during Staff monthly Staff meetings, school-based team meetings, and school- based professional learning days.

#### Students

Information was gathered through the Student Learning Survey, MDI, and a scan with each class to see how many students could name two or more adults that they feel connected to. (The scan results are show under the School Determined goal area.)

#### Students Learning Survey- Grade 4 Most of Time responses

Do you feel welcome at your school?

2021-2022 50%

Is school a place where you feel you belong?

2021-2022 21%

How many adults do you feel care about you? ( 2 or more)

2021-2022 79%

#### Parents

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Winlaw Elementary School has a thriving PAC. Our PAC meets monthly to support our school through fundraising activities, purchasing resources for the classes and providing financial assistance for field trips. Our PAC organizes school wide events such as the Back to School BBQ, the Hallowe'en Howler, the Spring Fling Fundraiser, the Fun Day BBQ as well as the weekly Hot Lunch and daily Breakfast Program. We are very grateful to the many parent volunteers who assist us during the Winter Activity Ski, Snowboarding, and Cross- Country Skiing programs as well as classroom- based activities. During our School Planning days, PAC representatives join us providing valuable feedback on our goals.

#### Indigenous Representation

Our Aboriginal Success Teacher Jenna Hopper provides academic support, cultural experiences, curriculum resources, and works collaboratively with our staff and students as we work towards indigenizing the curriculum. We host Indigenous storytellers and dancers as well as local knowledge keepers and elders throughout the school year.

We appreciate the leadership role Ms Jenna, and her students provide in organizing school wide events such as Orange Shirt Day, the Sd8 Truth and Reconciliation Run/Walk, and National Indigenous Day Learning Stations. We host Indigenous storytellers and dancers as well as local knowledge keepers and elders throughout the school year.

As a staff we work to incorporate the First Nations Principles of Learning into our classroom curriculums. The First Peoples Principles of Learning state:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors
- Learning is holistic, reflexive, reflective, experiential and relational (focused on connectedness, on reciprocal relationships and a sense of place)
- Learning involves recognizing the consequences of one's actions
- Learning involves generational roles and responsibilities
- Learning is embedded in memory, history, and story
- Learning involves patience and time
- Learning requires the exploration of one's identity
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

#### Coherence and Alignment

Ministry of Education Policy for Student Success

School District No.8 Framework for Enhancing Student Learning

BC Tripartite Education Agreement

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## School Learning Plan Template

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<ul style="list-style-type: none"> <li>Our Early Learner Profile (ELP) data, FSA data, and school reading results show that since we have implemented the Responsive Literacy group model of instruction at the primary level, our reading results have improved.</li> <li>More students are at the developing stage of the proficiency scale in writing than reading.</li> <li>40% of the students across the school are at the developing stage in writing.</li> </ul>																																																																																														
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<ul style="list-style-type: none"> <li>Some students are reluctant to take risks in their writing</li> <li>Writing is a foundational skill which all people need to be able to do</li> <li>Conduct a fall school wide writing assessment to establish a baseline and then a spring school wide assessment and compare</li> </ul>																																																																																														

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- Establish ongoing grade level teacher collaboration using the Writing Performance Standards to analyze and target the instruction
- Develop a conferencing process with students providing descriptive feedback
- Have a spring school wide celebration of writing, poetry, and creative writing

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

Our goal is to improve the overall literacy skills of elementary students, focusing on reading fluency and comprehension and writing fluency. We will continue to measure progress using the Early Learning Profile reading assessment tool and conducting individual PM Reading Assessments three times per year. We will implement the upcoming Sd8 Intermediate Reading Assessment tool both in the fall and the spring terms. Our target group of students are those who are currently at the emerging and developing stage of the Proficiency scale. We will continue our Responsive Literacy group model of instruction for the primary grades and Grade 4. Our aim is to see 50% the students move from developing to proficient in the Literacy proficiency scale.

### What We're Doing

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

- Developing the joy of reading through our model of instruction and providing time each day for students to read independently with their choice of material.
- Continue the weekly big buddy/little buddy reading program to further promote fun, develop confidence in reading, and provide an excellent role model for the younger students.
- Create integrated literacy units that include cultural and identity development. For example, studies on First Nations, learning about different cultures, and family heritage.
- At each grade level, have students participate in a career development unit of study whereby they learn about a career that interests them and present their findings in a variety of ways.
- Develop a Gr. 5/6 and Gr. 2/3 Filmmaking collaboration through an ArtStarts grant.
- Further accessing technology support through google read and write to support learners who would benefit from this technology

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### Where We Are Going (Action Plan)

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

- Participate in the Primary and Intermediate Sd8 Community of Practice learning sessions
- Develop a Writing Community of Practice with Primary and Intermediate teachers in the Slocan Valley Family of Schools through the learning grant process
- Establish a dedicated teacher collaboration time each term for collaborative marking.
- During teacher collaboration time, research current best practices and writing resources

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

- In order for students to improve and excel in their inferential understanding, they need to work toward reading fluently at grade level  
As students gain confidence in their reading fluency, they make connections between ideas from a variety of sources and prior knowledge to build understanding
- Students use personal experience and knowledge to connect to text and make meaning
- As students gain confidence in their independent writing ability, they gain the ability to plan and communicate in a variety of ways (personal writing, letters, poems, multiple-page stories, simple expository text that is non-fiction and interest-based, digital presentations, oral presentations, visuals, dramatic forms used to communicate ideas and information.
- Students develop their metacognitive abilities (talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer
- Continue to conduct the ELP assessments in the fall, winter, and spring terms
- Conduct Intermediate District Reading Assessments in the fall and spring using Reading Performance Standards
- Conduct a school wide writing assessment in early October to establish a baseline followed by a late spring school wide assessment
- Students' writing assessments will be kept in grade-by-grade assessment folders to be passed to the next grade's teacher

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

<b>Theory of Action (What is our hypothesis given the action plan for staff and student learning?)</b>
<p>If we provide elementary students with a comprehensive literacy program that includes daily reading and writing practice, targeted instruction in phonics, vocabulary, comprehension strategies, and regular assessments to monitor progress, then students' literacy skills will improve. This will result in higher reading fluency, better comprehension, and overall improved academic performance in literacy.</p>

<h1 style="margin: 0;">Numeracy</h1>
<b>Goal Statement</b>
Improve numeracy proficiency for all learners.
<b>Where We Are At</b>
<b>Numeracy Data (Include provincial, district, and school level data as available)</b>
<p>District:</p> <ul style="list-style-type: none"> <li>-FSA 17/18: 22.6% emerging, 5.4% extending (all writers)</li> <li>-FSA 18/19: 34.4% emerging, 6.4% extending (all writers)</li> <li>-FSA 19/20: 36% emerging, 8.1% extending (all writers)</li> <li>-FSA 20/21: 25.9% emerging, 16.5% extending (all writers)</li> <li>-FSA 21/22: 44.9 emerging, 3.6% extending (all writers)</li> </ul> <p>Indigenous learners: more students in emerging category as compared to all writers            Diverse needs: more students in emerging category as compared to all writers            Female/male: consistently even in 19/20, 20/21 and 21/22 (no apparent gender gap)</p> <ul style="list-style-type: none"> <li>-SLS 17/18: Continue to get better at math 76% agree/strongly agree</li> <li>-SLS 20/21: Continue to get better at math 58% agree/strongly agree</li> <li>-SLS 21/22: Continue to get better at math 62% agree/strongly agree</li> </ul> <p>Trending downwards</p>

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### School Learning Plan Template

<b>School Wide Numeracy Results</b>	Emerging	Developing	Proficient	Extending
Kindergarten	0 (0%)	3 (20%)	8 (53%)	4 (27%)
Grade 1	2 (18%)	1 (9%)	8 (73%)	0 (0%)
Grade 2	0 (0%)	3 (19%)	11 (69%)	2 (13%)
Grade 3	5 (28%)	7 (39%)	5 (28%)	1 (6%)
Grade 4	1 (9%)	4 (36%)	6 (55%)	0 (0%)
Grade 5	1 (6%)	8 (50%)	7 (44%)	0 (0%)
Grade 6	1 (9%)	7 (64%)	3 (27%)	0 (0%)

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

- Our K-2 students show numeracy levels at the proficient and extending levels combined from 73-82%; this is strongest cohort of we have seen in numeracy for years
- Grade 3-6 more students are at the developing level compared to proficient

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

- Mathematics is integral to every aspect of daily life as math skills are essential for solving problems in most areas of life.
- Our Grade 3-6 students appear to be less confident in their mathematical abilities
- By developing, demonstrating, and applying mathematical understanding through play, inquiry, and problem- solving students will increase confidence in their skills.
- By visualizing to explore mathematical concepts students will improve their conceptual understanding of mathematical concepts. By developing and using multiple strategies to engage in problem solving, students will approach tackling problems with confidence
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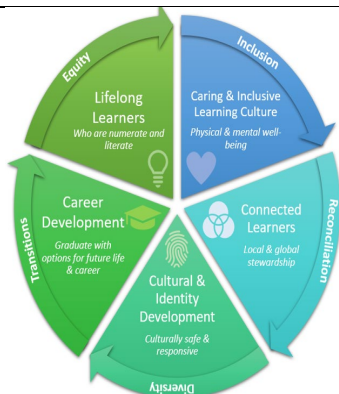
#### Target (Specific and measurable statement of the desired improvement)

By the end of the 2024-2025 academic year, 75% of students in grades 1-5 will score at or above the proficient level in numeracy. To achieve this, teachers will participate in the District Community of Practice professional development sessions focused on effective numeracy instruction, and a targeted numeracy intervention program will be implemented for students identified as at risk based on formative assessments. Progress will be monitored each term with adjustments made to instructional strategies and interventions as needed to ensure continuous improvement.

### What We're Doing

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

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



- Promote a growth mindset in numeracy with our students
- Build positive attitudes and confidence through math games
- Provide multiple access points for students
- Create opportunities for students to explore their own mathematical interests and passions
- Align our pedagogy particularly math language from one grade to the next
- Develop a repertoire of problem-solving strategies
- Continue doing weekly group problem solving for Gr. 1-6 students
- Embed equity, inclusion, and indigenization into numeracy teaching practices

### Where We Are Going (Action Plan)

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

- Continue to build math curriculum resources for all grades using the Pearson Mathology program in Grades 1-6.
- Participate in district primary and intermediate Communities of Practice in numeracy particularly in the use of the SNAP assessments and Depth of Knowledge strategy
- Host math specialist Susan Milner in the fall to teach math games to Intermediate students
- Do a book study on texts such as Making Math Visible and the First 20 Days during targeted sessions on pro d days and bi-monthly teacher collaboration time

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

- Conduct baseline SNAP math assessments in the fall and spring to determine areas of strength in math and the areas that students are struggling with
- Build fluency and automaticity of basic facts through games and activities
- Dedicate weekly group math problem solving activities ( ie Peter Liljedahl approach)
- Host a math games night with families in the mid fall
- Host a STEAM celebration of learning in the spring (Science, Technology, Engineering, Arts, and Math) to exemplify math applications across life

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



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### School Learning Plan Template

If we provide elementary students with engaging, differentiated, and research-based numeracy instruction, then their understanding and application of mathematical concepts will improve. This will be evidenced by increased student proficiency in numeracy assessments, higher engagement in math activities, and improved problem-solving skills.

## School Determined

### Goal Statement

Students will improve their social emotional skills and ability to resolve conflicts.

### Where We Are At

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

School Scan on Student Connectedness to Adults in the School. Students were asked if they could identify 2 or more adults in the school that they felt connected to and who they knew believed in them.

#### Divisions

K/1	100%
1/2	100%
2/3	94%
3/4/5	95%
5/6	100%

MDI 2023-2024 11 Grade 4 Participants at Winlaw Elementary School

Well-Being Index Results:

Thriving	27%	(3 students)
Medium	18%	(2 students)
Low	55%	(6 students)

Kootenay Lake District – 264 Grade 4 students

Well-Being Index Results:

Thriving	41%
Medium	26%
Low	26%

MDI Connectedness with adults they interact with at school.

High	82%
Medium	18%
Low	0%

MDI School Belonging:

High	73%
Medium	0%
Low	27%

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

<b>Analysis (What objective trends do we see based on the data?)</b>
<p>Our school wide scan shows that students can name 2 or more staff members that they feel connected to and who believe in them. Compared to the 2021-2022 Student Learning Survey results for Gr. 4's that year, we are very pleased that close to 100% of our students feel connected to 2 or more staff members who believe in them. Two years ago, only 21% of the Grade 4 respondents indicated that they felt that they belonged at Winlaw Elementary. The same cohort of students now in Gr. 6 show that 100% of them feel connected to 2 or more adults in our school which inherently speaks to feeling that they belong.</p> <p>Our MDI results for 2023-2024 is a small sample size of 11 students. The well-being index shows that the percentage of students who are thriving is 14% lower than the district average and the percentage of students who rate themselves as low on the index is 29% higher than the district average. These percentages line up with the narratives that we know about this group of students.</p>
<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>• How children learn is as important as what they learn</li> <li>• Social emotional skills: cooperation, assertiveness, responsibility, empathy, and self-regulation are essential to be successful socially and academically</li> <li>• Creating responsive classrooms with a positive climate enable students to take the necessary risks for learning</li> <li>• By developing social emotional skills and self-regulation, students can better manage their emotions, build positive relationships, navigate social challenges thereby contributing to a more conducive learning environment and overall personal development</li> </ul>
<b>Target (Specific and measurable statement of the desired improvement)</b>
<p>By the end of the 2024-2025 academic year, 80% of students in grades K-6 will demonstrate improvement in social-emotional and self-regulation skills, as measured by pre- and post-assessment self-assessment on the social awareness and responsibility core competencies. To achieve this, teachers will participate in school-based professional learning sessions focused on SEL and self-regulation strategies, and a targeted intervention program will be implemented for students identified as needing additional support based on initial assessments. Progress will be monitored each term through assessments and feedback, with adjustments made as necessary to ensure continuous improvement.</p>
<b>What We're Doing</b>
<b>Embedding Strategic Priorities (How we're making connections and providing opportunities)</b>

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

- Students with strong social emotional resiliency have improved learning outcomes
- Office referrals for behavior incidents will decrease as students are solving problems
- Focus on positive behavior supports
- Students will be better able to solve conflict through a restitution model
- Improved outcomes on the SLS
- To explore the idea of highlighting positive behavior and learning through monthly assemblies collaboratively conducted with the Gr. 5/6 Student Leadership team
- Continue with accessing ArtStarts grant in filmmaking; the besides the technical skills of filmmaking, students are immersed in collaboration, cooperation, negotiation, listening to different perspectives, developing responsible decision- making skills and self-regulation
- Continue with the universal Breakfast program; in addition to serving nutritious food each morning, the Breakfast program is a wonderful venue for enhancing positive peer relationships and promoting an inclusive school climate



### Where We Are Going (Action Plan)

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

- Explore implementing a PBIS model
- Dedicate professional learning time to exploring a variety of social emotional resources and implement selected programs at the various grade levels
- To develop a school wide conflict resolution and restitution process
- To review primary and intermediate social emotional learning resources and determine the which programs will be used this year. (ie. Zones of Regulation, Open Parachute, Mind up)

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

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

- To regularly conduct student self-assessments in the Core Competencies of Social Awareness and Responsibility
- To continue the Morning Meeting model using the responsive classroom approach
- To explore the idea of highlighting positive behavior and learning through monthly assemblies collaboratively conducted with the Gr. 5/6 Student Leadership team

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

By continuing with comprehensive, evidence-based social emotional learning curriculum at appropriate grade levels that includes direct instruction, modelling, and practice of skills, along with providing professional learning for teachers to effectively deliver SEL instructions and facilitate conflict resolution, then students will develop stronger social emotional skills including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. We believe that this will lead to improved conflict resolution skills, enhanced peer relationships, and a more positive and inclusive school climate resulting in improved academic performance, reduced behavioral issues, and overall improved student well-being.