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: **2024 / 2025**   School: **REDFISH Elementary School**

Vision

We create calm, respectful, and PEACEful spaces where students know that they are safe, cared for, known, and liked while they grow academically, socially, emotionally, and physically.

School Profile

REDFISH Elementary is a small, rural school enrolling 109 students as of Friday, May 30, 2025. We have a collaborative focus on literacy and numeracy and are intentional in our support of social-emotional learning for our students and in our creation of a calm, respectful, caring, safe, social, and PEACEful school environment.

Consultation Process

Staff

REDFISH staff met to review our 2023/2024 School Learning Plan and related data… and to plan together for the 2024/2025 school year… during the School Planning Day on Friday, September 20, 2024. At this session, teachers also begun to construct class profiles to help guide the implementation process moving forward. The learning plan and school data have been periodically revisited and refined throughout the year at staff meetings, staff collaboration sessions, professional development days, etc.

Students

Student data collected through a variety of formal (e.g. CHEQ ,ELP, ENP, FSA, MDI, SLS, *REDFISH Writes*, *REDFISH Represents*, Written Learning Updates, etc.) and informal (e.g. observations, discussions, check-ins, portfolios, etc.) means continues to help inform the process. Student input is also gleaned through student core competency self-reflections and goal-setting activities each term.

Parents

The principal provided parents with an initial overview of the 2024/2025 School Learning Plan working document and a summary of the School Planning Day process at an RPAC meeting on Wednesday, September 11, 2024.

Indigenous Representation

The 2024/2025 School Learning Plan document was shared with REDFISH's ABED Student Support Teacher to solicit input from an Indigenous perspective on Tuesday, September 17, 2024, with a follow-up meeting on Tuesday, September 24, 2024 and additional informal check-ins throughout the year.

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.

(Students will demonstrate growth in their ability to communicate clearly and effectively through writing.)

Where We Are At

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

FSA (GR7) > 10% 'extending'… 70% 'on track'… 20% 'emerging' / FSA (GR4) > 11% 'extending'… 56% 'on track'… 33% 'emerging'. / ELP (K-3) > Students have shown improvement over time throughout the year with respect to their ELP scores. The majority of students are currently within the 'proficient' range across all subtests. A small population of priority learners remain in the 'emerging' range and is being closely monitored and supported by the school team. / Written Learning Updates (English Language Arts | T2) > 9% 'extending'… 62% 'proficient'…23% 'developing'… 6% 'emerging' / REDFISH Writes > 54% 'proficient'… 39% 'developing'… 7% 'emerging'

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

There is room for growth with respect to written output. For example, 80% of our GR7 students compared to 67% of our GR4 students were 'extending' or 'on-track' on the literacy component of the FSA this year. That said, the ELP (K-3) results and REDFISH Writes data are encouraging as they are showing improvement *over time* for the most part.

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

In general, students are trending towards less stamina and resilience with respect to their written output and overall engagement in writing. Some are struggling to produce quality written content on demand (e.g. FSA conditions). Teachers see a collective need to continue to support students in further developing their endurance and engagement with respect to writing. These things matter because writing is integral to education (e.g. 'communication' as a BC core competency).

Target (Specific and measurable statement of the desired improvement)

FSA results will improve over time, both in general and specifically within each cohort between GR4 and GR7. Students will continue to demonstrate improvement throughout the year on their three school-wide writes (i.e. *REDFISH Writes*) in October, February, and May. Students will demonstrate improvement across the ELP assessments over the K-3 span. In particular, REDFISH would like to see significant growth in kindergarten students across the ELP in their first year.

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

1) INCLUSION > Provide access points for all learners / small group work / adaptations / etc.

2) RECONCILIATION > Use themes related to Indigenization and reconciliation / 'Nature Journals'

3) DIVERSITY > Explore one's own culture and identity and the culture and identity of others.

4) TRANSITIONS > Explicitly teach the art and craft of writing to produce literate citizens.

5) EQUITY > Acknowledge, address, and reduce barriers to literacy.

Where We Are Going
(Action Plan)

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

Teacher collaboration sessions around school literacy goal, school-wide *REDFISH Writes*, etc.

Check-ins at staff meetings, school pro-d days, etc. (e.g. pro-d with SD8 Literacy Teacher Coordinator)

Teacher workshops and pro-d (e.g. *Artfully Teaching the Science of Reading* literary series)

Connection points with SD8 Literacy Teacher Coordinator (e.g. SD8 literacy assessment pilot project)

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

*** 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.*

Self-regulation / accessing prior knowledge / prompts / class + peer discussions / pre-writing activities and templates / self-editing / peer-editing / teacher-editing / using word processors and digital tools when appropriate / assessment 'as' and 'for' learning / etc.

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 are intentional, deliberate, and explicit with respect to teaching writing skills and building writing resilience in students, we expect students' writing skills and endurance to improve because practice and repetition lead to improvement.

Numeracy

Goal Statement

Improve numeracy proficiency for all learners.

(Students will build capacity and develop flexibility, creativity, and resilience in the application of numeracy across the grades.)

Where We Are At

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

FSA (GR7) > 10% 'extending'… 80% 'on track'… 10% 'emerging' / FSA (GR4) > 78% 'on track'… 22% 'emerging' / ENP > The 'Percentage with Proficiency' (PWP) for all K/1 students was over 70% across *all* subsets of the ENP… Five of the subsets had a 100% PWP rate… Four of the subsets had a PWP between 90 – 100%... Four of the subsets had a PWP between 80 – 90%... Two subtests had a PWP between 70 – 80%. / Written Learning Updates > 6% 'extending'… 72% 'proficient'… 14% 'developing'… 8% 'emerging' / REDFISH Represents > 52% 'proficient'… 38% 'developing'… 10% 'emerging'

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

A general improvement in FSA numeracy scores has been noticed. The gap between FSA literacy and FSA numeracy scores from previous years is narrowing.

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

Students seem to be developing some increased resilience in numeracy. This is likely the result of a concerted effort on behalf of staff to build in *hands-on numeracy* and *mind-full math* strategies and opportunities on a daily basis.

Target (Specific and measurable statement of the desired improvement)

Students will continue to grow their capacity, resilience, and creativity with respect math over the course of the year as tracked on three school-wide numeracy activities (i.e. *REDFISH Represents*) in October, February, and May. FSA scores will continue to improve in general, and within specific grade cohorts between the GR4 and GR7 assessments. The ENP will be expanded to include GR2 next year.

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

1) INCLUSION > Access points for all learners / scaffolding / small group work / adaptations / etc.

2) RECONCILIATION > 'Sasquatch Prints' lesson (i.e. measuring, estimating, math through story)

3) DIVERSITY > Help all learners come to see themselves as numerate beings.

4) TRANSITIONS > Help all students become numerate citizens to their fullest potentials.

5) EQUITY > Help students appreciate and maintain numeracy throughout the lifespan.

Where We Are Going
(Action Plan)

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

Teacher collaboration sessions around school numeracy goal, standardized math problems, etc.

Continue to refine *REDFISH Represents* sessions each year (i.e. October, February, + May)

Check-ins at staff meetings, school pro-d, etc.

Teacher workshops + pro-d (e.g. *Choral Counting and Counting Collections* book study)

Connections with SD8 Numeracy Teacher Coordinator (e.g. hosted numeracy 'demo' classroom)

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

Self-regulation / accessing prior knowledge / prompts / class + peer discussions (e.g. *math talk*) / scaffolding / self-checks / peer-checks / teacher-checks / peer tutoring / automation (e.g. memorizing times tables) / using times table charts, calculators, and other tools when appropriate / consistency, repetition, and practice / *Math Mondays* during *Lunch + Learn* / *Math + Munch* / etc.

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 are intentional, deliberate, explicit, and pervasive with respect to the integration of numeracy skills in the classroom, we expect students' numeracy skills to improve because practice and repetition lead to improvement.

School Determined

Goal Statement

Our school community will interact with others, their school environment, and the natural world in calm, safe, caring, respectful, and PEACEful ways.

Where We Are At

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

School data (e.g. CHEQ, SLS, eMDI, etc.) suggests that the vast majority of the school is 'on-track'. That said, a smaller cohort of students requires a much deeper level of intervention (i.e. Tier III) and essential supports. For example, very recent GR4 data from the 24/25 eMDI highlight the ongoing need for this.

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

See above. A subset of our GR4 cohort, and a couple of students at other grade levels, continue to struggle to feel consistently regulated and connected in healthy ways at school. With this in mind, the school team will continue to target these specific students in need of a deeper level support.

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

The 'Tier III' cohort requires growth mindset support, co-regulation strategies, positive behaviour models and plans, small group interventions, Inclusive Ed. Dept. services in school, parental support and consistency, outside agency support, etc. This is apparent and easily observable. It matters because kids must be regulated and feel safe and connected before they can learn to their potential.

Target (Specific and measurable statement of the desired improvement)

Unsolved problems and lagging skills will continue to be identified, addressed, supported, and remedied as quickly as possible for these students in the 'Tier III' cohort. Overall, REDFISH will continue to offer a calm, predictable, and orderly school program for all students.

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

1) INCLUSION > Access points + supports for all learners / scaffolding / adaptations as needed…

2) RECONCILIATION > Employ Indigenous lens / ABED Teacher collaboration, check-ins, etc.

3) DIVERSITY > Help all students become the best versions of themselves / etc.

4) TRANSITIONS > Address stretches and challenges so all students can reach full potential.

5) EQUITY > Establish healthy, lifelong patterns (e.g. sleep/eat/exercise; self/others/nature/etc.).

Where We Are Going
(Action Plan)

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

Teacher collaboration sessions around school-developed goal

Check-ins at staff meetings, school pro-d days, etc.

PBIS work / *Complex Trauma Resources* coursework

Enhanced Resilience Training (ERT) intro with staff on pro-d day

Teachers' self-directed pro-d (e.g. *Polyvagal Institute*, ERT)

Polyvagal Theory pilot project (K/1) with classroom teachers, IST, SLP, and OT

Potential *Resilient School* / *Resilient Classroom* / ERT workshops in 25/26

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

Self-regulation / co-regulation / zones of regulation / SEL strategies / brain science / social skill practice / trauma-informed awareness / antiracism toolkit / Polyvagal Theory / ERT / etc.

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)

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If we are intentional, deliberate, explicit, and pervasive with respect to integrating PEACEful (i.e. *p*redictable routines, *e*motional literacy, *a*ttuned relationships, *c*alming activities, *e*mpowerment) approaches, SEL skills, and clear + positive behaviour expectations in the classroom and surrounding school environments, we expect students' SEL skills, regulation, and healthy connections to improve because practice and repetition yields improvement.