



# 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.*

<b>Date:</b>	<b>September 25, 2025</b>	<b>School:</b>	<b>Blewett Elementary School</b>
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## Vision

At BES we aim to help support children to grow toward their full potential and to foster an environment that promotes every student to feel they belong while in pursuit of excellence.

## School Profile

Blewett Elementary School is a rural school seven kilometres from Nelson, BC in School District 8 (Kootenay Lake). There are 91 learners in grades K to 6 in the 2025/26 school year. There are five active classrooms, seven teachers, two education assistants, one clerical, one principal and one custodian. The school grounds are set in nature and the building is old but in good condition and looking better each year with our projects to indigenize and revitalize our school.

## Consultation Process

### Staff

Staff evaluated data sets, school culture through the lens of annual events in different categories such as literacy, numeracy, school-wide assessment and surveys, and discussed professional hunches when it came to school goals and directions. Open dialogue and check-ins during monthly teacher collaboration times and wondering lead to the boiling-down of three school goals.

### Students

Students contribute data and ideas every day in our school. Their varying needs give us collective purpose at school and this is manifested in our learning plan. Student voice is represented through our grade 5/6 student leadership group. These future leaders meet regularly to discuss ways to make our school a place where everyone can feel they belong.

### Parents & Caregivers

A number of parents participated in our planning day and provided their insight to the goal-setting and data-gathering processes. Parents also contribute valuable formal data through the Ministry Learning Survey and anecdotal data through dialogue with their child's teachers and supporting staff. At monthly PAC meetings, parents work together with the principal to discuss projects, events, and provide feedback.

### Indigenous Representation

Our self-identified aboriginal learners figure prominently in our data as twelve of our students have aboriginal ancestry. Data around their learning success and needs is part of the whole and also disaggregated to give us different lenses to apply as we search for all possible angles to support our learners.

Camryn Blunt is our AbED teacher and we love the work she's been doing for us. Our school has twelve self-identified students who are generally doing well academically and socially. A focus this year is on story telling. Ms. Blunt will work with classes sharing creation stories to roll model and teach ways to tell stories to help with our school literacy goals around communication.

## Coherence and Alignment

Ministry of Education Policy for Student Success

School District No.8 Framework for Enhancing Student Learning

# School District No. 8 (Kootenay Lake)

## School Learning Plan Template

BC Tripartite Education Agreement

Literacy														
<b>Goal Statement</b>														
<b>We aim to improve the written and oral communication skills of all learners at Blewett Elementary School</b>														
<b>Where We Are At</b>														
<b>Literacy Data Overview (Discuss provincial, district, and school level data as available). Please ensure priority learners are included as a focus.</b>														
<ul style="list-style-type: none"> <li>- School Wide Writes</li> <li>- Classroom Data (trends, surveys, student comments, etc...)</li> <li>- ELP data</li> </ul> <p>After closely analyzing the various data, staff were able to form classroom profiles. Staff were able to draw certain conclusions.</p> <p><u>Satellite Data:</u> FSA (gr 4), ELP</p> <ul style="list-style-type: none"> <li>• Last year, students scored well on FSAs overall in both areas of Literacy and Numeracy. However, we notice a slight dip in scores in literacy over the last two years (possibly due to our focus on numeracy which has improved overall).</li> <li>• ELP scores remain solid with</li> </ul> <p><u>Literacy Data Trends BES 2024-25:</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;"><u>Intermediate</u></th> <th style="width: 35%;"><u>FSA Numeracy 4 (On Track or Ext)</u></th> <th style="width: 50%;"><u>FSA Literacy 4 (On Track or Ext)</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><u>2023/24</u></td> <td style="text-align: center;"><b>56%</b> ( what's going on for our learners? )</td> <td style="text-align: center;"><b>89%</b> (2 students emerging but finding success)</td> </tr> <tr> <td style="text-align: center;"><u>2024/25</u></td> <td style="text-align: center;"><b>90%</b></td> <td style="text-align: center;"><b>81%</b> (Two new students from Thailand were not included)</td> </tr> <tr> <td style="text-align: center;"><u>2025/26</u></td> <td style="text-align: center;"><b>87%</b></td> <td style="text-align: center;"><b>87%</b></td> </tr> </tbody> </table>			<u>Intermediate</u>	<u>FSA Numeracy 4 (On Track or Ext)</u>	<u>FSA Literacy 4 (On Track or Ext)</u>	<u>2023/24</u>	<b>56%</b> ( what's going on for our learners? )	<b>89%</b> (2 students emerging but finding success)	<u>2024/25</u>	<b>90%</b>	<b>81%</b> (Two new students from Thailand were not included)	<u>2025/26</u>	<b>87%</b>	<b>87%</b>
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### After Viewing ELP, ENP, FSA and classroom data

#### **Whole School Trends (Literacy)**

##### **Strengths:**

- *(Kindis) Strong letter knowledge and application. Sound application in writing (independence), letter formation, and spacing between words when writing.*
- *(gr1-3) use of descriptive language, Finding voice and meaning/style in writing.*
- *(intermediate) planning with a graphic organizer, paragraph organization, elaborating details, use of punctuation, expression of ideas*

##### **Successful Strategies:**

- *(Primary) Adrienne Gear Brain Pocket Writing, UFLI Heart words, Pyramid Reading, and Learning Support*
- *Jolly Phonics and Jolly Grammar*
- *(Intermediate) Empowering Writers (Mariconda), Writing Power (Gear), small group collaborations to brainstorm ideas/walk and talks, moving through the writing process as a class, GUM It (spelling strategy)*

#### - **Inclusion support students**

#### **Priority Learners:**

##### **Strengths:**

- Comprehension
- Predictions, inferring, visualizing, making connections
- Creativity
- Oral storytelling

##### **Challenges:**

- Fine motor skills for printing
- Written output
- Grammar
- Growth mindset around writing
- Oral and written communication of ideas

##### **Successful Strategies:**

- UFLI
- Jolly Phonics/Jolly Grammar
- Word chains
- Heggerty
- Graphic organizers
- Word ladders
- Epic books
- Phonics Play UK
- Usborne (Teach your Monster to Read)
- Vooks
- [sightwords.com](http://sightwords.com)
- Flashcards
- Language arts games
- Adrienne Gear resources

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- Small group/individual support
- Technology - speech-to-text,

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

After considering provincial, district, and school level data, students are tracked based on their level of proficiency in literacy (ie. “emerging” or “on track”)  
BES Priority Learner Literacy Tracking

Ab Ed							
Name	YOG	HR Teacher 2025-26	Grade	Literacy proficiency 2023	Literacy proficiency 2024	Literacy Oct 2025	Literacy Proficiency June 2026
1	2038		KF	-	-	OT	
2	2037		1	-	OT	OT	
3	2036		2	OT	OT	OT	
4	2036		2	-	-	EM	
5	2036		2	EM	EM	EM	
6	2035		3	EM	OT	OT	
7	2035		3	OT	OT	OT	
8	2034		4	EM	OT	OT (FSA)	
9	2034		4	OT	OT	OT (FSA)	
10	2033		5	EM	OT (FSA)	OT	
11	2033		5	OT	OT (FSA)	OT	
12	2033		5	EM	OT (FSA)	OT	

Inclusion Supports							
Name	Designation or SLP	YOG	Grade	Literacy proficiency 2023	Literacy proficiency 2024	Literacy proficiency Oct 2025	Literacy proficiency May 2026
1	G	2036	2	OT	OT	OT	
2	SLP	2035	3	OT	OT	OT	
3	SLP	2034	4	EM	EM	EM	

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4	D	203 4	4	OT	OT	OT (FSA)	
5	Q	203 4	4	EM	EM	OT	
6	SLP	203 4	4	OT	OT	OT	

**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.**

Communicating encompasses the set of abilities that people use to impart and exchange information, experiences, and ideas; to explore the world around them; and to understand and effectively use communication forms, strategies, and technologies. Communicating provides a bridge between peoples' learning, their personal and social identity, and the world in which they interact. People who communicate effectively use their skills and strategies intentionally to ensure understanding their audience. They communicate in an increasing variety of contexts, for a variety of purposes, and often with multiple audiences.

Communication plays a critical role in personal, social and academic development. Clear communicators achieve more, are more confident, and have less conflict in the classroom and on the playground. We have found gaps in our data that confirm our professional hunches that we need a coordinated approach to communication skills in our school. Our hunch is that if we can help students overcome their fear of public speaking/performing, this may open an avenue for easier self-expression.

The B.C. learning outcomes for oral literacy involve developing skills in comprehension and communication through listening and speaking, such as understanding spoken language, telling stories, using a variety of vocabulary and sentence structures, and presenting ideas confidently. Key outcomes include understanding spoken language, using vocal variety (tone, volume), and presenting information clearly, reflecting the connection between oral language and literacy development across all grades, as outlined in the [B.C. Curriculum](#).

**Indigenous Perspective:**

Storytelling is a central part of Indigenous culture as it connects people through generations and teaches important moral lessons. The stories that we have shared thus far are :

Legend of Turtle Island, How Raven Stole the Sun, and The Legend of Frog Peak.

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

- Increased evidence of mastery in ELP for grades K, 1 and 2

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- Increase in number of students on track in writing
- Increased confidence in oral story telling and public speaking through self assessment at two check points during the year
- More students on-track or extending in FSA literacy results (writing)
- Less social conflicts reported on the playground and in the classroom (able to communicate problems in nonviolent ways)
- More students able to complete writing tasks independently or with the aid of speech to text and without extensive classroom support.
- More students participating in public speaking and performing activities

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.

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

Collect and analyze all assessment data to track student progress over time. 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.

### What We're Doing

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

Priority	Embedded Actions
<b>Lifelong Learners</b>	<p><b>Literacy Support:</b> Targeted instruction provided for identified learners requiring additional support. Use of speech to text</p> <p><b>Phonemic Awareness Instruction:</b> 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. This involves our district speech pathologist screening</p> <p><b>Primary Literacy Support:</b> Early Literacy Program (ELP) assistance is delivered by the Primary Inclusion Support Teacher for primary students who need focused literacy development.</p>
<b>Connected Learners</b>	<p><b>Embedding literacy activities into Field Trips such as Kokanee Salmon Spawning tour:</b> Students in Grades 1–6 engage in the Kokanee Salmon life cycle experience, with integrated learning modules to deepen understanding of local ecosystems.</p>

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	<p><b>Fostering Literacy Program</b> Visits from CBAL volunteers to work with struggling readers. Year long.</p>
<p><b>Caring &amp; Inclusive Learning Culture</b></p>	<p><b>In-Class Targeted Interventions:</b> 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><b>Culture &amp; Identity Development</b></p>	<p><b>Multi-Age Group Activities:</b></p> <p><b>Learning Centres Rooted in Indigenous Ways of Knowing:</b> Classroom activities are guided by the <i>First Peoples Principles of Learning</i>, emphasizing experiential, relational, and patient approaches to learning. Focus on oral story telling (creation stories)</p> <p><b>Story Telling Fair:</b> Students engage in creative storytelling that honours the role of memory, history, and oral tradition in knowledge sharing.</p> <p><b>Indigenous Literature in Instruction:</b> 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><b>Career Development</b></p>	
<p><b>Where We Are Going (Equity-Focused Action Plan)</b></p>	
<p><b>Professional Learning (Describe the professional learning that will support meeting the target)</b></p> <p><b>Adreanne Gear Literacy-focused Pro-D</b> days emphasize evidence-based instruction, including resources such as <i>Powerful Writing Structures</i></p> <p><b>Local Story Teller (Tom Funergy)</b> providing professional development for staff</p> <p><b>Strategic Staff Collaboration:</b> Monthly Staff collaboration time with focused conversations on literacy instruction, with emphasis on aligning strategies to meet the needs of diverse learners.</p> <p><b>District led Early Literacy Learning Series:</b> A structured learning pathway for educators focused on strengthening foundational literacy practices across the early years.</p> <p><b>Literacy Resources:</b></p> <p><i>UFLI</i> program introduced for Grades K–3 to build strong decoding and phonics skills.</p> <p>Virtual literacy sessions offered to Kindergarten and Grade 1 educators to explore best practices in early reading instruction.</p>	

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### **Collaborative Literacy Planning:**

*District Primary Success Meetings* provide opportunities for teachers to discuss student progress and share strategies. Principal, IST and district team.

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

#### **Tier 1 – Core Instruction**

Teachers collect ongoing evidence of learning to inform classroom planning and ensure alignment with student needs. Instruction follows a scaffolded approach targeting priority learners in planning for the entire class.

#### **Tier 2 – Strategic Supports**

Educators use tracking system to set targets for short and long term planning of student success. analyze assessment data to pinpoint specific skills or concepts needing reinforcement. 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.

#### **Tier 3 – Targeted Supports for Priority Learners**

Assistive technology is utilized to remove barriers and support equitable access to learning (ie speech to text ).

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

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

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

By teaching the basic tools of powerful writing we believe that we can empower students to express themselves confidently in healthy and more creative ways. This can help with their general writing skills as well as communicating needs to others to resolve conflict. Students are naturally creative, so we will use story telling as a way to bring their imagination to life as they learn the skills to express their ideas.

# Numeracy

### Goal Statement

Each student will improve their number sense and gain operational strategies for problem solving

### Where We Are At

Numeracy Data (Discuss provincial, district, and school level data as available). Please ensure priority learners are included as a focus.

See attached

Most students are able to write a few operations (+ and -) related to numbers, but many do not represent it visually (ie. ten blocks) or show any real-world connections. By developing better number sense and operational strategies for problem solving we hope students will make better connections to real life problems that they are better prepared to solve. Through games and real-life connections we aim to make numeracy fun and real to life.

#### FSA for Grade Fours

FSA Results Numeracy	On Track or Extending
2023/24 FSA	56%
2024/25 FSA	81%
2025/26 FSA	87%

Results from our School wide assessments in the fall show a need to improve number sense and operational procedures. Staff believe that this may help students generally with problem solving

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

See attached

- Snap Assessments
- ENP
- Teacher-generated assessment data
- FSA results
- School-wide numeracy assessment results (Numeracy: assessing for operations and number sense)
- Student self-assessment and self-reporting on confidence level with math problem solving ability (November and May).

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

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Our world, more than ever, needs problem solvers! Students should understand that math is everywhere and in almost everything they do. Developing better number sense and gaining problem solving strategies will help students become numeracy literate and better prepared for the future.

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

- Increased evidence of math fluency for grades K, 1 and 2
- More students at or above grade-level in math at two checkpoints during the year
- More students on-track or extending in FSA numeracy results
- More students able to complete problem-solving tasks without extensive classroom support
- Improvement between spring and fall checkpoints for school wide numeracy assessment using (ENP, Snap, and Island Numeracy)
- Define and assemble a coordinated ENP-style program for math fluency in grades K, 1 and 2
- Evaluate and implement grade-wide assessments in math
- Use data and evidence to create intervention plans that include student, parent, classroom teacher, IST, principal
- Revisit targets bi-monthly during collaboration time to discuss numeracy strategies that are working in the classrooms
- Align, share and coordinate numeracy resources including Fullerton, Boaler, SD.resources etc...
- Improve vertical alignment in math instruction (monthly topic during collaboration times)
- Create resources for parents around math problem solving
- Develop school “Numeracy Nest” where staff can access numeracy resources and students can access numeracy games, puzzles, and numeracy themed books.
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### What We’re Doing

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

- Using the Circle of Courage as a foundation to work on the following themes: Belonging, Generosity, Mastery, Independence
  - Use Circle of Courage as a lens through which to view student needs
  - Revisit Zones of Regulation as common language for students to reflect and express their emotional state
  - Use data and evidence to create intervention plans that include student, parent, classroom teacher, IST, principal
  - Revisit targets bi-monthly

Priority	Embedded Actions
<b>Lifelong Learners</b>	<ul style="list-style-type: none"> <li>• Provide multiple access points to numeracy curriculum for students and making connections to real life situations</li> </ul>

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<b>Connected Learners</b>	Multi grade activities
<b>Caring &amp; Inclusive Learning Culture</b>	Trauma focused / culture sensitive activities
<b>Culture &amp; Identity Development</b>	Activities that support students discovering “their way” of solving numeric problems
<b>Career Development</b>	Career day!
<b>Where We Are Going (Equity-Focused Action Plan)</b>	
<b>Professional Learning (Describe the professional learning that will support meeting the target)</b>	
<ul style="list-style-type: none"> <li>• Provide professional Development opportunities to align with resources. Working with District Numeracy Support Teacher (Jonathan).</li> <li>• Access district numeracy resources</li> <li>• Provide professional Development opportunities to align with Jo Boaler, <i>Mathematical Mindsets</i></li> <li>• <i>District Math book study (Jonathan)</i></li> <li>• <i>Consult with District numeracy team and invite district numeracy teacher in for pro-d</i></li> </ul>	
<b>Student Learning (What student learning strategies will support meeting the target?)</b>	
<ul style="list-style-type: none"> <li>• <b>Mindful Math for Kindergarten and Grade 1 /Good Questions (number sense and problem solving) K/1 Carole Fullerton</b></li> <li>• <b>Carole Fullerton and Mathletics units</b></li> </ul>	
<b>Theory of Action (What is our hypothesis given the action plan for staff and student learning?)</b>	
<p>Most students are able to write a few operations (+ and -) related to numbers, but many do not represent it visually (ie. ten blocks) or show any real-world connections. By developing better number sense and operational strategies for problem solving we hope students will make better connections to real life problems that they are better prepared to solve. Through games and real-life connections we aim to make numeracy fun and real to life.</p> <p>we hope students will make better connections to real life problems that they are better prepared to solve.</p>	
<b>School Determined</b>	
<b>Goal Statement</b>	
<b>Continue to improve the number of students that feel a strong sense of belonging at Blewett Elementary School</b>	
<b>Where We Are At</b>	
<b>Data (Include provincial, district, and school level data as available). Include priority learners.</b>	
<p>Satellite Data:</p> <ul style="list-style-type: none"> <li>• School wide survey for “belonging”</li> </ul>	

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- CHEQ survey in Kindergarten
- Student Learning Survey

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

- SLS show areas of needed improvement in the area of “belonging” however a more school wide survey shows that 98% of our students feel that their school is a place they feel safe and where they belong.
- We see a need for improved conflict resolution during unstructured times (conflicts on the playground)
- We see a need for students to be able to accurately assess their current emotional status (Zones of Regulation) and be able to express their needs to others.

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

Social and emotional learning along with positive school connections provide the solid foundation for our students to be able to learn and grow. Social and emotional learning builds resilience, creates positive relationships, allows for responsible decision-making and helps manage emotions.

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

We want to see:

- Maintain or Increased evidence of belonging through student learning surveys and school wide survey.
- Evidence of less conflicts on the playground and in the classroom
- Evidence of more students able to accurately assess their current emotional status (Zones of Regulation) and take steps to self-regulate.
- More students able to express their needs to peers in healthy ways.

### What We're Doing

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

Priority	Embedded Actions
<b>Lifelong Learners</b>	Using the Circle of Courage as a foundation to work on the following themes: Belonging, Generosity, Mastery, Independence Encouraging curiosity, perseverance, and voice in learning helps all students feel valued and included.
<b>Connected Learners</b>	Opportunities for collaboration, mentorship, and leadership
<b>Caring &amp; Inclusive Learning Culture</b>	Use Circle of Courage as a lens through which to view student needs

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	Revisit Zones of Regulation as common language for students to reflect and express their emotional state
<b>Culture &amp; Identity Development</b>	Honouring and integrating diverse perspectives affirms students' sense of self and strengthens community.
<b>Career Development</b>	N/A
<b>Where We Are Going (Equity-Focused Action Plan)</b>	
<b>Professional Learning (Describe the professional learning that will support meeting the target)</b>	
<p>See scope and sequence for Circle of Courage.</p> <p><b>Pro D:</b></p> <ul style="list-style-type: none"> <li>• <b>Dr. Martin Brokenleg <u>Reclaiming Youth at Risk: Futures of Promise: Reclaiming Youth Network</u>. “The Circle of Courage Philosophy”.</b></li> <li>• <b>Eric Jensen <i>Teaching with the Brain in Mind</i></b></li> <li>• <b>J. Diane Connell <i>Brain-Based Strategies to Reach Every Learner</i></b></li> <li>• <b>Jody Carrington <i>Kids These Days</i></b></li> <li>• <b><i>Zones of Regulation</i></b></li> </ul> <p><b>Current Initiatives Supporting School Growth</b></p> <ul style="list-style-type: none"> <li>• <b>Student Leadership:</b> Commitment to regular student-led sharing during assemblies to celebrate learning and foster student agency.</li> <li>• <b>Support for Vulnerable Students:</b> Weekly Student-Based Team (SBT) meetings — involving Inclusive Support Teacher (IST), Principal and other relevant staff — to review student needs and implement targeted supports.</li> <li>• <b>Professional Development:</b> Participation in scheduled Professional Development Days as well as ongoing professional learning opportunities that align with Personal Learning and Development Plans.</li> <li>• <b>Collaborative Planning Time:</b></li> </ul>	
<b>Student Learning (What student learning strategies will support meeting the target?)</b>	
<ul style="list-style-type: none"> <li>• <b>Student self-assessment data on belonging school-created data (in progress)</b></li> <li>• <b>Data tracking of social conflict on the playground and in the classroom</b></li> <li>• <b>Data on students being able to identify their zone and which zone they are working to be in</b></li> </ul>	
<b>Theory of Action (What is our hypothesis given the action plan for staff and student learning?)</b>	
<p>By working through the lens of the Circle of Courage, and teaching common language for (Zones of Regulation) we believe that we will be better able to target specific Social emotional needs of students and help them develop better self-regulation skills.</p>	



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