



School District No. 8 (Kootenay Lake)

ARES School Learning Plan

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:	April 2026	School:	Adam Robertson Elementary School
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Vision

To support the development of resilient children who can thrive in any community

School Profile

- 311 students
- 31 Staff
- 13 classrooms
- Kindergarten to Grade 7
- 74 students with Aboriginal Ancestry
- 21 students with designations (A-G = 10, H-R = 11)
- 16 ELL Students
- 76 SBT Referrals

Consultation Process

Staff

- Planning day discussions
- Staff Engagement Action Team meetings
- Collaborative work in building class profiles
- Informal discussions
- Administrator Evaluation Feedback (which included survey results from staff)
- Monthly Staff Meeting Collaborative Question
- Weekly staff email updates with opportunity for feedback & contributions
- Opportunity for primary & intermediate staff collaborative sessions in literacy & numeracy
- Weekly School Based Team Meetings
- Aboriginal Education Action Plan – Consultation Process and discussions
- Principal and Vice Principal Evaluations 2025
- January Learning Plan Collaboration at Staff Meeting

Students

- Courage Card Data - Ongoing
- Intermediate Student Belonging Survey - November
- Staff bulletin board with interactive activities and question box
- Monthly Assemblies
- Classroom visits to address specific issues & receive student input for problem-solving
- PVP interactions with students during morning, recess, lunch, and bus supervision
- Conversations with student when they attend the library “Safe Space” during lunch hour

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Parents & Caregivers

- Monthly newsletter with opportunity for parents to respond via e-mail
- Invitation to participate in School Planning Day
- Principal Evaluation 2025 (which included Parent Feedback from 39 families)
- Family Welcome Picnic in September – Opportunity to meet with ARES Staff
- Monthly PAC meetings
- April Learning Fair visit
- October Early Dismissal Days – Opportunity for parents to meet individual teachers and hear thoughts and/or concerns
- Open Door Policy
- SEY2KT Parent/Family participation
- Parent participation in schoolwide activities
- Active parent volunteers - Breakfast Program
- Family Feedback Form - April

Indigenous Representation

- Consultation with Aboriginal Education Support Worker (Josie Fullarton) to prepare for the Aboriginal Education Action Plan
- Consultation with Aboriginal Success Teacher (Danielle Sonntag) to prepare for the Aboriginal Education Action Plan
- Discussion and staff meetings, which include Aboriginal Success Teacher
- Reconciliation Committee – regular meetings & planning sessions

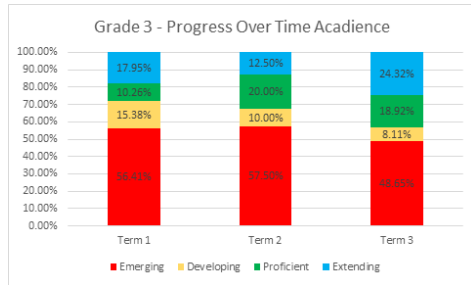
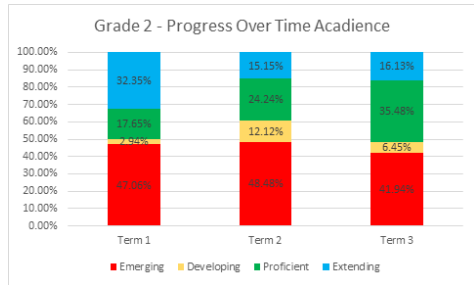
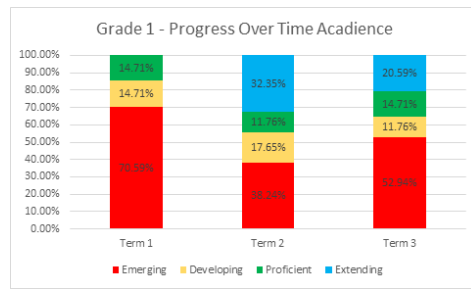
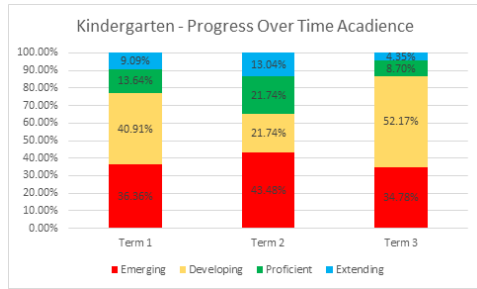
Coherence and Alignment

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

Literacy
Goal Statement
<p style="color: #0070c0; font-weight: bold;">Improve literacy proficiency for all learners.</p> <p><i>To strengthen student literacy by ensuring consistent implementation of a balanced literacy program—integrating reading, writing, and structured word work—that uses data to guide differentiated core, strategic, and targeted supports.</i></p>
Where We Are At
<p style="color: #0070c0; font-weight: bold;">Literacy Data Overview (Discuss provincial, district, and school level data as available). Please ensure priority learners are included as a focus.</p>
<p style="color: #0070c0; font-weight: bold;">Satellite Data – Level 1</p> <ul style="list-style-type: none"> • FSA's - Grade 4 & 7 <ul style="list-style-type: none"> ○ Grade 4 – FSA – 55.5% on track in 2025-2026 <i>(In 2024-2025 62.5% were on track)</i> ○ Grade 4 – FSA – 9.25% extending ○ Grade 7 – FSA – 73.9% on track in 2025-2026 <i>(In 2024-2025 71.1% were on track)</i> ○ Grade 7 – FSA – 4.4% extending

Map Data – Level 2 – School Level

- Schoolwide Acadience Assessment (*Aligned to Proficiency Scale*)
 - Primary Acadience Data

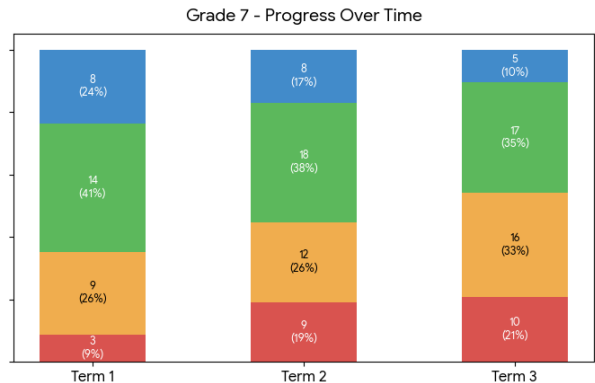
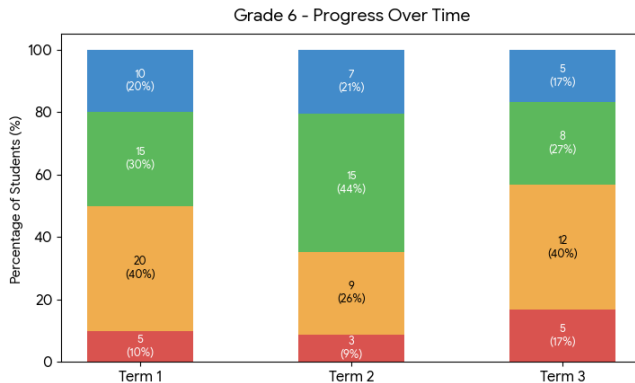
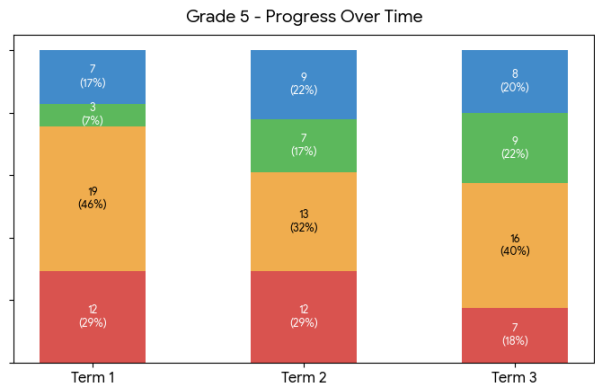
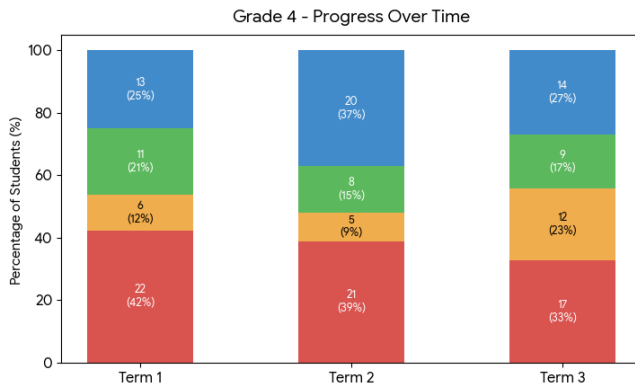


- Intermediate Acadience Data:

At Risk (Emerging), Below Benchmark (Developing), At benchmark (Proficient), Above Benchmark (Exceeding)

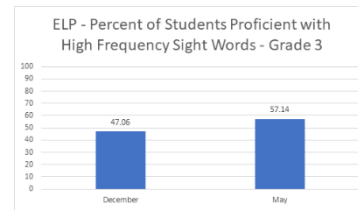
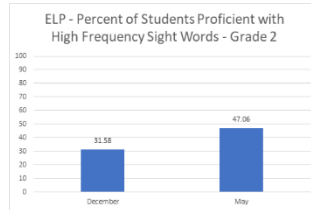
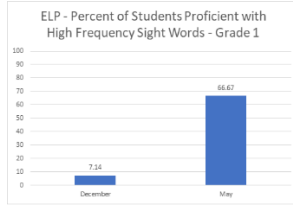
Acadience Reading Proficiency Level Shifts Across Terms (Custom Colors)

At Risk (Red) Below Benchmark (Orange) At Benchmark (Green) Above Benchmark (Blue)



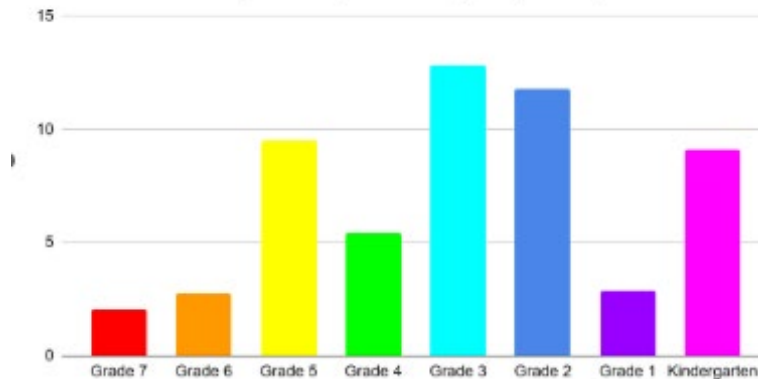
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- ELP Data: *(Kindergarten Data not included – Will be updated in Early June)*



- Attendance Data:

Student Attendance - % of Students Who Missed 20% or More of 2025/2026 (as of May, 25, 2026)

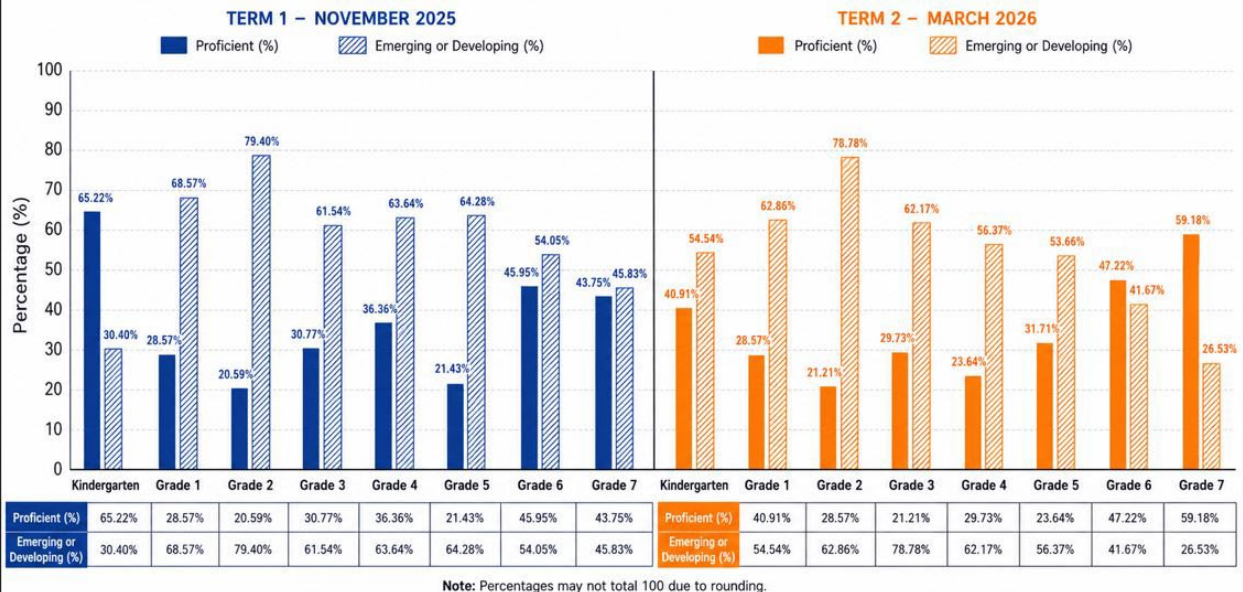


Street Data – Level 3 – Classroom Level

- Classroom-based reading assessments (DRA/Reading A-Z, RAZ Kids, EPIC)
- Classroom Observations
- Classroom Profiles
- Learning Update Data: November 2025 and March 2026 - English Language Arts.

Learning Update Data – English Language Arts

Comparing Term 1 (November 2025) and Term 2 (March 2026)



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

Trends

- Growth is evident across ELP, Learning Updates, and FSA data, although rates of growth vary across grade levels and cohorts
- Acadience data shows mixed results across grade levels as benchmark expectations increase in difficulty each term.
- Maintaining levels or demonstrating small gains in Acadience is considered progress, particularly for priority learners and students requiring Tier 2 and Tier 3 supports.
- Strong growth is evident in:
 - Grade 1 and Grade 6 Acadience data
 - Intermediate grades in Learning Updates, particularly Grades 5–7
- “Emerging” persists across K–7 within each set of data, indicating that gaps are not yet closing for all learners.
- Movement is stronger at the upper proficiency levels (Proficient to Extending) than from Emerging to Proficient.
- Grade 7 demonstrates an increased area of concern, as Term 3 Acadience data does not reflect the same level of growth seen in classroom-based assessments and Learning Updates, suggesting inconsistencies between standardized literacy performance and classroom achievement.
- Most reading growth occurs during Term Two and tapers in Term Three.

Strengths

- Common assessment system (Acadience administered 3x/year):
 - K–7 data provides a comprehensive picture of student learning and performance
 - Helps identify priority learners clearly and early
- SBT Process:
 - September is prioritized for relationship building and connection before referrals begin
 - IST administers assessments to improve consistency and reliability of data
 - On Planning Day, staff build class profiles to identify Tier 1 (Core), Tier 2 (Strategic), and Tier 3 (Targeted) supports
 - Referrals begin at the end of September so teachers are better informed by assessment data

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- IST time is used more strategically and efficiently to support students with the highest needs

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.

- The strongest literacy growth is occurring in the youngest learners, suggesting that early foundational interventions and structured literacy supports are having a positive impact.
- Students are demonstrating growth across literacy measures; however, foundational literacy gaps continue to persist for some learners, particularly students identified as priority learners, indicating that growth is not yet consistent enough to close achievement gaps.
- Balanced literacy practices and data-informed instruction are more consistently established in primary classrooms, while implementation in intermediate classrooms continues to vary, particularly in writing instruction and the use of assessment data to guide differentiated supports. This inconsistency may impact the effectiveness of differentiated Tier 1 and Tier 2 supports across classrooms.
- ELP data suggests the strongest literacy growth occurs when foundational interventions and structured literacy supports are implemented early in students' learning.
- Our SBT process supports equity and early identification of priority learners by using common assessment data and collaborative planning structures to guide Tier 1, Tier 2, and Tier 3 supports.
- Teachers are continuing to build confidence in supporting Tier 2 learners within the classroom; however, inconsistent implementation of strategic supports may contribute to persistent literacy gaps for some students.
- Increased reliance on technology and reduced opportunities for explicit pen-to-paper writing instruction may be contributing to challenges with encoding, sentence structure, fluency, and comprehension development, as writing supports reading development.
- Attendance may be impacting literacy growth, particularly in the primary years where consistent exposure to foundational literacy instruction is critical.
- There is currently variability in how the Learning Update proficiency scale is applied across classrooms. For example, students with strong reading comprehension but weaker writing skills may receive different proficiency ratings depending on teacher interpretation.
- Classroom achievement and standardized literacy measures are not always aligned in intermediate grades, particularly Grade 7. The discrepancy between Grade 7 classroom achievement data and Acadience results suggests that some students may demonstrate success in supported classroom contexts while still experiencing difficulty with independent fluency, comprehension efficiency, or transfer of foundational literacy skills.
- Growth patterns suggest a need for stronger transfer of literacy skills and greater consistency in assessment and instructional practices across classrooms.
- The school-wide Read-a-thon occurring during Term Two may be one contributing factor to stronger literacy growth during this term.

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

By June 2027, at least 90% of students, including priority learners, will demonstrate measurable growth in literacy on term two and three assessments as a result of consistent implementation of a balanced literacy program that guides differentiated core, strategic, and targeted supports.

What We're Doing

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

Priority	Embedded Actions

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<p>Lifelong Learners</p>	<ul style="list-style-type: none"> • Heggerty and UFLI programs: Provide consistent language and practices for phonemic awareness across primary grades. • Strengthening Early Years to Kindergarten Transitions (SEY2KT): Five sessions supporting early literacy development for pre-school students and families, identifying potential challenges early. • January Read-a-Thon (<i>The Reader Games</i> theme): Encourages reading for pleasure and engagement, aligned with Circle of Courage teams. • Targeted literacy interventions: <ul style="list-style-type: none"> ○ Intermediate IST delivers Corrective Reading & Comprehension interventions for priority learners. ○ Primary IST provides ELP-based support for priority learners. ○ Early Learning Support Teacher specifically targets Kindergarten students each Wednesday morning to provide literacy supports • Acadience Reading Assessments (K–7, three times/year) to monitor growth and inform instruction. • Family Literacy Week activities support literacy education and reading engagement at home. • Literacy Scavenger Hunt during Family Literacy Week – Buddy Partnership • Scholastic Book Fair (<i>April, during Learning Fair</i>) to increase access to high-interest texts and promote reading engagement.
<p>Connected Learners</p>	<ul style="list-style-type: none"> • Buddy reading and mentorship opportunities: <ul style="list-style-type: none"> ○ Grade 7 students support literacy centers for younger learners. ○ Great Big Buddy Read pairs primary students with older buddies. ○ Regular buddy reading between classes. • Intergenerational literacy experiences: <ul style="list-style-type: none"> ○ Grade 2 and 3 students participate in visits with Crestview senior residents where they share their learning • Community and environmental projects: <ul style="list-style-type: none"> ○ Grades 3–5 participate in the Kokanee salmon hatching project with Wildsight and Creston Rod & Gun Club, including reading, writing, and oral reflection activities. ○ KRSS partnerships for Grades 3/4 integrate science-based tasks and collaborative learning. • Service learning and authentic audience writing: <ul style="list-style-type: none"> ○ Students create cards for Community Christmas Hampers. ○ Students create cards for volunteers and community businesses who support us • Community-based physical and experiential learning with literacy connections:

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	<ul style="list-style-type: none"> ○ Pickleball with community coach, swimming lessons, and curling lessons involve following instructions, reflecting, and communicating learning experiences in structured contexts.
<p style="text-align: center;">Caring & Inclusive Learning Culture</p>	<ul style="list-style-type: none"> • Targeted interventions integrated into primary classrooms to support diverse learning needs. • Social-emotional and social skills support for identified priority learners, enabling engagement in literacy tasks. • Wraparound community mental health supports that strengthen students' capacity to access literacy learning opportunities. • Social-Emotional Support Teacher works with at-risk students who require more structured social skills and/or emotional regulation support,
<p style="text-align: center;">Culture & Identity Development</p>	<ul style="list-style-type: none"> • First Peoples Principles of Learning embedded in literacy centers, emphasizing experiential, relational, and reflective learning. • Aboriginal Success Teacher incorporates Indigenous literature into guided instruction. • Ktunaxa language lessons provided to all students. • Pow wow preparation and participation: Includes regalia and moccasin making, dance, and drumming lessons, with reflection, storytelling, and oral communication activities integrated. • Community Courage Days during the first week of school to teach the values of Belonging, Generosity, Independence, and Mastery through shared group experiences.
<p style="text-align: center;">Career Development</p>	<ul style="list-style-type: none"> • Scholastic Book Fair leadership: Intermediate students organize and manage the event, communicating with peers and families. • Learning Fair: Students share successes and learning through presentations and displays, reinforcing reading, writing, and oral communication. • Grade 7 Transition Program with KRSS: Students develop organizational and communication skills to support successful transitions to secondary school. • Maker's Studio Showcase: Students display Fine Arts projects to families and articulate the processes they used to create their work, building presentation and communication skills. • Floor Hockey Winter Games: Student-initiated and led house games at lunch with teacher sponsorship, providing leadership and organizational experience. • Grade 7 Leadership Group organizes and advertises spirit days and lunchtime activities.
<p>Where We Are Going (Equity-Focused Action Plan)</p>	

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

- Continue to use the IST-developed K–7 Literacy Framework aligned with the BC Curriculum to support consistent skill development, instructional coherence, and clear progression across grades.
- On Planning Day, staff use assessment data to build classroom profiles that guide instructional planning:
 - Core Supports – Tier 1
 - Universal literacy instruction aligned with curriculum content and Core Competencies
 - Instruction that progresses from foundational skills to more complex applications
 - Ongoing collection and analysis of student evidence to monitor growth and inform instruction
 - Strategic Supports – Tier 2
 - Use assessment data to identify and address specific skill gaps
 - Flexible groupings and differentiated instruction to support learner needs
 - In-class supports such as leveled graphic organizers, fluency practice, vocabulary development, and novel studies
 - Targeted Supports – Tier 3
 - Educational Assistant support for students with IEPs, as needed
 - Use of assistive technology where appropriate
 - Targeted literacy intervention provided by IST
- School Planning Days and School-based Pro-D focus on developing a cohesive balanced literacy approach that creates consistency across grades, reduces literacy gaps, and incorporates universal design and executive functioning supports.
- Staff participate in ongoing literacy-focused professional learning, including:
 - ELP Professional Learning Series
 - Grade 1 Literacy Series: *Unlocking Sight Words*
 - Grade 3 POPEY Residency: *From Sight Words to Syntax – The Writing Revolution*
 - Kindergarten Acadience Screening training
 - Heggerty training and online learning resources
 - UFLI implementation for Grades 1–3
 - Primary Success Meetings
 - Literacy Pro-D sessions
 - *Shifting the Balance* resources and professional learning
- Staff meetings include targeted discussions around literacy strategies, assessment practices, and student needs.
- Develop an SBT response plan following referrals to clarify Tier 1 and Tier 2 classroom supports, including:
 - How to respond to assessment data with instruction
 - What supports look like at each tier
 - How to implement effective in-class interventions before referral

This plan will support more consistent classroom practice and allow IST to focus on students with the most intensive need.
- Intermediate teachers will engage in a Professional Learning Community using *The Writing Rope: A Framework for Explicit Writing Instruction in All Subjects*.
- During May School-based Pro-D, grade groups will collaborate to share resources and strengthen regular pen-to-paper writing instruction.
- Develop school-wide writing performance standards by blending the old and new BC curriculum to support consistent assessment practices, clear expectations, and cohesion across grades.

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- Implement a Monthly School-Wide Write connected to Circle of Courage themes. Staff collaboratively assess student writing using school-wide performance standards to monitor growth throughout the year.

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

- The IST-developed literacy framework provides a cohesive and balanced approach to literacy instruction across grades and supports consistency in core, strategic, and targeted instruction.
- Acadience Reading Assessments (Primary and Intermediate) are administered in September, February, and May to monitor benchmarks and student growth. September results are used during Planning Day to inform classroom profiles and instructional planning.
- Create a school-wide list of Tier 1 universal supports, strategies, and routines for teachers to use with students.
- Strengthen Tier 1 and Tier 2 classroom instruction through data-informed practices and targeted supports prior to Tier 3 intervention in order to:
 - Address learning needs early and proactively
 - Reduce the number of students requiring intensive intervention
 - Ensure Tier 3 IST support is reserved for students with the most significant needs
- IST reconfiguration: One IST focuses on academics (Literacy), while one IST focuses on social-emotional needs.
- For Priority Learners (Tier 2 & Tier 3 Students):
 - Intermediate priority learners receive targeted instruction through the *Corrective Reading and Comprehension program* to address gaps in decoding, vocabulary, fluency, and comprehension:
 - Structured, sequential instruction in decoding and comprehension
 - Intensive support for students performing one or more years below grade level
 - Focus on strengthening foundational reading skills to improve overall achievement
- All students participate in a monthly school-wide pen-to-paper writing task connected to the Circle of Courage. Writing is assessed using grade-level performance standards to monitor student progress and support consistent expectations across the school.

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

If teachers are supported to implement a coherent balanced literacy program—including explicit reading instruction, structured word work aligned with the Science of Reading, and guided writing—that provides measurable data to inform core, strategic, and targeted supports, then all students, including priority learners, will demonstrate growth in literacy during term two and three assessments.

Numeracy

Goal Statement

Improve numeracy proficiency for all learners.

To strengthen student numeracy by ensuring consistent instruction in foundational number sense and the consistent administration and use of a shared assessment to guide differentiated core, strategic, and targeted supports.

Where We Are At

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

Satellite Data – Level 1

- FSA Data Grade 4 & 7
 - FSA – Grade 4 – 59.25% on track (*In 2024-2025 40% were on track*)
 - FSA – Grade 7 – 73.9% on track (*In 2024-2025 33.3% were on track*)

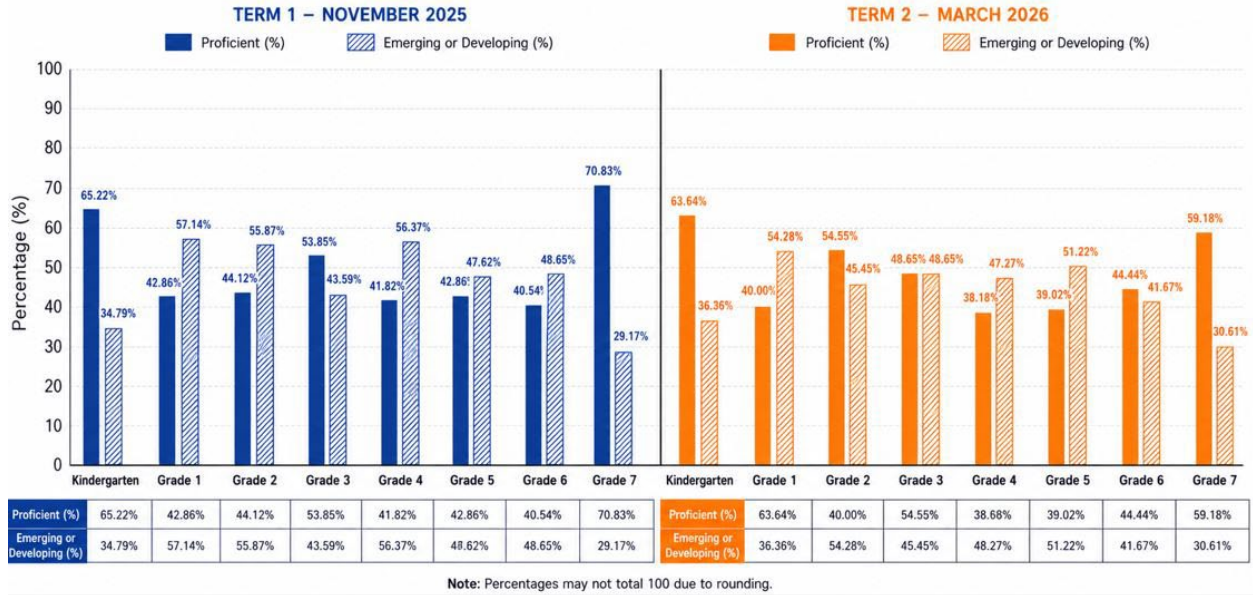
Map Data – Level 2 – School Level

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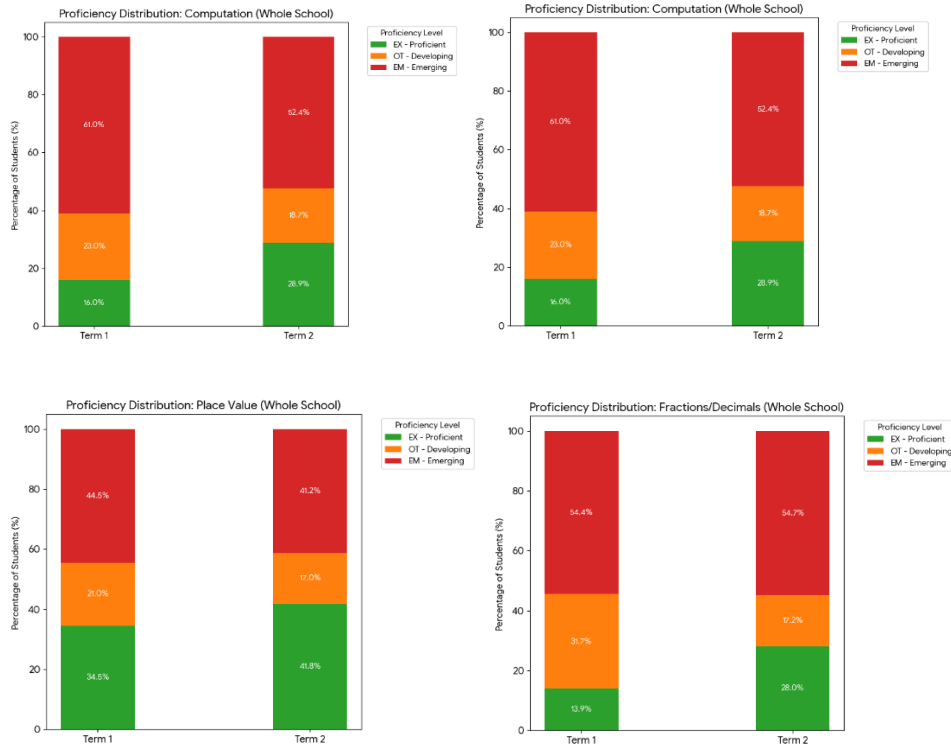
- Learning Update Data: November 2025 & March 2026– Mathematics (See Graph)

Learning Update Data – Numeracy

Comparing Term 1 (November 2025) and Term 2 (March 2026)



- Island Numeracy Data Assessment - Grade 2-7



- ENP – Early Numeracy Profile
 - Kindergarten - Percent of students assessed presenting proficiency
 - Number Conversation 69.23%
 - Subitizing – 6-10 Frames 66.67%
 - Ways to make five 86.96%

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- ENP – Early Numeracy Profile
 - Grade 1 - Percent of students assessed presenting proficiency
 - Place Value 68.57%
 - Addition to 20 – 66.67%
 - Subtraction to 20 – 70.00%

Street Data – Level 3 – Classroom Level

- Classroom-based numeracy assessments
- Classroom Observations
- Classroom Profiles Priority Learners:

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

- Marking of Island Numeracy – IST marks all numeracy assessments (Grade 2-7) to ensure consistency in data
- Strong early numeracy foundations (*70–80% of primary students reaching Extending in key areas*).
- Strong early numeracy foundations in Grades 2–3, particularly in:
 - Patterns (high % Extending)
 - Place value
- Gradual decline in computation across intermediate grades:
 - Significant increase in “Emerging” from Grades 4–7
- Fractions and decimals show consistently high “Emerging” rates beginning in Grade 5
- Place value understanding declines in later grades, especially with larger numbers and decimals
- Patterns remain a consistent strength across grades

Priority learners are disproportionately impacted

- Students with:
 - Language-based learning needs
 - Learning differences
 - Gaps due to interrupted instruction
- Show greater difficulty transferring knowledge to assessment contexts, particularly on the Island Numeracy Assessment.

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

- Students demonstrate strong early conceptual understanding but experience difficulty applying skills in more complex contexts
- Gaps in number sense, fractions/decimals, and place value impact computation fluency
- These gaps become more pronounced in intermediate grades

Thoughts:

- Gaps in student ability to read and interpret math problems
- Without strong number sense and problem-entry strategies:
 - Gaps widen as math becomes more abstract in Grades 4–7
 - Priority learners fall further behind despite conceptual understanding
- Strengthening number sense, representations, and transfer skills is essential for:
 - Equity
 - Assessment success
 - Long-term mathematical thinking.

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

By June 2027, at least 90% of students, including priority learners, will demonstrate measurable growth in numeracy on term two and term three assessments as a result of consistent instruction in foundational number sense and consistent administration and interpretation of a shared assessment across classrooms.

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What We're Doing	
Embedding Strategic Priorities (How we're making connections and providing opportunities)	
Priority	Embedded Actions
Lifelong Learners	<ul style="list-style-type: none"> • Staff are learning to use consistent math language to support understanding of basic facts, operations, and problem-solving strategies. • Students practice explaining their thinking using shared strategies and terminology, building communication skills in numeracy. • Targeted interventions support priority learners with specific number sense gaps, using consistent instructional approaches.
Connected Learners	<ul style="list-style-type: none"> • Students hear consistent math language across classrooms as they move through intermediate grades. • Staff use common instructional strategies to model, explain, and scaffold mathematical concepts. • All intermediate classrooms complete the Island Numeracy assessment in September, February, and May to track growth and coordinate instructional support. • Collaborative problem-solving tasks: Students work together on multi-step math challenges, explaining reasoning and solutions to peers.
Caring & Inclusive Learning Culture	<ul style="list-style-type: none"> • A collaborative approach ensures staff share assessment results and coordinate strategies to address learning stretches. • Priority learners receive targeted support informed by consistent assessment data and coordinated planning. • Differentiated strategies and guided practice help all students experience success and confidence in numeracy.
Culture & Identity Development	<ul style="list-style-type: none"> • Staff have access to the First Voice website to integrate Indigenous perspectives and contexts into numeracy lessons. • Numeracy tasks may include real-life and culturally relevant scenarios, encouraging students to see math as meaningful in everyday life.
Career Development	<ul style="list-style-type: none"> • Problem-based learning (PBL): Students tackle real-life scenarios to understand math in practical contexts. • Students develop a growth mindset for numeracy, learning to approach challenging problems with effort, reasoning, and reflection. • Students may plan, organize, and communicate solutions in collaborative tasks, presentations, or math-focused opportunities.
Where We Are Going	

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(Equity-Focused Action Plan)

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

- Continue to use the IST developed Numeracy Framework (K–7) aligned with BC *Curriculum (Year-at-a-Glance continuum)* to support consistent conceptual progression across grades, with a focus on strengthening instructional coherence across the school
- Professional learning on effective instructional strategies, including:
 - number talks and mathematical discourse
 - explicit strategy instruction for computation to build computational fluency (Grades 4–7)
 - use of manipulatives and visual representations to support place value, fractions, and decimal
 - gradual release of responsibility model
- Introduction and professional learning related to Peter Liljedahl’s *Thinking Classroom framework*, with staff engaging in Pro-D and classroom-based implementation to strengthen problem-solving, student engagement, and mathematical reasoning
- Use of formative assessment practices to guide instruction, groupings, and responsive teaching
- Collaborative planning time focused on building cohesion and shared instructional language across classrooms, particularly in intermediate grades and across grade-level transitions
- Implementation of *My Math Path (K–7)* as a shared instructional resource to strengthen coherence in pacing, language, and instructional approaches:
 - Intermediate teachers currently licensed (February 2026) and beginning to build consistent language and approaches
 - Primary teachers will receive licenses in September 2026, supporting full K–7 continuity and alignment
- Participation in district and school-based professional learning opportunities, including:
 - Grade 1 Numeracy Series (early numeracy foundations)
 - Grade 2 Number Sense Assessment (NSA) session
 - My Math Path K–7 pilot and Pro-D learning session supporting common language and instructional coherence
 - Early Numeracy Profile (ENP) Kindergarten resources training
- Access to ongoing professional resources to support instruction and collaboration:
 - SD8 Numeracy SharePoint site
 - virtual manipulatives, games, eBooks, printables
 - Carole Fullerton workshop materials (SD8 Drive)
 - Peter Liljedahl’s *Thinking Classroom framework*
- Integration of culturally responsive resources, including First Voices, to support inclusive numeracy learning and connection to place-based contexts
- Ongoing professional collaboration to ensure alignment, consistency, and shared assessment practices across grades K–7, with continued focus on strengthening school-wide coherence through *Thinking Classrooms*, *My Math Path* implementation, and shared instructional routines.
- Schoolwide problem-solving tasks utilizing a common problem-solving routine to develop coherency

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

- Implement a consistent *Thinking Classroom approach* (Peter Liljedahl) across K–7 by:
 - Using vertical non-permanent surfaces and random groupings
 - Presenting students with thinking tasks as the primary mode of instruction
 - Prioritizing student problem-solving before teacher explanation
- Use *My Math Path* as the core instructional resource to:
 - Ensure a common, progressive language and models across grades
 - Align instruction and interventions with developmental continua
 - Support consistent strategy instruction schoolwide
- Use shared assessment data (ENP, Island Numeracy, class profiles) to:

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- Identify specific numeracy gaps in number sense, computation, and reasoning
- Plan targeted instruction and monitor progress over time
- Strengthen foundational number sense across K–7 by:
 - Teaching place value concepts across grades, including connections to fractions and decimals
 - Providing regular opportunities to compare, order, estimate, and justify reasoning
 - Using visual and concrete models (e.g., number lines, base-ten materials, area models) as thinking tools
- Develop computational fluency (Grades 4–7) by:
 - Engaging students in purposeful practice that builds accuracy, efficiency, and flexibility
 - Teaching multiple strategies and encouraging students to select and justify efficient methods
- Explicitly teach fractions and decimals using:
 - Concrete, visual, and symbolic representations
 - Connections to place value and real-world contexts
- Embed daily problem-solving opportunities by:
 - Using rich, open-ended tasks that require multiple strategies and reasoning
 - Providing “same math, different context” problems to build transfer of understanding
- Establish a consistent, schoolwide problem-solving routine where students:
 - Make sense of the problem before selecting operations
 - Represent their thinking using models and diagrams
 - Reflect on and check the reasonableness of solutions
- Build mathematical communication through:
 - Structured discourse (e.g., math talks, partner discussions, gallery walks)
 - Expectations that students explain, justify, and compare strategies using multiple representations
- Provide responsive and differentiated instruction by:
 - Using formative assessment (observations, conversations, student work) to guide next steps
 - Delivering small-group instruction and targeted interventions for identified gaps
 - Offering extension opportunities to deepen and extend thinking
- Support student ownership of learning by:
 - Engaging students in self-assessment and goal setting based on clear success criteria
 - Reinforcing problem-solving routines and perseverance
- Ensure learning is engaging and relevant by:
 - Incorporating culturally responsive contexts and real-world applications in problem-solving tasks
- Weekly schoolwide problem-solving opportunities using common problem-solving routine

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

If teachers implement cohesive, school-wide instruction focused on foundational number sense and administer and interpret a shared numeracy assessment in a consistent manner, then all students, including priority learners, will demonstrate measurable growth in numeracy during term two and term three.

School Determined

Goal Statement

*Improve staff belonging and engagement to support student learning.
To strengthen a cohesive and collaborative staff culture that intentionally integrates the Circle of Courage values—Belonging, Independence, Generosity, and Mastery—into daily practice to support student engagement, sense of belonging, and academic growth.*

Where We Are At

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

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- Student Learning Survey - 2026
 - Grade 7 - 68% of students always or almost always feel a sense of belonging at ARES.
 - Grade 7 - 32% of students agree or strongly agree that they are learning about caring for their mental health.
 - Grade 4 - 87% of students feel safe at school most of the time to all the time.
- Staff Collaborative Question data from staff meetings
- Action Engagement Team meeting data
- Intermediate (Grades 4-7) Student Belonging Survey (November 2025)
 - 84% of students feel like they belong in their classroom and school community
 - 24 % of students feel sad most of the time
- Family Feedback Survey – March 2026
 - Student well-being: 93.3% report their child enjoys school.
 - Positive climate: 100% of families report the school climate is at least “sometimes” positive, with no “never” responses.
 - Strong relationships with families: 80% feel respected and supported, 76.7% feel comfortable approaching leadership.
 - High satisfaction with principal communication (86.7% always).
 - Staff commitment: 100% indicate staff support student success.
 - Communication is a strength, identified in both quantitative and qualitative responses.
- Staff Feedback Survey – December 2024
 - All staff report high satisfaction and enjoyment in coming to work at ARES
 - Staff describe ARES as a positive, supportive, and welcoming environment
 - Strong perception of supportive and approachable administration
 - Staff value:
 - Positive relationships with colleagues
 - Sense of belonging and teamwork
 - Strong communication and organization
- High social-emotional needs in lower grades that consume IST time. How do we support the new behaviour challenges in the upper grades that impact classroom organizations and structures?

Areas identified for growth:

- Need for greater consistency in staff practices and expectations
- Desire for increased visibility/mentorship of admin in classrooms
- Some staff feel less connected or unheard within the broader staff group
- Ongoing need to strengthen staff culture, collaboration, and shared accountability
- Need for greater social-emotional support in upper grades
- Need for more greater mental health support & education in intermediate grades

Additional data sources

- Weekly SBT Meetings
- Office referrals
- Students respond to daily question related to Staff Bulletin Board
- Open Parachute Data
- Food equity – Student accessing Breakfast Program, Lunch Program & Snack Counter

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

Strengths (What's Working)

- ARES is seen as a caring, welcoming, and positive school (*family, staff, student data aligned*)
- High staff satisfaction and strong relationships are a strength

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- Strong school-wide communication (*emails, newsletters, important dates*)
- Intentional structures and routines support predictability and student success

Growth Areas:

- Consistency
 - Classroom (*Teacher to Home*) communication varies
 - Need for clearer, shared staff expectations (*Staff Norms + staff orientation focus*)
- Belonging & Connection
 - Families & Staff feel there are many opportunities created for belonging but only 53.3% of families report that students *always* feel belonging /84% of students feel they belong
 - Some families still feel not fully connected
- Student Behaviour & Safety
 - Concerns: bullying, peer conflict, limited supervision during unstructured times
 - Increase in needs from new students (last 2 years) with exceptional challenges
 - Significant administrative time required; system feels stretched
 - IST social-emotional/behaviour management focuses on primary grades with a lack of time to support for intermediate students who require intense behaviour management
- Family Voice (PAC)
 - Opportunities exist, but some families feel they don't have a voice
 - Need to rebuild and actively grow PAC participation as current group will be done within 2 years

Priority Learners

- Students not consistently experiencing belonging or safety
- Students impacted by behaviour, peer conflict, or disruptions
- Newer students with more complex needs who have not been immersed in the ARES culture
- Students feeling sad in life

Next Steps (Focus Areas)

- Define clear expectations for classroom to family communication (*To be developed and entered into Staff Norms at September first-day orientation*)
- Continue to strengthen connections and support for high needs/ newly arriving students with key adults (*Teacher Counsellor, Ab Ed Staff, admin*) and find creative measures to develop more focused, individualized routines for these students.
- Build a stronger family voice through PAC engagement & recruitment
- Refocus IST roles – One academic schoolwide support / one social-emotional schoolwide support
- Ensure all teachers are consistently using Open Parachute regularly

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

- Students, staff, and families report high overall satisfaction, with strong relationships and predictable routines contributing to a sense of safety and stability.
- Student experience is not yet consistent across all classrooms, and not all students report a strong sense of belonging. (*Specifically, when there are challenging students new to ARES who disrupt the systems in place*)
- Family feedback suggests more supervision is needed, even though they feel leadership is always visible. (*Still peer conflict, negative behaviours during unstructured times*)
- Communication from the Principal at the school level is strong and appreciated, though classroom communication varies across the school.
- Staff describe a positive working environment with strong trust in leadership and value the visibility and connection of administration.
- Staff would value more opportunities for classroom connection and collaboration and mentorship from admin.

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- There are mixed family perspectives around balancing foundational literacy and numeracy skills with enrichment opportunities and school-wide experiences.
- There is an opportunity to strengthen collective staff culture through clearer expectations, more aligned practices, and increased consistency for students.
- Family involvement is an area to monitor, as PAC participation may decline without more intentional family engagement and succession planning
- There is a need to better support intermediate students with intense social-emotional demands and behaviours.

Target (Specific and measurable statement of the desired improvement)

By June 2027, staff will demonstrate improved belonging and engagement, as measured by staff surveys and team collaboration metrics, supporting increased student engagement, sense of belonging, and academic achievement as measured through student surveys, engagement data, and academic performance.

What We're Doing

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

Priority	Embedded Actions
Lifelong Learners	<ul style="list-style-type: none"> • Teachers use creative problem-solving and case management to meet individual student needs. • Strengthening Early Years to Kindergarten Transitions (SEY2KT) support literacy, numeracy, and social-emotional readiness. • High school transition planning helps students navigate the move to secondary school successfully. • Learning Fair and Early Dismissal Days provide students opportunities to showcase learning and celebrate achievements. • Close connections with support systems for Children in Care and complex students, ensure equity and access to learning opportunities.
Connected Learners	<ul style="list-style-type: none"> • Extra-curricular and in-school programs that meet a variety of student interests and needs (Chess, Art Club, Spring Musical, basketball, volleyball, cross-country, ski program, snowshoeing, curling, pickleball, fishing). • Community engagement and learning opportunities, such as Bike Safe Cycling Education, cultural performances, Crafts for Community Christmas Hampers, Kootenay Columbia Discovery Center programs, Kootenay White Sturgeon presentations, and Focus on Youth initiatives. • Monthly school newsletters highlight student learning, school culture, and community connections.
Caring & Inclusive Learning Culture	<ul style="list-style-type: none"> • Daily breakfast program & snack counter available to all students • Welcoming school entrance and interactive bulletin boards to connect students, staff, and families. • Daily lunch program and healthy snack counter for vulnerable students. • Staff and students use visual and interactive spaces to build connections, inclusion, and awareness of school life.

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	<ul style="list-style-type: none"> • Staff wellness and appreciation activities are offered throughout the year to encourage fun, laughter, and team connection during stressful times, fostering a positive and supportive school culture.
Culture & Identity Development	<ul style="list-style-type: none"> • Circle of Courage values are embedded into classrooms and school-wide activities, guiding responsibility and engagement. • Reconciliation Committee coordinates events and initiatives that support Indigenous perspectives and learning. • Human Rights education increased through staff support and family education. • Food is always available in Aboriginal Support Room • School-wide participation in Orange Shirt Day, Pink Shirt Day, and National Indigenous Peoples Day. • Restorative approaches to behaviour that consider each student’s history, personal situation, and learning needs. • Community Courage Teams are named after Ktunaxa animals, and students earn Courage Cards when they demonstrate Belonging, Generosity, Mastery, or Independence. Each card contributes points to their team, fostering a sense of identity, community, and shared responsibility across the school.
Career Development	<ul style="list-style-type: none"> • Student Leadership Council (SLC) organizes school-wide initiatives such as spirit days. • Learning Fair allows students to present and share their learning with families and the school community. • Self-reflection on Core Competencies and goal setting is embedded across the school, linked to Circle of Courage domains. • Social-emotional learning supports students’ ability to take initiative, solve problems, and collaborate effectively.

Where We Are Going (Equity-Focused Action Plan)

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

- Deepen staff understanding of the Circle of Courage as the foundation of ARES practice, ensuring it is consistently taught, modelled, and communicated with students and families
- Strengthen trauma-informed practice and school-wide routines so students experience a safe, predictable, and caring learning environment
- Embed Open Parachute (Year 2, K–7) as a consistent approach to social-emotional learning and shared language across classrooms
- Strengthen consistent classroom-to-family communication, as outlined in Staff Norms, with the expectation that teachers provide weekly updates to families
- Use SBT and new response structure to support responsive, inclusive instruction for diverse learners
- Strengthen Tier 1 (Core) and Tier 2 (Strategic) classroom supports, providing clear guidance on how to respond to data and support students within the classroom before referral
- Strengthen staff collaboration, shared expectations, and collective responsibility, addressing feedback related to consistency and team cohesion

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- Increase instructional visibility of administration through classroom presence and participation in learning
- Expand family and community connections by creating intentional opportunities for families to share skills, experiences, and cultural knowledge in learning

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

- Continue to use Open Parachute (Year 2, K–7) to build a consistent school-wide language for self-regulation, empathy, and problem-solving
- Embed the Circle of Courage in daily learning and behaviour expectations to support a safe, caring, and connected school culture
- Provide regular opportunities for student voice through talking circles, morning meetings, and leadership experiences
- Engage students in ongoing self-reflection of the Core Competencies and goal-setting each term connected to Circle of Courage domains
- Use differentiated (*Targeted, Strategic, and Core supports*) to ensure students receive appropriate support, challenge, and pathways to success
- Maintain and explicitly teach clear school-wide routines and expectations through assemblies and classroom practice to support consistency across settings
- Continue to reinforce predictable schoolwide structures so students know what to expect, contributing to a safe, orderly, and caring school environment
- Ensure consistent expectations across classrooms so all students experience a cohesive and equitable learning environment

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

If we strengthen staff belonging and engagement through clear communication, trust, and collaboration, then staff will be more motivated and equipped to implement the Circle of Courage philosophy in their classrooms, supporting students to develop a stronger sense of belonging, independence, generosity, and mastery, and creating a positive cycle of engagement and success for both staff and students.