

School District No. 8 (Kootenay Lake)

School Learning Plan Template

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:	2025/2026	School:	Erickson Elementary School
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Vision

To provide the skills and tools that empower students to dream, to care and to become confident, creative builders of their own future.

School Profile

Erickson Elementary school is located just outside the town of Creston. Our current catchment area is quite small. A lot of families make Erickson Elementary School their school of choice and are coming from outside the school's catchment area. The school is a K-7 School with approximately 189 students in eight classrooms, 56 self-identified Ab Ed students, 7 English language learners, 11 teachers, and 5 CUPE Staff.

Consultation Process

Staff

School planning Day September 19, 2025
Staff meeting work: Ongoing

Students

Student learning surveys are used to find areas of concern for the school. Informal conversations with older students are also used. This year we administered our new Student Wellness survey with all students and parents.

Parents & Caregivers

In November all families were invited and encouraged to complete the Student Wellness Survey. The PAC has been consulted with throughout the year and this process.

Indigenous Representation

Our School Aboriginal support worker is involved in all planning meetings.

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.

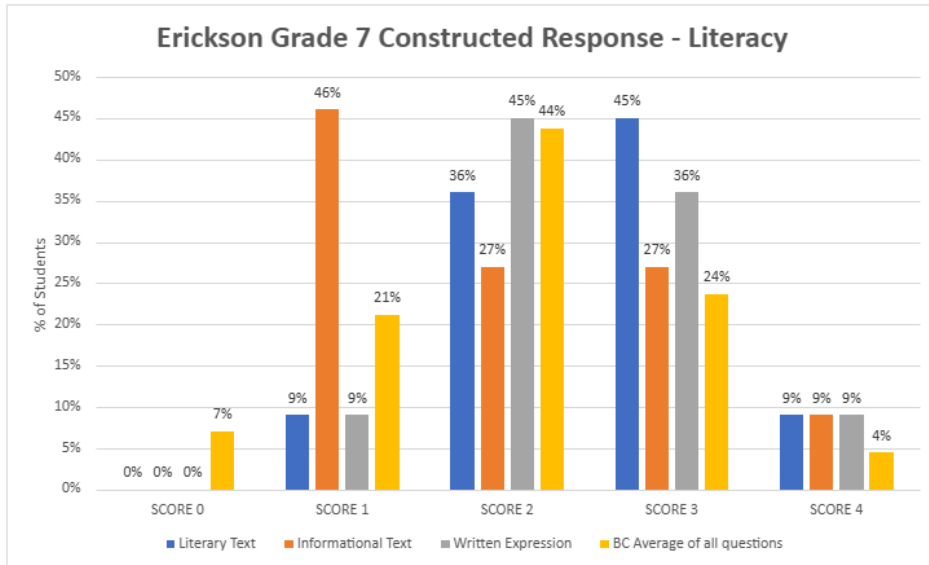
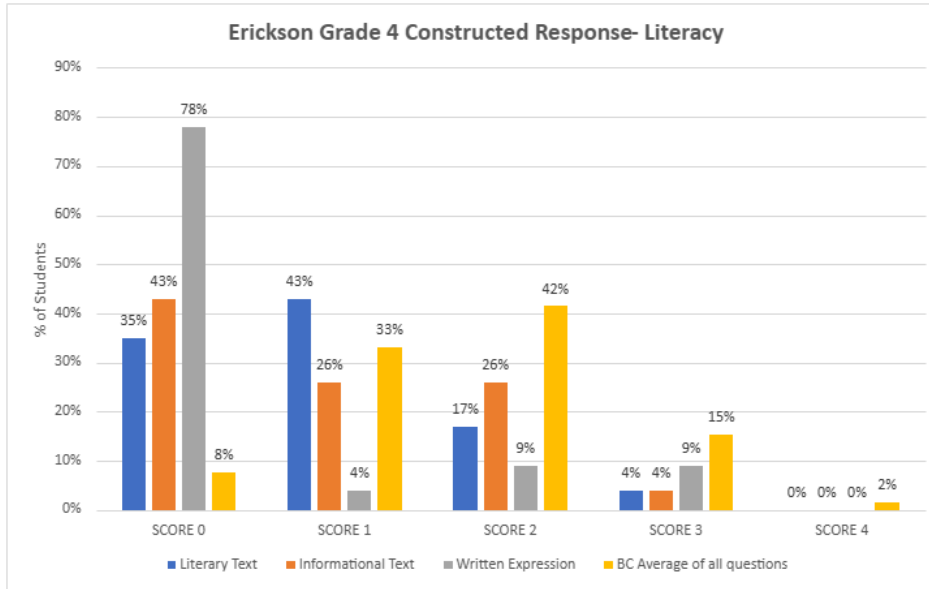
Where We Are At

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

School District No. 8 (Kootenay Lake)

School Learning Plan Template

2024-2025 FSA Literacy Data



Map/Street: EES DIBELS School-wide Assessment data

School District No. 8 (Kootenay Lake)

School Learning Plan Template

DIBELS Initial Score			DIBELS Middle Score			DIBELS Final Score		
Comprehension	Decoding accuracy	Fluency WPM	Comprehension	Decoding accuracy	Fluency WPM	Comprehension	Decoding accuracy	Fluency WPM
6	92	66	15.5	95	84	16	95	108
25	99	137	24.5	95	124	33	99	147
5.5	97	136	17.5	98	140	23.5	98	142
9.5	95	165	23.5	97	175	29	96	183
7	97	86	26	98	101	28	99	145
19.5	98	167	27	97	142	36.5	98	153
12	97	183	32.5	98	158	35	99	160
11	98	109	20.5	100	129	32.5	98	132
28	99	147	20.5	100	129	32.5	98	132
6.5	98	96	15	96	132			
12.5	99	128	17	100	130	25.5	99	176
10	97	97	21	98	125	15.5	97	150
20	98	120	21	98	125	15.5	97	150
18.5	99	105	22	98	138	33.5	98	161
10.5	100	127	17	99	144	32	98	168
15	99	99	18	96	113	24	98	118
3	62	35	3	92	35	24	98	118
15.5	96	126	14	98	129	13.5	96	141
7.5	92	121	18	100	158	31	99	194
12.5	98	123	22	98	136	22	100	168
4	98	94	12.5	98	121	17.5	97	134

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

Prim: The majority of children are proficient by the end of the year but there will always be a small pocket of students who are going to be in the red.

Int: We see progress in our readers and it is nice to use a common assessment.

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.

Prim: We generally see annual growth (see above). We follow the ELP data and it is quite accurate for the primary level. It allows us to differentiate explicitly during small group time leading to growth over the year.

Int: We see progress in target areas and the limitations of what the assessments can tell us (prediction, connections etc.). Street data can inform us of where individual students can improve. It matters to us to see individuals move forward in their areas of need.

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

Prim: We want to continue to see growth in all learners. Be able to look at our ELP and Dibels results from Sept/Oct and compare to May/June and see change in a positive manner.

Int: - We want to see students move forward in all areas of reading, decoding, fluency and comprehension. We want to see students feel confident in their abilities and be able to feel successful including math reading.

SW: At EES we aim to have 100% of students make continued positive progress in their literacy levels.

What We're Doing

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

Priority	Embedded Actions
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School District No. 8 (Kootenay Lake)

School Learning Plan Template

Lifelong Learners	Journaling, tracking and reflection being practiced
Connected Learners	Buddy program, interclass projects and activities, interschool athletics and events
Caring & Inclusive Learning Culture	Buddy program, Student leaders program, Guitar club, ABED
Culture & Identity Development	ABED program, Pow Wow, Various school wide events, ex. Lunar new Year, Black History Month, Asian Canadian Month,
Career Development	Community partnerships, Careers Units

Where We Are Going (Equity-Focused Action Plan)

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

Ufli
Morphology

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

As we finalize our 2025-2026 School Learning Plan, our key instructional strategies derived from our recent data and provincial frameworks. Our goal remains clear: moving from evidence to action through a tiered approach that ensures every learner finds success.

Here is a summary of our primary learning strategies:

1. Data-Informed Instructional Planning

During our Planning Days, staff will utilize Data Gathering Tool 24-25 to build comprehensive Classroom Profiles. These profiles serve as the roadmap for instruction, allowing us to transition from "knowing our learners" to "targeting our teaching."

2. The Tiered Support Framework

Following the Visible Learning (Hattie et al.) philosophy and the SD8 Professional Learning Hub guidelines, we are implementing a three-tiered model of support:

Core Supports (Universal): Focuses on high-quality instruction of Curricular and Core Competencies for all students through a progressive instructional plan and regular evidence collection.

Strategic Supports (Differentiated): Uses evidence to target specific skills through flexible groupings and leveled materials (e.g., graphic organizers, fluency passages, and vocabulary lessons).

Targeted Supports (Priority Learners): Specialized intervention involving IST support, EA collaboration for IEP goals, and the integration of Assistive Technology.

3. Literacy Cohesion & Intervention

To address literacy gaps identified in our intermediate years, we are leaning into evidence-based practices:

Balanced Framework: Our IST-developed literacy curriculum ensures vertical alignment and a common language across grades.

Intensive Intervention (UFLI & Morphology): For students one or more years behind, we are implementing Direct Instruction via UFLI Morphology. This provides a sequenced approach to the decoding strand (phonemic awareness, phonics, fluency) and a corrective comprehension strand.

School District No. 8 (Kootenay Lake)

School Learning Plan Template

4. Numeracy Alignment

Informed by the Intermediate to Middle Years Numeracy Guide, our strategies focus on building complex applications of math concepts, ensuring that numeracy instruction is as responsive and data-driven as our literacy programming.

Principal's Note: By aligning our IST Targeted Supports with ELP results and focusing on direct, sequenced instruction, we are ensuring that our "Priority Learners" receive the precision teaching necessary to close the gap.

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

Our Theory of Action is predicated on the hypothesis that if we empower staff to use Data Gathering Tool 24-25 to build responsive classroom profiles, then we can move beyond generalized instruction toward a precision-based model of tiered supports. By grounding our practice in the Visible Learning framework and utilizing direct, sequenced interventions like UFLI Morphology and the Intermediate Numeracy Guide, we expect to see a measurable closing of the achievement gap for our Priority Learners.

Ultimately, we believe that providing a cohesive literacy framework and evidence-based strategic groupings will transform student data into actionable instructional shifts, resulting in increased proficiency in both Curricular and Core Competencies across all grade levels.

Numeracy

Goal Statement

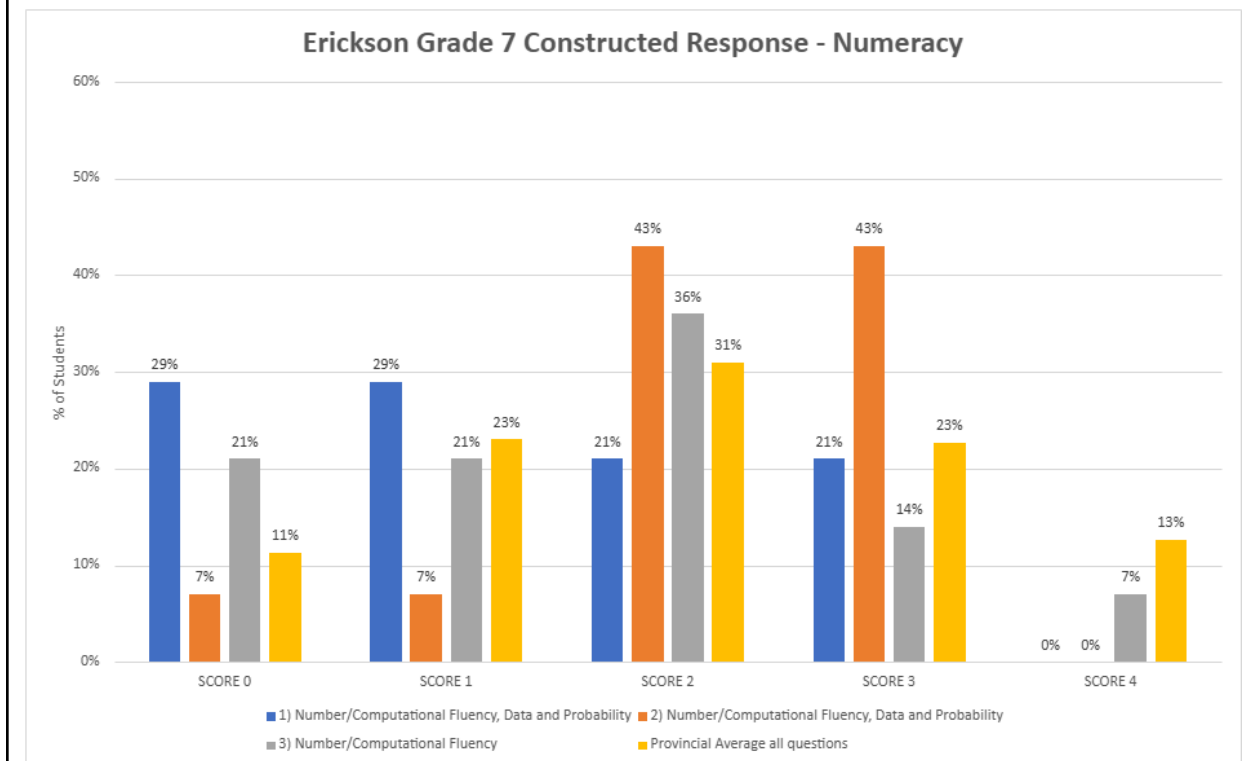
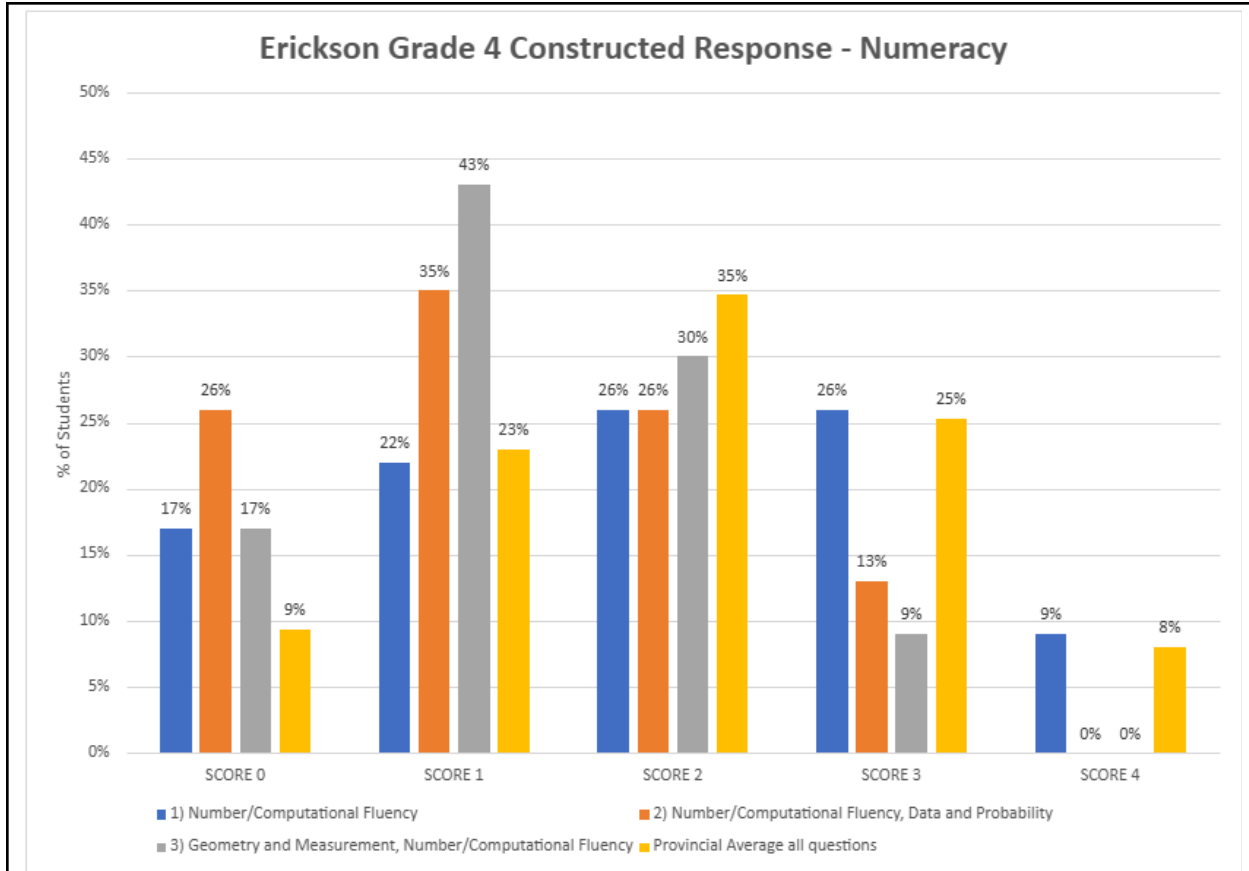
Improve numeracy proficiency for all learners.

Where We Are At

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

FSA Data:

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



SNAP Data:

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

Student First Name	Student Last Name	SNAP Initial Score			
		Communi- cating	Solving	Reflecting	Reasonin- g
		Dev	Dev	Emg	Prf
		Dev	Prf	Dev	Prf
		Emg	Emg	Emg	Emg
		Prf	Prf	Prf	Prf
		Dev	Prf	Emg	Dev
		Emg	Emg	Emg	Emg
		Dev	Prf	Dev	Dev
		Prf	Prf	Prf	Prf
		Prf	Prf	Prf	Prf
		Dev	Dev	Dev	Dev
		Prf	Prf	Prf	Prf
		Prf	Prf	Prf	Prf
		Emg	Emg	Emg	Emg
		Dev	Emg	Dev	Emg
		Prf	Dev	Emg	Dev
		Dev	Prf	Emg	Dev
		Emg	Dev	Emg	Dev
		Prf	Dev	Dev	Dev
		Dev	Prf	Dev	Dev
		Dev	Emg	Emg	Dev
		Prf	Prf	Prf	Prf
		Emg	Emg	Emg	Emg
		Prf	Dev	Dev	Prf
		Prf	Ext	Prf	Prf
		Dev	Prf	Dev	Prf
		Dev	Prf	Emg	Dev

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

Primary:

The kindergarten and grade 1 data from the ENP is very helpful and we are awaiting the grade 2 and 3 ENP. We are hopeful we can use the ENP to inform our classroom trends/teaching the same way we use the ELP for literacy.

Intermediate:

We need to make sure we treat the data the same as literacy (catch up kids that missed and ensure that we plan when we assess these skills)

Data right now is incomplete. We will try to find a time in the first term and again in the third term.

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

Primary:

The jump from grade 1 to grade 2 math curriculum is quite large and can be a struggle (not as smooth as K to 1). Not having an aligned assessment is a struggle. SNAP is proving to be ineffective for us.

Intermediate:

We need to see strengths and areas for improvement to help inform individual instructional needs.

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

Primary: The answer is not SNAP :)

(Look at the Kindergarten and Grade 1 ENP to reference results)

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

Intermediate: See individual improvements in communication, reasoning, problem solving, and reasoning skills.

We strive to have 100% of student engagement & expression of enjoyment in relation to mathematics.

What We're Doing

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

Priority	Embedded Actions
Lifelong Learners	Journaling, tracking and reflection being practiced
Connected Learners	Buddy program, interclass projects and activities, interschool athletics and events
Caring & Inclusive Learning Culture	Buddy program, Student leaders program, Guitar club, ABED
Culture & Identity Development	ABED program, Pow Wow, Various school wide events, ex. Lunar new Year, Black History Month, Asian Canadian Month,
Career Development	Community partnerships, Careers Units

Where We Are Going (Equity-Focused Action Plan)

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

To support our numeracy targets, professional learning will focus on creating a cohesive assessment-to-instruction pipeline that mirrors our success in literacy. For Primary teachers, we will prioritize collaborative sessions focused on the Early Numeracy Profile (ENP), specifically analyzing K–1 trends to prepare for the implementation of the Grade 2 and 3 ENP tools. This work will address the curricular "jump" by identifying common gaps and developing transitional strategies that replace the SNAP with more effective, aligned assessments.

For Intermediate teachers, professional learning will center on establishing a consistent assessment schedule (Terms 1 and 3) to eliminate data gaps. We will utilize the SD8 Professional Learning Hub resources to help staff translate numeracy data into targeted instruction for communication, reasoning, and problem-solving. By aligning these sessions with the Intermediate to Middle Years Numeracy Guide, we will support teachers in designing high-engagement, differentiated tasks that foster both mathematical proficiency and a genuine enjoyment of the subject.

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

To achieve our numeracy targets, students will engage in a tiered instructional model that prioritizes mathematical fluency and authentic problem-solving. At the Primary level, we will implement evidence-based strategies to bridge the transition to Grade 2, focusing on "low-floor, high-ceiling" tasks that allow for multiple entry points and reduce math anxiety. For Intermediate learners, strategies will center on the explicit instruction of mathematical reasoning and communication, moving beyond rote computation to promote "thinking classroom" environments. Across all grades, students will benefit from flexible groupings and differentiated activities—such as those outlined in the Intermediate Numeracy Guide—ensuring that instruction is precisely calibrated to the strengths and gaps identified in our ENP and term-based assessments. This approach aims to foster a sense of

School District No. 8 (Kootenay Lake)

School Learning Plan Template

agency, ensuring 100% of students can express enjoyment and competence in their mathematical journey.

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

Our Theory of Action is built on the hypothesis that if we replace ineffective assessment tools with the Early Numeracy Profile (ENP) and standardized term-based data collection, then teachers will be able to identify and mitigate the curricular "jump" between primary years more effectively. By providing staff with collaborative professional learning focused on the Intermediate Numeracy Guide, we expect to see a shift toward instructional strategies that emphasize reasoning and communication over rote computation. We believe that when teaching is precisely calibrated to the strengths and gaps revealed in our classroom profiles, students will experience greater success and agency, ultimately leading to a measurable increase in both mathematical proficiency and overall engagement across all grade levels.

School Determined

Goal Statement

To support students in their social and emotional growth; to create a socially responsible and culturally safe school community.

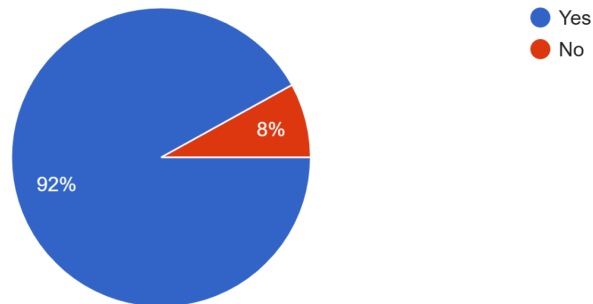
Where We Are At

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

- Reference and review the Student Learning Survey
- Developed and administered the EES Student Wellbeing Survey

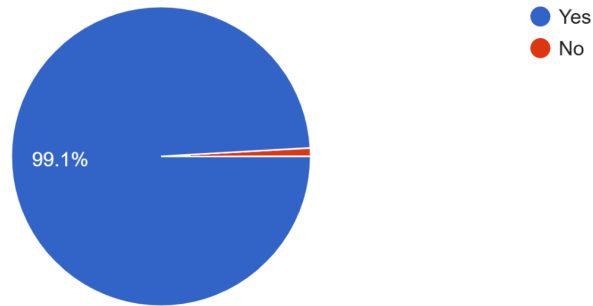
I feel safe at school

112 responses



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

My teacher cares about me
112 responses



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

There is a strong sense of community, safety, belonging, and well-being at Erickson Elementary.

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

Survey families and students as a baseline set of data to inform next steps. Review data gathered. Although the survey indicated an overall positive and safe learning experience for most there is an anecdotal observation that the interactions amongst community members in a variety of contexts could be improved.

Target (Specific and measurable statement of the desired improvement)

Identify a Social Emotional Learning curriculum or program that meets the needs of EES Students and staff.

What We're Doing

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

Priority	Embedded Actions
Lifelong Learners	Journaling, tracking and reflection being practiced
Connected Learners	Buddy program, interclass projects and activities, interschool athletics and events
Caring & Inclusive Learning Culture	Buddy program, Student leaders program, Guitar club, ABED

School District No. 8 (Kootenay Lake)

School Learning Plan Template

Culture & Identity Development	ABED program, Pow Wow, Various school wide events, ex. Lunar new Year, Black History Month, Asian Canadian Month,
Career Development	Community partnerships, Careers Units
Where We Are Going (Equity-Focused Action Plan)	
Professional Learning (Describe the professional learning that will support meeting the target)	
<p>Review current SEL practices and programs in use at EES. Research appropriate and BC Educaiton aligned curriculums. Share and explore a curated list of SEL Curriculai. Throughout the year, review and share with staff progress and insights. At our May Professional Learning gather research and experiences gathered throughout the year and determine if any meet our needs and are appropriate for implementation.</p>	
Student Learning (What student learning strategies will support meeting the target?)	
<p>Throughout this process students will be engaged with a variety of SEL lessons, units, and programs. Throughout this process students and families will be giving feedback on their experiences.</p>	
Theory of Action (What is our hypothesis given the action plan for staff and student learning?)	
<p>If we implement a vertically and horizontally aligned, and appropriate SEL program we will be able to identify strengths areas for growth, student well being across the school, and chart growth and progress as a team.</p>	