

School District No. 8 (Kootenay Lake)

School Learning Plan Template

District Context

Mission: *We inspire and support each learner to thrive in a caring learning environment.*

Vision: *Our learners grow as global citizens in an innovative and inclusive community.*

Values: *Our values help shape the culture of our schools and workplaces. By upholding these beliefs and attitudes, we can build learning communities that will lead to the fulfilment of our mission.*

Date:	May 29th	School:	Wildflower
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Vision

School Profile

Wildflower School is tailored to provide a safe learning environment for all learners through a non-traditional setting. Learning is designed using specific programming for high-needs learners. Learning families (classes) benefit from a multi-age approach with a K/1 class, four grade 2-6 families and two middle school families grade 7-9 children. Wildflower is a school of choice serving families from all surrounding catchment boundaries.

Education consists of four days per week face to face instruction and one day per week of home learning (5.5 hours/week) tailored for each student by the teacher and parent team.

Wildflower school currently enrolls approximately 160 students from kindergarten to grade 9.

Our focus is creating a learning environment where children will feel:

- **Seen** - as who they are and that they are heard and understood, they are respected and loved
- **Held** - that they feel safe, supported and accountable
- **A sense of belonging** – so they feel free to be themselves and are authentically connected to the classroom and school community
- **A sense of agency** – so they are engaged and able to have a constructive influence on their learning
- **A sense of purpose** – so they can find their gifts and use them in a way that is meaningful

Consultation Process

Staff

Important levels of support, collaboration and communication exist within the Wildflower School staff and community. Administration, and support teacher teams have ongoing consultations regarding teaching and learning, common themes, and initiatives to address school goals.

Members of the Parent Advisory Committee are involved with the school planning team. The staff and parents examined school-based data and provincial data in the consultation process.

Students

Students collaborate with parents and teachers to create a home-learning plan specific to their needs and passions. Children's social and emotional needs are honored and met from where they were when they first entered Wildflower school. They are supported and mentored to continue to develop S&E skills over several years within the same family (class) through a nurturing approach which includes parents volunteering in class, class activities together incorporating entire families combining for unique events such as potlucks, camping, sleep overs and the like. The result of this approach is that family and class relationships develop deep relationships. The relationships endure and build over time given that students may have just two teachers from grade one though to grade nine.

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Parents & Caregivers

Parents are responsible for 20% of students learning with direction from the class teacher through a home-learning plan. Parents are an involved part of the school community to a larger degree than typical School District 8 schools. Wildflower has an open-door policy and enhanced relationships with the children's parents and careers.

Indigenous Representation

Bailey Corner is the district Aboriginal Education coordinator for Wildflower School working collaboratively with teaching staff. As a team we provide a targeted effective approach for individual students. Indigenous ways of knowing, being and learning are weaved through the curriculum program in each family of learners like a golden thread.

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 by building structures to identify and fill gaps in literacy skills.

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.

FSA – Shows that over 65% of our students are on-track or extending in literacy

ELP – About 90% of our students are on track according to our ELP

Class Reviews – Our class reviews indicate that our teachers have no concerns regarding the reading skills of 75% of our seedlings class, 63% of students in our elementary, and 90% of our middle school students. In writing they have no concerns about the progress of 65% of our seedlings class, 50% of students in our elementary, and 71% of our middle school students.

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

Compared to math, reading and writing are both areas where there are greater concerns for student achievement. When looking at the data it appears that our tier 2 students tend to be students who have recently joined out school, and this trend is something we hoped to continue to explore and develop.

We disaggregated our data to provide a focus on indigenous and diverse students. This allows us to identify any systems wide trends. Looking at this data it appears that our priority learners are doing better than the school average in reading, and are doing about the same in writing.

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.

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Providing effective phonics instruction in multiage classrooms can be challenging, particularly when students enter with a wide range of proficiency levels. Focusing on strengthening phonics instruction helps ensure all students receive the foundational literacy support they need. Consistent, targeted instruction allows teachers to identify gaps early, provide timely interventions, and better support student growth, confidence, and long-term academic success across diverse learning needs. This is specifically important for our priority learners who may lack the opportunities that other students are provided.

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

Reading – We will be targeting our students who have been identified at risk in our data either through FSAs, class reviews, ELPs, and the core phonics screeners. Our goal is to have 100% of our students achieve mastery of the phonological benchmarks.

Writing – We will be targeting our grade 2 to 6 students for the whole year. Our goal is to have 100% be on track for writing.

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"> • Teach students metacognitive reading and writing strategies so they can reflect on how they learn. • Build student goal-setting and self-assessment into literacy instruction. • Use inquiry-based reading and writing tasks that encourage curiosity and independent thinking. • Provide opportunities for students to read across genres and topics connected to real-world issues and personal interests.
Connected Learners	<ul style="list-style-type: none"> • Incorporate collaborative literacy structures such as literature circles, partner reading, peer editing, and discussion protocols. • Use reading and writing activities that connect students to community, local issues, and shared experiences. • Include opportunities for oral storytelling, presentations, and class discussions to strengthen communication skills. • Create cross-grade literacy partnerships or buddy reading programs to strengthen school-wide connections.
Caring & Inclusive Learning Culture	<ul style="list-style-type: none"> • Select diverse and representative texts that reflect different cultures, identities, abilities, and perspectives. • Use literacy activities to explicitly teach empathy, perspective-taking, and respectful dialogue. • Differentiate literacy instruction to ensure all learners can access content and experience success.
Culture & Identity Development	<ul style="list-style-type: none"> • Integrate Indigenous literature, local stories, and culturally meaningful texts into literacy programming.

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	<ul style="list-style-type: none"> • Encourage personal narrative and identity-based writing opportunities. • Use literacy tasks that invite students to explore family histories, traditions, language, and community connections. • Support students in critically analyzing whose voices are represented in texts and whose voices may be missing. • Celebrate multilingualism and diverse communication styles within literacy instruction.
Career Development	<ul style="list-style-type: none"> • Teach practical literacy skills such as persuasive writing, presentations, interviewing, and digital communication. • Incorporate project-based literacy tasks tied to authentic real-world applications.

Where We Are Going (Equity-Focused Action Plan)

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

Our school staff is continuing to deepen our understanding of the science of reading and intentionally incorporate the various strands of the reading rope into classroom practice. Through ongoing professional learning and collaboration, teachers are strengthening their knowledge of foundational literacy skills, language comprehension, vocabulary development, fluency, and comprehension strategies in order to better support all learners. This work is helping staff build more consistent, evidence-informed instructional approaches that support student growth in reading across grade levels and learning needs.

In connection to our writing goal, we are focusing on the principles of the Writing Revolution to strengthen student writing outcomes across the school. Staff are working to embed explicit instruction in sentence structure, organization, critical thinking, and written expression into daily classroom practice. By emphasizing clear and structured writing instruction across subject areas, we aim to help students build confidence in communicating their ideas effectively while also strengthening overall literacy skills. Collaboration among staff continues to support the development of common language, shared strategies, and consistent expectations for student writing.

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

Student learning strategies to support achievement of this target include the continued implementation of explicit and systematic literacy instruction across classrooms. Staff are utilizing structured literacy approaches that emphasize foundational reading skills such as phonics, vocabulary development, fluency, oral language, and comprehension. Instruction is supported through guided practice, ongoing formative assessment, and timely feedback to address student needs and monitor progress.

As part of the school's writing goal, teachers are incorporating strategies connected to the Writing Revolution framework to strengthen student writing across curricular areas. This includes explicit instruction in sentence construction, paragraph development, note-taking, and structured written responses. Students are provided with regular opportunities to read, discuss, and write about increasingly complex texts in order to strengthen both comprehension and written communication skills.

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Differentiated instruction, targeted small-group support, and intervention strategies continue to be used to support diverse learners and address skill gaps. Collaborative planning among staff is helping to establish consistent instructional practices and common expectations for literacy learning across the school.

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

If we use the core phonics survey to identify students from 2 to 6 that have phonological gaps, and then use UFLI to provide interventions, our students with reading deficits will increase their proficiency.

If we do a book study on the Writing Revolution and then incorporate the practices highlighted therein, our students will gain confidence and improve their proficiency in writing.

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 – Shows that over 70% of our students are on track or extending in numeracy
 ENP – About 75% of our students are on track according to our ENP
 Class Reviews - Our class reviews indicate that our teachers have no concerns regarding the math skills of 95% of our seedlings class, 75% of students in our elementary, and 80% of our middle school students.

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

Elementary school students continue to be strong but in the middle school we have a sizable number of students that exhibit math anxiety and are struggling. They also show a weak understanding of math vocabulary, concepts, and knowledge tools. We disaggregated our data to provide a focus on indigenous and diverse students. This allows us to identify any systems wide trends. Looking at this data it appears that our priority learners are doing about the same in numeracy.

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

Our math program is strong and producing good results. There is still room for improvement, but we are looking now more to refine the program than to make significant changes to our practice. Our ENP data is showing that we have a bit of a weaker group going in our seedlings but we believe that we will be able to support them well as they continue to develop. We are also looking at ways that we can support new students to our school who have lagging skills, however this is not as significant of an issue as it is in literacy.

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

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Maintain/improve elementary levels. Improve middle school math level (80% of students to proficient). Numeracy has been a strong priority in the school the last few years, and the focus on it has improved our results.

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"> • Use open-ended tasks that allow for multiple solution pathways and deeper inquiry. • Help students develop mathematical confidence by emphasizing growth mindset and productive struggle. • Connect numeracy learning to real-world applications so students understand the relevance of mathematics beyond school.
Connected Learners	<ul style="list-style-type: none"> • Foster peer mentorship and mixed-age collaboration around numeracy activities. • Build classroom routines where students learn to respectfully challenge, question, and build upon one another's thinking.
Caring & Inclusive Learning Culture	<ul style="list-style-type: none"> • Differentiate numeracy instruction to ensure all students can access learning at appropriate entry points. • Use hands-on materials, visual representations, and multiple modes of instruction to support diverse learners.
Culture & Identity Development	<ul style="list-style-type: none"> • Highlight diverse mathematicians and Indigenous ways of knowing connected to numeracy and patterns. • Encourage students to explain mathematical thinking using their own language and experiences. • Support students in developing positive mathematical identities by helping them see themselves as capable mathematicians.
Career Development	<ul style="list-style-type: none"> • Explicitly connect numeracy skills to future careers, trades, financial literacy, and everyday life applications. • Incorporate authentic tasks involving budgeting, measurement, data analysis, design, and problem solving.

Where We Are Going (Equity-Focused Action Plan)

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

Our school staff is continuing to deepen understanding around differentiated instruction, responsive teaching practices, and student-centred learning approaches in order to strengthen numeracy outcomes for all learners. Through ongoing professional learning and collaboration, staff are developing strategies to better identify student needs, adjust instruction, and provide multiple entry points for learning within the mathematics classroom. This work includes building teacher capacity in flexible grouping, formative assessment, targeted intervention, and the use of rich mathematical tasks that promote engagement and conceptual understanding. Staff are also exploring ways to increase student voice, choice, and active participation in learning so that instruction is more responsive to individual strengths and areas of need. Collaboration among teachers will support the development of consistent practices, shared expectations, and common approaches to numeracy

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instruction across the school. By strengthening differentiated and student-centred practices, we aim to reduce the number of students struggling with numeracy and improve student confidence, engagement, and achievement in mathematics.

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

Students will engage in differentiated and student-centred learning experiences that support the development of confidence, problem-solving skills, and conceptual understanding in numeracy. Learning strategies such as flexible grouping, hands-on learning opportunities, collaborative problem solving, and targeted small group instruction will help ensure students can access learning at their readiness level. Students will be provided with multiple ways to demonstrate understanding and will engage in meaningful mathematical tasks that encourage critical thinking, communication, and real-world application of skills. Ongoing formative assessment, goal setting, and timely feedback will support students in identifying strengths, monitoring progress, and developing greater ownership of their learning. Teachers will also provide opportunities for students to build perseverance, reflect on their thinking, and apply strategies independently. Through responsive instruction and intentional support, students will strengthen foundational numeracy skills, increase engagement in mathematics, and experience greater success and confidence as learners.

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

If we provide differentiated learning opportunities and targeted numeracy support, then we expect student achievement and confidence in mathematics to improve because student-centred instruction increases engagement and accessibility.

School Determined

Goal Statement

Increasing student belonging and connection

Where We Are At

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

Class Reviews – Teachers indicated that they have social emotional and behavioral concerns about 30% of our seedlings class, 38% of our elementary students, and 28% of our middle school students.
SBT Referrals – We currently have 27 students that have been referred to the school based team. Six of these students are waiting for an ICHAN.

Behavior Tracking – We have on average 2 or 3 behavioral incidents that are referred to the office a week. Ninety percent of these incidents feature five percent of the school population.

MDI – Shows that our grade 4 students are well resourced and have strong protective supports, especially when it comes to peers and adult connection. The grade 7s shows that they are well resourced but their peer and adult connections drop.

School Learning Survey – Demonstrates a clear trend that our school is a safe place that does a good job of being a welcoming place with limited bullying.

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

An examination of our school data indicates that many students in Grade 7 experience a decline in their sense of connection and belonging as they move from an elementary class to a middle school class. Data suggests there is a decrease in students' connections with trusted adults in the building, as well as challenges in developing strong peer relationships within classrooms and across the school community. This trend highlights the importance of intentionally creating environments where students feel safe, valued, included, and supported.

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As a school, we aim to strengthen opportunities for connection and belonging by intentionally fostering supportive relationships, inclusive classroom communities, and meaningful student engagement. We will prioritize strategies that increase positive interactions between students and staff, create opportunities for student voice and leadership, and support collaborative and relationship-based learning experiences. Through these efforts, we hope to ensure that all students, particularly those identified as priority learners, feel connected, supported, and valued as members of our school community.

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

Belonging and connection are critical indicators of student well-being, engagement, and long-term success. Research consistently shows that students who feel connected to their school community are more likely to participate meaningfully in learning, demonstrate resilience, and experience positive academic and social outcomes. With this in mind, we have identified increasing students' sense of belonging and connection as a key school goal. While this work will support all learners, there will be a particular focus on students in Grade 7, as this transition year often brings increased social, emotional, and academic challenges. Through intentional relationship-building, inclusive practices, student voice opportunities, and supportive learning environments, we aim to strengthen students' connection to peers, staff, and the broader school community.

Target (Specific and measurable statement of the desired improvement)

We would like to see our metrics on belonging and connection from both the MDI and the school learning survey, raise above the district metrics by the next round of the MDI survey. We would also like for our school survey results to demonstrate strong continuity between our grade six, seven and eight results.

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"> Provide leadership opportunities that help students build confidence and responsibility. Foster student voice and choice in classroom activities, projects, and school initiatives. Encourage students to set personal and social goals connected to belonging and participation in the school community.
Connected Learners	<ul style="list-style-type: none"> Intentionally build relationships through advisory groups, class meetings, buddy programs, and collaborative learning opportunities. Create school-wide traditions, events, and activities that strengthen cross-grade connections. Increase opportunities for student collaboration, teamwork, and peer mentorship.
Caring & Inclusive Learning Culture	<ul style="list-style-type: none"> Ensure all students see themselves represented and valued within classrooms, resources, and school activities. Provide multiple opportunities for students to participate meaningfully in school life regardless of ability, background, or learning profile.
Culture & Identity Development	<ul style="list-style-type: none"> Celebrate and honour the diverse cultures, identities, and experiences within the school community.

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	<ul style="list-style-type: none"> • Incorporate Indigenous perspectives, traditions, and ways of knowing into school activities and learning experiences. • Create opportunities for students to share their stories, traditions, and identities in authentic ways.
<p style="text-align: center;">Career Development</p>	<ul style="list-style-type: none"> • Support students in identifying their strengths, interests, and future aspirations through reflective activities. • Reinforce that belonging, teamwork, resilience, and communication are essential competencies across all career pathways.
<p>Where We Are Going (Equity-Focused Action Plan)</p>	
<p>Professional Learning (Describe the professional learning that will support meeting the target)</p>	
<p>Our school staff is continuing to deepen understanding around the importance of student belonging and connection and intentionally incorporate relationship-centered practices into daily school life. Through ongoing professional learning and collaboration, staff are strengthening their ability to create inclusive classroom environments, support positive peer relationships, and build strong connections between students and trusted adults. This work includes developing consistent approaches to community-building, restorative practices, and transition supports that help students feel welcomed, valued, and connected across the school. By emphasizing intentional relationship-building and inclusive practices, we aim to increase student engagement, confidence, and overall well-being. Collaboration among staff continues to support the development of common language, shared expectations, and consistent strategies that foster a strong sense of belonging for all students.</p>	
<p>Student Learning (What student learning strategies will support meeting the target?)</p>	
<p>Students will engage in regular opportunities to build positive relationships, strengthen peer connections, and develop a greater sense of belonging within the school community. Classroom and school-wide strategies such as collaborative learning, advisory activities, cross-grade interactions, and community-building routines will support students in developing communication, empathy, and social responsibility skills. Students will be encouraged to participate in leadership opportunities, clubs, and shared school experiences that foster inclusion and connection. Staff will also intentionally create structures that help students build relationships with trusted adults and peers, particularly during transition periods and times when students may feel disconnected. Through consistent opportunities for reflection, collaboration, and meaningful participation in school life, students will strengthen their confidence, engagement, and overall connection to the school community.</p>	
<p>Theory of Action (What is our hypothesis given the action plan for staff and student learning?)</p>	
<p>If we intentionally focus on building relationships amongst our grade six students, they will have stronger peer connections when they transfer to their new middle school class.</p> <p>If we focus on increasing whole school interactions so that middle school students had a chance to connect with their former classmates and teachers they will increase their peer connections and also adult connections.</p>	