

## District Context

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

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

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

<b>Date:</b>	<b>May 29, 2026</b>	<b>School:</b>	<b>Winlaw Elementary</b>
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## Vision

### School Profile

Winlaw Elementary School is located in the community of Winlaw, BC in the heart of the Slocan Valley. The school has about 100 students with five multi-age classes. Our beautiful playground consists of two soccer fields, a state-of-the-art-revitalized playground, an outdoor classroom gazebo, and a forest. Our school is situated across the road from the Slocan Valley Rail Trail and a 10- minute walk from the Winlaw Nature Park which enables us to take advantage of many outdoor education opportunities. Winlaw Elementary has been a Strongstart site for 18 years. Our Winlaw Staff highly values building trusted relationships with our students and families and believes that everyone needs to feel connection and belonging to develop resilience and confidence to become powerful learners. We have a weekly hot lunch program on Wednesdays and a hot breakfast program that run on Mondays and Fridays

## Consultation Process

### Staff

Our Staff started working together on our goals during School Planning Day on September 2025, then throughout the year during Staff monthly Staff meetings, school-based team meetings, and school- based professional learning days.

### Students

Students contributed to the learning plan through online surveys such as the Student Learning Survey  
Intermediate students contribute school initiatives throughout the year through the Winlaw Leadership Group.

### Parents & Caregivers

Winlaw Elementary School has a thriving PAC. Our PAC meets monthly to support our school through fundraising activities, staff funding requests to help support their classrooms, and providing financial assistance for field trips. Our PAC organizes school wide events such as the Back to School BBQ, the Hallowe'en Howler, the Valentines Day Dance, the Spring Fling Fundraiser, the Fun Day BBQ as well as the weekly Hot Lunch and a breakfast program on Monday and Friday. We are very grateful to the many parent volunteers who assist us during the swim days, on field trips and the Winter Activity Ski, Snowboarding, and Cross- Country Skiing programs as well as classroom- based activities. During our School Planning days, PAC representatives join us providing valuable feedback on our goals.

## Indigenous Representation

Our Aboriginal Education teacher provides academic support, cultural experiences, curriculum resources, and works collaboratively with our staff and students as we work towards indigenizing the curriculum. We host Indigenous storytellers and dancers as well as local knowledge keepers and elders throughout the school year. The Aboriginal Education teacher and the students organize school wide events such as Orange Shirt Day, the Sd8 Truth and Reconciliation Run/Walk, Books and Bannock, Indigenous Sports Day and National Indigenous Day Learning Stations. As a staff we work to incorporate the First Nations Principles of Learning into our classroom curriculums. The First Peoples Principles of Learning state:

- o Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors
- o Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships and a sense of place)
- o Learning involves recognizing the consequences of one’s actions
- o Learning involves generational roles and responsibilities
- o Learning is embedded in memory, history, and story
- o Learning involves patience and time
- o Learning requires the exploration of one’s identity
- o Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

## 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.				
Literacy	Emerging	On Track	Extending	
FSA 2025-2026	27%	53%	20%	
Primary Literacy	Emerging	Developing	Proficient	Extending
2025-2026	11%	40%	40%	9%
Intermediate Literacy	Emerging	Developing	Proficient	Extending
2025-2026	8%	40%	50%	2%

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

Our Early Learner Profile (ELP) data, and school reading results show that since we have implemented the Responsive Literacy group model of instruction and reading intervention at the primary level, our reading results have improved. We now have most of our students in primary and intermediate being proficient in literacy. Many of our priority learners have moved from emerging to developing and developing to proficient.

The majority of our grade 4 students were on track or extending in literacy on the FSA. There still is a trend of more students being proficient in reading compared to 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.**

Strong kindergarten instruction has prepared our students to be successful throughout primary and intermediate years.

We see that reading intervention and programs like UFLI have helped not only our priority learners, but all students build a solid foundation for their literacy skills.

Students need to continue to be given opportunities to write about topics that interest them.

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

To continue to have the majority of primary students in the proficient area and focus on priority intermediate learners to support them in progressing to being proficient in literacy.

**What We're Doing**

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

Priority	Embedded Actions
Lifelong Learners	Making literacy fun and interesting for students
Connected Learners	Having learners write about or read about topics that interest them.
Caring & Inclusive Learning Culture	Having reading groups where students can be met where they are at to help them make progress
Culture & Identity Development	Using a diverse range of texts.
Career Development	

## Where We Are Going (Equity-Focused Action Plan)

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

Professional development with LEXIA reading program.  
Continuing to read texts that support Indigenous education and diversity.  
Developing the joy of reading through our model of instruction and providing time each day for students to read independently with their choice of material.  
The use of the school learning plan grant to purchase various text sets.

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

- Incorporating class profiles to build a responsive learning plan.
- As students gain confidence in their independent writing ability, they gain the ability to plan and communicate in a variety of ways (personal writing, letters, poems, multiple-page stories, simple expository text that is non-fiction and interest-based, digital presentations, oral presentations, visuals, dramatic forms used to communicate ideas and information.
- Continue to conduct the ELP assessments in the fall, winter, and spring terms.
- Conduct Intermediate District Reading Assessments in the fall and spring using Reading Performance Standards
- Conduct a school wide writing assessment in early October to establish a baseline followed by a late spring school wide assessment.

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

If we provide elementary students with a comprehensive literacy program that includes daily reading and writing practice, targeted instruction in phonics, vocabulary, comprehension strategies, and regular assessments to monitor progress, then students' literacy skills will improve. This will result in higher reading fluency, better comprehension, and overall improved academic performance in literacy.

## 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.**

Numeracy	<i>Emerging</i>	<i>On Track</i>	<i>Extending</i>
FSA 2025-2026	13%	87%	

Primary Numeracy	Emerging	Developing	Proficient	Extending
2025-2026	7%	36%	53%	4%

Intermediate Numeracy	Emerging	Developing	Proficient	Extending
2025-2026	2%	43%	45%	10%

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

Engaging math lessons and activities has allowed students to develop interest in numeracy. In primary and intermediate most students are proficient in literacy.

Grade 4 students had strong results on the FSA with 87% of students in the on track category.

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

Math is interesting and fun for students. Students are engaged in their learning and enjoy class when it is math time. We are seeing the results of a strong primary programs transfer over to students who are now in intermediate.

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

If we provide elementary students with engaging, differentiated, and research-based numeracy instruction, then their understanding and application of mathematical concepts will improve. This will

be evidenced by increased student proficiency in numeracy assessments, higher engagement in math activities, and improved problem-solving skills.

### What We're Doing

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

Priority	Embedded Actions
Lifelong Learners	Instruction that makes numeracy fun.
Connected Learners	Using real world examples to show what students are learning.
Caring & Inclusive Learning Culture	Meeting students where they are at but also challenging them.
Culture & Identity Development	Problem solving that allows for indigenous education and diversity to be included. Doubling a recipe for Bannock, measurements for a tipi
Career Development	Showing how math can be used in various careers

### Where We Are Going (Equity-Focused Action Plan)

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

Collaborating with Jonathan Brooks.  
Working as a staff to find resources that are beneficial for priority learners.

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

weekly group problem solving for Gr. 1-6 students.  
Use of the SNAP assessment in all classrooms.  
Embed Indigenization into numeracy.  
Use of math games  
Grade 2 math assessment

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

If we provide elementary students with engaging, differentiated, and research-based numeracy instruction, then their understanding and application of mathematical concepts will improve. This will be evidenced by continued increased student proficiency in numeracy assessments, continued engagement in math activities, and improved problem-solving skills.

## School Determined

### Goal Statement

That students will continue to build resiliency in their learning and develop problem solving skills with their peers

### Where We Are At

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

Students Learning Survey- Grade 4 Most of Time responses.  
Is school a place where you feel you belong? 2026- 81% responded yes  
How many adults do you feel care about you? (2 or more) 2026- 98% of all students and 100% of priority learners could identify 2 or more adults they felt cared about them at school.

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

- Through the data we see that students have developed positive relationships with the adults at the school.
- Difficulty with self-regulation and problem solving.
- Continuing to work on taking accountability for actions

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

- Students understand that adults in the school will keep them safe.
- Promoting self-regulation strategies will help students better handle situations without adult intervention and help build resiliency.
- Modelling accountability will promote an environment where there is a stronger sense of community and build trust between all members of the school.
- Students with strong social emotional resiliency have improved learning outcomes.

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

- Students can articulate their emotions, wants, and needs.
- Students will take accountability for their actions.
- Students will persevere through tasks they find difficult.
- Students will use problem solving skills to handle problems with their peers.

### What We're Doing

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

Priority	Embedded Actions
Lifelong Learners	Continue to build on relationship skills students will use throughout their lives.
Connected Learners	Build strong relationships so students feel cared about within their school community
Caring & Inclusive Learning Culture	Staff model positive behaviours
Culture & Identity Development	Using culture and identity to reinforce positive behaviours
Career Development	Develop skills that are needed in all careers

### Where We Are Going (Equity-Focused Action Plan)

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

- CPI training
- Restorative practice
- Use of WITS and LEADS programs

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

- Growth mindset practices
- Activities that foster cooperation, team building, sharing and collaboration.
- Self-assessment
- Setting goals
- Self-regulation strategies (meditation, deep breathing, movement)
- Restorative practices such as circles.
- Open Parachute
- PBIS

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

By continuing with comprehensive, evidence-based social emotional learning curriculum at, then students will develop stronger social emotional skills including self awareness, self-management, social awareness, relationship skills, accountability, self-regulation and responsible decision-making. We believe that this will lead to improved conflict resolution skills, enhanced peer relationships, and a more positive and inclusive school climate.