



School District No. 8 (Kootenay Lake)

School Learning Plan 2026

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 2026	School:	Rosemont Elementary School
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Vision

Rosemont School is mindful community where students learn to empower themselves to embrace challenges and foster mutual respect, responsibility, appreciation, and care for the world.

School Profile

<p>115 students K-6 10 teachers 6 Educational Assistants 1 clerical 1 custodian</p>

Consultation Process

Staff

<p>Planning Day September 2025 School-based Pro-D days All staff invited to participate in data discovery (scan, focus, develop a hunch, narrow on a goal) Weekly Collaboration meetings Monthly Staff meetings</p>

Students

<p>Student success and learning is at the forefront of all our planning/direction/goal setting/collaboration/professional development</p>

Parents & Caregivers

<p>PAC invited to participate in the data gallery walk and inquiry scan September 2025 PAC meetings discussion on school learning plan Parents are emailed updates after each school-based pro-d day</p>
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Indigenous Representation

<p>Continuous conversations with our AbEd partner teacher Baylie Corner and to include Indigenous parent, student and community voice.</p>
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Coherence and Alignment

Ministry of Education Policy for Student Success

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School District No.8 Framework for Enhancing Student Learning
BC Tripartite Education Agreement

<h1>Literacy</h1>
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.
<ul style="list-style-type: none"> • ELP data (K-3) • Grade 4-6 Literacy Assessment • FSA data • Class profiles • School-wide writing assessment – Fall and Spring • Published school-wide mural write • Report card data • Student satisfaction survey
Analysis (What objective trends do we see based on the data?). Please include evidence of priority learners.
<p>Steady primary literacy assessment scores with an upward trajectory towards meeting or exceeding. Intermediate – students seem to plateau or slip with literacy skills.</p> <p>Reading assessments don't extend to writing sample data. Students have reading/comprehension/phonemic & phonological awareness in primary grades, but the skills aren't necessarily transferring to writing.</p>
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.
<p>Our students are learning to be proficient in reading skills, but are not always transferring these skills to their writing to be proficient writers. Also, we are noticing some students leaving primary are still needing the explicit learning that the ELP and ELP resources provides. As well, students show a lack of stamina for writing. Often, they do the minimum and need to be encouraged to go back and edit/revise/extend.</p>
Target Objective (Specific, timebound and measurable statement of the desired improvement).
<p>Students will transfer reading and decoding skills to their writing to be proficient or exceeding in all areas of literacy.</p> <p>Intermediate students will continue to develop phonetic and & phonemic awareness to continue to build literacy stamina and skills.</p>

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What We're Doing	
Embedding Strategic Priorities (How we're making connections and providing opportunities)	
Priority	Embedded Actions
Lifelong Learners	5C PBIS Framework – Calm, Caring, Commitment to Learning, Common Sense and Creativity (character)
Connected Learners	Community connections – Jubilee Manor, community green spaces, businesses, etc.
Caring & Inclusive Learning Culture	We focus on Calm, Caring, Common Sense as 3 of our 5Cs Calming Corner, differentiated learning, access points to curriculum,
Culture & Identity Development	Ongoing inclusion of Indigenous partners – elders, embedding the FPPL, celebrating diversity, different cultures represented at Rosemont
Career Development	Goal setting, Commitment to Learning PBIS framework 5C
Where We Are Going (Equity-Focused Action Plan)	
Professional Learning (Describe the professional learning that will support meeting the target)	
<p>Literacy skill development for the Intermediate division by:</p> <ul style="list-style-type: none"> • Having collaboration time for primary teachers to share resources (ELP profiles, UFLI, Heggerty) with the intermediate teachers. • Including Melanie Mobbs in our planning (Dr Chase Young) • Intermediate Literacy Assessment working group <p>Include primary teachers as mentors for intermediate teachers. K-6 continuum of literacy strategies and assessment.</p> <p>We would like to build our intermediate reading level library to enhance intermediate students who need leveled text to gain proficiency in literacy (specifically aligned with ELP targeted instruction and writing skills). This reading resource library will be shared amongst 60 students. SD8 Gr 4-6 Literacy Assessment – introduced to intermediate division</p> <p>TELP readings and learnings – shared by Lindsay MacKay to staff at staff meetings, collaboration meetings and school-based pro-d days.</p>	
Student Learning (What student learning strategies will support meeting the target?)	
<ul style="list-style-type: none"> • Intermediate targeted instruction for students who are profiled with the ELP as still needing intervention and support. • Scoop a group opportunities for intermediate literacy development (across the Grade 4-6) 	
Theory of Action (What is our hypothesis given the action plan for staff and student learning?)	
<p>The data and research has shown with explicit programming, teaching, assessing and support, the ELP has strengthened our primary literacy scores.</p> <p>We would like to extend the ELP to intermediate teachers and through mentorship, collaboration and time for in-house training, we can build capacity with our intermediate teachers to bring these assessments to the intermediate division</p>	

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<h1>Numeracy</h1>
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.
<ul style="list-style-type: none"> • FSA data • Class profiles • School-wide numeracy assessment (Fall & Spring) SNAP Rosemont edition • Report card data • Student satisfaction survey
Analysis (What objective trends do we see based on the data?). Please include evidence of a focus on priority learners:
<p>Rosemont students can solve isolated number sense problems, with explicit teaching and prompts</p> <p>Word problem, multi step problem solving continues to be an area of stretch for the students</p> <p>Common assessment K-6 to see continuum of learning and trajectory of successes is needed for our school (and to be shared beyond) to create consistency across the school in numeracy assessment strategies.</p>
Rationale (What is going on for our learners? How do we know? Why does it matter?)
<p>Our students are becoming proficient with number sense foundations and using common language to understand operations.</p> <p>We are seeing a discrepancy between knowledge of skills and solving real world problems and application of skills to word problems.</p>
Target (Specific, timebound and measurable statement of the desired improvement)
<p>With a common number sense assessment, and a scope and sequence K-6 with common language, we will be able to accurately compare our data across the K-6 continuum to gauge where our students are succeeding and areas of focus needed. (Scope and Sequence and assessment completed)</p>

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What We're Doing	
Embedding Strategic Priorities (How we're making connections and providing opportunities)	
Priority	Embedded Actions
Lifelong Learners	Teachers use open-ended word problems with multiple solution pathways. Daily word problems routines
Connected Learners	Teachers will design word problems connected to school and community issues, local events and student interests
Caring & Inclusive Learning Culture	Multiple entry points for differentiated support and instruction Flexible thinking and seating
Culture & Identity Development	Word problems will incorporate Indigenous perspectives, traditions, family experiences, local community context
Career Development	Students will engage in authentic tasks involving budgeting, measurement, financial literacy, etc.
Where We Are Going (Equity-Focused Action Plan)	
Professional Learning (Describe the professional learning that will support meeting the target)	
<p>Collaboration with our teachers to compare current school-wide assessments in number sense awareness.</p> <p>Review of professional resources (Carole Fullerton, SD8 numeracy assessment document, Mathletics, mathology?)</p> <p>Include District staff (Jonathan Brooks) to support our professional learning sessions.</p> <p>Created a K-6 continuum of learning for proper number sense assessment to accurately reflect growth and areas of strengths and stretches. This continuum of learning and assessment could be shared with other schools as a valuable numeracy assessment resource for school-level assessments.</p>	
Student Learning (What student learning strategies will support meeting the target?)	
<p>Explicit teaching that is reflective of the fall number sense assessment results that will directly impact classroom instruction, class goal setting, and school learning plan goals and strategies.</p> <p>K-6 school-wide Problem solving routines established for each classroom:</p> <ul style="list-style-type: none"> • Read and visualize the problem • Identify important information • Determine what is being asked • Choose a strategy • Solve and explain thinking • Check for reasonableness <p>Rich, Real-World Tasks:</p> <ul style="list-style-type: none"> • Shopping and budgeting • Sports statistics • Cooking and measurement 	

- School events
- Time and scheduling
- Community problems

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

Our theory of action is that with a proper, K-6 continuum assessment, scope and sequence, and intentional classroom strategies and applications to real world issues, classroom teachers will explicitly teach skills that are lagging.
Number sense strategies will be able to be transferred to real world, problem solving situations.

Social Emotional Learning – Self Regulation

Goal Statement

All Rosemont students will use effective and explicitly taught strategies to solve problems in peaceful ways.

Where We Are At

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

Behavioural tracking (in classrooms)
'Purple Forms'
Office visits
Core Competency self assessments
Student Learning surveys
Anecdotal evidence
Positive visits to the 'calming corner'

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

We see that students, when regulated, know the strategies to problem solve in peaceful ways. It is during dysregulated or heightened times, we are still seeing 'hands on' or aggressive behaviours when students are upset.

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

Our data (behavioural tracking, office visits, anecdotal evidence) indicates even though we focus on Calm and Caring at our school (PBIS), we are still experiencing student 'hands-on' behaviours when students need to problem solve.

Target (Specific and measurable statement of the desired improvement)

Less 'hand-on' office visits
 Anecdotal reporting on conflict resolution indicates students are able to solve problems in peaceful ways
 Use of 'calming corner' effectively to self-regulate

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What We're Doing	
Embedding Strategic Priorities (How we're making connections and providing opportunities)	
Priority	Embedded Actions
Lifelong Learners	Teaching goal setting, reflection and self assessment routines, provide students with opportunities to reflect on mistakes as part of learning.
Connected Learners	Building partnerships with community, Elders and local experts to connect learning to real-world experiences and student interests.
Caring & Inclusive Learning Culture	Establishing safe, welcoming, and predictable classroom environments. Embedding social-emotional learning and self-regulation strategies into daily routines.
Culture & Identity Development	Embedding Indigenous perspectives, histories, and ways of knowing authentically throughout learning. Creating opportunities for students to explore and share their identities, backgrounds, and experiences.
Career Development	Connecting classroom learning to real-world careers and life skills. Embedding collaboration, communication, creativity, and problem-solving competencies into instruction. Providing leadership opportunities and authentic responsibilities within Rosemont school.
Where We Are Going (Equity-Focused Action Plan)	
Professional Learning (Describe the professional learning that will support meeting the target)	
Whole school mind up curriculum Open Parachute curriculum 5Cs PBIS framework (common language, expected behaviours, etc) Collaboration planning	
Student Learning (What student learning strategies will support meeting the target?)	
Breathing techniques Mind Up curriculum Mindfulness practices Ways to calm down (calming corner strategies) 5Cs – common language on how to be at Rosemont School 'I Message' statements to problem solve in a peaceful way	
Theory of Action (What is our hypothesis given the action plan for staff and student learning?)	
If Rosemont students can continue to learn, practice, model and teach problem solving strategies during regulated times, they should be able to recognize, identify and apply problem solving strategies, instead of hands-on, verbal aggressive behaviours.	



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