

School District No. 8 (Kootenay Lake)

School Learning Plan 2026-2027

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 20 2026

School: JV Humphries K-12 School and Jewett Elementary

Creating a safe, caring and inclusive community which fosters academic, social-emotional, and lifelong growth

School Profile

JVH and Jewett are closely connected and serve about 15 small communities in Kaslo and the North Kootenay Lake area. Jewett has approximately 8 learners K-6 with a strong focus on Outdoor and Aboriginal Education in a multi-age model. JVH has just over 200 learners in grades Kindergarten to grade 12. Both schools have a Strong Start center. JVH runs one every week along with several other infant/toddler programs and Jewett resumed their Strongstart program in April 2025. JVH has a very high graduation rate, with students successfully pursuing College, Trades and University opportunities. Our catchment area is very large, so resourcefulness and interdependence are highly valued. We are fortunate to have a number of partner organizations such as Kaslo Community Services, Community Paramedics, Periwinkle Daycare, Kaslo Trails Society, the Village of Kaslo, and many more. JVH also hosts a Health Hub on Wednesdays with services from Physicians, Options for Sexual Health, and drug misuse counselling. JVH has an outdoor classroom that is located near the River Trail. Students enjoy weekly educational outings to this facility.

Consultation Process

Staff

Consultation with staff will continue throughout the year with check-ins and meetings or smaller staff working groups. This School Learning Plan is intended as a guide to assist us to achieve our goals in Literacy, Numeracy, and School Community (focus on school pride, history, and respect for all)

Students

Student voice is essential in consultation around school goals. Members of the provincial YDI Youth Advisory Council have recommend students be informed of, and engaged in, decisions about the implementation of specific programs and practices at schools; supporting meaningful inclusion of students' voices may increase the likelihood that the programs and practices implemented effectively support students' health and well-being in your school community. To this end, JVH students have participated in the District Student Voice committee, have had 2 Student Trustees, and we also sent a delegation to the Student Leadership Conference in November, 2025. JVH has two Student Parliaments: Secondary, and Middle School. For the school year 2026-2027 the goal is to increase student voice in the school by providing opportunities that foster a sense of belonging, ownership, and respect. Connections to the community will also be fostered and celebrated. JVH has a rich history as a unique k-12 school in a small community that will be highlighted throughout the year.

Parents

Each month, our JVH and Jewett PAC parents meet to discuss projects and directions and join the Principal in a discussion of the Principal's report around events, goals and plans for the school. Through these conversations, parents are able to provide feedback and requests directly to the Principal.

Indigenous Representation

We have a vibrant Aboriginal Education program at JVH and Jewett, and our team is well connected to the District and beyond. We work hard to ensure there is equity in student voice for all manner of inputs, and scan each of our committees and working groups to ensure Indigenous voice is represented at all times.

Coherence and Alignment

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Ministry of Education Policy for Student Success
 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 (Include provincial, district, and school level data as available). Please ensure priority learners are included as a focus.	
<p>A major focus area this year and last has been the ELP and UFLI (primary literacy). Comparing our data in September of 2025/2026 to where we were this time last year shows there has been tremendous growth in our students, and improved teamwork and coordination which have allowed this. Anecdotally Intermediate teachers see increases in overall reading skills. Primary students are participating in focused Literacy groups.</p> <p>GLA 10 and 12 Class assessments Student self-assessments in literacy Satisfaction survey (literacy specific questions) Data from PowerBi channel will be accessed as it becomes available</p>	
Analysis (What objective trends do we see based on the data?). Ensure priority learners are included as a focus.	
<p>Literacy groups gr K-7 are making a big difference. Targeted interventions for gr 3-7 to assist the students who required the most support - ELP data gr K-3 shows a strong foundation for our youngest learners. - FSA, GLA assessments show consistent performance</p>	
Please include evidence of a focus on priority learners.	
<p>Our School Based Team meets each week to focus on priority learners with a lens of what is working and what needs to be changed to provide success for those students. Literacy group teachers communicate and collaborate on a regular basis and adjust groups.</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>. We are making some inroads with our instruction and have had some success encouraging parents to participate in home literacy practice.</p>	

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Target (Specific and measurable statement of the desired improvement).
Increased scores in FSAs grade 4 and 7 Increased scores in the Graduation Literacy Assessments gr 10 and 12 Teacher teams to assess student progress at grade level groupings (primary, Intermediate and High School)
What We're Doing
Embedding Strategic Priorities (How we're making connections and providing opportunities)
<div style="text-align: center;"> </div> <ul style="list-style-type: none"> • 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. • Continuing the weekly big buddy/little buddy reading program to further promote fun, develop confidence in reading, and provide an excellent role model for the younger students. • Create integrated literacy units that include cultural and identity development. For example, studies on First Nations, learning about different cultures, and family heritage. • At each grade level students participate in a career development unit of study whereby they learn about a career that interests them and present their findings in a variety of ways. • Further accessing technology support through google read and write to support learners who would benefit from this technology
Where We Are Going (Equity-Focused Action Plan)
Professional Learning (Describe the professional learning that will support meeting the target)
JVH and Jewett elementary teachers continued to participate in the District Literacy sessions hosted by District Early Learning Teacher Cheryl Makeiv and Intermediate Literacy Teacher Melanie Mobb. There is strong cooperation and interdependence in our elementary teaching team as they share resources and strategies around UFLI and Heggerty, among others.
Student Learning (What student learning strategies will support meeting the target?)
For the elementary grades we will be implementing targeted literacy groups using ISTs, Aboriginal Success Teacher, EAs, parent volunteers, CBAL 1:1 Reading partners, and older reading buddies. There is strong use of the UFLI strategies. Connecting older learners with younger learners will be a focus for the 26/27 school year to build on literacy. Strong mentorships will be implemented with targeted focus such as: reading with expression, Story Studios, and other paired activities.
Theory of Action (What is our hypothesis given the action plan for staff and student learning?)
By implementing a responsive 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 for our most at-risk learners K-7. This will result in higher reading fluency, better comprehension, and overall improved academic performance in literacy.

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<h1>Numeracy</h1>	
Goal Statement	
Improve numeracy proficiency for all learners.	
Where We Are At	
Numeracy Data (Include provincial, district, and school level data as available). Please ensure priority learners are included as a focus.	
FSA data gr 4 & 7 00886018.pdf	
Analysis (What objective trends do we see based on the data?). Please ensure priority learners are included as a focus.	
Students generally feel they are making progress in math and are happy with their math progress.	
Please include evidence of a focus on priority learners.	
Our School Based Team meets each week to focus on priority learners with a lens of what is working and what needs to be shifted to provide success for those students. The SBT connects regularly with classroom teachers.	
Rationale (What is going on for our learners? How do we know? Why does it matter?)	
Number sense is critical to students' mathematical vocabulary for fluency in processes. Problem attack strategies, and comprehension of mathematical problems are growth areas for students grades K-12, and increases with complexity of questions as student go through the grades.	
Target (Specific and measurable statement of the desired improvement)	
Classroom assessments and opportunities for students to demonstrate their learning FSA scores GNA grade 10 Student self-assessments in math/numeracy . As with Literacy we will implement mentorship across grades for Numeracy by connecting learners through games and other Mathematical activities.	
What We're Doing	
Embedding Strategic Priorities (How we're making connections and providing opportunities)	
	
<ul style="list-style-type: none"> -Early Numeracy Profile assessment (ENP) for K/1 students -in Primary classes there are structured math stations with direct instruction, focused practice through games and hands-on activities -use of technology to differentiate instruction in Primary and Intermediate classes -Cross curricular instruction (ie math, science, and social studies) in the Intermediate and Secondary grades 	
Where We Are Going (Equity-Focused Action Plan)	
Professional Learning (Describe the professional learning that will support meeting the target)	

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This year JVH has continued involvement with Jonathan Brooks and the District Numeracy team. This work continues during this school year.

-in class work with District Numeracy Coordinator Jonathan Brooks on the SNAP assessment tool, number talks, number hives, equivalency playing cards

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

Following the District Numeracy team plans, and scope and sequence plans (teacher generated)

-collaborative pre-teaching with families by sending a link to MathAntics online program so that the student and family can view and discuss before teacher introduces a new concept

-small group and individual work each day

-in class learning support several times per week by IST

-routinely use 1:1 oral math quiz to appreciate and understand student math thinking

-use of games to “hook” and do as a warm-up before main lesson

-consistent use of manipulatives and individual whiteboards to help students develop their conceptual thinking and assist them in expressing their mathematical thinking

-in secondary math classes, the teacher dedicates several weeks of scaffolding between previous grade and new grade

- the strong math ability by Gr. 10 has enabled students in Gr. 11 to take Pre-Cal 12 and then in Gr. 12 are doing Calculus

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

If we follow a District plan and establish coherence with supported plans across the district (as we’ve done with literacy) our students numeracy learning will improve.

School Determined

Goal Statement

To develop a school culture and climate where staff, students and parents feel inter-connected, and exhibit a sense of pride in the school.

Where We Are At

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

Information related to this topic, which is gathered through

-Satisfaction survey

- Gr 12 Leadership Course focusing on JVH School Community

- Survey data (EDI, MDI, YDI, CHEQ, etc)

Analysis (What objective trends do we see based on the data?). Include priority learners.

Data will be collected and shared at School Planning Day in the fall 2026. This will assist in informing and refining school goals for the next school year.

Please include evidence of a focus on priority learners.

-At our weekly School Based Team meeting, we connect around priority learners who need more support in social/emotional development as well as academic.

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

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2026-2027 JVH will focus on connectedness by offering more and consistent opportunities for students from different grade levels to interact. As well, there will be more whole-school events. This focus is a result of a sense that students are not

Target (Specific and measurable statement of the desired improvement)

at the end of the 2026-2027 school year, 90% of students will agree with the statement “I am proud of my school and have provided acts of service this year”

What We’re Doing

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



- In September 2026 JVH will implement monthly whole-school assemblies. These assemblies will have student voice, local community guests, and a theme for the month.
- We are on year three of our Open House, Celebration of Learning, and other events that bring parents into the school to see and learn what is happening here.
- School wide focus this year on Inter-class and whole school activities (Sports Day, Orange Shirt Day, Terry Fox run, Carnival, etc)
- Focus to increase class attendance and participation in school-related events such as concerts, fun days, assemblies, guest speakers.
- A major focus this year to improve our data collection. In a K-12 school this is a very big task with lots of data to gather and analyze.

Where We Are Going (Equity-Focused Action Plan)

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

A foundation for understanding the importance of this relies on all to be Trauma Informed, and understanding how community connections are a major mitigating factor. This has been a topic at our School Based Pro-D, and in a way at the District day as well. Staff have been involved with these conversations throughout the year, and continue to share with one another. Working with our PAC and parent community will be an ongoing project. Professional learning also included workshops on understanding dyslexia building empathy and classroom practices and anti-racism in education.

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

- Student leadership opportunities through the school wide events and multi-age activities
- Secondary students reps as Student Trustees, Career Advisory Group, Anti-racism Working group
- Middle school, Intermediate and Primary buddy classes (reading, art, outdoor activities)
- Leadership opportunity for Grade 6/7 to join Junior Parliament
- Focus on multi-age mentorship

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

We can increase school connectedness by increasing the number and quality of interactions (student-student and student-adult) thereby strengthening feelings of student success and belonging.



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