



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 21st 2026	School:	LV Rogers Secondary School
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Vision

School Profile

644 Students Headcount (660 - 2024-25)

- Grade 12 - 225 (213 - 2024-25) Grade 11 - 207 (232 - 2024-25)
- Grade 10 - 212 (215 - 2024-25)
- 1701 FTE (535 not including CSF students taking LVR courses - 2023-24)
- (2023-24 - 21.125 LVR courses taken by CSF students - 2023-24)

REACH Type 3 Alternate School

- 16 (11 students - 2024-25)

French Immersion

- 10 - 32 (24 - 2023-24)
- 11 - 25 (33 - 2023-24)
- 12 - 22 (34 - 2023-24)

International

- Headcount - 20 (32 - 2023-24)
- FTE - 17 (25 - 2023-24)

Cross Enrollment with DL

- DESK/Elev8
- NIDES
- Other

Transfer School for Smaller Communities

- MSSS
- Salmo
- Crawford Bay
- JVH

YTT - Selkirk College

- 20, 4 Waitlist (12 - 2023-24)

Diverse Programming

- Academics
- Academies & Specialty Courses
- Athletics & Extra-Curricular
- CSF
- Fine & Performing Arts
- French Immersion
- International Program
- Trades Training
- Indigenous
- ADST

Vulnerability Profile

- Students Identified by SBT as Vulnerable due to food risk, graduation plan, socio-emotional, attendance concerns, IE reports or learning designation.

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Indigenous Education Profile

- Students with Indigenous Ancestry - 89 (125 - 2024-25)

Career and Transition Profile

- Graduated Students - Not yet available for 2023-24 (176 - 2022-23)
- Not-Yet Graduated - Not yet available for 2023-24 (4 - 2022-23)
- PSI Selections - Grad 2024 July 2024 Report - 82 (Grad 2023 July 2023 Report - 67)

Administration changes over past many years continues.

Alternative (LVR) & Alternate Programming (REACH) - Referral Process through SBT, Family, DBT

Consultation Process

Staff

- Consultations with teaching staff regarding attendance policy, LVR values, and departmental goal setting, including School Planning Day, School-Based Professional Development, and School Culture Development
- Consistent Timetable after consultations with teaching staff
- Consultations with staff regarding reporting, IE evidence, student-self reflections, and longer term planning
- Consultations with SBT, DBT in support of particular students and development of revised SBT framework and other additional alternate supports

Students

Formal & Informal Consultations with...

- Student Council
- Student Voice
- Anti-racism and diversity group
- Green Team
- Individual Students
- Student trustees

Parents & Caregivers

Formal & Informal Consultations through

- Responses from Principal's Weekly Update
- Monthly PAC Meetings
- Digital Awareness Sessions
- Individual Families
- Grad parent meetings
- Sub-Groups of Families with Specific Concerns

Indigenous Representation

- Indigenous Education Staff Represented at Staff Meetings, with Monthly ABED Report
- Indigenous Education Staff Represented at School Planning Day
- Indigenous Education Staff Represented at Weekly SBT Meetings

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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 students' confidence and proficiency in thinking critically about information and communicating their ideas clearly in writing.

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.

Achievement Data from Graduation Assessments
Achievement Data from Courses
Graduation Programming Meetings with Students
Data from Student Learning Survey
Street Data

- Expression of Confidence from Students
- Expressions of Confidence from Staff
- Expressions of Confidence from Families
- Expressions of Confidence from Post-Secondary Connections
- Conversations in School Based Team
- Conversations in School Leadership Team
- Conversations in Staff Meetings

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

LV Rogers Literacy 10 Provincial Assessment Percentage of 3s and 4s		
2021-22	2022-23	2023-24
72%	74.6%	76.9%

Literacy 12 Assessment Jan 2026

Proficiency Level Distribution (%)

Level	Number Counted	1	2	3	4	NC
School	81	4.93	18.51	54.32	22.22	0
District	196	3.57	27.04	57.14	12.24	0
All Public	36284	2.11	18.69	59.70	19.28	0.19
Province	42445	2.07	17.98	59.07	20.66	0.19

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.

Literacy is a major foundational skill for success in all areas of learning and proficiency at this level is expected in order to access and connect to learning experiences across subjects. There is a wide range of literacy skill & depth of comprehension across students, which leaves some at a disadvantage in their graduation program and transition to life beyond K-12.

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Overall, LVR has relatively consistently strong results in Literacy, with work to do to support students who have not yet reached a functional literacy level to access gr. 10-12 learning as well as with designated students. Further analysis of the Provincial Assessment data seems to indicate an area of strength in communicating understanding of texts, with an area of growth in communicating personal connections. Students understand the text that they are given but can struggle to connect that understanding to their opinions.

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

For 2025-26, we aim to improve students' ability to analyze information, make meaningful connections, and communicate their thinking in writing. Our goal is to increase the percentage of students achieving a Level 3 or 4 on the Literacy 10 Assessment from 77% to 80%, and on the Literacy 12 Assessment from 75% to 78%, while continuing to provide targeted support for students who have not yet demonstrated functional literacy skills.

What We're Doing

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

Priority	Embedded Actions
Lifelong Learners	Students develop critical literacy skills that enable them to evaluate information, form evidence-based opinions, and communicate effectively throughout their lives.
Connected Learners	Students engage in discussion, collaboration, and written communication that strengthens connections to peers, staff, and the broader community.
Caring & Inclusive Learning Culture	Multiple pathways, universal supports, and early intervention structures ensure literacy learning is accessible for diverse learners.
Culture & Identity Development	Students explore diverse perspectives, local contexts, Indigenous ways of knowing, and their own identities through reading, writing, and reflection.
Career Development	Strong literacy skills support success in post-secondary education, the workplace, and participation in civic life.

Where We Are Going (Equity-Focused Action Plan)

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

- English Teachers involved at provincial level in developing and marking Literacy Assessments
- Collaboration time within and across departments at staff meetings focused on building common understanding of literacy frameworks, scope and sequence, and pedagogical targets.
- Use and shared diagnostic instrument for Grade 10 students coming into Grade 10.
- Building a common understanding of functional universal supports for English
- Continued conversations around the challenges and shifting pedagogical lens in the face of AI.
- Re-introduction of Composition 11 to provide students requiring additional writing development with a pathway that prioritizes foundational writing skills, resulting in increased confidence and improved performance on literacy assessments.

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

For 2025 - 26 and moving into 26-27, we would like to support students to improve their ability to analyze text and form personal opinions based on evidence from the text. This skill proves students can move beyond simple reading comprehension to actively engage with and apply information to the real world. Teachers will build common understanding across the Social Studies department

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using the CRAAP test (Currency, Relevance, Authority, Accuracy and Purpose) that is a method and list of questions to evaluate the nature and value of the information that you find. We will also promote an increased use of graphic organizers, planners, and free writes in English.

Other strategies that we are continuing to explore this year:

- English 10 diagnostic writing assessment, 6-point scale, collaboratively marked - two prompts choice of format.
- Baseline reading assessments in multiple courses BC First Peoples 12 prior knowledge, pre & post assessments.
- College readiness (CRT) for YTT students
- Targeted reduction in class size at the Grade 10 level.
- Re-introduction of Composition 11 as an available option for English at LVR prioritizing foundational writing skills over literary analysis.

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

If we assume that Literacy is everyone's responsibility and share strategies, successes, and challenges - and work intentionally with grade 10s and with overall early identification and support for struggling learners - then we will have positive results on the Literacy Assessments and, more importantly, in student learning and preparation for life beyond graduation.

Numeracy

Goal Statement

Improve students' confidence and proficiency in using mathematical reasoning to analyze information, solve problems, and communicate their thinking.

Where We Are At

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

Proficiency Level Distribution (%)

Level	Number Counted	1	2	3	4	NC
School	101	8.91	44.55	31.68	13.86	0.99
District	182	7.14	41.75	40.10	9.34	1.64
All Public	23651	11.26	42.07	33.85	12.16	0.62
Province	27602	10.34	40.08	35.02	13.98	0.57

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Assessment		Graduation Assessment Participation		Graduation Assessment Proficiency		
		Writer Count	Participation Rate	Writer Count	Proficient or Extending Rate	Percent Proficient or Extending
Literacy 10	B.C. Residents	382	83%	439	67%	
	Indigenous	90	85%	100	56%	
	Inclusive Education	42	72%	53	34%	
Numeracy 10	B.C. Residents	385	84%	446	43%	
	Indigenous	86	82%	98	35%	
	Inclusive Education	42	72%	50	22%	

Numeracy is a major foundational skill for success in many areas of learning and is expected at this level in order to access and connect to many learning experiences. There is a wide range of skill across students, which leaves some at a disadvantage in their graduation program and transition to life beyond K-12.

However, like much of the province, students at LV struggle with various numerical concepts. We have been working on ways to expand numerical learning across courses and context for our Grade 10 students. E.g. The NuCLEi pilot program, linear Workplace Math 10/11, alignment of math blocks across the timetable, student tutoring club, etc. As is evidenced by the district and School level data, students with diverse abilities seem to struggle with the graduation assessment. However, we continue to see positive outcomes for students identified as at risk through the math department's intervention processes and support structures.

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

Early identification of areas of challenge is key for student's success in Math. Supporting struggling students with additional time, tutors, teacher check -ins and other supports such as linear Workplace Math 10 and 11 helps students to see themselves as successful at Math. Beyond course completion, improving numeracy assessment scores needs a parallel but distinct support structure. We have been piloting a CLE 10 project that focusses on building the higher order thinking skills required for the Numeracy 10 provincial assessment. We will be able to get the initial results of this project for next year's Learning plan.

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

At L.V. Rogers, we continue to see two interconnected challenges for learners. Some students enter Grade 10 with gaps in foundational mathematical skills, making it difficult to keep pace with the increasing complexity of secondary mathematics courses. At the same time, many students who can successfully perform mathematical procedures struggle when asked to apply those skills to complex, multi-step problems. This challenge is particularly evident on the Numeracy 10 Assessment, where students must analyze information, select appropriate strategies, justify their thinking, and communicate their solutions.

By strengthening foundational skills while providing more opportunities for problem solving, reasoning, and real-world application, we can increase both student confidence and proficiency in numeracy. This work will support success in mathematics courses, improve performance on the Numeracy Assessment, and better prepare students for future learning, careers, and everyday decision-making.

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Target (Specific, timebound and measurable statement of the desired improvement)	
<p>For 2025-26, we aim to increase student proficiency in mathematical reasoning by improving both success rates in Grade 10 mathematics courses and performance on the Numeracy 10 Assessment. Our goal is to increase the percentage of students achieving a Level 3 or 4 on the Numeracy Assessment from 43% to 48%, while reducing the number of students receiving an IE or failing Grade 10 mathematics courses.</p>	
What We're Doing	
Embedding Strategic Priorities (How we're making connections and providing opportunities)	
Priority	Embedded Actions
Lifelong Learners	Students develop mathematical reasoning skills that support problem solving, decision-making, and lifelong learning.
Connected Learners	Students collaborate to solve problems, explain their thinking, and learn from multiple approaches to mathematical challenges.
Caring & Inclusive Learning Culture	Flexible pathways, targeted interventions, and inclusive supports help all learners develop confidence and success in mathematics.
Culture & Identity Development	Students apply numeracy skills to meaningful local, cultural, and real-world contexts that reflect their experiences and interests.
Career Development	Numeracy skills support pathways into trades, post-secondary education, employment, and informed financial decision-making.
Where We Are Going (Equity-Focused Action Plan)	
Professional Learning (Describe the professional learning that will support meeting the target)	
<ul style="list-style-type: none"> • Development of Hybrid Supports Programming for Students Needing More Flexibility for Life Circumstances. • Developing a numeracy-focused CLE course that targets Problem based learning and curricular competency development for numeracy. • Numeracy-focused Inclusion Support Team roles. • Greater supports for designated students writing the Numeracy 10 Assessment. • Sharing of all Personal Learning & Development Plan themes to determine common & supportive individual goal areas. • Intentional Connections with Trafalgar Middle School specific to Numeracy Development. • Strategically scheduling Numeracy Assessments so that more gr. 10 students have more time to transition to high school before writing this assessment. • Sharing the responsibility for the Numeracy Assessment beyond the Math 10 classrooms. 	
Student Learning (What student learning strategies will support meeting the target?)	
<ul style="list-style-type: none"> • SkillPlan Assessment Results for Reading Trades Documents. • Linear Workplace Math 10 and 11 to build skills. • NuCLEI (Numeracy-focused Career Life Explorations and Instruction) pilot project for Grade 10 students. • Continued early identification of struggling Math 10 students and subsequent student success plans. • Encouragement to re-write the Numeracy Assessment up to 3 times. 	

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

If we can improve initial success rates for numeracy focused courses at LVR, students will begin to see themselves as math learners which will create a positive spiral of engagement and success. When students feel they can, they do.

School Determined

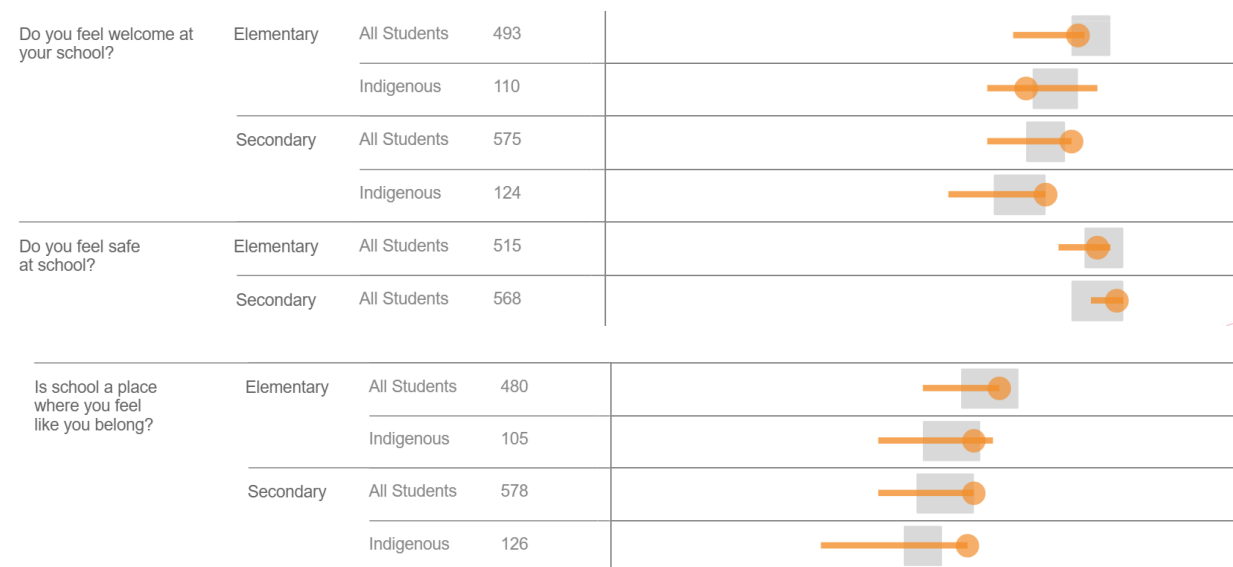
Goal Statement

LV Rogers Secondary School Will Focus on increasing student belonging and engagement as measured through attendance, participation, and Student Learning Survey data.

Where We Are At

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

We have recognized a continued need to focus on building a sense of community and belonging within the school. While students report that they feel a sense of belonging at the secondary level, students at LV choose to take classes elsewhere, grad early, or take multiple spares in their grad year. We need to provide meaningful opportunities for students to connect with their school community and see themselves as valued and productive contributors.



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

- Student Learning Survey Grades 10 & 12 focusing on safety and belonging
- Engagement in leadership groups, school events, extra-curricular activities
- Attendance rates
- ERASE reports
- Work orders for vandalism
- Ratio of student FTE to Headcount

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

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While our data comes from multiple sources and does not always tell a single story, common themes emerge regarding student belonging, engagement, and connection to school. With recent changes of the admin team, this will need to be a continued area of focus for the school.

Staff and students have moved forward with resilience, relationships, connectedness, and adaptability and are now needing to rebuild our collaborative work to support learning and wellness. This has been brought forward in many open conversations and input-gathering through in-person meetings and surveys.

In addition, through a review of the Student Learning Survey and the SAGA school-wide survey on SOGI issues, as well as conversations with particular groups of students who have come forward, it is evident that there is a need for improvement in developing a culture of safety, belonging, anti-homophobia, anti-racism, and inclusion.

Finally, LV has begun developing a shared values framework centered on Leadership, Virtue, and Resilience (LVR). These values provide a common language for recognizing positive contributions, fostering belonging, and helping students understand the characteristics that support success both within and beyond school. Through student consultation, staff collaboration, and school-wide recognition, this framework is becoming an important foundation for strengthening school culture and connectedness.

Target (Specific and measurable statement of the desired improvement)

- Continued strong results in the Student Learning Survey for Grade 10 and Grade 12 for “belonging and safety”.
- Increase in school wide events that bring the school community together and increase in participation in school wide celebrations and events.
- Decrease in number of suspensions and behaviour incidents, including incidents of homophobia and racism as reported through the Student Learning Survey and ERASE reports.
- Increase in number of students reporting they feel a sense of belonging and being cared for and valued by staff and a general sense of an improved “school spirit”.

What We’re Doing

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

Priority	Embedded Actions
Lifelong Learners	Development of the LVR framework to promote resilience, reflection, and growth through learning challenges.
Connected Learners	Student recognition through Leadership, Virtue, and Resilience awards and celebrations.
Caring & Inclusive Learning Culture	Shared language around empathy, integrity, courage, and belonging integrated into school activities and communications.
Culture & Identity Development	Student and staff development of the LVR values framework and accompanying recognition structures.
Career Development	Leadership, resilience, and collaboration skills developed through the LVR framework support successful transitions to post-secondary pathways, employment, and community involvement.

Where We Are Going (Equity-Focused Action Plan)

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

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- Creating ongoing entry points for input from staff, students, families, and community, including in-person conversations and the use of online tools.
- Continuing to support strong Attendance Policies & Procedures.
- Collaborating with Teacher Leads & staff working groups.
- Re-designing the School Based Team Meeting format.
- Creating a values-based LVR Award system
- Creating an LVR values declaration
- Continuing to support Extra-Curricular Forms & Communication
- Celebrating school wide events spearheaded by Rec Leadership students, Student Council, Aboriginal Education students, and SAGA students
- Implementing a school wide initiative to focus on a strategy for increasing protective factors at the tier one level - Foundry App, with the intention of pushing for a Foundry Clinic in Nelson
- Ensuring that school spaces are welcoming and representative of a wide student body (library, multi-purpose room, gymnasium, courtyard, cafeteria, bathrooms, classrooms) through cleanliness, representative visibility, and warm & welcoming atmosphere.
- Developing a shared understanding of Leadership, Virtue, and Resilience as the foundation of school culture and student recognition.
- Collaborating to identify and celebrate examples of student leadership, virtue, and resilience across curricular and extracurricular contexts.

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

- Development of structures to support attendance and graduation plans
 - Level 1 - Teachers, VP, Counsellors - communication with families, including support meetings
 - Level 2 - Teachers, P, Counsellors - communication with families, including graduation planning meeting
 - Level 3 - District Academic Reviews
- Student self-reflection and goal setting connected to Leadership, Virtue, and Resilience.
- Recognition of student contributions that strengthen school culture and community.
- Opportunities for students to demonstrate leadership, empathy, courage, integrity, and resilience through curricular and extracurricular experiences.

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

LVR has identified that belonging and connectedness are prerequisites for learning. To address this, the school is building a coherent culture framework centered on Leadership, Virtue, and Resilience, supported by attendance interventions, student voice initiatives, recognition programs, house teams, and expanded opportunities for participation. The goal, as stated above, is improved engagement, attendance, achievement, and graduation outcomes.