Len Wood Middle School
School Learning Plan 2026-2027

School Context:

(Describe your school, population, geographic location. Community, demographics, and unique needs.)

Len Wood Middle School is a grade 6-8 school which currently has 272 students attending. LWMS is in the beautiful city of Armstrong which is surrounded by the farming community which is the municipality of Spallumcheen. LWMS pulls it's student population from these two areas. This year LWMS has 60 Indigenous students and 53 students with identified needs. There are 15.61 FTE teachers and 8 Certified Education Assistants. The motto for LWMS has been "Where great minds meet" since its inception in 2005. Our rebranding process has resulted in an evolution of past slogans. Our slogan for 2026-2027 is, "You've Got This! And We've Got You! In terms of making decisions for and with our students, we promote belonging, respect, reconciliation, empathy, equity and perseverance.

Strategic Priority: Intellectual Development

- In the School Learning Plan, the **Intellectual Development** goals must be connected to the School District No. 83 Strategic Priority goal – *Each student will develop their literacy skills, numeracy skills, and competencies to become their most capable self.*
- Goals must be specific, measurable, achievable, informed by and supported by data.
- Potential data sources may include FSA results, PM Benchmarks, SNACC results, School-wide writes, SD No. 73 Non-Fiction Writing Assessments…

Literacy Goal:

Our literacy team is committed to focusing on the following goals:

1. Improve vocabulary on the Non-Fiction Reading assessment (NFRA) Assessment to 2.5 on a scale of 4 points
2. Improve writing form on the School Wide Write (SWW) to 2.5 and writing form in NFRA to 2.5 on a scale of 4 points
3. Improve Functional Skills Assessment (FSA) answering level two questions to 75%

Strategies and Actions:

1. Using the initial NFRA and SWW as formative assessment; this will help guide teachers in planning lessons to teach what students need to know. Many classrooms are using Adrienne Gear's "Non-Fiction Reading Power" as a resource to support further instruction in non-fiction reading. Classroom teachers are also using the "What in the World" – current issues resource.
2. Meeting as a Literacy team to plan and guide so common language is used in teaching reading comprehension skills, fluency and writing. A team leader is assigned to help lead this team and their work.

Numeracy Goal:

Our numeracy team is committed to focusing on the following goals:

1. Improve mathematical problem solving. We want to have 5/6 of students developing or above on using a strategy to problem solve. Data from the Spring 2025 Student Numeracy Assessment of Critical Concepts (SNACC) and Spring 2026 SNACC will be our measurement sources.

2. Have 5/6 of students at Developing or above on the following critical concepts based on data from the Spring 2025 SNACC and Spring 2026 SNACC will be our measurement sources.
    a. Grade 6: Fractions
    b. Grade 7: Equations
    c. Grade 8: Fractions

Strategies and Actions:

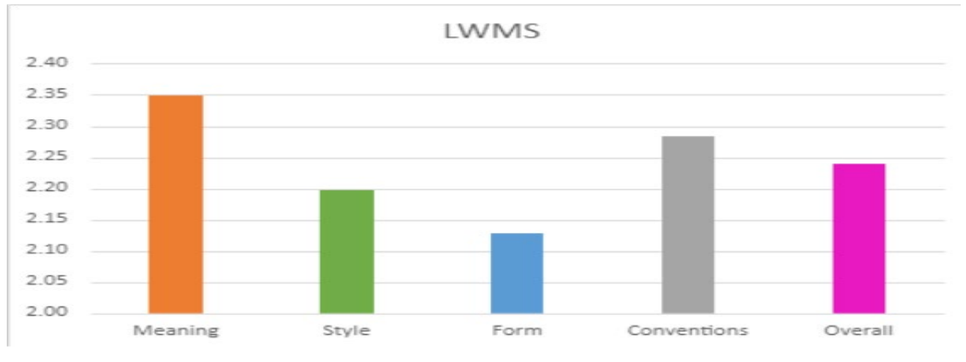
1. Continue to plan, as a Numeracy team, the scope and sequence of each grade's math program. A team leader is assigned to facilitate and lead this work. The scope and sequence is reviewed by and shared with all math teachers. An additional focus on shared monthly problem-solving using school-wide, grade specific word problems.
2. Continue to gather the students who need the math success groups in pre-teaching and re-teaching the skills needed for each math concept and build in those extra blocks into the timetable. These success blocks are every Tuesday and Wednesday in period 5.

3. Continue to build in support for our Indigenous students with our Indigenous Education Worker working with our Indigenous students in their classrooms and liaise with the respective band for our nominal roll students.
4. Continue to build in support for our students with identified needs by aligning the support with the need through our Learning Resource Teachers (LRT), Certified Education Assistants (CEAs) and the site-based school counsellor. Most of this support is "push-in" the classroom while there are some students with very specific needs in limited small group "pull-out" classes.
5. English Language Arts (ELA) is taught in a single grade environment even for those classes that are 7/8 in configuration. ELA is scheduled in the master timetable at a specific time for each grade level to allow for more consistent support from CEAs and LRTs.
6. Using writing data, choose one group of 6 students to receive extra writing support by the IEW
7. Using the SLAM template to promote adding evidence from text in their short answers
8. In writing, using criteria sheet that require adverbs, verbs, transition and proper use of who, which, whom
9. Use common graphic organizer for vocabulary
10. Try to use the academic word lists

Three teachers are released to teach these blocks using temporary extra staffing from the district.

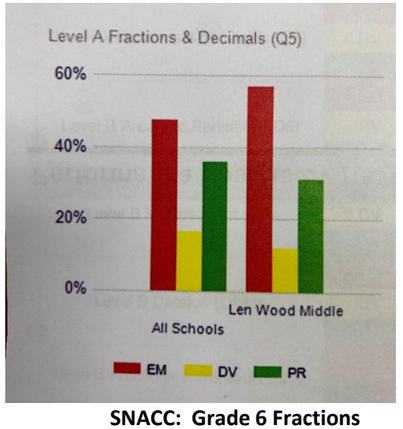
3. Continue to use online programs to help struggling students as needed. Some examples are Prodigy, Khan academy, IXL, Mathantics.com
4. Mathology: this resource was piloted last year by several teachers. Two teachers (Gr 7/8) are continuing with access to the online program. Others are using the print resources as needed to supplement their instruction.
5. Continue to build in support for our Indigenous students with our Indigenous Education Worker and liaise with the respective band for our nominal roll students.
6. Continue to build in support for our students with identified needs by aligning the support with the need through our Learning Resource Teachers (LRT), Certified Education Assistants (CEAs)
7. Mathematics is taught in single grade groupings as all teachers feel this is the best configuration for learning in this content area. These classes are scheduled to maximize supports (CEAs, LRTs, technology) available to students. CEAs work side by side in the classrooms to support students.
8. The Numeracy Teachers have applied to be part of the Math-UP pilot project support by the district.
9. Additional resources from Marian Small are being explored by the team to support numeracy assessment and instruction.
10. Problem solving questions should focus on Patterns, Data and Probability, Number Computation and Geometry.

Data to Inform/Support Literacy Goal:

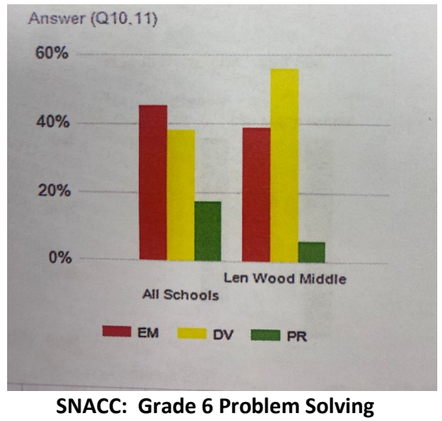


School Wide Write Data 2023-2024

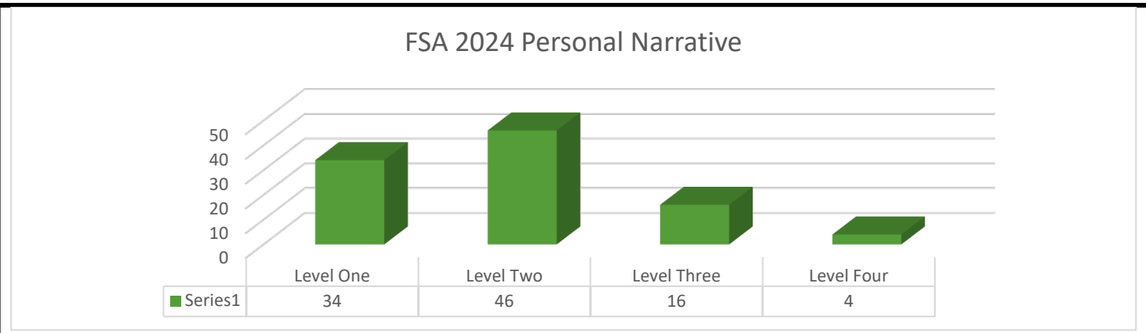
Data to Inform/Support Numeracy Goal:



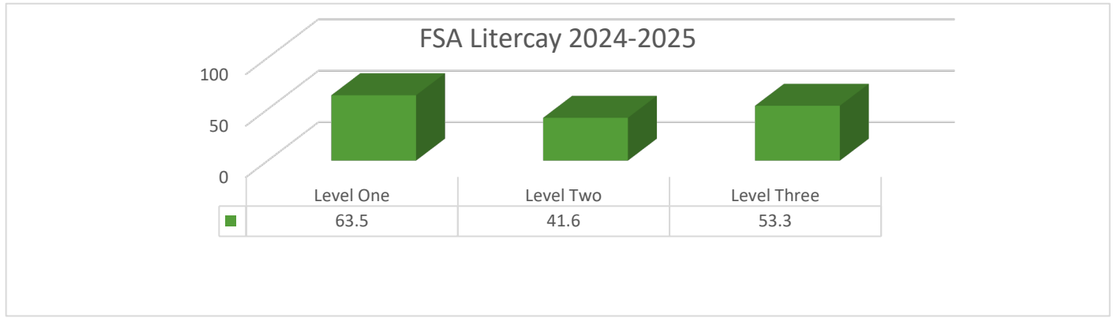
SNACC: Grade 6 Fractions



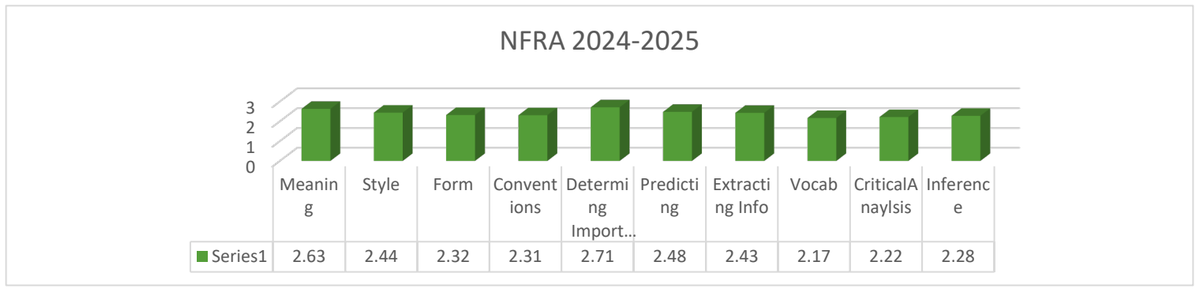
SNACC: Grade 6 Problem Solving



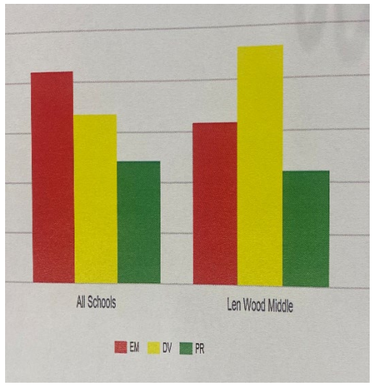
FSA Writing Data 2024



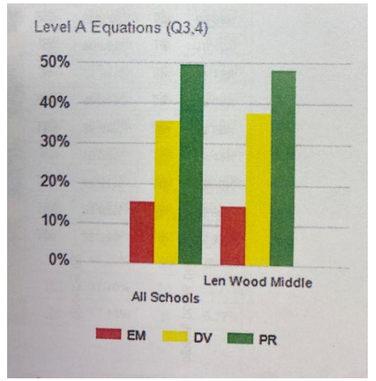
FSA Answering Questions data 2024: Level One, Level Two, Level Three



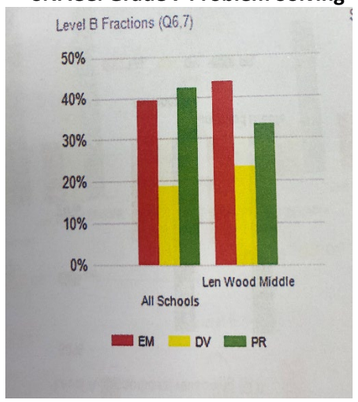
Non-Fiction Reading Assessment Data 2025: Writing and Answering Questions Data



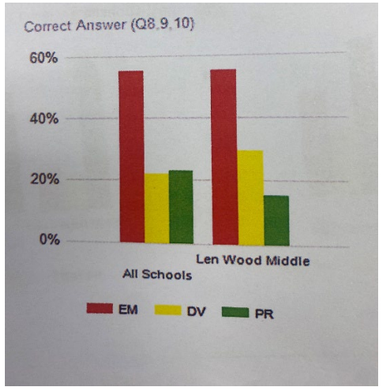
SNACC: Grade 7 Problem Solving



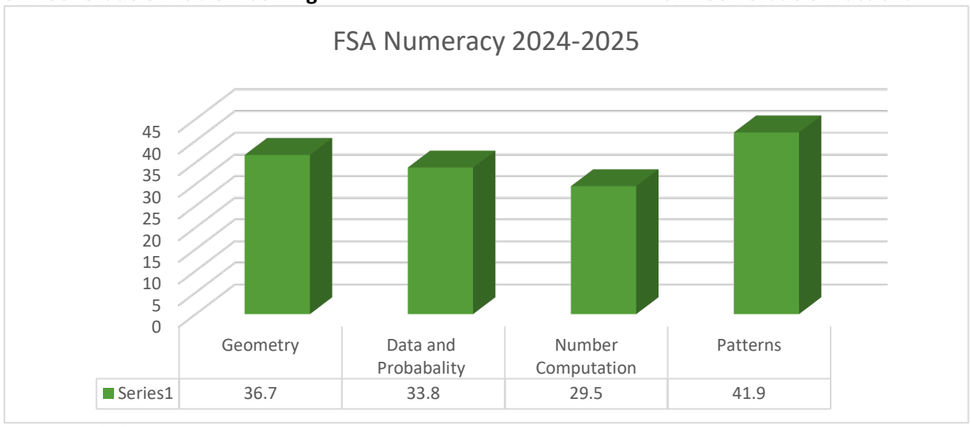
SNACC: Grade 7 Equations



SNACC: Grade 8 Problem Solving



SNACC: Grade 8 Fractions



Functional Skills Assessment Data 2024

Data Analysis/Narrative:	Data Analysis/Narrative:
In writing, students are consistently lower in the form of their writing. This is evident in both the FSA data and the NFRA data. In answering questions, students are higher at inferring but are lower in answering questions. They are not providing evidence from the text to support their thinking. This is evident in the NFRA data and the FSA data. Our humanity teachers met and shared information to improve writing form and agreed to utilize the SLAM template, a graphic organizer, to improve providing text support in thorough answers to questions. Many of the humanity teachers made a poster which is displayed in their room to promote the SLAM template. Students are low in vocabulary which is evident in the NFRA data. As well, we know vocabulary has a high effect on comprehension.	Problem solving is low for each grade level as evidenced by our SNAAC data. After analyzing the SNAAC data, the team decided on the following focus areas. All the concepts covered on the FSA are not critical concepts, so we choose to exclude this data. Grade 6: focus on Fractions Grade 7: focus on Equations Grade 8: focus on Fractions
Strategic Priority: Human and Social Development • In the School Learning Plan, the **Human and Social Development** goals must be connected to the School District No. 83 Strategic Priority goal – *Each student will feel welcome, safe, and connected to peers and adults in their schools.* • Goals must be focused on measuring a sense of belonging. • Potential data sources may include the School District No. 83 EDI Environmental Scan, the Student Learning Survey, and student focus groups.	**Strategic Priority: Organizational Development** • In the School Learning Plan, the **Developing a Culture of Well-Being** goal must be connected to the School District No. 83 Strategic Priority goal – *Each student will feel socially, emotionally, and mentally supported within their schools and the district.* • The goal must be focused on STUDENT well-being. • Potential data sources may include the School District No. 83 EDI Environmental Scan, the Student Learning Survey, and student focus groups.
Sense of Belonging Goal:	**Student Well-Being Goal:**
In Spring 2025, 60% of the students felt they belonged at LWMS. We will survey in April 2026. In April 2026, we will aim for 75% of our students to feel they belong at LWMS. In Spring 2025, 25% of the students felt they make a difference at LWMS. We will survey in April 2026. In April 2026, we strove 75% of our students to feel they make a difference at LWMS. Fall of 2026-2027 will focus on rebranding the school logo. The intention behind rebranding the logo is to support a common student driven goal for all students, staff, and families. Further establishing a clear and common identity for our school community. The addition of "Student Voice Representatives" has evolved from the Class Rep Model for this year. Student Voice is a collaborative effort with appreciations going to our grade-based staff and the administration team. A fun initiative this year, is the creation of our Goldfish logo. The Goldfish logo is a symbol that our student are beginning to adopt. The Goldfish represents a way of being Calm, Kind, and Self -Aware.	In Spring 2025, 54% of students felt they get enough sleep. We will survey in April 2026. In April 2026, we are wanting 75% of our students to feel they get enough sleep. In Spring 2025, 65% of students feel safe from bullying at school. We will survey in April 2026. In April 2026, we are wanting 95% of our students to feel they are safe from bullying at school. In Spring 2025, 52% of students felt they know ways to help themselves when they are feeling upset or stressed. We will survey in April 2026. In April 2026, we are wanting 80% to feel they know ways to help themselves when they are feeling upset or stressed. • Add specific comment regarding student engagement measures in PE. Concerning trend around participation, specific to grade 8. Communication plan/engagement plan with parent group.

Strategies and Actions:

Things we are already doing:

- Students on teams; Mondays there are no Explorations, so Teams have their students all day.
- Welcome BBQ in early September for students and care givers including Team meetings
- "Donuts with my Grown-ups" –December 2026 plan to repeat and expand on this casual event for students and caregivers to come into the school early one morning, grab a snack and casually visit with staff, other students and caregivers.
- School-wide pancake breakfast prior to Spring Break
- Winter Solstice activities – to build community and knowledge of Indigenous ways
- Year-end activity day
- Team community-building field trips (throughout the year)
- Teachers sent a welcome to my class email to their new homeroom classes
- Weekly newsletters to school community.
- LWM Newspaper (teacher sponsored)
- Crib Club (teacher sponsored)
-

Things we plan to do:

- Intramurals – including earning house points and building more community through this
- House Teams
- Indigenous Drumming Circle for three grade 7/8 teams
- Staff Lunches
- Staff Weekly check-ins (Tuesdays)
- Staff Gratitude Wall
- Orange Shirt Day, Pink Shirt Day
- Student Voice Sign ups
- Student Voice reps with weekly meeting and lessons to teach their class
- In staff meetings, focus on 1 student per grade, so all staff can try to make these students feel they belong
- Indigenous Middle Years Conference-Spring
- Teachers' welcome students at the door each morning
- Indigenous Leadership Retreat in the spring
- Indigenous Family night-curriculum focus and dinner
- Passion Projects
- An activity where students can meet with other students from their culture. Maybe share food and positives about our cultures
- Cultural mural on ball wall with student signatures
- More teacher check-ins with struggling students (SBT)
- Friendly Fridays—Goldfish Fridays
- Future Thankful Thursdays-smiles and compliments

Strategies and Actions:

Things we are already doing:

- School counselor class visits and instruction
- Grade 7 health fair in March 2026

Things we plan to do:

- Student Voice Representatives for each Division.
- Well Being Educational Series for each grade. Hosted in the gym with tables, a drink and a snack item
    - Health Fair-Week of March 8-11 2027
    - 3 sessions of Sexual Reproductive Wellness Education (January, February, and March)
    - Parent Engagement Events (fun sports events in our school gym)
    - Sleep and Anxiety
    - Nutrition—Food support programs (IEW)
    - Internet Safety (April 2027)
    - Consent and Safety
    - Friendship
    - Knowledge Keepers

- House Games & Open Gym 1x per week
- Everyday Speech in classrooms-Self Advocacy section
- Bullying lessons in classrooms by Principal, also grade based meetings. One per term.
- Classroom shave a meeting with all the adults that support that class so students clearly know who they can go to for help
- Safe room where students can go at break times (we have the Indigenous Room)

Data to Inform/Support Sense of Belonging Goal:

LWMS Student Well Being Survey Data Spring 2025

6. I have at least 1 adult I trust at school



LWMS Student Well Being Survey Data Spring 2026

6. I have at least 1 adult I trust at school



LWMS Student Well Being Survey Data Spring 2025

11. I feel like I belong at school.

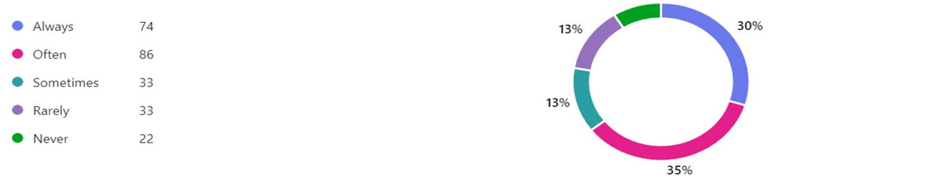


Data to Inform/Support Student Well-Being Goal:

LWMS Student Well Being Survey Data Spring 2024

14. I feel safe from bullying at school.

More details



LWMS Student Well Being Survey Data Spring 2026

14. I feel safe from bullying at school.



LWMS Student Well Being Survey Data Spring 2025

30. I get enough sleep on school nights

More details



Our Vision: Preparing students to become educated citizens who contribute to a dynamic, sustainable, and diverse world.

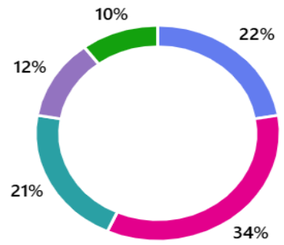
Our Mission: Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community.

Our Values: Belonging, Respect, Empathy, Equity, Perseverance, Reconciliation

LWMS Student Well Being Survey Data Spring 2026

11. I feel like I belong at school.

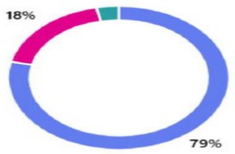
Always	61
Often	94
Sometimes	57
Rarely	33
Never	28



LWMS Student Well Being Survey Data Spring 2025

13. I belong to a group of friends or a club or a team.

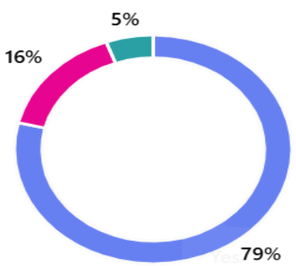
Yes	195
Not sure	45
No	8



LWMS Student Well Being Survey Data Spring 2026

13. I belong to a group of friends or a club or a team.

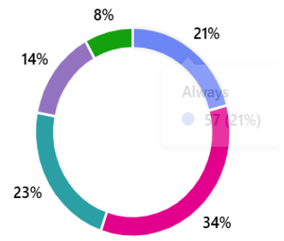
Yes	215
Not sure	43
No	15



LWMS Student Well Being Survey Data Spring 2026

30. I get enough sleep on school nights

Always	57
Often	94
Sometimes	62
Rarely	38
Never	22

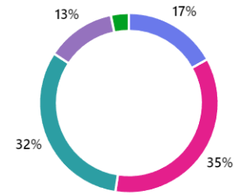


LWMS Student Well Being Survey Data Spring 2025

5. I know ways to help myself when I'm feeling upset or stressed.

More details

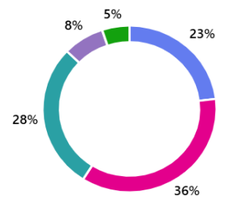
Always	42
Often	88
Sometimes	79
Rarely	31
Never	8



LWMS Student Well Being Survey Data Spring 2026

5. I know ways to help myself when I'm feeling upset or stressed.

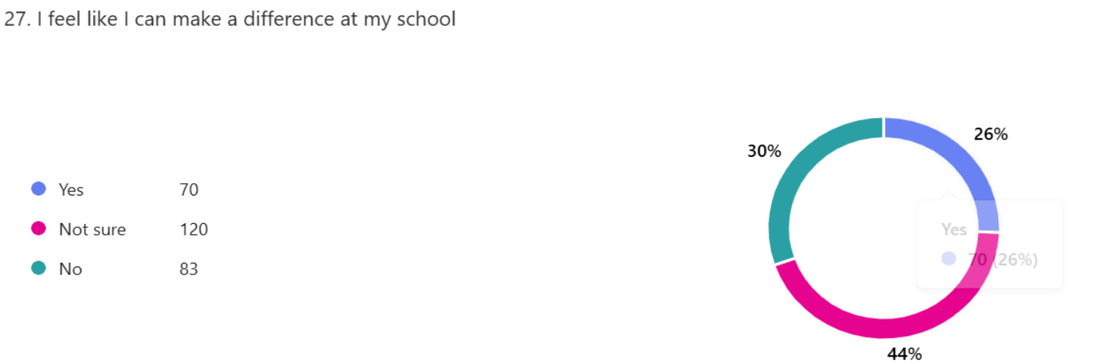
Always	63
Often	98
Sometimes	77
Rarely	21
Never	14



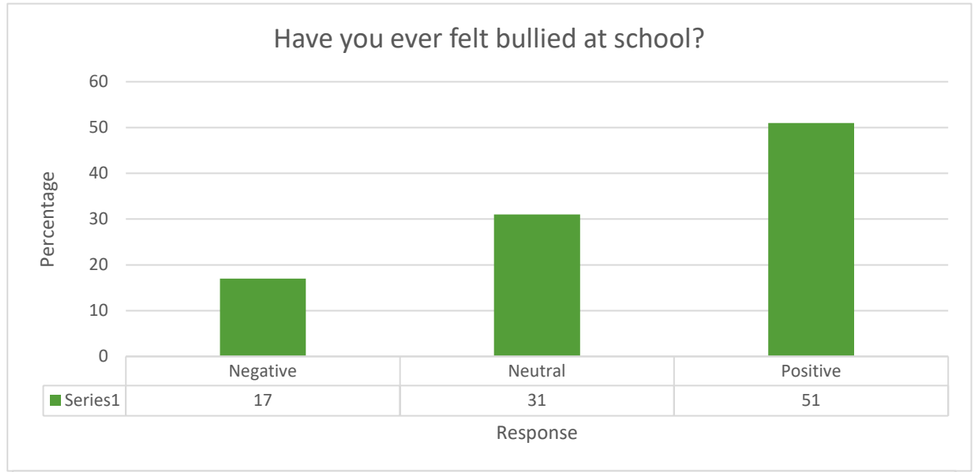
LWMS Student Well Being Survey Data Spring 2025

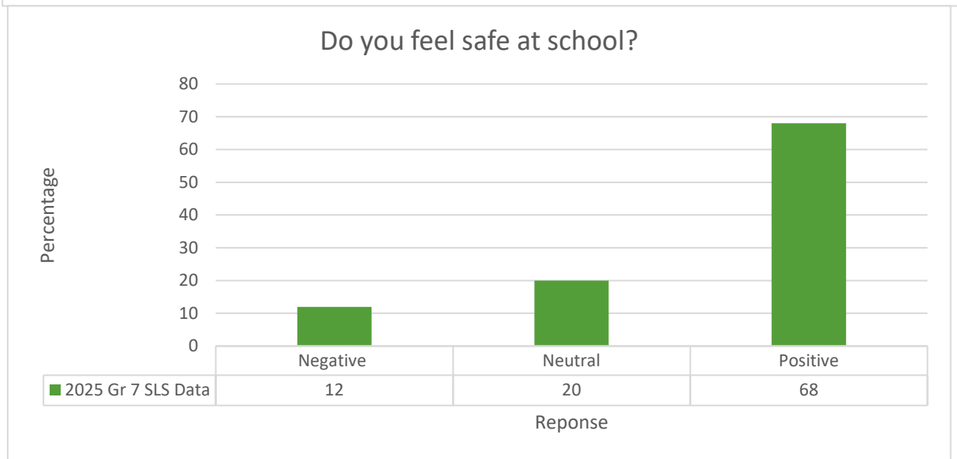


LWMS Student Well Being Survey Data Spring 2026



Student Learning Survey Data 2025

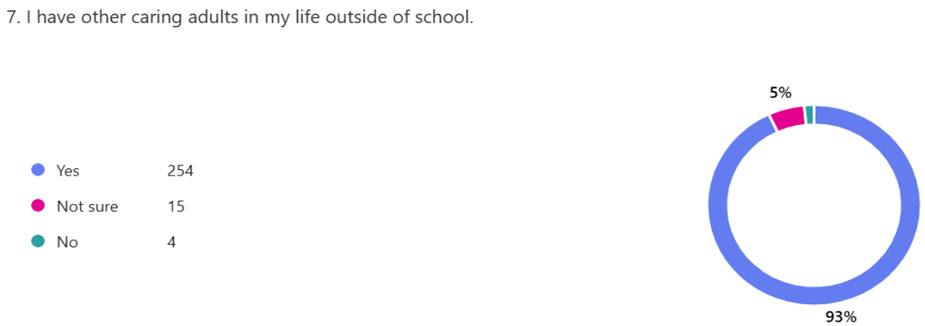


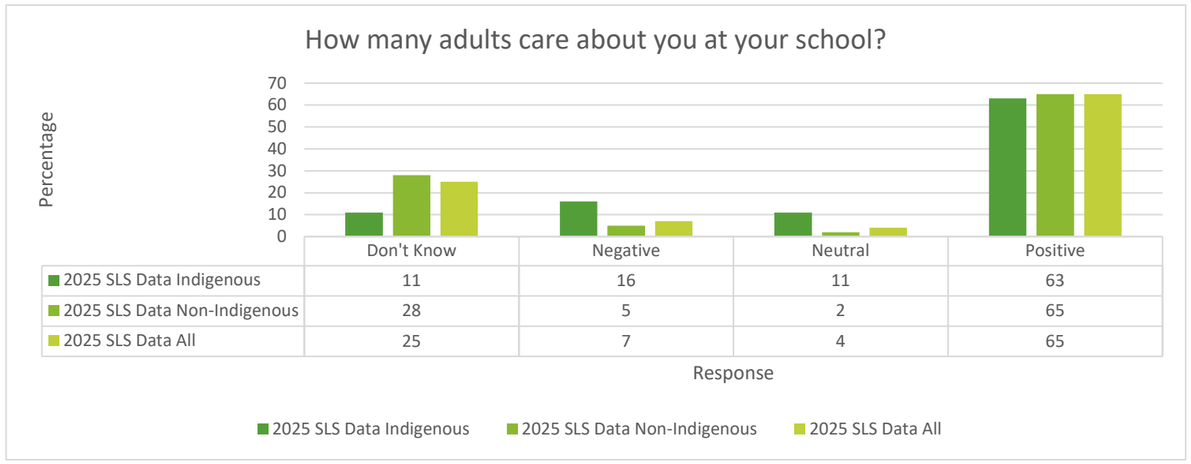


LWMS Student Well Being Survey Data Spring 2025



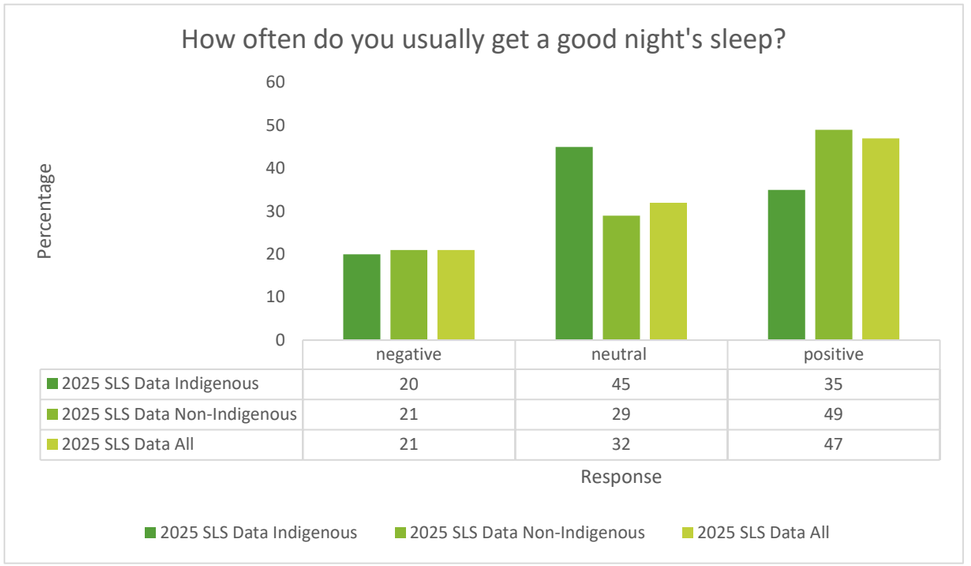
LWMS Student Well Being Survey Data Spring 2026

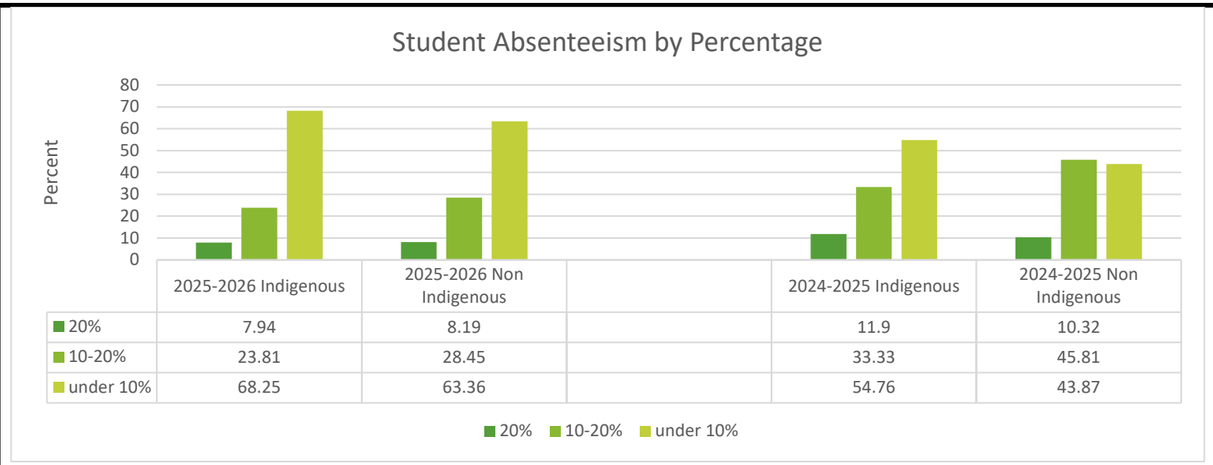




Student Learning Survey Data 2024

Student Learning Survey Data 2025





Edplan Insight Data 2025 (update)

Data Analysis/Narrative:

We are happy that 75% of our students feel connected to at least one adult at school and 90% feel they have a caring adult outside of school. Students clearly know where to access help at LWMS and in their personal lives. In our Student Learning Survey, 63% of our Indigenous students feel connected to an adult. 65% of our non-indigenous students feel connected to an adult. These statistics are lower than the whole school data and thereby highlights that our current grade 8 students are needing to be our focus of interventions, so they feel cared for, safe and well.

We are proud that 79% of our students belong to a group or club or a team and we feel that is positive. We do offer a lot of sports and leadership opportunities at LWMS. We have added intramurals and house teams this year as well as many leadership roles

However, only 50% of our students often or always feel they belong at LWMS. This is concerning. We created the house teams; the class rep lessons will be targeted to increase a sense of belonging and we are sharing at staff meetings a student from each division that we all need to wrap around.

As well, 42% of our students were not sure they could make a difference at LWMS. This also felt too high of a percentage to our staff. We have made a strong effort to provide more leadership roles.

Our attendance data shows improvement in 2025-2026 as compared to 2024-2025, for both Non-Indigenous and Indigenous students. We are proud that our Indigenous students have better attendance than our non-indigenous students. We are hoping this improvement in attendance means students are feeling a stronger sense of belonging to LWMS this year.

Our Student Voice Representatives to include a description of the term "makes a difference" in the survey as they wondered if some students did not understand what the question was asking.

During our meeting with our Indigenous partners, it was suggested in the survey to add a spot for students to self identify as Indigenous and to try to include Indigenous data for each Well Being Survey questions.

Data Analysis/Narrative:

Only 54% of our students feel they get enough sleep on school nights. We are targeting sleep as part of our wellness goal. In our Student Learning survey 2025, 49% of Non-Indigenous students feel they get a good sleep but only 35% of our Indigenous students get a good's night sleep. When we surveyed all our students in grades 6, 7 and 8, 54% of the students feel they get a good night's sleep. These statistics highlight that our current grade 8 cohort are getting less sleep. Our grade 8 Indigenous students are the lowest cohort for a good night's sleep.

65% of students feel safe from bullying all the time or often. 35% feel safe sometimes, rarely or never. This is concerning. We will be promoting kindness, Thankful Thursdays and Friendly Fridays, thorough our class reps, to hopefully shift this dynamic. In our Student Learning survey 2025, which surveys grade 7 students, over 50% of our current grade 8 students have been bullied. Interesting, 68% feel safe at school. Student Wellness survey, 65% of students in grades 6, 7 and 8, feel safe from bullying. This statistic highlights that our current grade 8 cohort has experienced bullying in their past, more than our other grades. We have started doing lessons to our 7/8 classes on bullying.

Only 52% of our students know ways to get help, which is concerning. We have been involving our health nurse and Counsellor with our students in roles of giving information, with the hope that students will then access these adults if needed. Staff are also included in these information sessions so students can see they are knowledgeable and open to help. We had our counsellor explain to each class about the ERASE site. As well, during the first week of school, Admin spoke to every division about expectations and invited students to let us know when they need help.

Strategic Priority: Career Development

- In the School Learning Plan, the **Human and Social Development** goals must be connected to the School District No. 83 Strategic Priority goal – *Each student will develop the skills and competencies to be successful in a career pathway of their choice.*
- In the elementary/middle years, schools should be implementing strategies to help student learn about potential career pathways and providing opportunities for career exploration.

Strategies and Opportunities for Career Development:

1. Use Work BC site, My Blueprint or other sources for career quizzes
2. Students research the careers their quizzes suggest for them
3. Choose one career and create a Career Fair project. This Career Fair will focus on our Grade 8 classes this year.

We would host a career fair in the gym (back board, dress in costume) and parents can attend. It would be in the Spring of 2027.

May 2026 – A school-wide display of career projects was held. All students displayed their career research. The grade 8 students then presented orally their project to their house team (their gr 7/8 team plus one grade 6 team) and another house team. Parents and community members were not invited this year. Expanding the presentation to include families and community members would be a way to expand this goal. Spotlight sessions on career options for students could be considered for 2026-2027. Employer representatives to present on their career choice and overview of working conditions, education paths, partnered with a post-secondary presentation.

We invited WorkBC representatives to host a "Find your Fit" event. This event was accessible for all grade levels and was very well received by our students and staff alike. In spring of 2027, staff will be encouraged to participate in school based ADST events and hold competitions (example—Gravity Cars). This locally based competition is designed to increase student engagement in regional events tied to Skills Canada.

Resources and Professional Learning

Identify specific learning, resources, or initiatives at the school and/or district level that will build staff capacity to work toward school goals.

*The district Numeracy supports were shared with staff
*We are purchasing the SRA Expressive writing Kit – this was not purchased.
*We have included our Health Nurse and RCMP office as a resource people to convey information to our students - we organized Jered Dennis (Interior Health – Legal Substance Coordinator) to present to all of our students as well as facilitate an in-person parent/guardian evening. We also had White Hatter present virtually (but live) to our students about cyber security and an online session for families in the evening.
*Our school counsellor delivered Sexual Health lessons and classroom teachers were able to observe, to build their capacity to teach this curriculum
*September 29-Literacy and Numeracy teams spent the morning together sharing strategies

School Learning Plan Consultation Process

Please describe the consultative process with rights holders and stakeholders in the development of this School Learning Plan.

Learning Plan Collaboration Timeline

1. Sept 2- All staff worked on Student Well Being and Student Belonging goals
2. Sept 8-Team Leader meeting Student Well Being and Belonging goals
3. Sept 9- Staff Meeting Student Well Being and Belonging goals
4. Monthly acknowledgement of school learning plan in PAC meetings, specifically looking at academic, social, human resource, and structural frames.
4. December 8th—review school learning plan
5. Sept 29-ProD with all staff working on Numeracy and Literacy
7. October—Student Voice reps introduced to our concepts in 2026-2027
8. December 2026-Brenna Joseph (Splatsin) , IEW and Admin-reviewed the plan.
9. November 19th-Michelle Guillou, Assistant Superintendent
10. Reflection and feedback at each Monthly Team Leader meeting and staff meeting including the Year-end meeting, journal school wide events throughout the school year.
11. Final review and update (Date to be confirmed)