

Len Wood Middle School
School Learning Plan 2025-2026



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 295 students attending. LWMS is located 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 63 Indigenous students and 73 students with identified needs. There are 18.298 FTE teachers and 10 CEAs and one ASL Interpreter who work with and teach our students. The motto for LWMS has been "Where great minds meet" since its inception in 2005. In making decisions for and with our students, we promote belonging, respect, reconciliation, empathy, equity and perseverance. This year we have two slogans. "Be More Awesome" and "Look For The Awesome." These slogans support our learning plan goals.	
Strategic Priority: Intellectual Development	
<ul style="list-style-type: none">In the School Learning Plan, the Intellectual Development goals must be connected to the School District No. 83 Strategic Priority goal – <i>Each student will develop their literacy skills, numeracy skills, and competencies to become their most capable self.</i>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:	Numeracy Goal:
Our literacy team is committed to focusing on the following goals: <ol style="list-style-type: none">Improve vocabulary on the Non-Fiction Reading assessment (NFRA) Assessment to 2.5 on a scale of 4 pointsImprove writing form on the School Wide Write (SWW) to 2.5 and writing form in NFRA to 2.5 on a scale of 4 pointsImprove Functional Skills Assessment (FSA) answering level two questions to 75%	Our numeracy team is committed to focusing on the following goals: <ol style="list-style-type: none">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.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.<ol style="list-style-type: none">Grade 6: FractionsGrade 7: EquationsGrade 8: Fractions
Strategies and Actions:	Strategies and Actions:

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

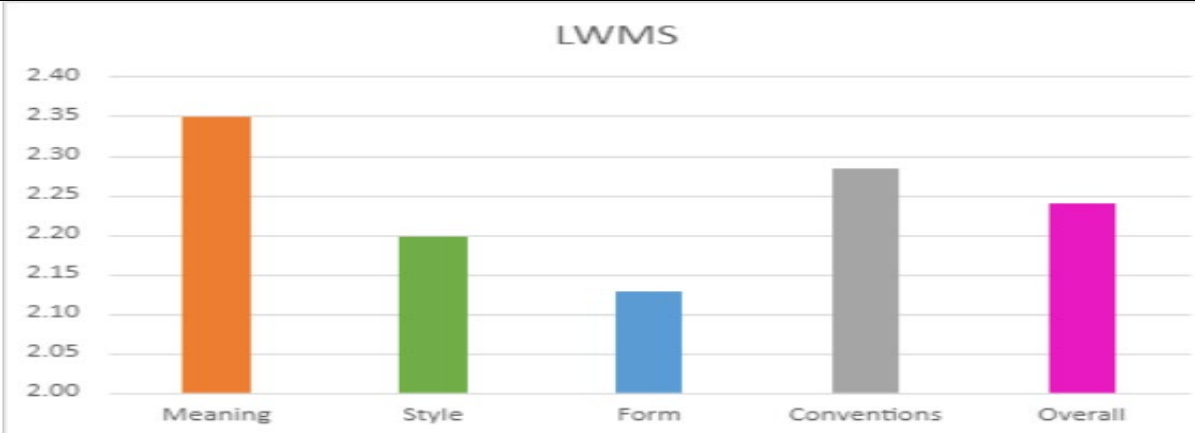
Our Mission: Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community.

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

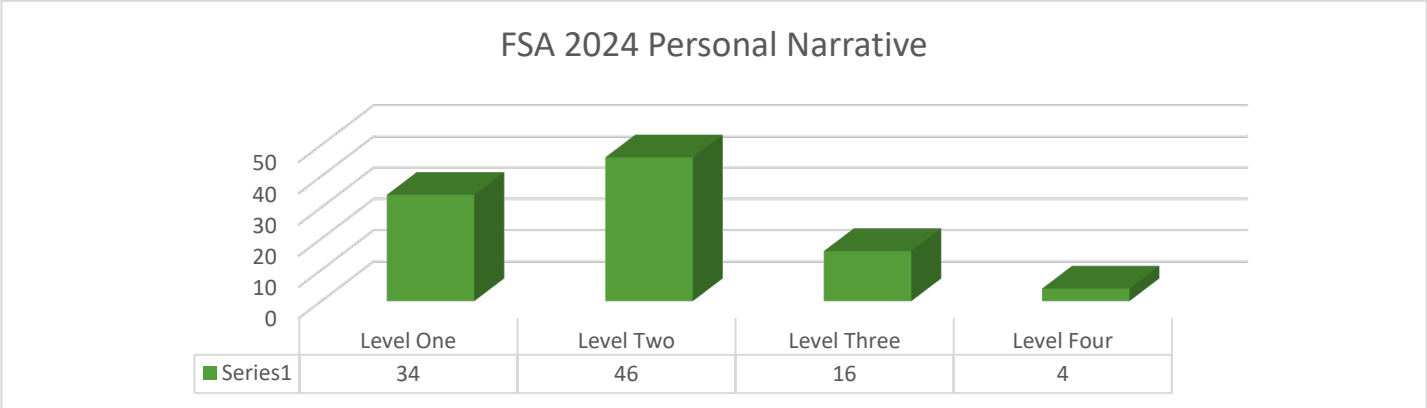
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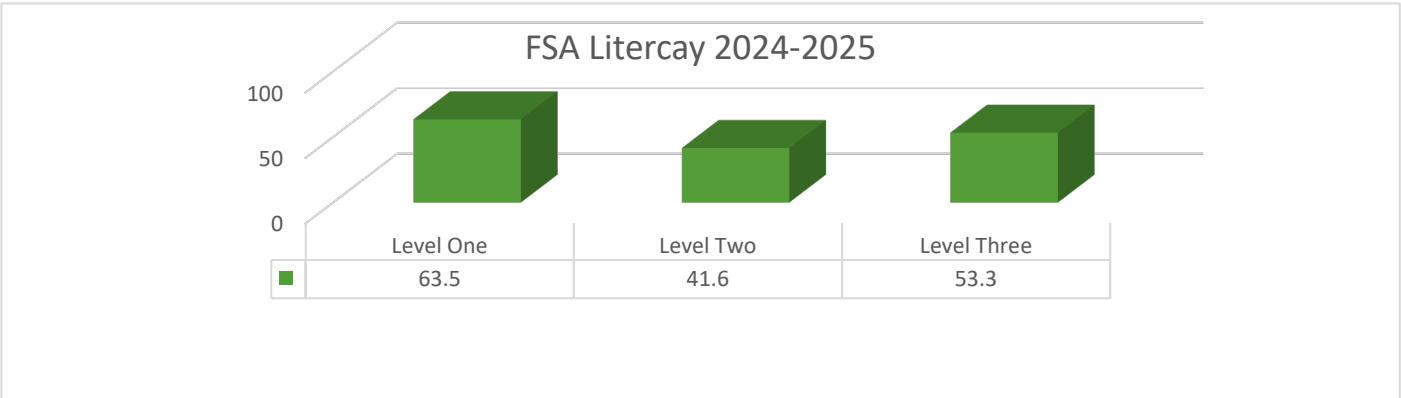
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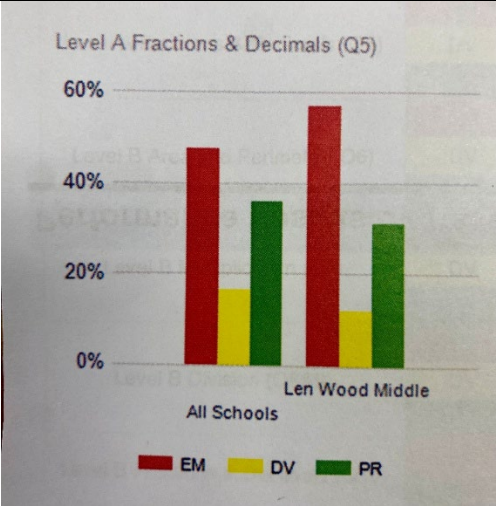
School Wide Write Data 2023-2024



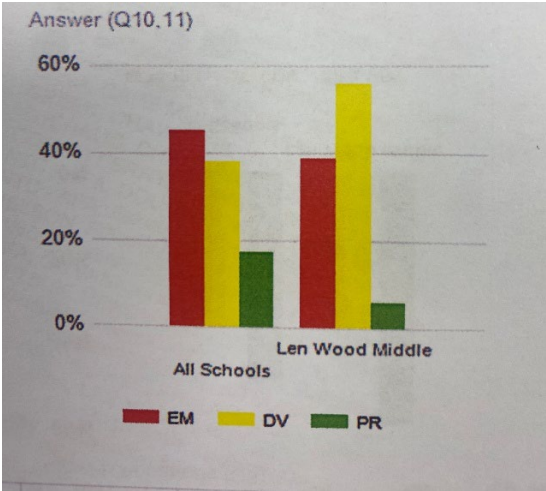
FSA Writing Data 2024



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



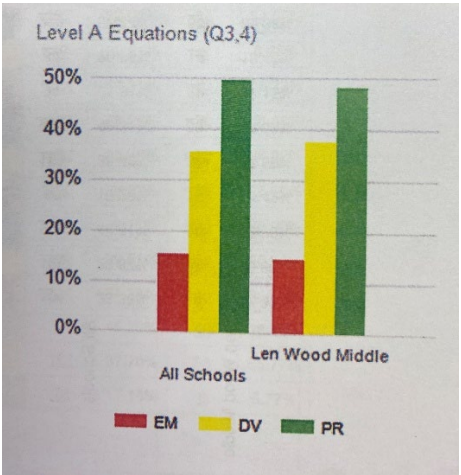
SNACC: Grade 6 Fractions



SNACC: Grade 6 Problem Solving



SNACC: Grade 7 Problem Solving

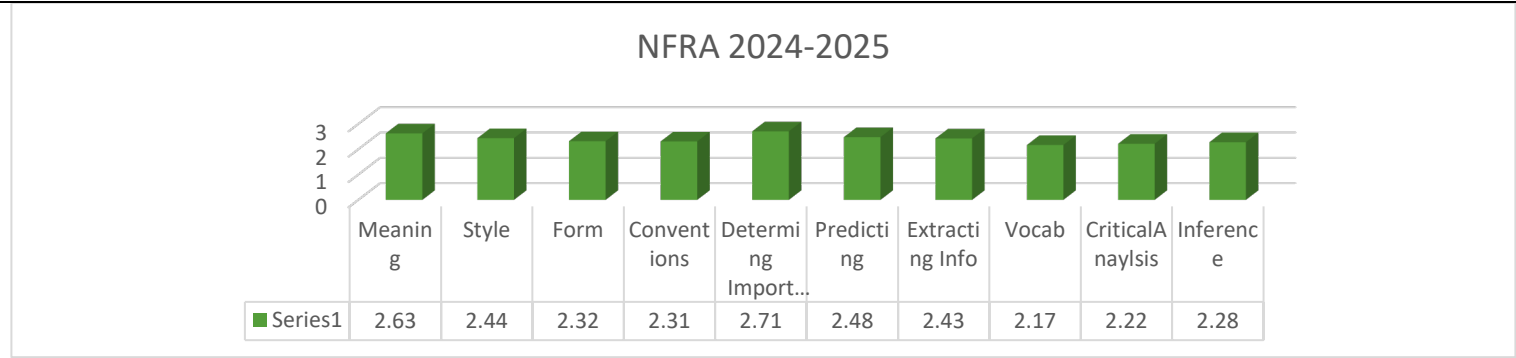


SNACC: Grade 7 Equations

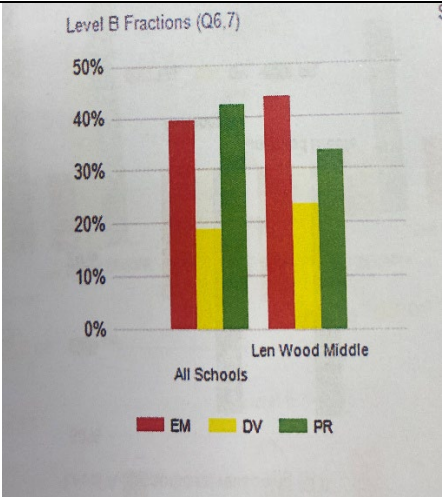
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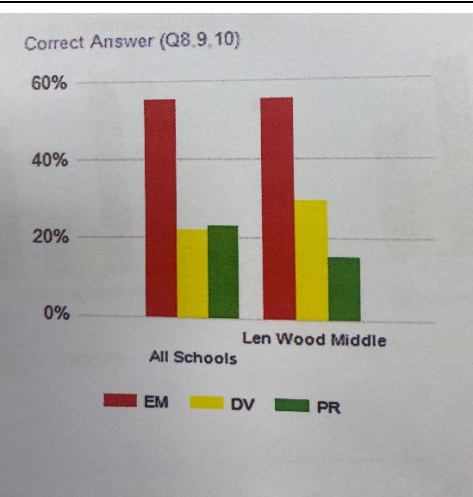
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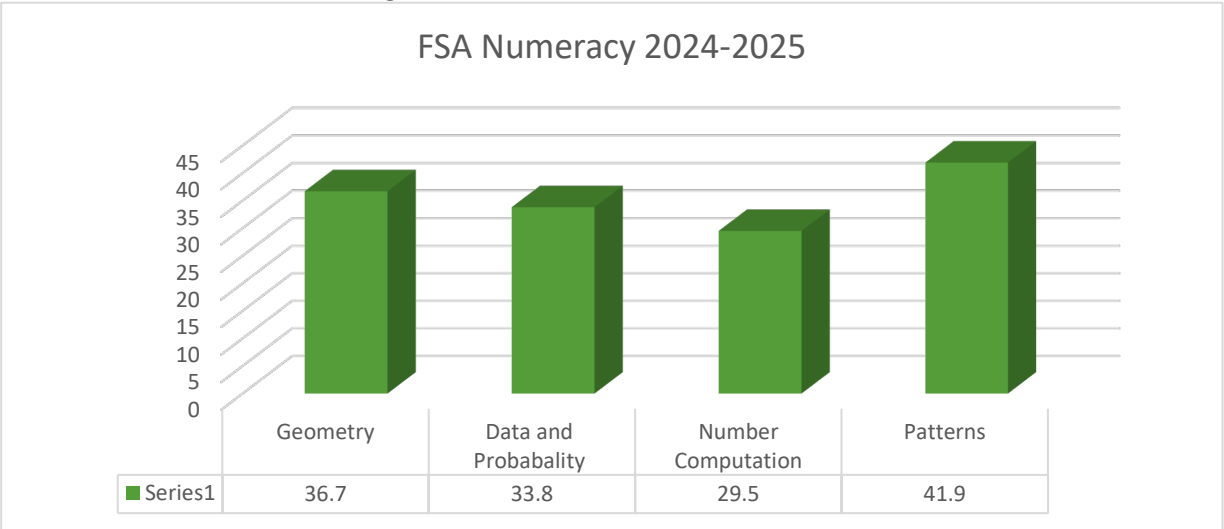
Non-Fiction Reading Assessment Data 2025: Writing and Answering Questions Data



SNACC: Grade 8 Problem Solving



SNACC: Grade 8 Fractions



Functional Skills Assessment Data 2024

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.

Data Analysis/Narrative:

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

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<div>Strategic Priority: Human and Social Development</div> <div><ul style="list-style-type: none">In the School Learning Plan, the Human and Social Development goals must be connected to the School District No. 83 Strategic Priority goal – <i>Each student will feel welcome, safe, and connected to peers and adults in their schools.</i>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.</div>	<div>Strategic Priority: Organizational Development</div> <div><ul style="list-style-type: none">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 – <i>Each student will feel socially, emotionally, and mentally supported within their schools and the district.</i>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.</div>
Sense of Belonging Goal:	Student Well-Being Goal:
<div>In Spring 2025, 60% of the students felt they belonged at LWMS. We will survey in April 2026. In April 2026, we are wanting 75% of our students to feel they belong at LWMS.</div> <div>In Spring 2025, 25% of the students felt they make a difference at LWMS. We will survey in April 2026. In April 2026, we are wanting 75% of our students to feel they make a difference at LWMS.</div>	<div>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.</div> <div>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.</div> <div>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</div>
Strategies and Actions:	Strategies and Actions:
<div>Things we are already doing:</div> <div><ul style="list-style-type: none">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” – April 2025 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.</div>	<div>Things we are already doing:</div> <div><ul style="list-style-type: none">School counselor class visits and instructionGrade 7 health fair in March 2026</div> <div>Things we plan to do:</div>

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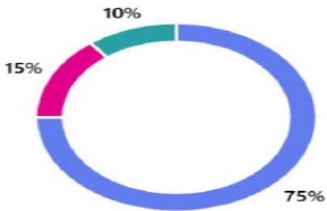
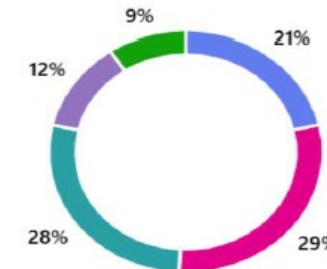
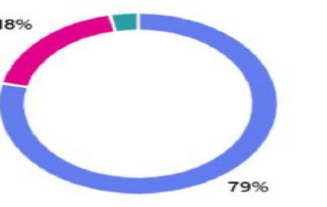
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<ul style="list-style-type: none">• School-wide pancake breakfast prior to Spring Break• Winter Solstice activities – to build community and knowledge of Indigenous ways• Year-end activity day• Team community-building field trips (throughout the year)• Teachers sent a welcome to my class email to their new homeroom classes• Weekly newsletters <p>Things we plan to do:</p> <ul style="list-style-type: none">• 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• Staff Gratitude Wall• Orange Shirt Day, Pink Shirt Day• Student Leadership Sign ups• Class Reps with monthly meeting and lessons to teach their class• In staff meetings, focus on 1-2 students per division, so all staff can make an effort to make these students feel they belong• Indigenous Middle Years Conference-Spring• Teachers welcome student sat 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• Friendly Fridays• Future Thankful Thursdays-smiles and compliments	<ul style="list-style-type: none">• Year theme BE MORE AWESOME, LOOK FOR THE AWESOME and September Awesome Challenge• More Awesome Challenges, but for grade 7/8 classes do as a class not individual• Well Being Educational Series for each grade. Hosted in the gym with tables, a drink and a snack item<ul style="list-style-type: none">▪ Tobacco and Cannabis with our Health Nurse (Sept 18)▪ 3 sessions of Sexual Reproductive Wellness Education (Oct 6, Oct 27, Nov 24)▪ Cannabis and Alcohol with an RCMP Officer (Dec 1) and Vandalism▪ Sleep and Anxiety▪ Nutrition▪ Internet Safety▪ Consent and Safety▪ Friendship▪ Knowledge Keepers• House Games• Intramurals• Everyday Speech in classrooms-Self Advocacy section• Bullying lessons in classrooms by principal.• 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)
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Data to Inform/Support Sense of Belonging Goal:	Data to Inform/Support Student Well-Being Goal:																																																				
<div><p>LWMS Student Well Being Survey Data Spring 2024</p><p>6. I have at least 1 adult I trust at school</p><table><tr><td>Yes</td><td>186</td></tr><tr><td>Not sure</td><td>36</td></tr><tr><td>No</td><td>26</td></tr></table><p>11. I feel like I belong at school.</p><table><tr><td>Always</td><td>53</td></tr><tr><td>Often</td><td>73</td></tr><tr><td>Sometimes</td><td>69</td></tr><tr><td>Rarely</td><td>30</td></tr><tr><td>Never</td><td>23</td></tr></table><p>13. I belong to a group of friends or a club or a team.</p><table><tr><td>Yes</td><td>195</td></tr><tr><td>Not sure</td><td>45</td></tr><tr><td>No</td><td>8</td></tr></table></div>	Yes	186	Not sure	36	No	26	Always	53	Often	73	Sometimes	69	Rarely	30	Never	23	Yes	195	Not sure	45	No	8	<div><p>LWMS Student Well Being Survey Data Spring 2024</p><p>14. I feel safe from bullying at school.</p><p>More details</p><table><tr><td>Always</td><td>74</td></tr><tr><td>Often</td><td>86</td></tr><tr><td>Sometimes</td><td>33</td></tr><tr><td>Rarely</td><td>33</td></tr><tr><td>Never</td><td>22</td></tr></table><p>30. I get enough sleep on school nights</p><p>More details</p><table><tr><td>Always</td><td>49</td></tr><tr><td>Often</td><td>84</td></tr><tr><td>Sometimes</td><td>58</td></tr><tr><td>Rarely</td><td>36</td></tr><tr><td>Never</td><td>21</td></tr></table><p>5. I know ways to help myself when I'm feeling upset or stressed.</p><p>More details</p><table><tr><td>Always</td><td>42</td></tr><tr><td>Often</td><td>88</td></tr><tr><td>Sometimes</td><td>79</td></tr><tr><td>Rarely</td><td>31</td></tr><tr><td>Never</td><td>8</td></tr></table></div>	Always	74	Often	86	Sometimes	33	Rarely	33	Never	22	Always	49	Often	84	Sometimes	58	Rarely	36	Never	21	Always	42	Often	88	Sometimes	79	Rarely	31	Never	8
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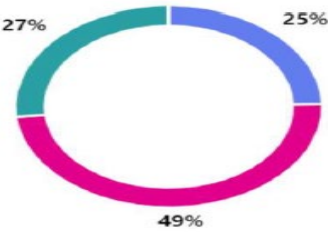
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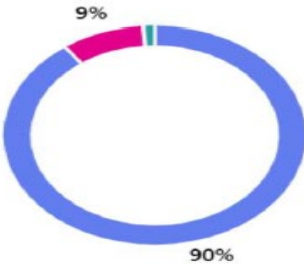
27. I feel like I can make a difference at my school

Yes	61
Not sure	121
No	66

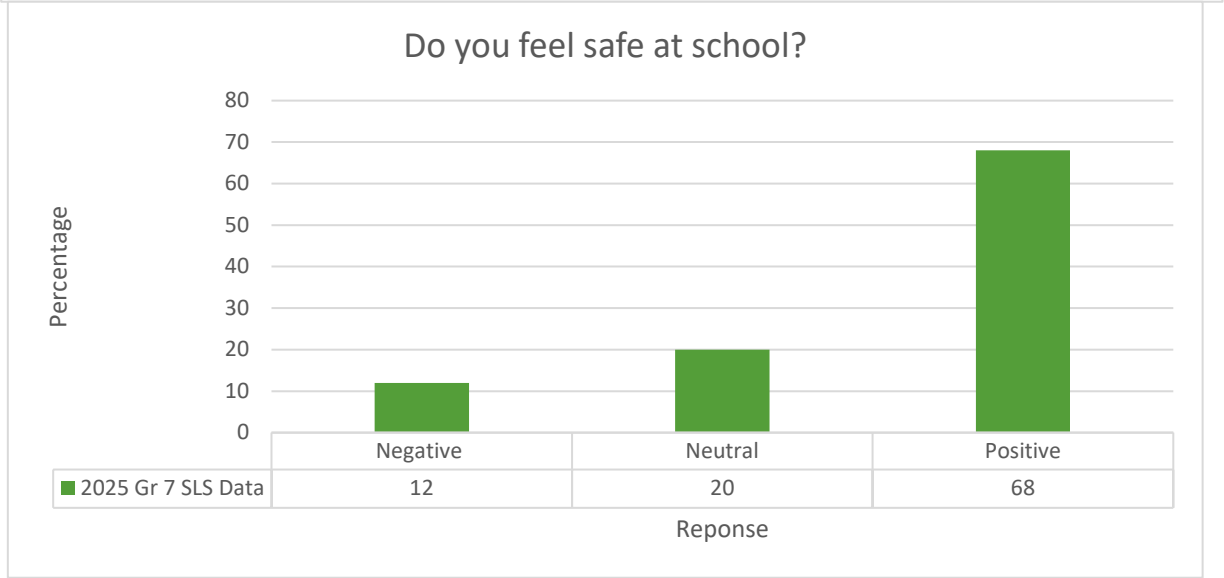
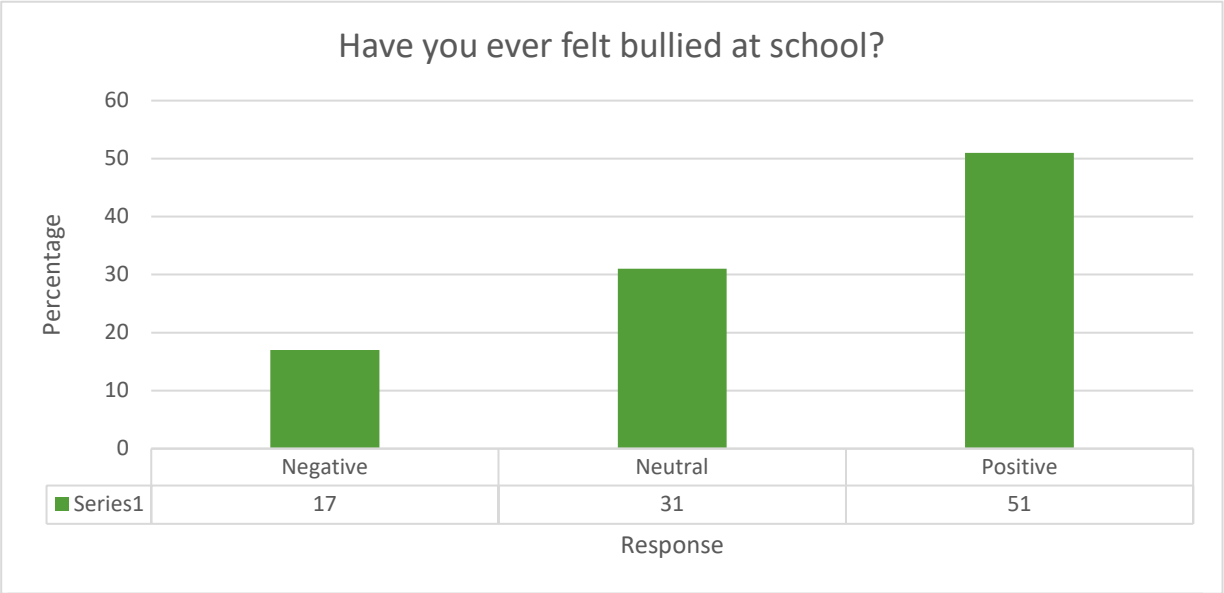


7. I have other caring adults in my life outside of school.

Yes	223
Not sure	22
No	3



Student Learning Survey Data 2025



Student learning Survey Data 2025

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How many adults care about you at your school?

	Don't Know	Negative	Neutral	Positive
2025 SLS Data Indigenous	11	16	11	63
2025 SLS Data Non-Indigenous	28	5	2	65
2025 SLS Data All	25	7	4	65

2025 SLS Data Indigenous

2025 SLS Data Non-Indigenous

2025 SLS Data All

Student Learning Survey Data 2024

Student Absenteeism by Percentage

	2025-2026 Indigenous	2025-2026 Non Indigenous	2024-2025 Indigenous	2024-2025 Non Indigenous
20%	7.94	8.19	11.9	10.32
10-20%	23.81	28.45	33.33	45.81
under 10%	68.25	63.36	54.76	43.87

20%

10-20%

under 10%

Edplan Insight Data 2025

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

How often do you usually get a good night's sleep?

	negative	neutral	positive
2025 SLS Data Indigenous	20	45	35
2025 SLS Data Non-Indigenous	21	29	49
2025 SLS Data All	21	32	47

2025 SLS Data Indigenous

2025 SLS Data Non-Indigenous

2025 SLS Data All

Student Learning Survey Data 2025

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

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<p>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.</p> <p>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</p> <p>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.</p> <p>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.</p> <p>Our attendance data shows improvement in 2025-2026 as compared to 2024-2025, for both Non-Indigenous and Indigenous students. For 2025-2026, 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.</p> <p>Our student representatives want staff 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.</p> <p>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.</p> <p>.</p>	<p>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.</p> <p>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. Interesing, 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.</p> <p>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.</p>
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<p>Strategic Priority: Career Development</p> <ul style="list-style-type: none">• In the School Learning Plan, the Human and Social Development goals must be connected to the School District No. 83 Strategic Priority goal – <i>Each student will develop the skills and competencies to be successful in a career pathway of their choice.</i>• In the elementary/middle years, schools should be implementing strategies to help student learn about potential career pathways and providing opportunities for career exploration.
<p>Strategies and Opportunities for Career Development:</p> <ol style="list-style-type: none">1. Use Work BC site, My Blueprint or other sources for career quizzes2. Students research the careers their quizzes suggest for them

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<p>3. Choose one career and create a Career Fair project.</p> <p>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 2026.</p>	
Resources and Professional Learning	School Learning Plan Consultation Process
Identify specific learning, resources, or initiatives at the school and/or district level that will build staff capacity to work toward school goals.	Please describe the consultative process with rights holders and stakeholders in the development of this School Learning Plan.
<p>*The district Numeracy supports were shared with staff</p> <p>*We are purchasing the SRA Expressive writing Kit</p> <p>*We have included our Health Nurse and RCMP office as a resource people to convey information to our students</p> <p>*Our school counsellor delivered Sexual Health lessons and classroom teachers were able to observe, to build their capacity to teach this curriculum</p> <p>*September 29-Literacy and Numeracy teams spent the morning together sharing strategies</p>	<p>Learning Plan Collaboration Timeline</p> <ol style="list-style-type: none">1. Sept 2- All staff worked on Student Well Being and Student Belonging goals2. Sept 8-Team Leader meeting Student Well Being and Belonging goals3. Sept 9- Staff Meeting Student Well Being and Belonging goals4. Sept 10-PAC Meeting5. Sept 29-ProD with all staff working on Numeracy and Literacy6. Oct 7-Team Leader Meeting- reviewed plan and set Career goals7. Oct 14- Reviewed Career goal and total plan with all staff8. October-15-Class reps reviewed the plan (student input is indicated in red)9. October 20-Brenna Joseph (Splatsin) , IEW and Admin-reviewed the plan.10. October 27-Michelle Guillou, Assistant Superintendent

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