



# North Canoe School

## School Learning Plan 2025-2026



### School Context:

Weytk. North Canoe Elementary is a small K-5 school with 77 students. Staffing includes four classroom teachers (3.7FTE), a Learning Resources Teacher (0.4FTE), a Literacy Support teacher (0.2FTE), a Music teacher (0.286FTE), a Teacher-Librarian (0.2FTE), an Indigenous Education Worker (13 hrs/week), two Certified Educational Assistants (55 hrs/week), one administrative assistant (35 hrs/week), and one custodian (25 hrs/week). Itinerant staff include a Speech and Language Pathologist, a Counsellor, and an English Language Learning Teacher. The principal is assigned to leadership/administration (0.7FTE) and classroom instruction (0.3FTE).

North Canoe Elementary is located on Secwepemc traditional territory in the community of Canoe, a suburb of Salmon Arm. Nineteen percent of students identify as Indigenous. Canoe has a close-knit community feel with a vibrant and supportive family base. The growing population of Canoe is socio-economically very diverse.

### 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:	Numeracy Goal:
<p><b>Goal 1</b> – To improve students’ development in literacy through a focus on writing. Our goal is to have 75% of students able to write proper sentences, sharing thoughts, feelings, ideas, actions, and instructions in written form.</p> <p><b>Goal 2</b> – To improve students’ development in literacy through a focus on reading. Our goal is to have 75% of students able to read at an age-appropriate level.</p>	<p><b>Goal 3</b> – Critical Concepts: To improve students’ success in numeracy through a focus on critical concepts. Our goal is to have 50% of students be proficient at the critical concepts at their grade level.</p> <p>Spring SNACC because that demonstrates proficiency at grade level. In particular, our focus is Level B – Developing a Deeper Understanding – as we feel these questions remove the literacy aspect while maintaining an application of the critical concept.</p>
Strategies and Actions:	Strategies and Actions:
<p><b>Goal 1 - Writing</b></p> <ul style="list-style-type: none"><li>• Teacher input and past FSA data were used to determine that writing is a needed growth area</li><li>• Collaboration time was provided for staff to research the scope and sequence of writing across grades</li><li>• November 2022-2023 staff meeting, staff discussed the mechanics of writing, mainly conventions. Students are not proficient in expressing a complete thought in writing. The goal is to work on sentence writing: Grade 1/2 classes will use exclamation/question marks to introduce sentences. Grade 3/4/5 classes will work on using a period to end a thought</li><li>• Staff developed a school wide writing (SWW) goal with assessment timelines in November, February, and June</li><li>• Teaching staff have scheduled daily instructional time for writing</li><li>• Teachers will be using the grade appropriate <b>BC Performance Standards Quick Scale</b> rubric for assessment. This will provide data on Meaning, Style, Form, and Conventions. Sentences are an expectation in writing conventions starting in Grade 2</li><li>• January 2023-2024 staff meeting, Val Edgell showed staff FSA writing exemplars. Discussion on what attributes constitute proficient writing</li><li>• Data from 2022-2023 school-wide writes was used to establish baseline</li></ul>	<p><b>Goal 3 - Numeracy</b></p> <ul style="list-style-type: none"><li>• 2025-2026 NCA is offering three Math Nights to encourage/enhance numeracy at home. Sessions involve games and strategies for parents. All who attend receive resources to continue learning at home.</li><li>• Use of daily and weekly problems at each grade level</li><li>• Professional development opportunities offered through District</li><li>• Numeracy supports offered by Doug Smith</li><li>• 60 minutes of daily numeracy instruction per class</li><li>• SNACC assessment as per district calendar</li><li>• In 2024-2025, Doug Smith, Numeracy Helping Teacher, will be supporting teachers in analyzing their SNACC results</li><li>• November 5, 2024, Doug Smith, Numeracy Helping Teacher, will hosting at a math games night to at-home numeracy – Postponed due to lack of family interest</li></ul>

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- Critical Concepts by grade:

Grade	Critical Concept
1	Conservation and partitioning
2	Doubles
3	Subtraction and problem solving
4	Multiplication and problem solving
5	Multiplication and problem solving

- Guided reading groups in all primary classes
- Novel studies in intermediate classes – students able to select ‘best-fit’ literature for their reading level
- Literacy Support Teacher @ 0.2FTE
- Ongoing PM Benchmark assessments as per district timeline
- In 2023-2024, staff combined remedy time to provide 14 days of Tier 2 intervention for students needing reading support
- Every student is levelled using PM Benchmarks. Whenever CEAs or itinerant staff have some time, students not yet meeting expectations get added support time

## Data to Inform/Support Numeracy Goal:

### Goal 3 – Numeracy

- Grade 4 Learning Survey (2020-2021): 54% of students feel they agree/strongly agree they are getting better at math
- Grade 4 Learning Survey (2021-2022): 55% of students feel they agree/strongly agree they are getting better at math
- Grade 4 Learning Survey (2022-2023): 75% of students feel they agree/strongly agree they are getting better at math

Score	0	1	2	3	4
2020-2021	0%	30%	70%	0%	0%
2019-2020	0%	57%	36%	7%	0%
2018-2019	18%	9%	55%	18%	0%
2017-2018	0%	27%	55%	18%	0%

- ## Goal 2 - Reading

- Grade 4 Learning Survey (2020-2021): 90% of students feel they agree/strongly agree they are getting better at reading; 90% feel they agree/strongly agree they are getting better at writing
- Grade 4 Learning Survey (2021-2022): 77% of students feel they agree/strongly agree they are getting better at reading; 66% feel they agree/strongly agree they are getting better at writing
- Grade 4 Learning Survey (2022-2023): 62% of students feel they agree/strongly agree they are getting better at reading; 49% feel they agree/strongly agree they are getting better at writing

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Kwsaltktnéws ne Secwepemcúl’ecw School District No. 83				North Canoe School Learning Plan 2025-2026																																							
<p>My name is I and I am in Grade 4 (Table B). I was only minimally meeting grade level expectations for reading in Grade 1 (PM 9 in 2021-2022) and Grade 2 (PM 20 in 2022-2023). Last year in Grade 3 (2023-2024), I jumped to a PM Benchmark score of 30 and am now fully meeting expectations!</p> <p>My name is J and I am also in Grade 4 (Table B). I am not yet meeting reading expectations. But don’t just look at the red - look at the growth I have made over the past three years. I have gone from a PM Benchmark of 0 in Grade 1 (2021-2022) to a 7 in Grade 2 (2022-2023) to a 17 in Grade 3 (2023-2024). I have high anxiety and struggle with the demands of school. If I can continue on this trend, working with my supports, I’ll be a reader in Grade 4!</p>																																											
<p><b>Strategic Priority: Human and Social Development</b></p> <ul style="list-style-type: none"><li>In the School Learning Plan, the <b>Human and Social Development</b> 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></li><li>Goals must be focused on measuring a sense of belonging.</li><li>Potential data sources may include the School District No. 83 EDI Environmental Scan, the Student Learning Survey, and student focus groups.</li></ul>				<p><b>Strategic Priority: Developing a Culture of Well-being</b></p> <ul style="list-style-type: none"><li>In the School Learning Plan, the <b>Developing a Culture of Well-Being</b> 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></li><li>The goal must be focused on STUDENT well-being.</li><li>Potential data sources may include the School District No. 83 EDI Environmental Scan, the Student Learning Survey, and student focus groups.</li></ul>																																							
<b>Sense of Belonging Goal:</b>				<b>Student Well-Being Goal:</b>																																							
<b>Goal</b> - To have 85% of students feel connected to two or more adults at school				<b>Goal</b> - To have 85% of students feel supported at school																																							
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## 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:

- Kindergarten – Grade 3 classes focus on these big ideas:
  - Confidence develops through the process of self-discovery
  - Effective collaboration relies on clear, respectful communication
  - Learning is a lifelong enterprise
  - Everything we learn helps us to develop skills
- Grade 4 – 5 classes focus on these big ideas:
  - Exploring our strengths and abilities can help us identify our goals
  - Leadership requires listening and respecting the ideas of others
  - Good learning and work habits contribute to short and long term personal and career success
- From 2022-2023 Grade 4 Student Survey, 74% of students agree/strongly agree they have an idea of what they want to do when they grow up.

## 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.

- Continued pro-d sessions on literacy, numeracy, and well-being at teachers' discretion
- Teaching staff is aligned with district recommended sessions on all school-based pro-d days
- Connect and collaborate with George Richard
- Careers Week – November 25<sup>th</sup>-29<sup>th</sup>, 2024 - November 24-28, 2025

## School Learning Plan Consultation Process

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

- Staff input and discussion at staff meetings – SLP is a standing agenda item
- Share plan at PAC meeting

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**Table A - Writing Data - June**

2022-2023			2023-2024		2024-2025		2025-2026	
Grade 2			Grade 3		Grade 4		Grade 5	
	Conv.	Overall	Conv.	Overall	Conv.	Overall	Conv.	Overall
	3	12	3	11	4	16		
	2	8	1	4	1	5		
	3	12	1	6	1	4		
	3	12	3	12	3	12		
	3	12	3	12	3	8		
					3	13		
					4	12		
					1	6		
					2	8		
			2	10	1	6		
	3	12	2	10	2	8		
	3	12	2	11	1	4		
					2	8		
	2	11	1	6	1	4		
					1	4		
	75%	88%	33%	44%	27%	27%		

2023-2024			2023-2024		2024-2025		2025-2026	
Grade 1			Grade 2		Grade 3		Grade 4	
	Conv.	Overall	Conv.	Overall	Conv.	Overall	Conv.	Overall
	3	12	3	12	3	12		
	2	8	1	4	1	7		
	3	12	3	11	3	11		
	2	8	3	12	2	10		
	2	10	2	10	2	10		
	3	12	3	12	3	12		
			2	9	2	9		
			3	12	3	12		
	3	12	3	12	3	12		
	2	11	3	11	3	12		
	3	12	3	13	4	15		
	3	12	2	9	3	12		

	2	8	2	8	2	10		
	3	12	2	10	3	13		
	1	4	1	4	1	4		
	54%	67%	53%	53%	60%	60%		

2023-2024

2024-2025

2025-2026

Grade 1

Grade 2

Grade 3

			Conv.	Overall	Conv.	Overall	Conv.	Overall
			3	8	3	13		
			1	8	3	10		
			3	12	3	12		
			2	10	3	12		
			2	4				
					4	16		
			40%	20%	100%	80%		

2024-2025

2025-2026

Grade 1

Grade 2

					Conv.	Overall	Conv.	Overall
					2	8		
					3	12		
					2	8		
					3	12		
					3	14		
					3	12		
					4	16		
					1	4		
					2	10		
					2	8		
					2	10		
					45%	45%		



**Table B - PM Benchmark Data - June**

Year	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	14	23	27	30	
	5	7	13	27	
				25	
	14	24	30	30	
	14	23	30	30	
	22	30	30	30	
				30	
				30	
				24	
			4	4	
	14	18	27	30	
	14	23	27	30	
	12	21	28	30	
				25	
	9	20	30	30	
				30	
Proficient	67%	56%	80%	88%	
Year	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
		Grade 1	Grade 2	Grade 3	Grade 4
		16	22	30	
		1	7	13	
		14	22	30	
		1	15	26	
		13	22	30	
		14	22	30	
		3	15	26	
		14	22	28	
		14	25	30	
		14	25	30	
		14	22	30	
		4	18	20	
		16	22	30	
		14	25	30	
		3	10	17	
				22	
Proficient		73%	73%	88%	

[illegible]

**Table C - SNACC Data - Level B Questions - April**

Year	2022-2023		2023-2024		2024-2025	
	Grade 2		Grade 3		Grade 4	
	Add	Subtract	Add	Subtract	Multiply	Reasoning
	2	1	2	1		
	1	0	0	1	0	0
	0	0	2	1	1	0
	2	2	2	1	3	2
	1	2	1	2	3	0
	2	2	2	1	4	2
					3	10
					4	0
			0	0	0	0
	2	2	2	1	0	0
	1	1	2	1	1	0
	1	2	2	1	2	5
	1	1	2	2	0	0
	1	1	2	1	2	1
	0	1	2	1	0	0
Proficient	33%	42%	77%	15%	14%	7%
			Grade 2		Grade 3	
			Add	Subtract	Add	Subtracy
			2	1	2	2
			1	1	2	2
			0	0	2	2
			2	0	2	2
			1	0	2	1
			2	1	2	2
			1	1	1	1
			1	1	2	2
			2	1	2	2
			2	0	2	2
			1	1	2	2
			0	0	2	1
			0	0	0	1
			1	1	2	2

			0	0	0	0
			2	0	0	2
Proficient			38%	0%	75%	69%
					Grade 2	
					Add	Subtract
					2	1
					1	1
					2	1
					2	2
					1	1
					0	0
					2	2
Proficient					57%	29%



[illegible]

## Sense of Belonging - October 2025

### Div. 1 - How Do I Feel at North Canoe

I am happy

I have at least two adults that care about me

I have at least two adults that listen to me

I feel like I belong

I feel safe

If I have a problem at school, I can ask an adult for help

Adults treat all students fairly

I follow SPARK expectations

3	2	1
%	%	%
45	50	5
95	5	
80	20	
50	41	9
77	23	
59	41	
50	45	5
64	36	

### Div. 2 - How Do I Feel at North Canoe

I am happy

I have at least two adults that care about me

I have at least two adults that listen to me

I feel like I belong

I feel safe

If I have a problem at school, I can ask an adult for help

Adults treat all students fairly

I follow SPARK expectations

3	2	1
%	%	%
88	12	
94		6
88	6	6
88	12	
88	12	
88		12
88	12	
94	6	

### Div. 3 - How Do I Feel at North Canoe

I am happy

I have at least two adults that care about me

I have at least two adults that listen to me

I feel like I belong

I feel safe

If I have a problem at school, I can ask an adult for help

Adults treat all students fairly

3	2	1
%	%	%
90	5	5
84		16
84	11	5
84	5	11
79	16	5
79	16	5
84	11	5



I follow SPARK expectations

95	5	
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#### Div. 4 - How Do I Feel at North Canoe

I am happy

I have at least two adults that care about me

I have at least two adults that listen to me

I feel like I belong

I feel safe

If I have a problem at school, I can ask an adult for help

Adults treat all students fairly

I follow SPARK expectations

<b>3</b>	<b>2</b>	<b>1</b>
%	%	%
77	18	5
92	8	
85	15	
85	15	
77	23	
92	8	
92	8	
92	8	