

attributes constitute proficient writing

January 2023-2024 staff meeting, Val Edgell showed staff FSA writing exemplars. Discussion on what

Data from 2022-2023 school-wide writes was used to establish baseline

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	on Writing Assessments
Literacy Goal:	Numeracy Goal:
Goal 1 – To improve students' development in literacy through a focus on writing. Our goal is to have 75% of	Goal 3 – Critical Concepts: To improve students' success in numeracy through a focus on critical concepts.
students able to write proper sentences, sharing thoughts, feelings, ideas, actions, and instructions in written	Our goal is to have 50% of students be proficient at the critical concepts at their grade level.
form.	
	Spring SNACC because that demonstrates proficiency at grade level. In particular, our focus is Level B – Developing a
Goal 2 – To improve students' development in literacy through a focus on reading. Our goal is to have 75% of	Deeper Understanding – as we feel these questions remove the literacy aspect while maintaining an application of the
students able to read at an age-appropriate level.	critical concept.
Strategies and Actions:	Strategies and Actions:
Goal 1 - Writing	Goal 3 - Numeracy
 Teacher input and past FSA data were used to determine that writing is a needed growth area 	 2025-2026 NCA is offering three Math Nights to encourage/enhance numeracy at home. Sessions involve
 Collaboration time was provided for staff to research the scope and sequence of writing across grades 	games and strategies for parents. All who attend receive resources to continue learning at home.
 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	Use of daily and weekly problems at each grade level
writing: Grade 1/2 classes will use exclamation/question marks to introduce sentences. Grade 3/4/5	Professional development opportunities offered through District
classes will work on using a period to end a thought	Numeracy supports offered by Doug Smith
Staff developed a school wide writing (SWW) goal with assessment timelines in November, February, and	60 minutes of daily numeracy instruction per class
June	SNACC assessment as per district calendar
Teaching staff have scheduled daily instructional time for writing	In 2024-2025, Doug Smith, Numeracy Helping Teacher, will be supporting teachers in analyzing their SNACC
Teachers will be using the grade appropriate BC Performance Standards Quick Scale rubric for	results
assessment. This will provide data on Meaning, Style, Form, and Conventions. Sentences are an	November 5, 2024, Doug Smith, Numeracy Helping Teacher, will hosting at a math games night to at-home
expectation in writing conventions starting in Grade 2	numeracy – Postponed due to lack of family interest

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

- Assessment time was provided to review results from each SWW session
- September 2024-2025 staff meeting, staff questioned the use of the BC Performance Standard for assessments in November and February. The performance standard is designed to assess student progress in May
- September 2024-2025 staff meeting, teachers questioned the SWW as an accurate means of assessing sentence writing. Feeling that students are putting effort into writing a passage with meaning and are not focussed on sentence structure
- September 2025-2026 staff meeting, teachers again questioned the fidelity of the goal as well as the assessment. A goal review will be on future staff meeting agenda.

Goal 2 - Reading

- 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

 Critical Concepts by grade: 	•	Critical	Concepts	by	grade:	
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Grade	Critical Concept
1	Conservation and partitioning
2	Doubles
3	Subtraction and problem solving
4	Multiplication and problem solving
5	Multiplication and problem solving

Data to Inform/Support Literacy Goal:

Goal 1 - Writing

• Teachers' anecdotal observations supported by FSA writing data over four years:

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%

 Results show that less than 20% of Grade 4 students have been proficient in writing. Most students were either emerging or developing in this area
 See Tables A for writing data

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

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

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Data Analysis/Narrative:

Writing - Table A

- October 2025, change in formatting to show longitudinal progress of students
- 58% of students meeting expectations for conventions. 53% meeting expectations for overall writing.
- June 2024-2025:

45% of students meeting/exceeding in writing sentences 40% of students meeting/exceeding in overall writing

• June 2022-2023:

31% increase in students writing sentences

55% of students meeting/exceeding in writing sentences

33% increase in students' overall writing

56% of students meeting/exceeding in overall writing

• June 2022-2023:

21% increase in students writing sentences

39% of students meeting/exceeding in writing sentences

23% increase in students' overall writing

46% of students meeting/exceeding in overall writing

- It is important to note that the small sample sizes used to collect this data could easily explain the variance in outcomes from year to year
- My story A look at student success:

My name is R (Table A) and I am now in Grade 6 at SMS. In Grade 4 (2022-2023), I progressed from an overall writing score of 4 in November to an overall score of 7 by June. My scores dropped over the summer, but through Grade 5 (2023-2024), I progressed again from an overall writing score of 4 to a 10. I am minimally meeting expectations but am on the right track!

My name is H and I am in Grade 3 (Table A). In Grade 1 (2022-2023), I progressed from an overall writing score of 5 in November to an amazing score of 12 by June. My scores dropped over the summer, but through Grade 2 (2023-2024), I progressed from an 8 to a 13. I am fully meeting expectations for writing!

Reading – Table B

- 2023-2024 data show proficiency of Grade 5 @ 64%, Grade 4 @ 85%, Grade 3 @ 69%, Grade 2 at 65%, Grade 1 @ 71%
- There are 17 students NYM
- 2024-2025 data show proficiency of Grade 5 @ 85%, Grade 4 @ 80%, Grade 3 @ 81%, Grade 2 at 50%, Grade 1 @ 57%
- There are now 12 students NYM
- My story A look at student success:

My name is I and I am in Grade 5 (Table B). Although I am still reading below grade level, I have progressed from a PM Benchmark reading level of 7 in Grade 2 (2021-2022) to a 14 in Grade 3 (2022-2023) to 21 in Grade 4 (2023-2024). I have a learning disability am working with all my supports to make even more progress this year!

Data Analysis/Narrative:

Numeracy – Table C

- September 2025-2026, staff questioned the data collection a validity of our Numeracy goal. Pro-D session with staff changed SNACC goal from looking at overall outcome to looking at standing for Level B questions. Overall results show a 'worst case scenario' in EdPlan the lowest mark is the overall mark. Focussing on Level B questions allows us to look at learning in critical concepts while removing the literacy roadblock for many students.
- June 2021-2022

9% of Grade 1 and Grade 2 students meeting expectations in the SNACC assessment

• June 2022-2023

23% of Grade 1, 2, and 3 students meeting expectations in the SNACC assessment

June 2023-2024

7% of Grade 1, 2, 3, and 4 students meeting expectations in the SNACC assessment

• June 2024-2025

15% of students are meeting expectations in the SNACC assessment

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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!

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!

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: Developing a Culture of Well-being

- 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:

Goal - To have 85% of students feel connected to two or more adults at school

Student Well-Being Goal:

Goal - To have 85% of students feel supported at school

Strategies and Actions:

- In 2023-2024, staff discussed the need to develop a school-wide survey to ask about student wellness
- Grade K/1 teacher, Alexa Klassen, developed a survey for data collection at the beginning of the 2024-2025 school year see Attachment A
- Most questions on the survey are from the Satisfaction Survey or the EDI

Strategies and Actions:

- 2023-2024, staff discussed the need to develop a school-wide survey to ask about student well-being
- Grade K/1 teacher, Alexa Klassen, developed a survey for data collection at the beginning of the 2024-2025 school year see Attachment A
- Most questions on the survey are from the Satisfaction Survey or the EDI

Data to Inform/Support Sense of Belonging Goal:

Data from Grade 4 Student Learning Surveys:

Students who Agree/Strongly Agree	2020-2021	2021-2022	2022-2023
Do 4 or more adults many adults care about you at school?	54%	55%	87%
I am happy at my school.	81%	22%	87%
Do you feel welcome at your school?	72%	66%	87%

Data to Inform/Support Student Well-Being Goal:

Data from Grade 4 Student Learning Survey:			
Students who Agree/Strongly Agree	2020-2021	2021-2022	2022-2023
Do adults in the school treat all students fairly?			
	63%	88%	87%
If you have a problem, can you get the help you need from adults at your school?	90%	66%	87%
I know how my school expects me to behave.			
	90%	77%	87%
Do you feel safe at school?	90%	66%	87%

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86%

 October 2025 results from Student Well-Being Survey 	
I am happy at North Canoe	75%
I have at least two adults that care about me at North Canoe	90%
I have at least two adults that listen to me	84%
I feel like I belong at North Canoe	77%
I feel safe at North Canoe	80%
If I have a problem, I can ask an adult for help	80%
Adults treat all students fairly at North Canoe	79%
I follow SPARK expectations at North Canoe	86%
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•	October 202	4 results fror	n Student Wel	ll-Being Survey
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I am happy at North Canoe	76%
I have at least two adults that care about me at North Canoe	88%
I have at least two adults that listen to me	83%
I feel like I belong at North Canoe	76%
I feel safe at North Canoe	76%
If I have a problem, I can ask an adult for help	78%
Adults treat all students fairly at North Canoe	76%
I follow SPARK expectations at North Canoe	81%

October 2025 results from Student Well-Being Survey	
I am happy at North Canoe	75%
I have at least two adults that care about me at North Canoe	90%
I have at least two adults that listen to me	84%
I feel like I belong at North Canoe	77%
I feel safe at North Canoe	80%
If I have a problem, I can ask an adult for help	80%
Adults treat all students fairly at North Canoe	79%

October 2024 results from Student Well-Being Survey

I follow SPARK expectations at North Canoe

I am happy at North Canoe	76%
I have at least two adults that care about me at North Canoe	88%
I have at least two adults that listen to me	83%
I feel like I belong at North Canoe	76%
I feel safe at North Canoe	76%
If I have a problem, I can ask an adult for help	78%
Adults treat all students fairly at North Canoe	76%
I follow SPARK expectations at North Canoe	81%

Data Analysis/Narrative:

- It is important to note that the small sample sizes used to collect this data could easily explain the variance in outcomes from year to year
- In 2022-2023, we began a project to energize the school spirit and rejuvenate the culture. We implemented SPARK; where each letter represents a virtue that we a looking for students to learn and develop. SPARK stands for Safety, Peace, Awesome Attitude, Respect, Kindness
- Other culture building strategies included regular assemblies, spirit days, school t-shirts, school signage

Data Analysis/Narrative:

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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.	School Learning Plan Consultation Process Please describe the consultative process with rights holders and stakeholders in the development of this School Learning Plan.
 Continued pro-d sessions on literacy, numeracy, and well-being a 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 25th-29th, 2024 - November 24-28, 2025 	 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 Grade 2	3	2023-2024 Grade 3		2024-2025 Grade 4		2025-202 Grade 5	6
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	ı	2023-2024		2024-2025		2025-202	6
Grade 1		Grade 2		Grade 3		Grade 4	
Conv.	Overall	Conv.	Overall	Conv.	Overall	Conv.	Overal
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%	
V	0004 0000				
Year	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Year	2021-2022	2022-2023 Grade 1	2023-2024 Grade 2	2024-2025 Grade 3	2025-2026 Grade 4
Year	2021-2022				
Year	2021-2022	Grade 1	Grade 2	Grade 3	
Year	2021-2022	Grade 1	Grade 2 22	Grade 3	
Year	2021-2022	Grade 1 16 1	Grade 2 22 7	Grade 3 30 13	
Year	2021-2022	Grade 1 16 1 14	Grade 2 22 7 22	Grade 3 30 13 30	
Year	2021-2022	Grade 1 16 1 14 1 13 14	Grade 2 22 7 22 15 22 22	Grade 3 30 13 30 26 30 30	
Year	2021-2022	Grade 1 16 1 14 13 14 3	Grade 2 22 7 22 15 22 22 15	Grade 3 30 13 30 26 30 30 26	
Year	2021-2022	Grade 1 16 1 14 1 13 14 3 14	Grade 2 22 7 22 15 22 22 15 22	Grade 3 30 13 30 26 30 26 28	
Year	2021-2022	Grade 1 16 1 14 13 14 3	Grade 2 22 7 22 15 22 22 15	Grade 3 30 13 30 26 30 30 26	
Year	2021-2022	Grade 1 16 1 14 1 13 14 3 14 14 14	Grade 2 22 7 22 15 22 22 25	Grade 3 30 13 30 26 30 30 26 28 30	
Year	2021-2022	Grade 1 16 1 14 13 14 3 14 14 14	Grade 2 22 7 22 15 22 25 25 25	Grade 3 30 13 30 26 30 26 28 30 30	
Year	2021-2022	Grade 1 16 1 14 1 13 14 3 14 14 14 14 1	Grade 2 22 7 22 15 22 25 25 25 22	Grade 3 30 13 30 26 30 26 28 30 30 30 30 30 30	
Year	2021-2022	Grade 1 16 1 14 13 14 3 14 14 14 14 14	Grade 2 22 7 22 15 22 25 25 25 25 28	Grade 3 30 13 30 26 30 26 28 30 30 20	
Year	2021-2022	Grade 1 16 1 14 1 13 14 3 14 14 14 14 1	Grade 2 22 7 22 15 22 25 25 25 22 18 22	Grade 3 30 13 30 26 30 30 26 28 30 30 20 30	
Year	2021-2022	Grade 1 16 1 14 13 14 3 14 14 14 14 14	Grade 2 22 7 22 15 22 25 25 25 25 25 25 25	Grade 3 30 13 30 26 30 30 26 28 30 30 30 30 30 30 30 30 30 3	
Year	2021-2022	Grade 1 16 1 14 1 13 14 3 14 14 14 14 1	Grade 2 22 7 22 15 22 25 25 25 22 18 22	Grade 3 30 13 30 26 30 30 26 28 30 30 30 30 30 30 17	
	2021-2022	Grade 1 16 1 14 13 14 3 14 14 14 14 14	Grade 2 22 7 22 15 22 25 25 25 25 21 10	Grade 3 30 13 30 26 30 26 28 30 30 30 30 17 22	
Proficient	2021-2022	Grade 1 16 1 14 13 14 3 14 14 14 14 14	Grade 2 22 7 22 15 22 25 25 25 25 25 25 25	Grade 3 30 13 30 26 30 30 26 28 30 30 30 30 30 30 17	

	Grade 1	Grade 2	Grade 3
	4	21	
		24	
	13	26	
	13	30	
	13	21	
	4	17	
	20	30	
Proficient	67%	57%	
		Grade 1	Grade 2
		11	
		23	
		13	
		24	
		24	
		15	
		14	
		21	
		2	
		13	
		12	
		12	
Proficient		67%	
			Grade 1

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	Muliply	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
			_	-	ű	Ü
Proficient	33%	42%	77%	15%	14%	7%
Proficient			77%		14%	
Proficient			77% Grade 2	15%	14% Grade 3	7%
Proficient			77% Grade 2 Add	15% Subtract	14% Grade 3 Add	7% Subtracy
Proficient			77% Grade 2 Add 2	15% Subtract	14% Grade 3 Add	7% Subtracy 2
Proficient			77% Grade 2 Add 2 1	Subtract 1 1	14% Grade 3 Add 2 2	7% Subtracy 2 2
Proficient			77% Grade 2 Add 2	15% Subtract	14% Grade 3 Add	7% Subtracy 2
Proficient			77% Grade 2 Add 2 1 0 2	15% Subtract 1 0 0	14% Grade 3 Add 2 2 2 2	7% Subtracy 2 2 2 2
Proficient			77% Grade 2 Add 2 1 0 2 1	15% Subtract 1 0 0 0	14% Grade 3 Add 2 2 2 2 2	7% Subtracy 2 2 2 2 1
Proficient			77% Grade 2 Add 2 1 0 2 1 2	15% Subtract 1 0 0 1	14% Grade 3 Add 2 2 2 2 2 2	7% Subtracy 2 2 2 2 1 2
Proficient			77% Grade 2 Add 2 1 0 2 1 2 1	15% Subtract 1 0 0 1 1 1	14% Grade 3 Add 2 2 2 2 2 1	7% Subtracy 2 2 2 2 1 2 1
Proficient			77% Grade 2 Add 2 1 0 2 1 2 1 1	15% Subtract 1 0 0 1 1 1	14% Grade 3 Add 2 2 2 2 2 1 2	7% Subtracy 2 2 2 1 2 1 2
Proficient			77% Grade 2 Add 2 1 0 2 1 2 1	15% Subtract 1 0 0 1 1 1	14% Grade 3 Add 2 2 2 2 2 1	7% Subtracy 2 2 2 2 1 2 1
Proficient			77% Grade 2 Add 2 1 0 2 1 1 2 1 2	15% Subtract 1 0 0 0 1 1 1 1	14% Grade 3 Add 2 2 2 2 2 1 2 2	7% Subtracy 2 2 2 1 2 1 2 2 2
Proficient			77% Grade 2 Add 2 1 0 2 1 1 2 2 2	15% Subtract 1 0 0 1 1 1 1 0 0	14% Grade 3 Add 2 2 2 2 2 1 2 2 2	7% Subtracy 2 2 2 2 1 2 1 2 2 2
Proficient			77% Grade 2 Add 2 1 0 2 1 1 2 1 2 1 1	15% Subtract 1 0 0 0 1 1 1 0 1 1 1 1 1	14% Grade 3 Add 2 2 2 2 1 2 2 2 2 2 2 2 2	7% Subtracy 2 2 2 1 2 1 2 2 2 2
Proficient			77% Grade 2 Add 2 1 0 2 1 2 1 2 1 0 0 0 0 0 0 0 0 0 0 0 0	15% Subtract 1 0 0 1 1 1 1 0 1 0 1 0 1 0 1 0	14% Grade 3 Add 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	7% Subtracy 2 2 2 1 2 1 2 2 1 2 1 2 1 1
Proficient			77% Grade 2 Add 2 1 0 2 1 1 2 1 2 1 1	15% Subtract 1 0 0 0 1 1 1 0 1 1 1 1 1	14% Grade 3 Add 2 2 2 2 1 2 2 2 2 2 2 2 2	7% Subtracy 2 2 2 1 2 1 2 2 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%

2025-2026		
Grade 5		
Multiply	Divide	Fraction
_		

Grade 4	
Multiply	Reasoning

Grade 3	
Add	Subtract

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
	•	•

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

3	2	1
%	%	%
77	18	5
92	8	
85	15	
85	15	
77	23	
92	8	
92	8	
92	8	