

North Shuswap Elementary

School Learning Plan 2024-2025

School Context:

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

North Shuswap Elementary is located in Celista, BC approximately 1 hour north of Salmon Arm. We are a rural school of approximately 130 students from Kindergarten through Grade 8. Approximately 18% of our student population is of Aboriginal ancestry. Our catchment area extends from St. Ives to the east and Lee Creek to the west. Due to our geographic location many students are not able to participate in activities such as clubs and teams that may be offered in larger more centralized centres. Ministry child and family supports are difficult for many families to access and as a result, families in need often have to do without or rely on school district liaisons.

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:
To focus on enhancing our students’ ability to be proficient in using meaning, style, form, and conventions when writing and continue to enhance student reading levels and proficiency. Our goal is to make improvements in reading and writing on FSA and school-based assessments such as PM Benchmarks and school-wide writes.	To increase and continue to build upon our competency of critical concepts to support mathematical skill development. To continue to build on problem solving techniques and strategies to apply to real world situations. We would also like to catch up to the district averages and gain some ground on our Numeracy proficiency in the learning updates.
Strategies and Actions:	Strategies and Actions:
Make use of a writing continuum • Staff members utilized pro-d and growth planning days to review and select a writing continuum they felt would support student growth and provide self-assessment criteria • The writing continuum is to be displayed in the hallway with examples added as the year progresses Utilize performance standards and rubrics to provide meaning feedback and guide teaching • Teachers looked to a variety of rubrics and standards to assist in summative student evaluations Conduct school wide writes • Teachers conducted a spring school wide write and spent time together assessing collaboratively and discussing student achievement against established rubrics • Teachers will conduct fall (Nov 2024) and spring writes to establish writing goals and to assess progress Establish ongoing and focused student writing goals • Invite family/community for shared writing opportunities • Continue to look for staff learning opportunities and supports Work collaboratively with the Literacy Support Teacher • Primary level intervention to create a strong base foundation North Shuswap staff are committed to professional growth and development to ensure our students reach their potential and achieve results they can be proud of. In 2023-24 these included	Focus on the critical concepts • Review Fall SNACC data and determine areas of focus (Doug Smith School visits?) • Use SNACC data to guide planning Thin Slicing of Concepts • Breaking down bigger ideas or concepts to ensure students aren’t missing steps Incorporate Daily Problem Solving • Making daily problems and problems of the week a priority • Looking to strategies and techniques to enhance student understanding Differentiate Instruction • Continue to find ways to meet learners where they’re at • This will be especially important as we have multi-grade classrooms along with diverse learning needs at each level Professional Development Opportunities • Continue to look for outside pro-d opportunities • Look for opportunities to work with other schools and teachers for collaboration and sharing if techniques and ideas Student Learning Goals • Establish specific learning goals in relation to numeracy

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

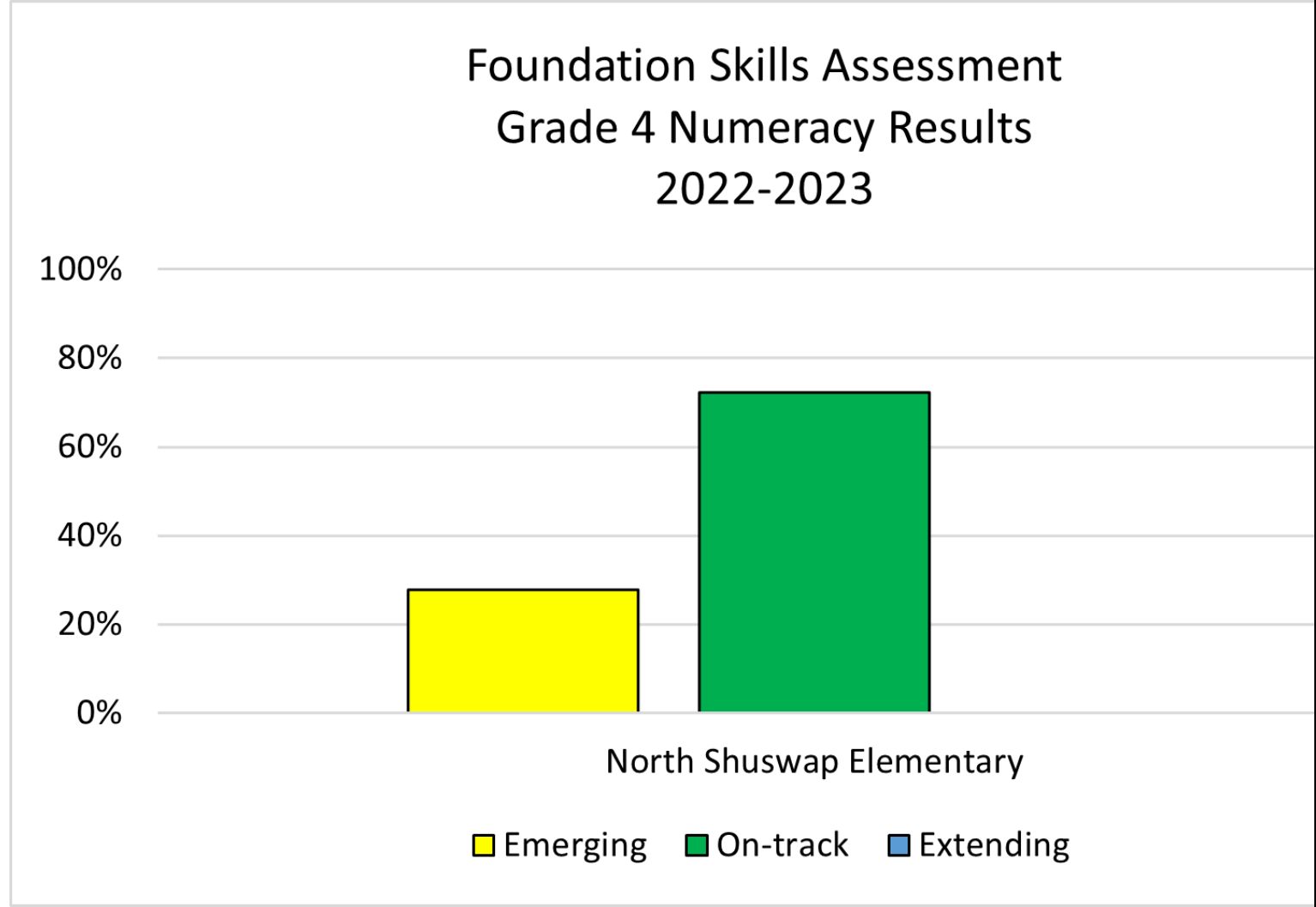
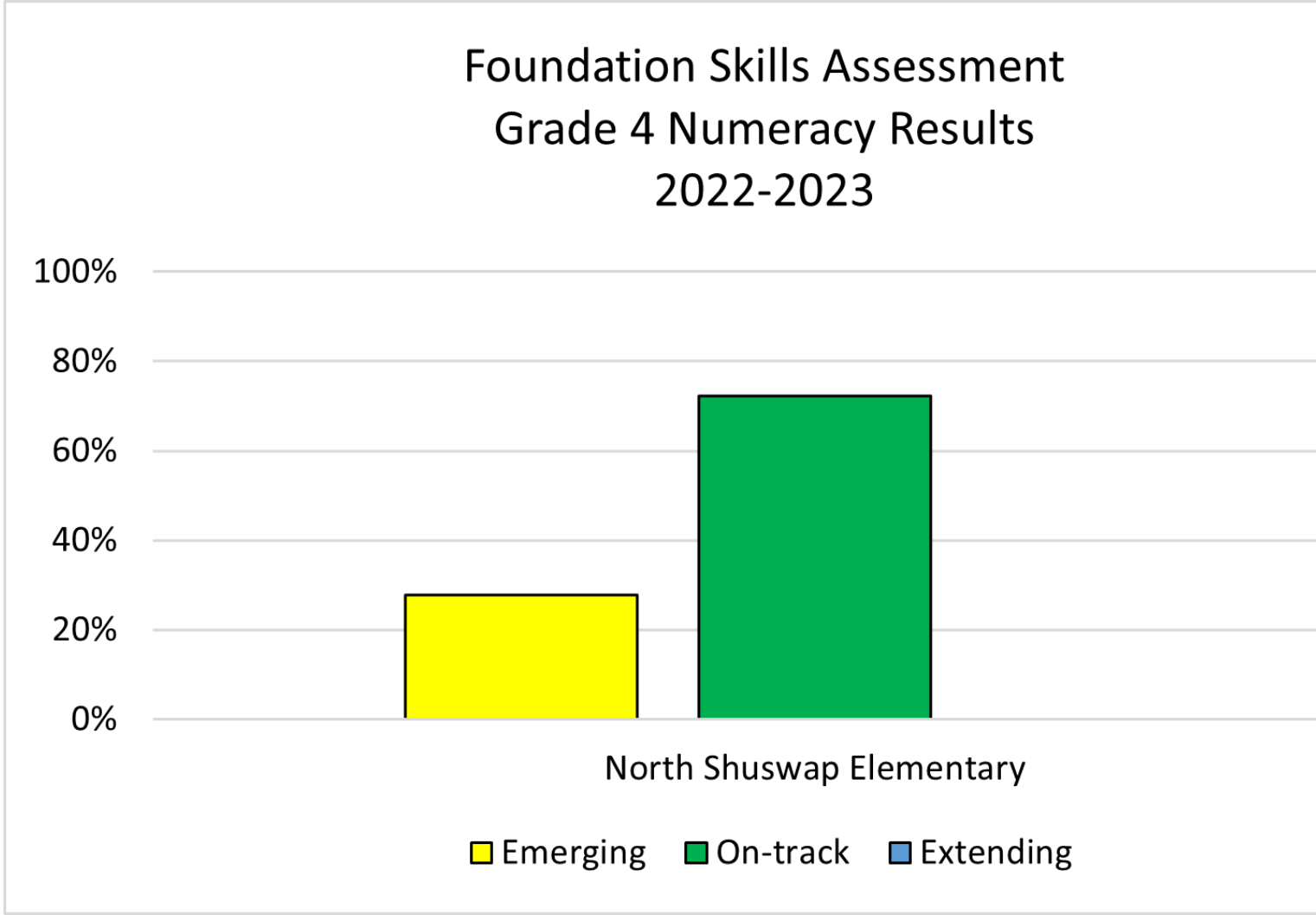
***Mission:** Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community.*

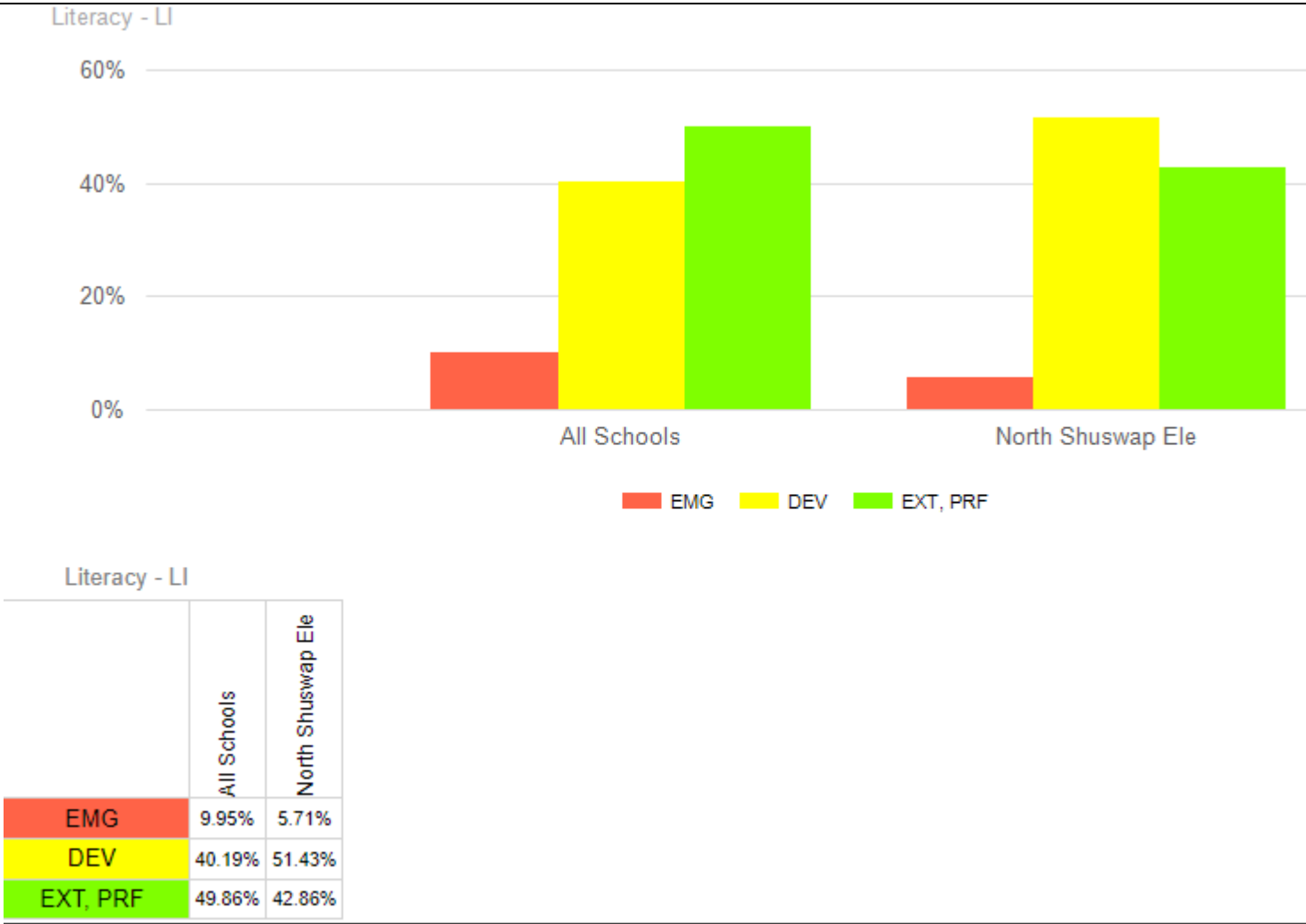
***Values:** Belonging, Respect, Empathy, Equity, Perseverance, Reconciliation*

- UFLI
- Jolly Phonics K/1
- Adrienne Gear- Powerful Writing Structures and Cohort Professional Development Series
- PM Benchmark and Heggerty Training

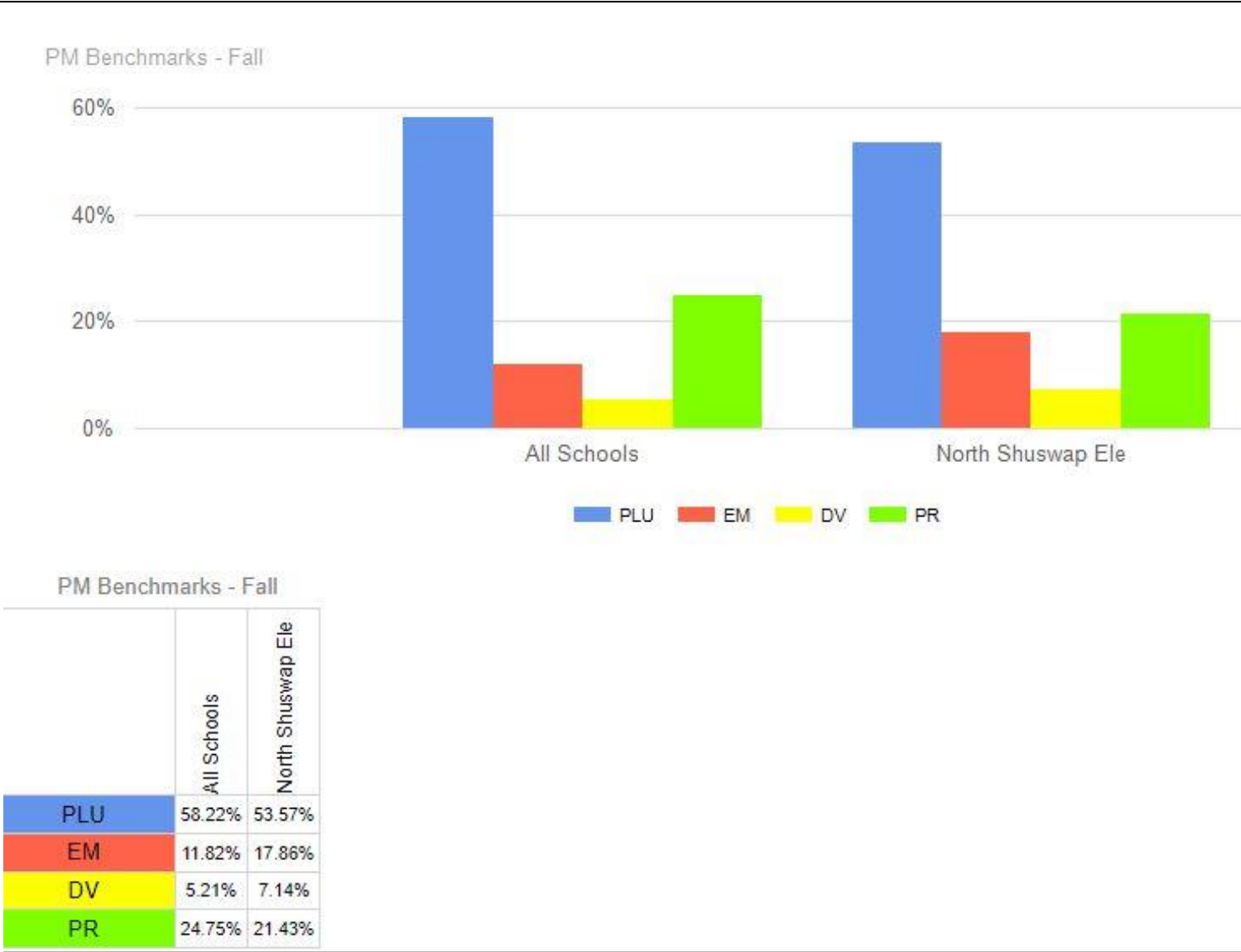
Data to Inform/Support Literacy Goal:

Data to Inform/Support Numeracy Goal:





2022 SNACC Data- Problem Solving Results					
Grade	Performance	%		Grade	Performance Strategy %
2	Emerging	23.08		6	Emerging 50.00
	Developing	0			Developing 25.00
	Proficient	76.92			Proficient 25.00
3	Emerging	5.88		7	Emerging 57.14
	Developing	0			Developing 14.29
	Proficient	94.12			Proficient 28.57
4	Emerging	16.67		8	Emerging 36.84
	Developing	16.67			Developing 36.84
	Proficient	58.33			Proficient 26.32
5	Emerging	41.67			
	Developing	0			
	Proficient	58.33			



Data Analysis/Narrative:

With continued focus, and teacher commitment we are beginning to see a shift to more students meeting grade level expectations (Anecdotal). With strong foundational development at the primary grades, this trend should continue with more students extending or comfortably meeting expectations/on track (there is a wide range of scores that meet the On Track criteria and some students are just meeting these expectations in both grades 4 and 7). We would like to see our Proficiency

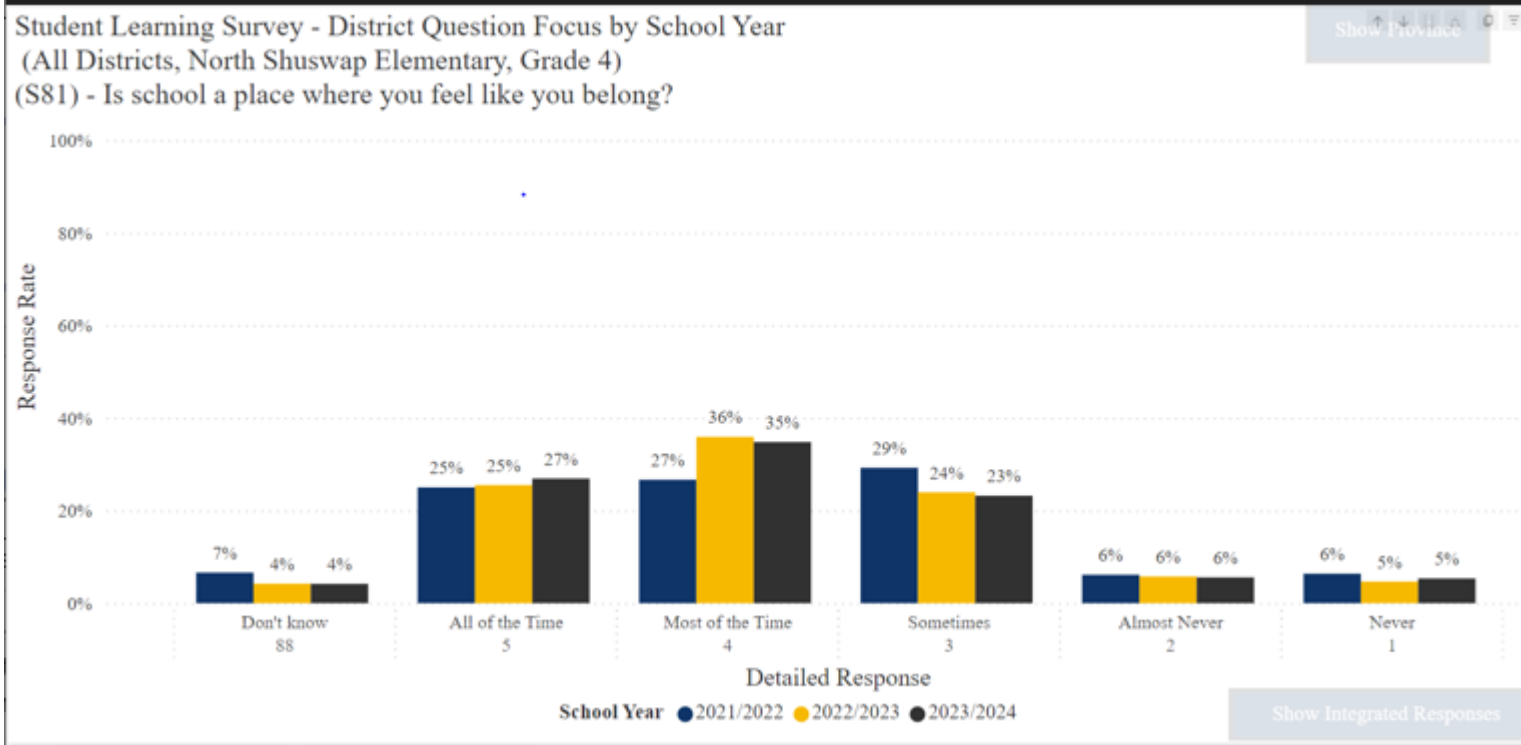


Data Analysis/Narrative:

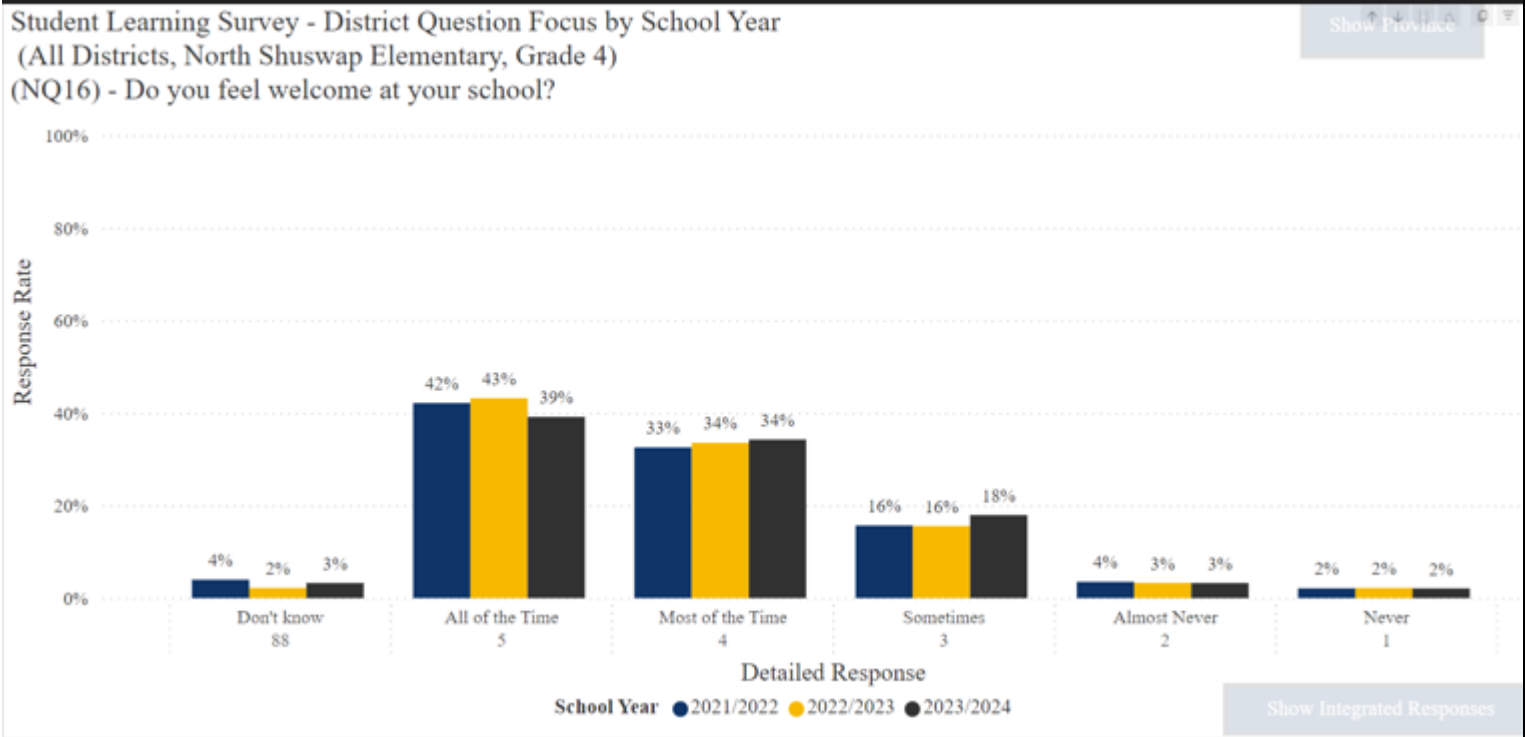
While these results can alter significantly, year by year due in part to small numbers of students in each cohort, our data suggests we are moving in the right direction. We have work to do to catch up to the district averages in our Numeracy leaning updates.

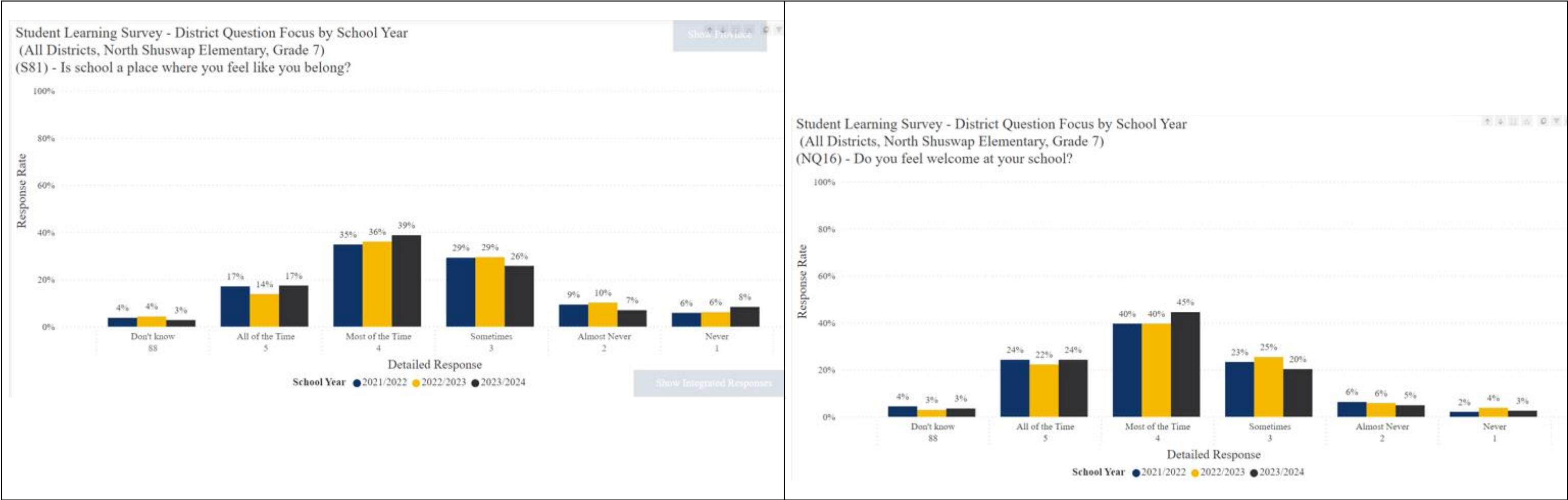
levels on our learning updates in Literacy trend closer to the district average. You can see that our PM Benchmark scores are closer to the district average.	
Strategic Priority: Human and Social Development - In the School Learning Plan, the Human and Social Development goals must be connected to the School District No. 83 Strategic Priority goal – <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.	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 – <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.
Sense of Belonging Goal: Students at NSH regardless of their background, strengths and needs will feel included, welcome, safe, and connected to peers and adults.	Student Well-Being Goal: Students at NSH will feel socially, emotionally, and mentally supported. Students will know that they are cared for, valued and supported from the moment they arrive each day at school.
Strategies and Actions: Building Kindness in Schools project Teachers are working together on providing lessons on the rights and responsibilities of every student and staff to ensure that regardless of our beliefs at home, when we come to school, we are welcoming to all https://sd83bcc-my.sharepoint.com/personal/cmatheso_sd83_bc_ca/Documents/North%20Shuswap/Kindness%20-%20Our%20Rights%20and%20Responsibilities.pptx This school wide project will be discussed further with our staff and PAC later in the year and see how we can increase the efficacy through the 2024/25 year. Everyday Speech Developed by Special Education Teachers, Speech-Language Pathologists, and Psychologists, our MTSS-based digital curriculum supports you at every step in helping students develop communication, behavior, emotional, and academic skills. With CASEL-aligned, research-based resources, you'll have access to materials for all levels, equipping your students with the skills they need to succeed.	Strategies and Actions: - Access to counselling support - Indigenous Ed support - Caring and welcoming classrooms - Food Availability- breakfast club, snacks, bagged lunches, hot lunch support - Trauma sensitive staff training and instruction - Club and team opportunities - Buddy Classes and activities - Individualized programming and instruction - Working closely with families and outside agencies to support students with complex needs.

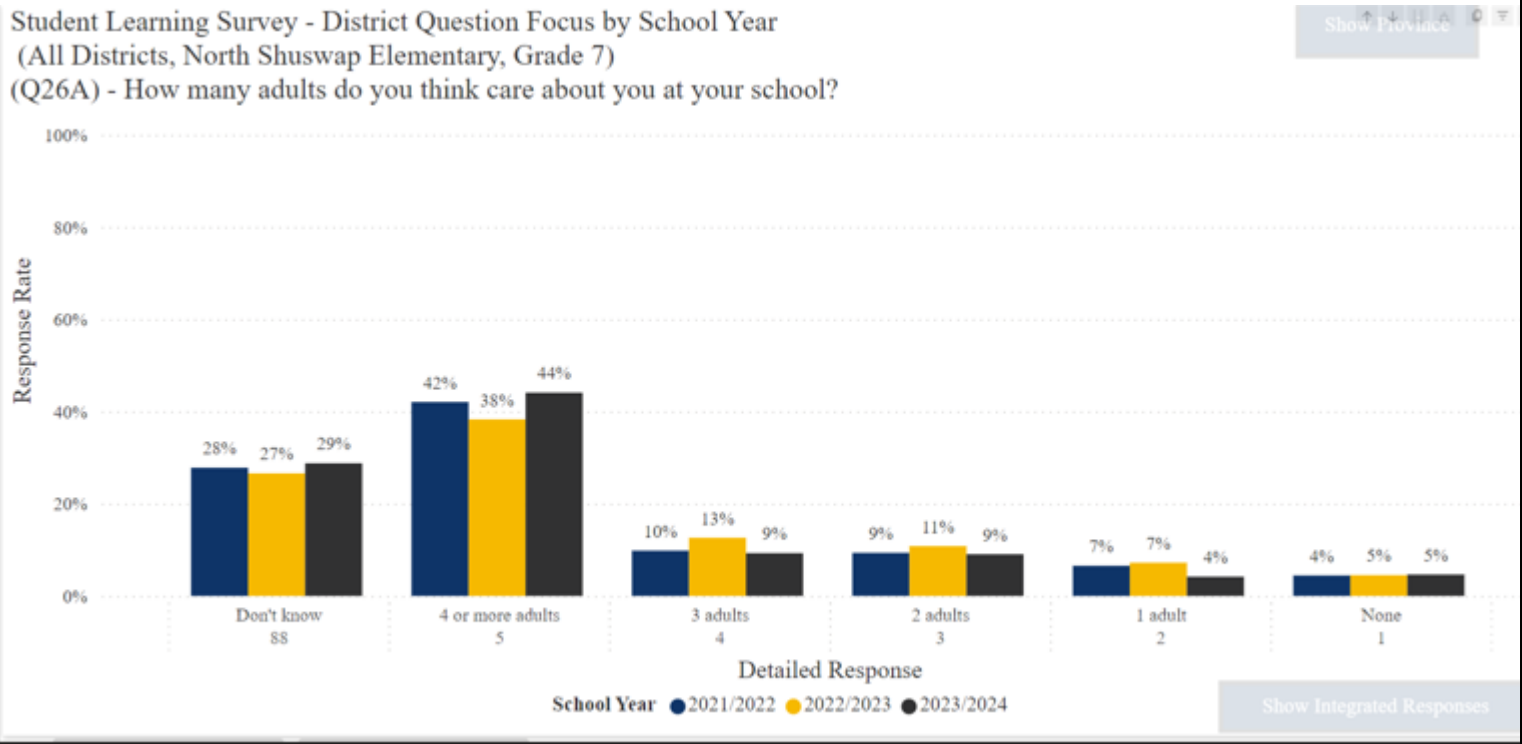
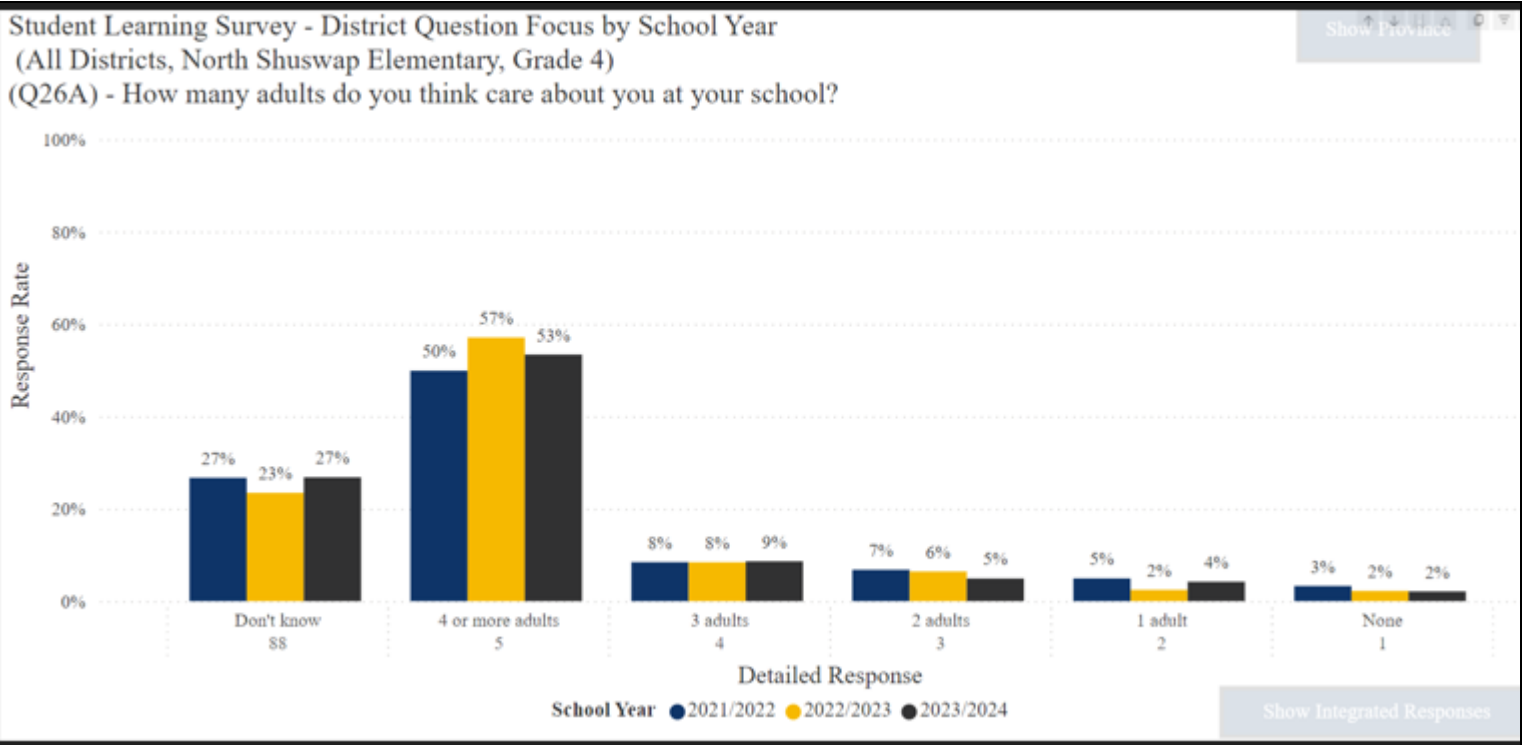
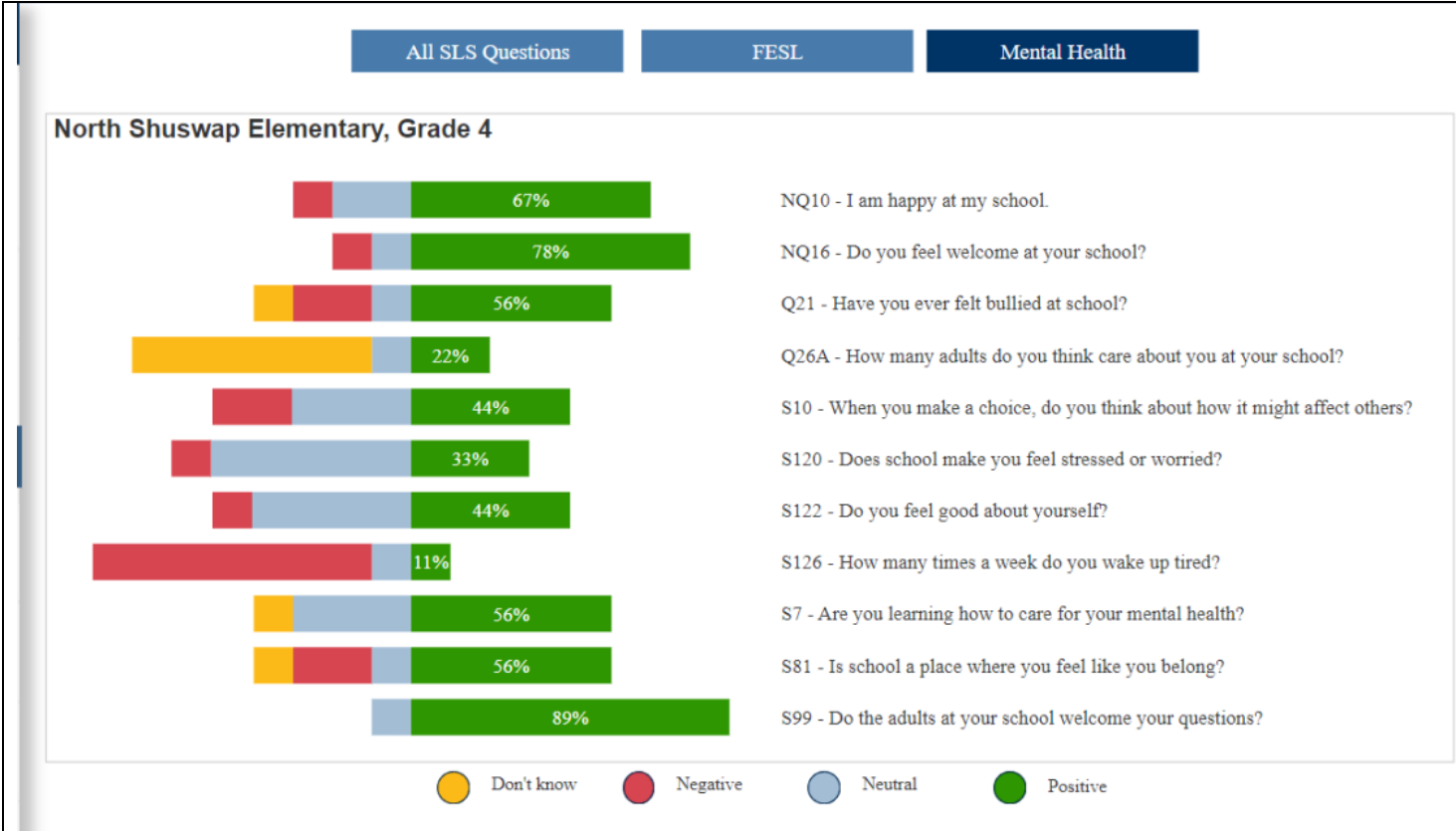
Data to Inform/Support Sense of Belonging Goal:



Data to Inform/Support Student Well-Being Goal:







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

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Data Analysis/Narrative:	Data Analysis/Narrative:
The majority of NSH grade 4 students surveyed felt safe at school and felt like they belong all of the time or most of the time. There are many strong connections with adults in this school and that is likely due to the small community where most people know each other. It is noted that there a fewer grade 7 students that feel like the belong all of the time or most of the time. It is always concerning when any number of students does not think they belong or an adult at the school cares about them. This is something we will need to investigate. We will also need to investigate how we can make sure the students who responded almost never and sometimes to the question “do you feel like you belong?” can feel like they belong.	The majority of NSH grade 4 students surveyed felt like they can get help from an adult at school as well as that their questions are welcomed. We need to continue to build relationships with students so that all of our students feel supported to get help and ask questions when needed. Often, connections to schools come from extra curricular activities and clubs. One of the challenges of being such a remote school is that it takes a large parent commitment to drive into town to play sports etc. It is also challenging as about 95% of our students take the bus directly after school so planning after school activities is difficult. We will need to look into how to increase the participation rate in extra curricular activities being offered at NSH.
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 – <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.	
Strategies and Opportunities for Career Development:	
- Teachers work closely with students on maintaining achievable learning and social/emotional goals - Curricular topics, projects and activities often connect with localized professions and occupations - Connections with family work, activities and engagement with the environment are focal points of many lessons and activities - Family members, local professionals and interactive virtual presentations are often brought into classrooms to share their expertise - Older students engage in a career fair requiring research, development, and marketing of special interest projects	
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.
School Kindness Project – District is supporting us by having Amy Witt/Marie Seibel come and work with teachers. Continue to support UFLI program. It would be nice to have a numeracy helping teacher come and support teachers at NSH.	Consultation with staff and our PAC will begin during our next staff and PAC meetings and will be ongoing through the fall.