North Shuswap Elementary School
School Learning Plan 2026-2027

School Context:

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

North Shuswap Elementary is located next to the lake in beautiful Celista, BC, approximately 1 hour north of Salmon Arm. We are an isolated rural school of 128 students from Kindergarten through Grade 8. Approximately 22% of our student population is of Aboriginal ancestry, which is slightly more than most schools in our district, and significantly higher than provincial average. As a school with a higher-than-average Indigenous student population, we actively seek to strengthen opportunities for all students to engage with Indigenous perspectives, cultures, and ways of knowing. Our catchment area extends from St. Ives to the east and Lee Creek to the west. Due to our geographic location, our community is very tight-knit and self-sufficient. Many of our students are not able to participate in the same breadth of activities such as clubs and teams that may be offered in larger more urban centres. However, outdoor activities such as dirt biking, hunting, and the like are more prevalent. Community softball, watersports, and enjoying the natural environment in the great outdoors are highlights for students and their families. Our data suggests many of the foundations for student belonging and wellness are in place. Yet, our school attendance data shows that over 50% of students missed 10% or more of school days last year, meaning that our students missed an average of between 1 and 2 days every two weeks. When extra supports are needed for families, ministry supports are difficult for many to access and as a result, families in need must often do without or rely on school district supports.

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:

Goal for 2026-27:

By focusing on inferential thinking and cause-and-effect reasoning, and building personal response writing, NSES will close the gap in reading, and in personal narrative writing to within 5-10% of district averages as demonstrated in SWW, Written Learning Updates (WLUs), and FSA.

Strategies and Actions:

Focused strategies for 2026-27:

- Provide release time for collaborative assessment of the School Wide Write
- Explore the new literacy framework in detail in staff meetings (inc. effective instructional strategies)
- Continue full adoption of known effective tools for early learning such as UFLI, Heggerty, & Jolly Phonics
- Literacy support teacher providing targeted support to vulnerable readers in grades K-2
- IEW support of Indigenous students during LST small group time
- 1-to-1 reading program provides much-needed extra reading support for targeted students
- Staff will learn about and begin to implement high-engagement literacy strategies (where not already in place) such as: Vocabulary Instruction in Context and Close Reading with Text-Dependent Questions to target known gaps.

Numeracy Goal:

Goal for 2026-27:

By focusing on developing proportional reasoning and mathematical reasoning and communication, NSES will close the gap in numeracy skills to within 5% of district averages as evidenced in Written Learning Updates (WLUs), SNAAC, and FSA.

Strategies and Actions:

Focused strategies for 2026-27:

- Participate in the numeracy residency
- Focus on adopting research-based high-yield, high-engagement instructional strategies for numeracy such as Explicit Teaching of Mathematical Concepts; Spaced Practice & Retrieval; Mathematical Dialogue & Talk – presented and discussed in staff meetings, Pro-D days
- Highlight basic math fact recall/fluency in instruction (addition/subtraction in primary, multiplication/division in intermediate)
- Through classroom instruction, focus on building number sense skills

- Teachers will communicate clearly what proficiencies such as “Extending” look like for various learning outcomes
- Writing traits and Adrienne Gear strategies will be features of literacy instruction, and visible on classroom walls, in rubrics and learning expectations.

Data to Inform/Support Literacy Goal:

WLU Cohort Analysis – Percent of students EMERGING:

Reading progress over 1 year			
% Students EMG in Written Learning Updates			
Cohort	June 2025	June 2026	Change
K → 1	31%	33.3%	+2.3
1 → 2	20%	13.3%	-6.7
2 → 3	30%	23.1%	-6.9
3 → 4	21%	8.3%	-12.7
4 → 5	0%	0%	0
5 → 6	16%	17.4%	+1.4

Writing progress over 1 year			
% Students EMG in Written Learning Updates			
Cohort	June 2025	June 2026	Change
K → 1	6.25%	32%	+25.75%
1 → 2	20%	16.75%	-3.25%
2 → 3	30%	24%	-6%
3 → 4	26%	15%	-11%
4 → 5	8%	0%	-8%
5 → 6	10.5%	13%	+2.5%
6 → 7	0%	5.88%	+5.88%
7 → 8	10%	8.33%	-1.67%

District average across all grades is 11.74% EMG.

PM Benchmark Cohort Analysis – PROFICIENT in reading:

Reading progress over 1 year			
% Students PRF in PM Benchmarks			
Cohort	June 2025	June 2026	Change
1 → 2	60%	75%	+15%
2 → 3	25%	65%	+40%
3 → 4	37%	67%	+30%
4 → 5	67%	91%	+24%

- Teachers will communicate clearly what proficiencies such as “Extending” look like for various learning outcomes

Data to Inform/Support Numeracy Goal:

WLU Cohort Analysis – Percent of students EMERGING:

Numeracy progress over 1 year			
% Students EMG			
Cohort	June 2025	June 2026	Change
K → 1	18.75%	6.67%	-12.08%
1 → 2	20%	0%	-20%
2 → 3	15%	29.4%	+14.4%
3 → 4	0%	20%	+20%
4 → 5	8.3%	9%	+1.3%
5 → 6	10.53%	23.5%	+12.97%
6 → 7	0%	0%	0%
7 → 8	10%	0%	-10%

District average across all grades is 7.68% EMG.

SNACC

Biggest Positive Gaps (% above district average)

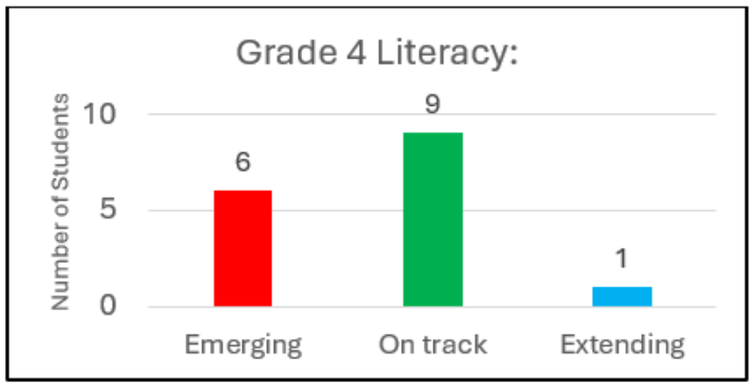
This info shows students in last year’s grade levels, so add one grade for current students (i.e. Grade 4 = Grade 5 students in 2026-27)

1. Grade 4 Proportional Reasoning B (+38%)
2. Grade 4 Multiplication A (+31.5%)
3. Grade 4 Multiplication B (+30%)
4. Grade 7 Proportional Reasoning B (+25.4%)
5. Grade 4 Proportional Reasoning A (+23.3%)

Biggest Negative Gaps (% below district average)

1. Grade 6 Strategy (-36.4%)
2. Grade 6 Fractions (-34.8%)
3. Grade 6 Percent (-31.0%)

Grade 4 FSA Literacy Overall Performance:



10/16 On track or Extending – 62.5% (1 Student EXT. 37.5% EMG.)

Grade 4 FSA Literacy (2025-26) – Scatter Graph Selected Response Analysis:

Reading Skills Profile

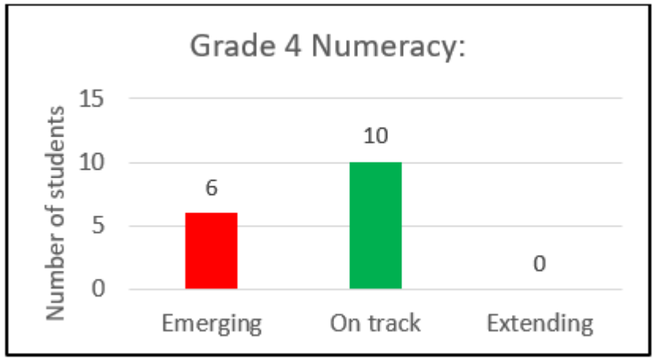
🟢 **Strengths (Above Provincial Average)**
- Main Ideas / Purpose
- Locate & Retrieve Information

🟡 **Comparable to Province**
- Connections

🔴 **Areas for Growth**
- Inferences
- Cause & Effect

4. Grade 8 Proportional Reasoning (-28.3%)
5. Grade 6 Decimal Percent (-26.7%)
6. Grade 1 Counting (-25.5%)
7. Grade 1 Numeral Recognition (-25.2%)
8. Grade 5 Area & Perimeter B (-25.0%)

Grade 4 FSA Numeracy overall - NSH:



10/16 on track – 62.5%. (Zero students EXT; 37.5% EMG.)

Grade 4 FSA Numeracy (2025-26) – Scatter Graph Selected Response Analysis:

Numeracy Skills Profile

🟢 **Strengths (Above Provincial Average)**

✓ Patterning (Level 2)
✓ Geometry & Measurement (Level 2)
✓ Data & Probability (Level 2)

🟡 **Comparable to Province**

✓ Patterning (Level 1)
✓ Data & Probability (Level 1)

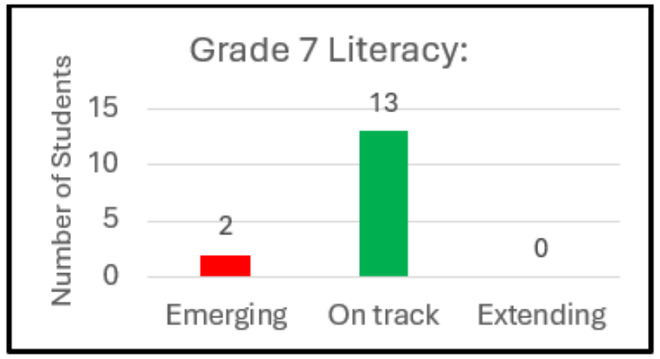
🔴 **Areas for Growth**

✓ Number / Computational Fluency (Level 1)
✓ Number / Computational Fluency (Level 2)
✓ Geometry & Measurement (Level 1)

Grade 4 FSA Written Booklet (Constructed Response) – 2025-2026:

Writing Type	Performance
Literary	Around Provincial Average
Informational	**Significant Concern**
Personal	**Virtually all students scored 0 or 1**

Grade 7 FSA Literacy Overall Performance:



13/15 On track – 86.7% (Zero Students EXT; 13.3% EMG.)

Grade 7 FSA Literacy (2025-26) – Scatter Graph Selected Response Analysis:

Reading Skills Profile

🟢 **Strengths (Above Provincial Average)**
- Locate & Retrieve Information
- Analysis of Relationships
- Main Ideas / Purpose

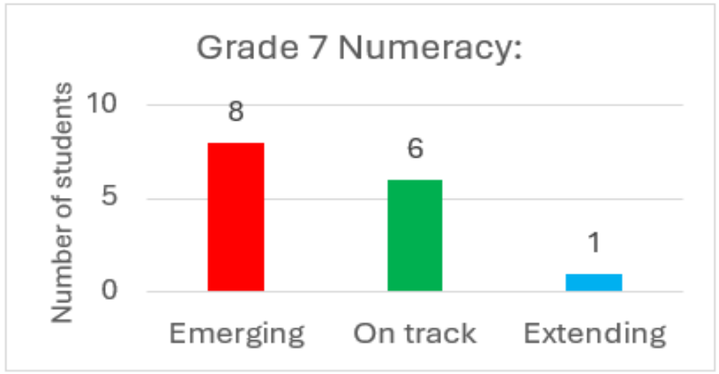
🟡 **Comparable to Province**
- Inferences
- Other Comprehension Skills

🔴 **Areas for Growth**
- No significant domain appeared below provincial average.

Grade 4 FSA Written Booklet (Constructed Response) Problem Solving – 2025-2026:

Constructed Response Area	Performance
Add/Subtract Problems	Around Provincial Average
Money Problems	Below Provincial Average
Patterning Problems	Below Provincial Average

Grade 7 FSA Numeracy overall - NSH:



7/15 On track – 47%. (1 student EXT; 53% EMG.)

Grade 7 FSA Numeracy (2025-26) – Scatter Graph Selected Response Analysis:

Numeracy Skills Profile

🟢 **Strengths (Above Provincial Average)**

✓ Number / Computational Fluency (Level 2)
✓ Patterning (Level 2)
✓ Data & Probability (Level 2)

🟡 **Comparable to Province**

✓ Number / Computational Fluency (Level 1)
✓ Geometry & Measurement (Level 2)
✓ Data & Probability (Level 1)

Grade 7 FSA Written Booklet (Constructed Response) – 2025-2026:

Writing Type	Performance
Constructed Responses	Around Provincial Average
Overall Writing Performance	Generally Stronger than Reading Profile

We will see later what both the DIBELS and the SWW show as they are being implemented this year. The SWW should provide us with specific areas to target.

Data Analysis/Narrative:

The WLU proficiencies and PM benchmarks from 2025-26 showed gains in reading. Progress in Writing WLUs appears to be flatter across the grades. FSA scores show relative strengths in grade 7 compared to grade 4, but zero students in the extending range (all but two were DEV or PRF).

We will use current year's SWW, DIBELS/PM & FSA data as it is gathered to determine specific areas of reading comprehension and writing to target for improvement.

Grade 4 FSA data show that students demonstrated relative strength in identifying main ideas and locating information in text but struggled with inferential thinking and cause-and-effect reasoning. The most significant concern was Personal Response Writing, where virtually all students scored at Levels 0-1. Grade 7 students demonstrated strengths in locating information, analyzing relationships between ideas, and identifying main ideas. Most remaining literacy skills were consistent with provincial results, with no major areas of concern emerging from a scatter analysis of the selected response section. They could benefit from increased inferencing skills. Constructed responses (the written booklet) tended to be weaker, although combined with the selected responses, similar to provincial averages overall. We did not see any students extending.

🔴 **Areas for Growth**

✓ Patterning (Level 1)

✓ Geometry & Measurement (Level 1)

Notable Observations from Student Responses

Concept Area	Observation
Fractions, Ratios, Data Sets	Frequently misunderstood
Increasing/Decreasing Patterns	Difficulty identifying and extending patterns
Perimeter & Area	Confusion between the two concepts
Data Interpretation	Students could read graphs but struggled to justify conclusions mathematically

Data Analysis/Narrative:

The WLU proficiencies from 2025-26 showed improvement in the primary grades, mixed results through the intermediate grades, and improvement in Grade 8 in numeracy. SNACC results show strengths in last year's grades K → 4. However, other grades do not compare well to the rest of the district, particularly in this year's grades 6 and 7. FSA results showed us to be significantly below provincial and district averages in most areas, particularly in number sense/computational fluency both at grades 4 and 7. Grade 4 students were also notably lower in the category of geometry and measurement.

We need to focus on the following areas at various grade levels:

- Develop Number Flexibility K-2 (Subitizing; Part-part-whole; Decomposing numbers; Number talks; Ten frames)
- Strengthen Multiplicative Thinking 3-6 (Equal groups; Ratios; Fractions; Scaling; Proportional reasoning)
- Improve Mathematical Reasoning and Communication 3-8 ("How do you know?"; Multiple solution strategies; Comparing methods; Explaining thinking; Open-ended math tasks)

In the selected response scatter graph analysis, Grade 7 students generally performed at or above provincial levels in most strands, particularly in **Computational Fluency, Patterning (higher-level tasks), and Data & Probability**. However, there were persistent gaps in foundational patterning skills and geometry concepts, especially distinguishing **perimeter from area**. Student work also suggests a need for greater emphasis on mathematical communication and justification when interpreting graphs, patterns, ratios, and fractional relationships. Overall, more than half of our grade 7 students performed at the EMERGING level overall in the Numeracy FSA. With 37.5% of Grade 4s also EMERGING, we clearly have some distance to go to perform on par with peers across our district and province.

SNACC results echoed FSA results, showing that North Shuswap students demonstrate solid foundational numeracy skills and several cohorts perform above district averages. The strongest school-wide area is procedural and operational mathematics. The primary area for growth is conceptual number sense and proportional reasoning, particularly the developmental progression from subitizing and part-whole thinking in the primary years to fractions, percentages, ratios, and strategic problem-solving in the intermediate grades. Grade 6 results suggest this strand should be a particular focus of school-wide

	numeracy improvement efforts. Strengthening proportional reasoning and mathematical reasoning/communication across Grades K-8 would likely yield noticeable overall improvement in our school's numeracy profile.
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:**
Students will strengthen their sense of belonging by building positive relationships, developing empathy and respect for others, and engaging in meaningful opportunities to contribute to the school community.	Students will develop the knowledge, skills, and strategies needed to support their personal well-being, build resilience, and self-regulate effectively in a variety of learning and social situations.
Strategies and Actions:	**Strategies and Actions:**
- Focus on **Circle of Courage** themes through assemblies, classroom activities, and WAAG reflections. - Continue to strengthen cross-grade relationships through **Den activities** and school-wide events (Den Days, Den photos, Den competitions, buddy opportunities, assemblies, and field trips). - Provide opportunities for **student voice and feedback** through surveys, discussions, and leadership opportunities. - Recognize and celebrate student contributions and demonstrations of school values through **Spirit Assemblies** and other forms of student recognition. - Foster positive peer relationships through collaborative learning and community-building activities (e.g., Terry Fox Run, Orange Shirt Day, Halloween Parade, Winter Concert, Fun Day, and other school events). - Strengthen students' connections to **Indigenous perspectives, cultures, and ways of knowing** through classroom learning, school-wide events, community partnerships, and opportunities to learn from local Indigenous knowledge keepers and Elders. -	- Explicitly teach and revisit **self-regulation and coping strategies**, building common language and understanding through school and classroom wellness resources such as Zones of Regulation, EASE, WITS, Everyday Speech, and other self-regulation supports. - Promote **healthy physical well-being** through learning and opportunities related to sleep, nutrition, physical activity, and healthy lifestyle habits. - Foster **healthy relationships** by supporting students in developing positive connections with friends, family, peers, school staff, and the broader school community. - Support students in developing **resilience, perseverance, and a sense of purpose** through opportunities to contribute, set goals, recognize personal strengths, and experience success.
Data to Inform/Support Sense of Belonging Goal:	**Data to Inform/Support Student Well-Being Goal:**
From our student survey, we see the following information (reminder that small cohort sizes create a need for caution when looking at specific percentages, but they do give some valuable information): - 80% feel safe at school. - 79% enjoy making new friends and meeting people. - 80% work well with others on group projects. - 64% report that many adults at school care about them.	From our student survey, we see the following information (reminder that small cohort sizes create a need for caution when looking at specific percentages, but they do give some valuable information): - 80% continue trying when something is difficult. - 80% feel good about themselves. - 77% try their best in learning. - 50% report having strategies they can use when stressed.

- 43% indicate that school is a place where they feel they belong.
- 40% indicate that students treat each other with respect, even when they are not friends.

- 40% report learning how to care for their mental health.
- 53% report rarely waking up tired.

Data Analysis/Narrative:

Our attendance improved last year from 64% absent more than 10% of school days, to 50.8%, suggesting that students may be feeling increasingly connected and engaged with school.

Student Learning Survey results suggest that North Shuswap Elementary students generally experience positive relationships with both peers and adults. Many students report feeling safe at school, enjoying opportunities to make friends, working collaboratively with others, and having caring adults they can approach for support. These results suggest that many of the foundations of belonging are in place.

At the same time, responses related to students' overall sense of belonging, peer respect, and perceptions of fairness identify areas worthy of further inquiry. The survey also suggests an opportunity to continue strengthening students' connections to Indigenous perspectives, cultures, and ways of knowing as part of fostering an inclusive school community where all students feel represented and valued. While the school's small cohort sizes and changing groups of respondents make year-to-year comparisons difficult, the data highlights the importance of continuing to foster inclusive relationships, elevate student voice, and create meaningful opportunities for students to connect with one another and contribute to the school community.

Data Analysis/Narrative:

Student Learning Survey results suggest that many students view themselves as capable, resilient learners who demonstrate perseverance when faced with challenges. Students generally report positive self-esteem and a commitment to doing their best in their learning, indicating a strong foundation for overall wellness.

Survey responses also suggest opportunities to further support students in developing self-regulation skills, managing stress, and building healthy habits that contribute to overall well-being. Given the school's small cohort sizes and changing groups of respondents from year to year, these results should be viewed as indicators for inquiry rather than evidence of long-term trends. The data supports maintaining a focus on resilience, self-regulation, and healthy habits that contribute to students' positive mental, emotional, and physical well-being.

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:

While we at NSH highly value self-actualization of our students, we believe that this will fully flourish when students know and understand themselves well. Given that we are a K-8 school, and significantly isolated, the opportunities to explore specific career pathways are limited. Nevertheless, we will provide the following key opportunities:

- Fire Smart Week: visit from fire department and presentation to students
- RCMP Liaison Officer visits to classrooms
- Grade 7/8 class will participate in the district career exploration days offered
- Student buddy system will give students the opportunity to serve younger students and thereby have a sense of whether a caring profession might be a good fit
- Student leadership will provide further opportunities to grow personally for those who choose to participate, the same is true of those who join our sports teams, or who support our local Remembrance Day ceremony
- Students will be encouraged to start their own clubs and pursue their interests, developing their leadership and collaboration skills
- Students K-8 will explore their own personalities, skill sets, and personal preferences, looking at family traits from the perspective of career/job opportunities represented in our community
- Field trips (swimming, SilverStar, Sunnybrae, etc.) will be opportunities to discuss and investigate various career pathways
- All students will participate in career education classes at their grade level

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.
Literacy: - Seek opportunities to support our intermediate grades - Provide release time for collaborative assessment of SWW Numeracy: - Participate in the Numeracy Residency - Explore possible new resources Belonging: - Increased opportunities to "belong" – funds needed to support these ventures - Cultural/Arts presentations – provided through ArtStarts & cultural fees - Community events – many are very well supported through our PAC & community sponsors Wellness: - Everyday speech; Zones of Regulation; GoZen; EASE; CALM Kits; Second Step; Problem Solving Wheel (Kelso's Choice); WITS program; Breathe, Grow, Thrive – these come at a significant cost. A school committee will explore and decide best option(s) Career Development: - Grade 7/8 students' district career exploration day – bussing costs - Field trips – combination of school, PAC and families to cover costs	- Presented current goals and strategies at staff meetings in September & November, to review in spring - Regular feature of staff meetings - Presented to PAC in November - Student Learning Survey results and informal student voice opportunities were used to help identify priorities