



Salmon Arm West Elementary School

School Learning Plan 2024-2025



School Context:

Salmon Arm West Elementary holds a population of 85 students, with 4 Divisions Grades K – 5. Servicing a spread-out catchment, from Adam’s Lake Band to Downtown Salmon Arm, to Gleneden and surrounding. Our school services a diverse and vulnerable population, as well as many farming community families. Our school resides on the traditional, unceded lands of the Secwepemc people.

We have five classroom teachers (three full time, and two part time employees who job share one classroom), .7 Administrative PVP time, .5 LRT, three CEAs, one ESW (Education Support Worker) and a .3 Literacy teacher. We have counseling support one day per week, library one day per week, and music two times per week.

Population information:

Population of ELL students: 8.5% (8 students)

Population of Indigenous students: 25.8% (22 total identifying as indigenous, with 8.5%, 8 students total, from local Bands)

Population of categorized students: 17.6% (15 students total)

Outdoor Learning – Shannon Sharp Learning Circle

The Shannon Sharp Learning Circle, built in legacy of beloved former teacher Shannon Sharp, is one of Salmon Arm West’s most sacred learning spaces. The space was created in memory of Shannon’s connection to her Metis and Secwépemc heritage, and the design of the structure reflects Indigenous traditions. The shape of the learning circle is meant to reflect Shannon’s love of the outdoors and her dream of providing an outdoor space where students and teachers can gather to share knowledge, stories and meals. The Learning Circle is representative of the place-based learning journey that Salmon Arm West values, as the Circle is situation in alignment with culturally significant landmarks.



Shannon Sharpe Learning Circle – built in 2019

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

Food programming:

- Salmon Arm West offers a weekly hot meal lunch, free of charge to all students. Our school meal worker, funded by Feeding Futures, organizes and allow this program to run weekly, with the help of PAC and parent volunteers. Our meal’s worker (currently our ESW) places the grocery order/grocery shops and involves students, whenever possible, who take part in our Life Skills program.
- Breakfast program offered every morning, free of charge and stigma-free to all students.
- Lunch club friendship group offered daily in the Learning Resource Room. Our Learning Resource teacher runs this program and supports students in engaging in healthy conversations, while encouraging students to make new friends and celebrate each other’s successes.

Life Skills Program:

- We have select IEP students involved in a Life-Skills program, supervised by our ESW (Education Support Worker). Program includes: grocery shopping for food programs, learning safe food handling and preparation skills, meal program supports, helping volunteers with organizing fundraising items, and other school support program initiatives that help support the student’s well-being and life skills knowledge.

PAC

The Salmon Arm West PAC is extremely supportive of the school, staff, and students. These volunteers are visible members of our school community, coming regularly to serve hot lunch (weekly hot lunches, free of charge to students from Feeding Futures Grant, as well as volunteering for fundraiser hot lunch days). Each year, the PAC gives money to classroom teachers, library, music, and learning resource teachers to help support the purchase of classroom resources. They also give money to support field trips, which are costly as we are a rural school some distance from any activities and always require busing. The PAC’s major fundraisers are a fall bottle drive, Purdys chocolates, and many more options for families.

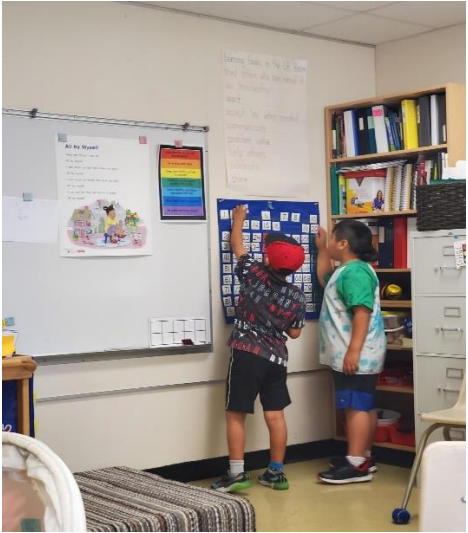


Salmon Arm West PAC with Principal during our annual bottle drive! (2023/2024)

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...

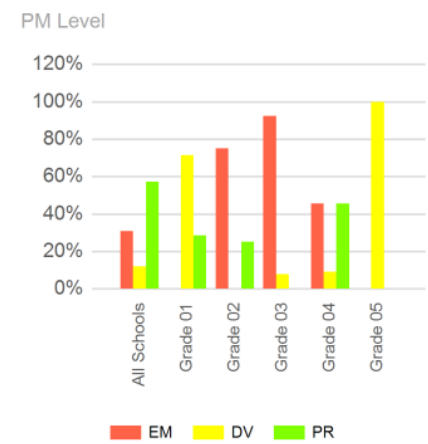
Literacy Goal:	Numeracy Goal:
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Each student will develop their literacy skills and competencies to become their most capable selves. Students will see themselves as readers and writers and be able to use their literacy skills across a multitude of subjects and settings. K-5 students will continue to increase their reading abilities each year as evidenced by PM Benchmark data, FSA scores (where applicable), teacher observations, and student self-assessments. With a goal of 80% of our students increasing their PMB level from September data.	Each student will develop their numeracy skills and competencies to become their most capable selves. Students will see themselves as capable mathematicians. They will be able to use math competencies and problem-solving skills when encountering math across a variety of settings. Students will continue to develop their mathematical skills each year, as evidenced by twice-yearly SNACC data, teacher observations, FSA results, and student self-assessments. With a goal of all students improving on FSA and SNACC assessments.
Strategies and Actions:	Strategies and Actions:
- UFLI in K-3 elementary classrooms and some middle classrooms as small group support for literacy - Heggerty Grades K through 2 - LRT providing individualized home programs for guided reading - PM Benchmarks as one point of assessment We will continue with regular, ongoing discussions as a team around ways to support our student’s academic growth. This is done via staff meetings, SBT (School-based Team meetings) and informal conversations happening within the school on a daily basis. Literacy Support Teacher (LST) position at our school, who is involved in the following: - Provide targeted early intervention literacy support to K to 2 students, in collaboration with Classroom Teachers - Provide intervention support using an inclusive push-in model, not a pull-out model - Support K to 5 colleagues with the creation of at least 100 to 120 minutes of literacy instruction per day - Help facilitate literacy data and learning conversations with the School Based Team (Classroom Teachers, LRT, SLP, PVP, etc.) to guide instructional focus, strategies, and next steps - Provide Heggerty, UFLI, PM Benchmark, and Comprehensive Literacy Framework training and support for interested K to 5 school staff - Support a collaborative team approach to literacy learning through co-planning and co-teaching - Be a leader within the school and district regarding literacy instruction and promising classroom practice	Specifics of the goal: - District numeracy helping teachers working in every classroom on regular schedule - Daily problem solving in every classroom – Teams accessible and being used school wide K through 5. - Focus on critical concepts and introduce the rest of the curriculum through problem solving. - Ensure strategies taught are the same throughout school. Meet early in September (K/1 and 1/2; 1/2 and 2/3; 2/3 and 3/4; and 3/4 and 5). - SNACC should be used to find out where students are at who are working below grade level. Students needing concepts reviewed should receive additional math instruction and practice, rather than in place of classroom instruction. Consider continuing the use of the peer numeracy coaches. Start in fall with the Grade 2 students who need practice. Then move to Grade 1 and in the later Spring, move to Kindergarten. - FSA numeracy data used to support areas of strength, and areas where focus/supports need to go. 
Data to Inform/Support Literacy Goal:	Data to Inform/Support Numeracy Goal:
Using previous year and fall benchmarking, as well as reading levels to gage progress and to create home-reading programs with LRT for most vulnerable learners/struggling readers.	SNACC assessment-tracked with 2022, 2023 & 2024 data. FSA data-showed increase in performance but still behind the literacy scores for certain groups. Classroom assessments conducted by teacher throughout the year.

Data collected for our Literacy one-to-one reading program and for School Based Team information to place supports where most needed.	1. Critical concepts for each grade as a focus for instruction 2. Use of district SNACC- September to inform instruction for the current school year, and May to inform instruction for remainder of year. 3. Develop common understandings and approaches in order to help students make connections from one year to the next-team meetings between teachers of grades –need to have another meeting in September so that new staff are included in the strategies used from grade to grade. 4. Incorporate problem solving into daily routine-emphasize the use of the daily word problems at all grade levels 5. School wide dedicated time to development of basic fact fluency 6. Professional Development with Numeracy focus
Data Analysis/Narrative: Data pulled Oct 2024: School snapshot: Performance Results by Assessment Items Report Literacy - FIN LI - ENGLISH LANGUAGE ARTS 1 60% 40% 20% 0% All Schools Grade 01 EMG DEV EXT, PRF LI - ENGLISH LANGUAGE ARTS 2 60% 40% 20% 0% All Schools Grade 02 EMG DEV EXT, PRF LI - ENGLISH LANGUAGE ARTS 3 60% 40% 20% 0% All Schools Grade 03 EMG DEV EXT, PRF LI - ENGLISH LANGUAGE ARTS 4 60% 40% 20% 0% All Schools Grade 04 EMG DEV EXT, PRF	Data Analysis/Narrative: Assessment of critical concepts indicates students are not mastering the critical concepts at each grade level. There has been significant improvement in problem solving skills, but this is still an area of concern. Problem Solving: FSA showed at Grade 4 level our students are able to start accessing the problem more often, but struggle to follow the steps through to an accurate solution. This is corroborated by the SNACC results. Considering results on SNACC, data showed they were meeting expectations with selecting an appropriate strategy for problem solving (one of our Numeracy goals). Results indicate we need to continue to work on understanding strategy selection- the “conceptual” part of math, as well as really focus on helping students master the “procedural” steps to solve the problems. Data pulled Oct 2024 Performance Results by Assessment Items Report Numeracy - FIN NU - MATHEMATICS 1 80% 60% 40% 20% 0% All Schools Grade 01 EMG DEV EXT, PRF NU - MATHEMATICS 2 80% 60% 40% 20% 0% All Schools Grade 02 EMG DEV EXT, PRF NU - MATHEMATICS 3 80% 60% 40% 20% 0% All Schools Grade 03 EMG DEV EXT, PRF NU - MATHEMATICS 4 80% 60% 40% 20% 0% All Schools Grade 04 EMG DEV EXT, PRF

Performance Results by Assessment Items Report

PM Benchmarks - Fall

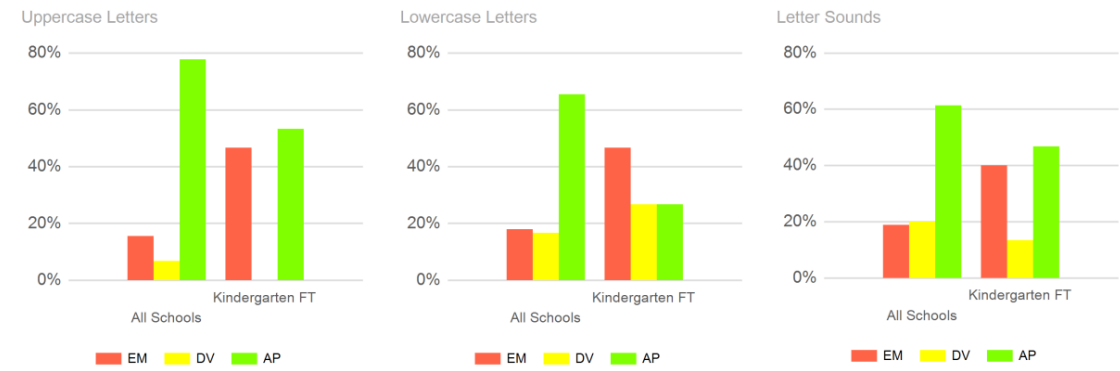


	Performance	All Schools	Grade 01	Grade 02	Grade 03	Grade 04	Grade 05
PM Level	EM	62830.69%		975.00%	1292.31%	545.45%	
	DV	24511.97%	1071.43%		17.69%	19.09%	1100.00%
	PR	117357.33%	428.57%	325.00%		545.45%	

Kindergarten:

Performance Results by Assessment Items Report

Early Learning Profile - Alphabet knowledge



Performance Results by Assessment Items Report

	Performance	All Schools	Grade 01	Grade 02	Grade 03	Grade 04
NU - MATHEMATICS 1	EMG	215.10%	16.25%			
	DEV	10024.27%	318.75%			
	EXT, PRF	29170.63%	1275.00%			
NU - MATHEMATICS 2	EMG	439.75%		18.33%		
	DEV	9621.77%		216.67%		
	EXT, PRF	30268.48%		975.00%		
NU - MATHEMATICS 3	EMG	398.33%			426.67%	
	DEV	11324.15%			640.00%	
	EXT, PRF	31667.52%			533.33%	
NU - MATHEMATICS 4	EMG	276.24%				18.33%
	DEV	13030.02%				433.33%
	EXT, PRF	27663.74%				758.33%

Pulled April 2024

Performance Results by Assessment Items Report

Early Learning Profile - Phonological Awareness



Grade:	Grade 04, Grade 05	School Year:	2023-2024, 2022-2023		
SNACC Summary Results		2023-2024		2022-2023	
Fall - Level A Equations (Q1&2)		# Students	% Students	# Students	% Students
Proficient		6	85.7 %	9	56.3 %
Emerging		0	0.0 %	5	31.3 %
Developing		1	14.3 %	2	12.5 %
Total Students		7	100 %	16	100 %
Fall - Level A Add/Subt (Q3)		# Students	% Students	# Students	% Students
Proficient		2	28.6 %	3	18.8 %
Emerging		3	42.9 %	4	25.0 %
Developing		2	28.6 %	9	56.3 %
Total Students		7	100 %	16	100 %
Fall - Level B Addition (Q4&5)		# Students	% Students	# Students	% Students
Proficient		4	57.1 %	9	56.3 %
Emerging		0	0.0 %	4	25.0 %
Developing		3	42.9 %	3	18.8 %
Total Students		7	100 %	16	100 %
Fall - Level B Subtraction (Q6&7)		# Students	% Students	# Students	% Students
Proficient		2	28.6 %	1	6.3 %
Emerging		1	14.3 %	7	43.8 %
Developing		4	57.1 %	8	50.0 %
Total Students		7	100 %	16	100 %
Fall - Level C (Q8&9) Strategy		# Students	% Students	# Students	% Students
Proficient		6	85.7 %	10	62.5 %
Emerging		1	14.3 %	6	37.5 %
Total Students		7	100 %	16	100 %
Fall - Level C (Q8&9) Answer		# Students	% Students	# Students	% Students
Proficient		7	100.0 %	6	37.5 %
Emerging		0	0.0 %	10	62.5 %
Total Students		7	100 %	16	100 %

Pulled April 2024

Reading Level (PM Benchmar...



Grade:	Grade 04, Grade 05	School Year:	2023-2024, 2022-2023
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PM Summary Results		2023-2024		2022-2023	
Fall - PM Level		# Students	% Students	# Students	% Students
Proficient		0	0.0 %	8	34.8 %
Emerging		0	0.0 %	10	43.5 %
Developing		1	100.0 %	5	21.7 %
Total Students		1	100 %	23	100 %
June - PM Level		# Students	% Students	# Students	% Students
Proficient		0		7	31.8 %
Extending		0		5	22.7 %
Emerging		0		8	36.4 %
Developing		0		2	9.1 %
Total Students		0		22	100 %

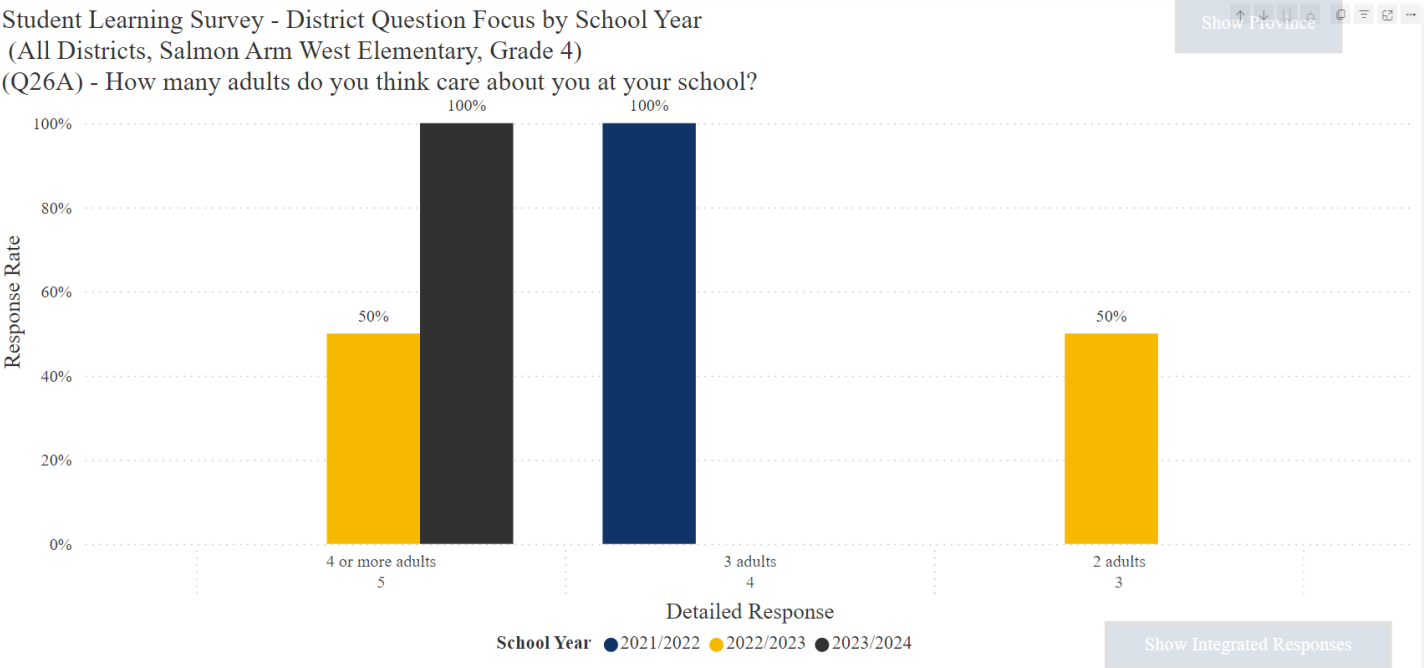
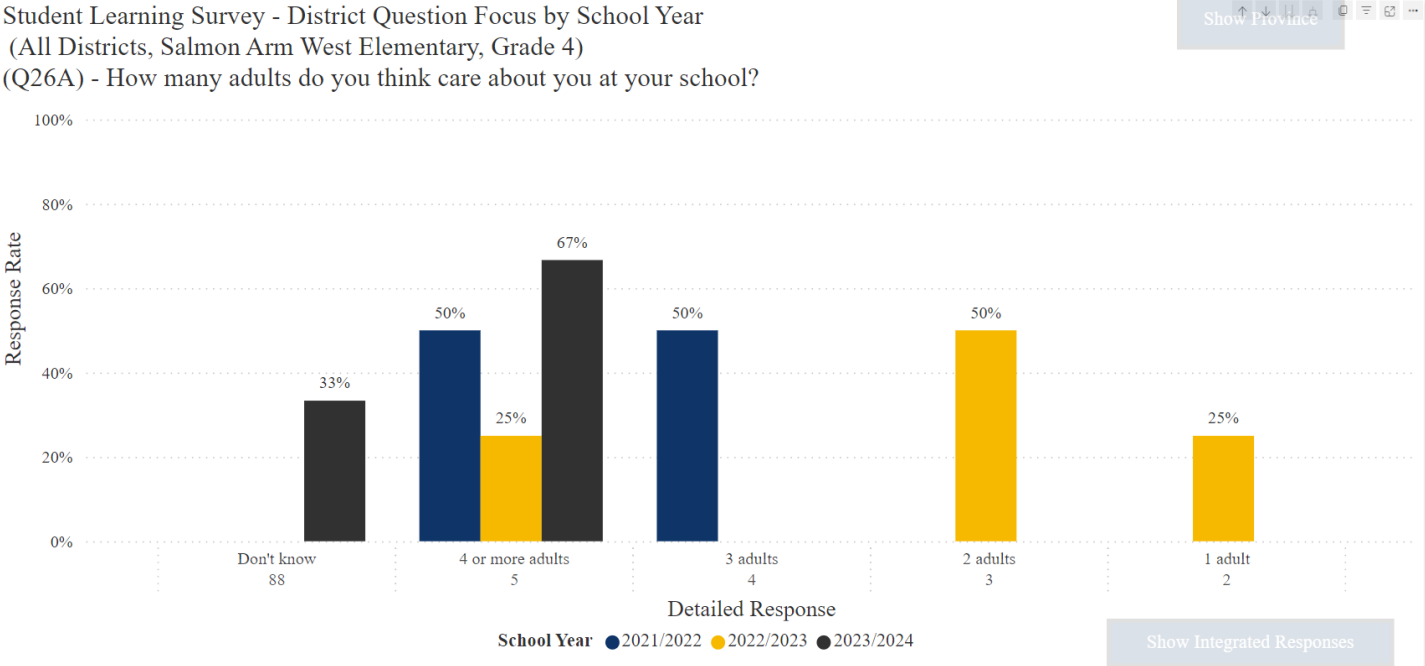
Data pulled from Fall 2023 assessment, in comparison to Spring 2024 assessment, demonstrates that school team intervention strategies, CEA additional classroom supports and home reading supports are effective and supporting our Literacy goals.

Numeracy Assessment of Concepts		Sub-Assessment: Fall										
Grade	M/F	Level A Oral 0-13	Level B Addition (Q1&2) 0-2	Level B Subtraction (Q3&4) 0-2	Level C (Q5&6) Strategy 0-2	Level C (Q5&6) Answer 0-2	Level A Equations (Q1&2) 0-7	Level A Add/Subt (Q3) 0-2	Level B Addition (Q4&5) 0-2	Level B Subtraction (Q6&7) 0-2	Level C (Q8&9) Strategy 0-2	Level C (Q8&9) Answer 0-2
Grade 03	M	9	2	0	0	0						
Grade 03	M	10	2	0	0	1						
Grade 03	M	11	2	0	0	1						
Grade 03	F	7	1	0	1	0						
Grade 03	F	9	1	1	2	0						
Grade 03	F	12	2	1	2	1						
Grade 04	M						6	1	0	1	0	1
Grade 04	F						7	2	2	2	2	2
Grade 04	F						6	1	1	2	2	2
Grade 04	M						6	2	2	2	0	1
Grade 04	M						6	1	2	1	0	0
Grade 04	F						7	1	2	1	0	0
Grade 04	F						4	0	1	1	1	1
Grade 04	M											
Grade 04	F						5	1	1	0	0	0
Grade 04	M						5	1	2	0	0	0
Grade 04	F						6	1	2	1	1	1
Grade 04	M						5	1	1	1	0	0

<table><tr><th colspan="3">PM Level</th></tr><tr><th>Fall</th><th>Winter</th><th>June</th></tr><tr><td>4</td><td></td><td>15</td></tr><tr><td>7</td><td></td><td></td></tr><tr><td>8</td><td></td><td>11</td></tr><tr><td>2</td><td></td><td>7</td></tr><tr><td>6</td><td></td><td>17</td></tr><tr><td>14</td><td></td><td>17</td></tr><tr><td>17</td><td></td><td>19</td></tr><tr><td>21</td><td></td><td>27</td></tr><tr><td>22</td><td></td><td>28</td></tr><tr><td>27</td><td></td><td>28</td></tr><tr><td>11</td><td></td><td>16</td></tr><tr><td>16</td><td></td><td>20</td></tr><tr><td>14</td><td></td><td>16</td></tr><tr><td>17</td><td></td><td>22</td></tr><tr><td>26</td><td></td><td>28</td></tr><tr><td>20</td><td></td><td>23</td></tr><tr><td>23</td><td></td><td>26</td></tr></table> 2022/2023 PM Benchmark data Grades 3 & 4 group. Fall to Spring comparison charts. Data demonstrates that our intervention strategies are effective in results of PM benchmarks.		PM Level			Fall	Winter	June	4		15	7			8		11	2		7	6		17	14		17	17		19	21		27	22		28	27		28	11		16	16		20	14		16	17		22	26		28	20		23	23		26	
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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:		Student Well-Being Goal:																																																									
Students will feel a sense of ownership and attachment to the school. This refers to both the inside and outside of our building, a sense of connection to staff members, and a sense of belonging in the school community. Each student will feel safe and welcome while at Salmon Arm West. This starts with teachers welcoming them to class in the morning, and office staff welcoming parents, late students, and other visitors. Student MDI data will see a 10% increase in the question, “Is school a place where you feel like you belong?” Data will be measured by student self-assessment of core competencies, future MDI and Student Learning Surveys, and observational data from our counselor, LRT, and classroom teachers regarding student development.		For students to obtain, and practice, mindfulness strategies and self regulation. Each student will feel socially, emotionally, and mentally supported within the school. Students at will learn the importance of taking ownership, both of their actions and the spaces they use daily. Students will grow to develop a sense of place and pride in their school. This will be evident both in the cleanliness, use of spaces (indoor and out), and student participation in school activities and volunteer opportunities. Student MDI data will see a minimum 10% increase in the question, “Do you feel good about yourself?” Data will be measured by student self-assessment of core competencies, future MDI and Student Learning Surveys, and observational data from our counselor, LRT, and classroom teachers regarding student development.																																																									

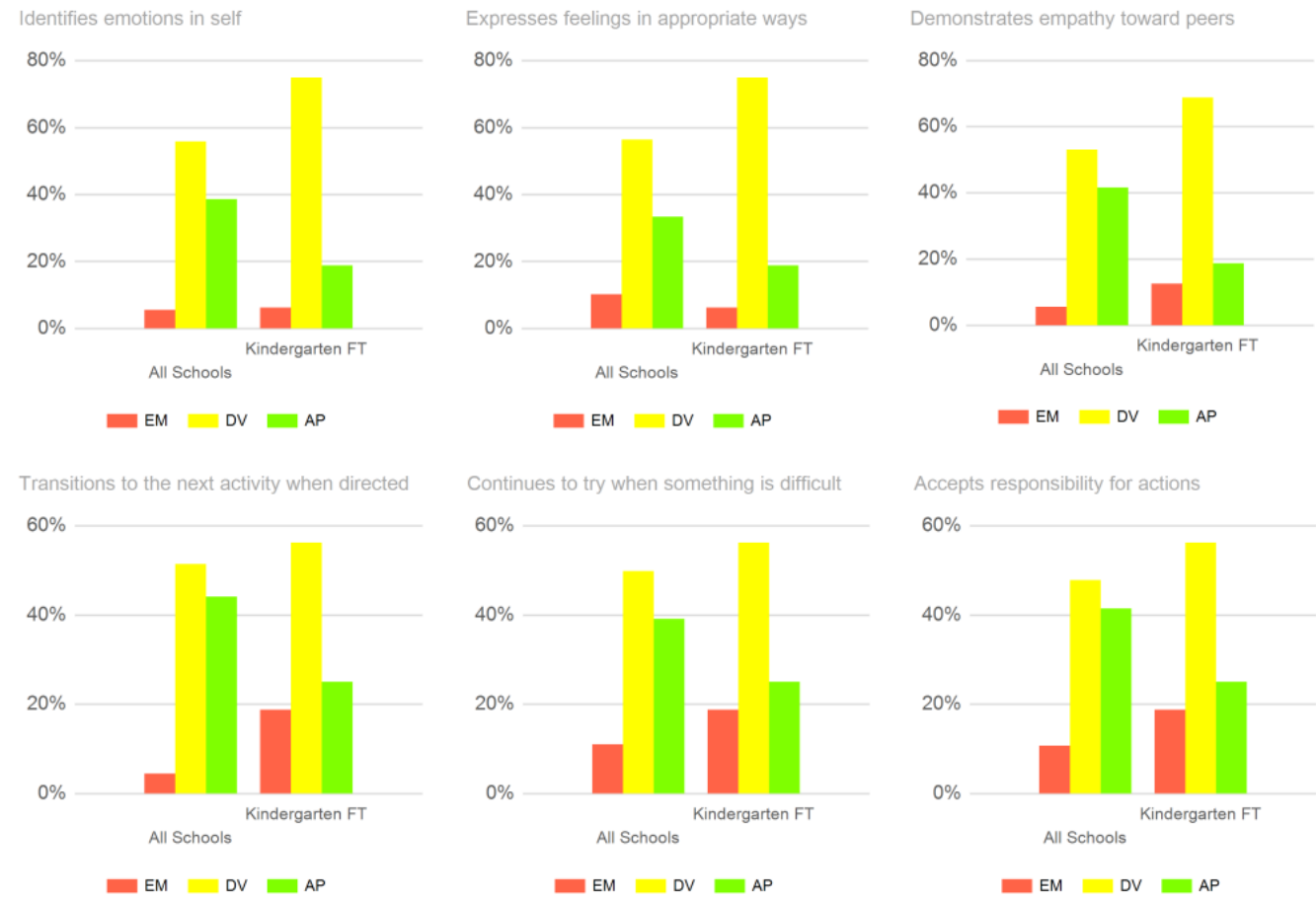
Strategies and Actions:	Strategies and Actions:
Meal programming -> Hot lunch every Tuesday, free of charge to students ->Breakfast available every morning  Mind-Up program Oct-January: All classes received Mind-Up mindfulness/social-emotions/wellness lessons from a trained volunteer, on a weekly basis as offered by our District primary team. Classroom teachers, LRT, and counsellor are working on several programs based in social-emotional learning and problem-solving. Our elementary students have adopted the language of 5 point scale. All of our classrooms use mindfulness programs to support whole class and individual student regulation. These programs work to support students’ development overall and give them skills and strategies to be successful in life beyond the school walls. Students will participate in as many out of school and District-run activities as possible, to build their sense of confidence and pride in being members of our community.	Mind Up Program and curriculum being delivered to students weekly ; Educalme– all classrooms provided with subscription to use year round with students. The program supports us: • Providing a trauma-sensitive year-long program that allows students and teachers to co-regulate with daily self-care practices and learn concrete skills for emotional wellness and mental health. • Educalme creates a positive daily mental hygiene routine that gives teachers and students coping strategies and common vocabulary to return to calm and focus quickly, so less time is wasted on classroom management, and more time is dedicated to teaching the curriculum. Staff focus on Professional Development learning around the Circle of Courage. These learning opportunities provide us with ongoing discussions, supports, resources and focus for our Indigenous Learners, as well as our entire school community with our goal towards Truth and Reconciliation.  Circle of Courage Pro-D learning days Circle of Courage community sharing board

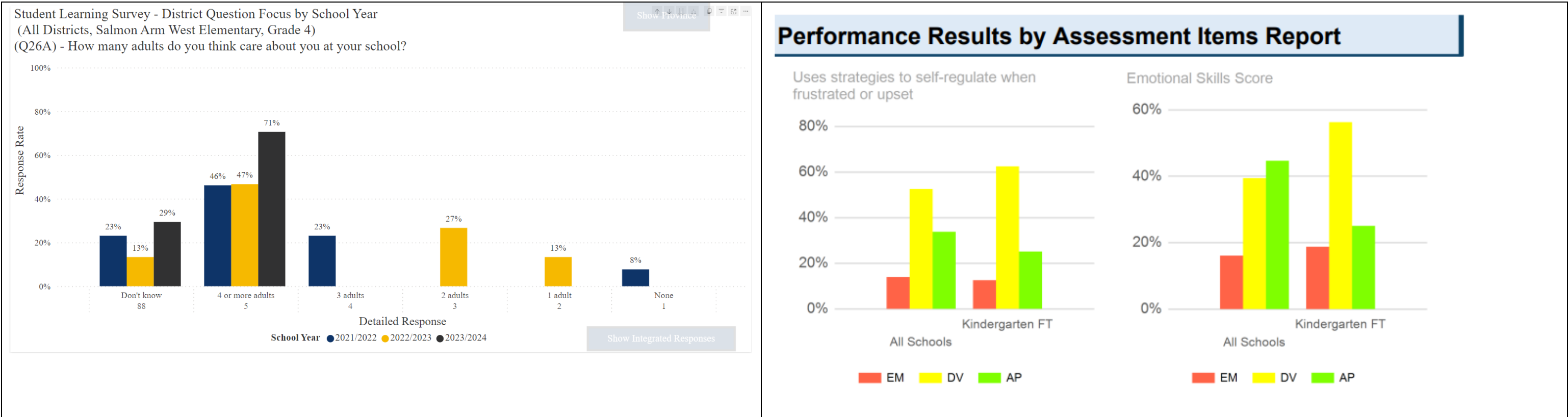
	
Annual Pirate Loppet	School community meal nights
Data to Inform/Support Sense of Belonging Goal:	Data to Inform/Support Student Well-Being Goal:
School community meals, where staff have opportunity to engage in real life conversations with students and their families. This allows to connect in a safe, non-judgemental environment, where we are able to engage in discussions and obtain critical information from our families, allowing us to support their child, and their family, in ways we could not have otherwise. This type of data supersedes the numerical data we have from surveys, and our surveys (at this time) do not reflect the needs of our learners. Our most recent CHEQ had only 5 families complete, and our most vulnerable families did not complete the survey. The results do not show true representation of the needs in our community. Our school goal is for all students to have a minimum of 2 adults who they feel care about them – as well as 2 adults who they can seek out for supports.	Students have opportunity to journal, discuss, and provide meaningful ways to describe their experiences during Educarme lessons. Educarme provides students with the skills and vocabulary to describe their feelings, and to share their thoughts in a safe, nurturing and educational environment. Student conversations are our primary source for understanding student needs. In addition to this, our team works incredibly hard to build relationships with our families, which in turn builds trust. This trust leads to families sharing their struggles, allowing us to better support their child(ren) with counseling services, Indigenous Education supports, speech, literacy intervention, etc.
Data Analysis/Narrative:	Data Analysis/Narrative:
Data pulled Oct 2024:	Data pulled Oct 2024:



Performance Results by Assessment Items Report

Early Learning Profile - SEL-Emotional





	professional development, and as more data is available on some of the newer goals that help us align with the District Strategic Plan. A working draft will be posted on the school website.
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