Salmon Arm West Elementary School
School Learning Plan 2026-2027

School Context:

Salmon Arm West Elementary holds a population of 101 students, with 5 Divisions Grades K – 6. Our school services 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.

Salmon Arm West currently holds:

-Five classroom teachers
-Administrative PVP time .7 FTE (with a temporary .1 top-up = .8 Admin time)
-Learning Resource Teacher support .6 FTE
-4 CEAs
-Literacy Support teacher .2 FTE
-Counseling support .2 FTE (Wednesdays)
-Library .2 FTE (Mondays)
-Music 2 blocks per week for each Division

Population information:

Population of ELL students: 9.9% (10 students)
Population of Indigenous students: 22.77% (23 total identifying as Indigenous: 2 students from Adam's Lake Band, and 9 students from Neskonlith.
Population of categorized students: 10.89% (11 students total)

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

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

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

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 Secwẻpemc 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

Food programming:

-Salmon Arm West offers a weekly hot meal lunch, free of charge to all students. Feeding Futures, partnered with a number of staff members from the school District along with internal staff and community partners, allow this program to run weekly, with the help of PAC and parent volunteers. Our meal’s worker 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.

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 an annual bottle drive.

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…

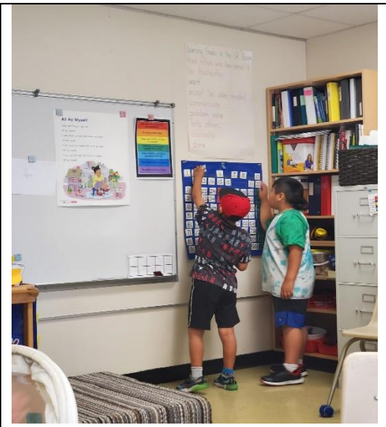
Literacy Goal:	Numeracy Goal:
Each student will develop their literacy skills and competencies to become their most capable selves. Students will see themselves as readers and writers and be able to use their literacy skills across a multitude of subjects and settings. **Reading:** K-6 students will 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. We have begun the school year with a focus on LST – staff are familiar with the process and how we will be implementing LST supports in classrooms. We have scheduled our Indigenous Education Worker’s schedule around supporting literacy in the classrooms.	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.

Writing:

K-6 students will continue to increase their writing abilities each year as evidenced by FSA scores, teacher observations, and student self-assessments. With a goal of student improvement on writing,

November 30th, 2026, we will complete our our fall School-Wide-Write, where all students participate in a writing of common themes. Teachers will then be given release time to work with their grade level colleagues marking the writing.

In Spring of 2027, we will complete another School-Wide-Write, which will be marked during a staff meeting. Teachers in grade level teams will have the opportunity to compare the fall to spring writing of each student.



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 6 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 6 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

Strategies and Actions:

Specifics of the goal:

1) District numeracy helping teachers working in every classroom on regular schedule
2) Daily problem solving in every classroom – Teams accessible and being used school wide K through 6.
3) Focus on critical concepts and introduce the rest of the curriculum through problem solving.
4) Ensure strategies taught are the same throughout school. Meet early in Fall (K/1, 1/2 & 2/3, and 4/5 & 5/6).
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.
6) FSA numeracy data used to support areas of strength, and areas where focus/supports need to go.

Data to Inform/Support Literacy Goal:

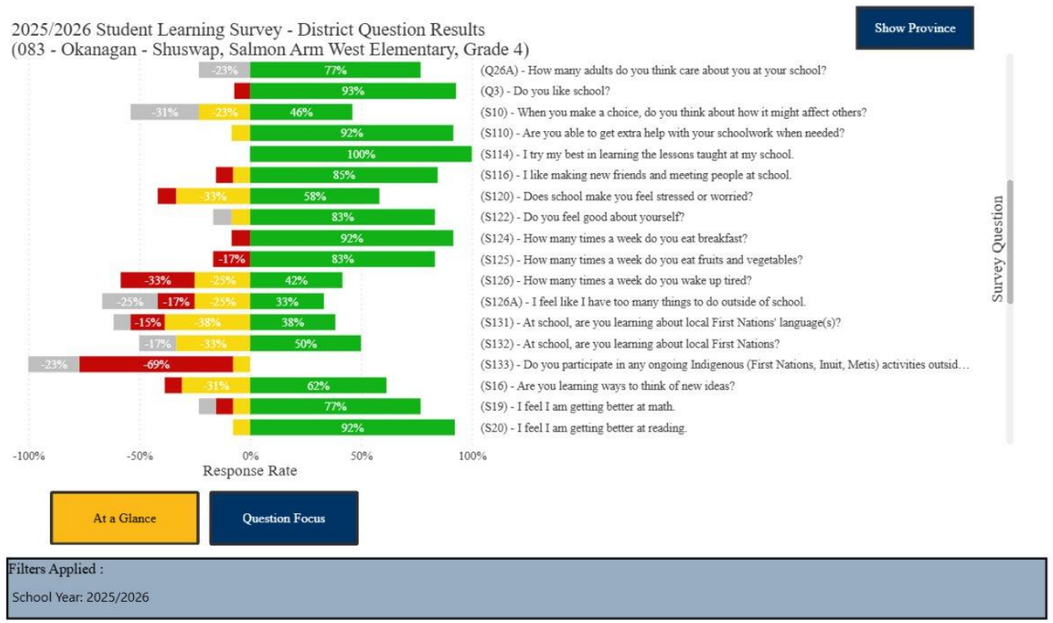
Using previous year and fall benchmarking, as well as reading levels to gage progress and to create home-reading programs with LRT for most vulnerable learners/struggling readers.

Ongoing informal and formal conversations with staff for our Literacy one-to-one reading program and for School Based Team information to place supports where most needed.

Data Analysis/Narrative:

Salmon Arm West celebrates:

93% of our students 'like school' &
92% of our students feel they are 'getting better at reading'
(2025/2026 data survey)



80% of our students feel they have improved on their reading in the past year (2024/2025 data survey)

Data to Inform/Support Numeracy Goal:

SNACC assessment-tracked with 2022, 2023, 2024 & 2025/2026 data.

FSA data-showed increase in performance but still behind the literacy scores for certain groups.

Classroom assessments conducted by teacher throughout the year.

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:

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.

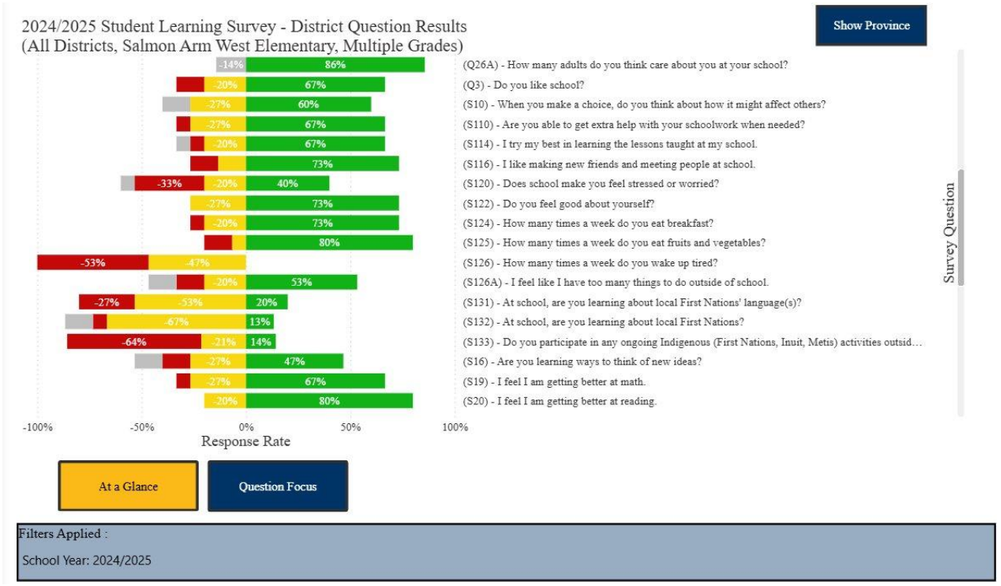
Considering results on SNACC, data showed they were meeting expectations with selecting an appropriate strategy for problem solving (one of our Numeracy goals).

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.

Grade 4 2025/26
Numeracy

	Participation Rate – Writers Only	
	#	%
Emerging	9	64.29
On Track	5	35.71
Extending	0	0.00

80% of our students feel they have improved on their writing in the past year (2024/2025 data survey)

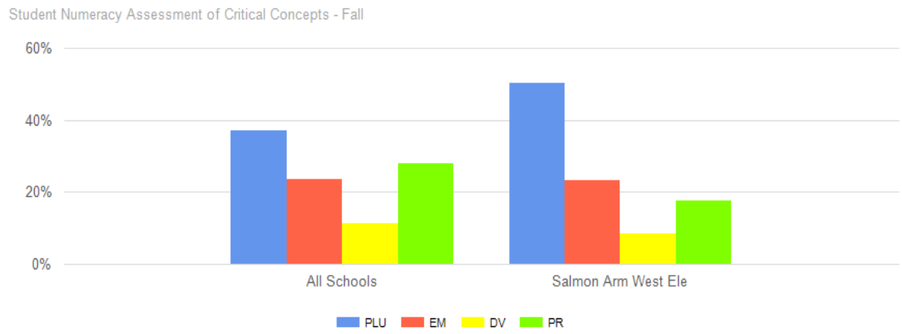


Grade 4 2025/26
Literacy

	Participation Rate – Writers Only	
	#	**%**
Emerging	7	46.67
On Track	8	53.33
Extending	0	0.00

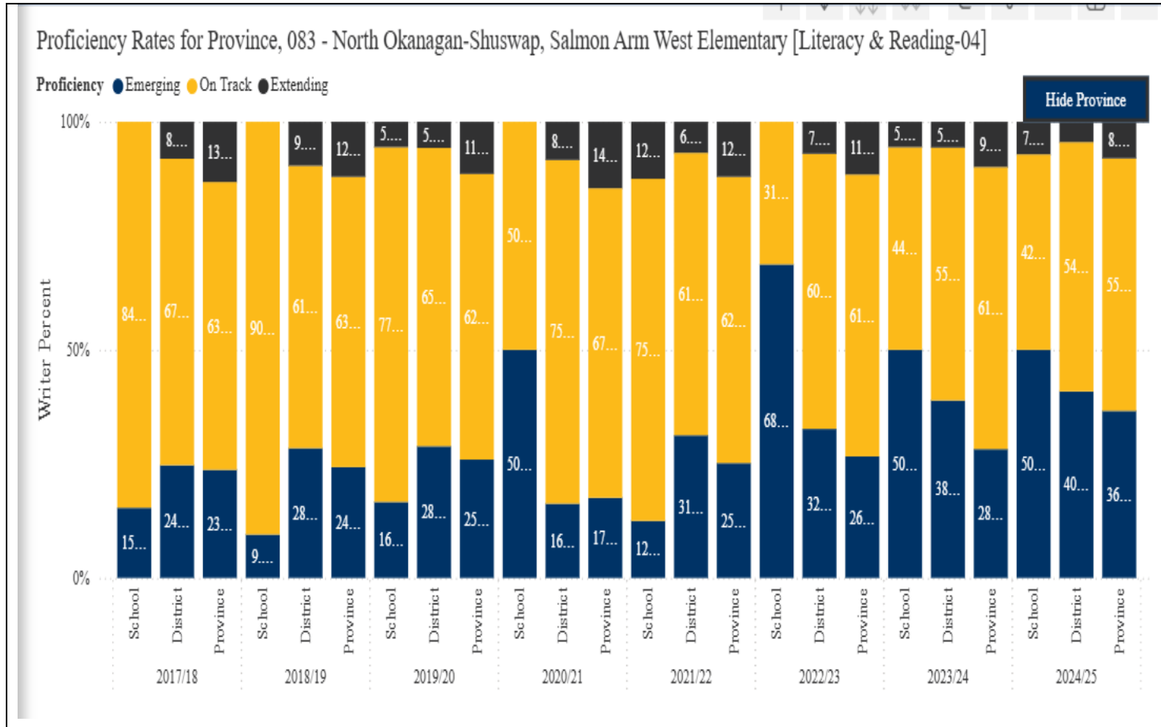
We are working collectively at improving in our writing, as 46% of our Grade 4 results show students are Emerging in writing. While we are celebrating that 53% of our students are On Track, we would like to aim for 75-80% or more students to be On Track.

Our 2025/2026 Grade 4 FSA results show that 64.29% of students are emerging, with only 35% on track. Compared to 2024/2025, where 71% of students were On Track, this shows a vast need for intervention in Numeracy.

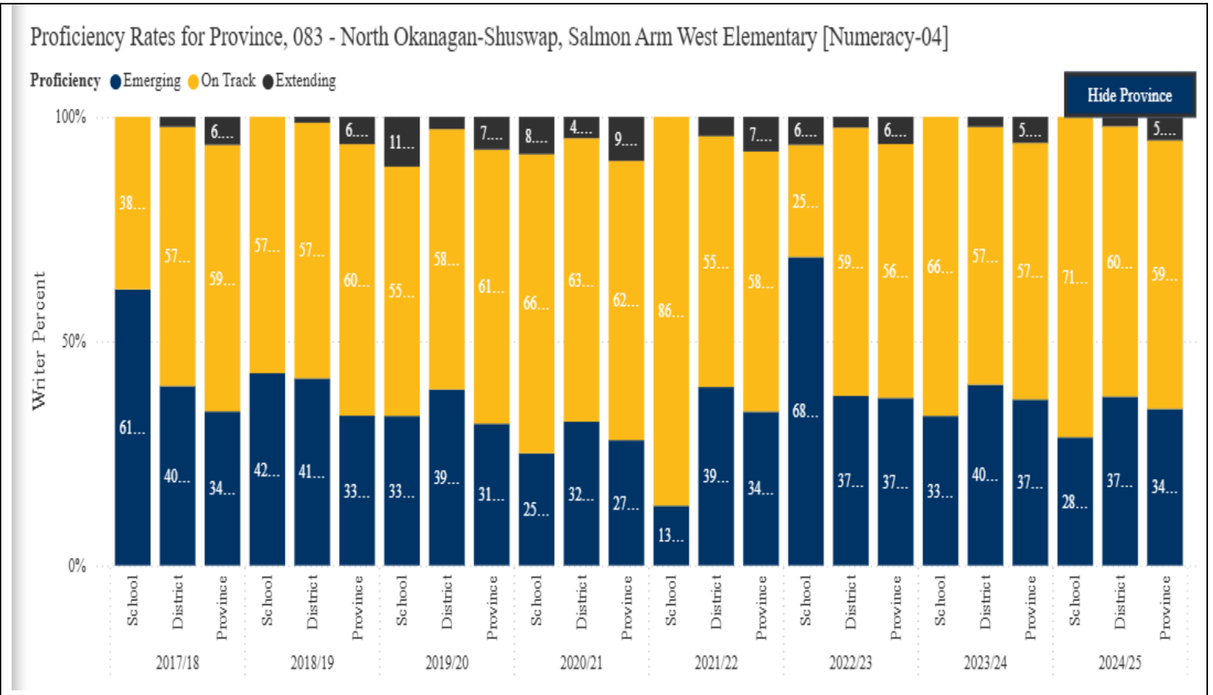


2025/2026 data

	All Schools	Salmon Arm West Ele
PLU	7376	293
EM	4712	136
DV	2261	49
PR	5600	103



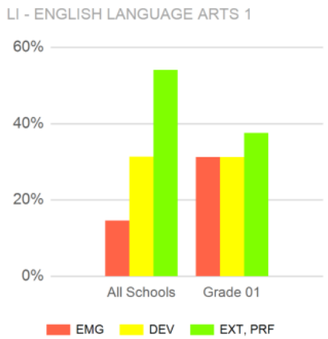
Most recent FSA Data comparison by year

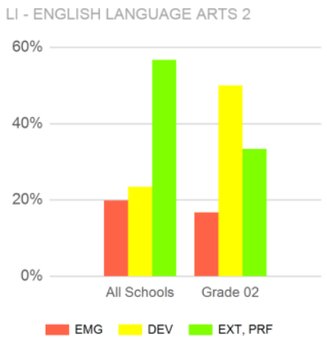


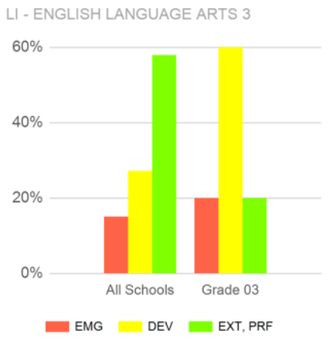
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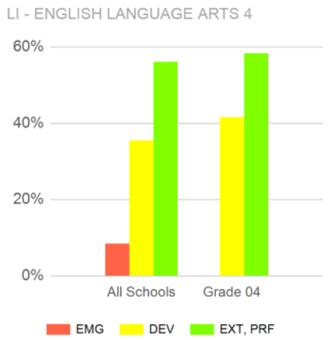
Performance Results by Assessment Items Report

Literacy - FIN



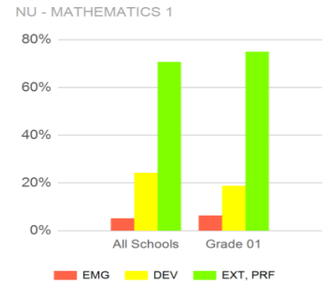


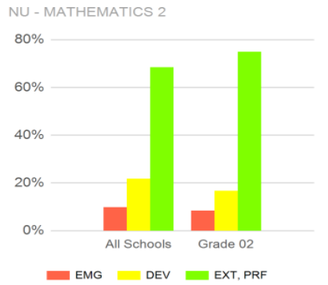


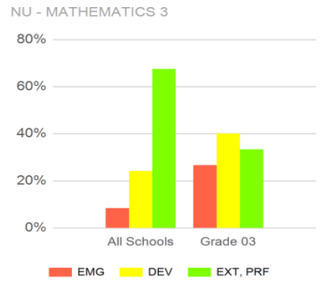


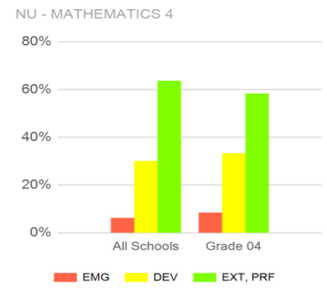
Performance Results by Assessment Items Report

Numeracy - FIN



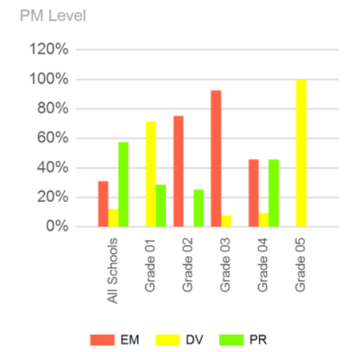






Performance Results by Assessment Items Report

PM Benchmarks - Fall

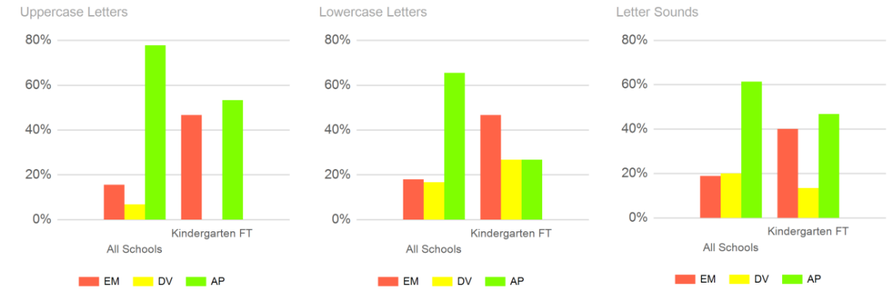


	Performance	All Schools		Grade 01		Grade 02		Grade 03		Grade 04		Grade 05	
PM Level	EM	628	30.69%			9	75.00%	12	92.31%	5	45.45%		
	DV	245	11.97%	10	71.43%			1	7.69%	1	9.09%	1	100.00%
	PR	1173	57.33%	4	28.57%	3	25.00%			5	45.45%		

Kindergarten:

Performance Results by Assessment Items Report

Early Learning Profile - Alphabet knowledge



Pulled April 2024

Performance Results by Assessment Items Report

	Performance	All Schools		Grade 01		Grade 02		Grade 03		Grade 04	
NU - MATHEMATICS 1	EMG	21	5.10%	1	6.25%						
	DEV	100	24.27%	3	18.75%						
	EXT, PRF	291	70.63%	12	75.00%						
NU - MATHEMATICS 2	EMG	43	9.75%			1	8.33%				
	DEV	96	21.77%			2	16.67%				
	EXT, PRF	302	68.48%			9	75.00%				
NU - MATHEMATICS 3	EMG	39	8.33%					4	26.67%		
	DEV	113	24.15%					6	40.00%		
	EXT, PRF	316	67.52%					5	33.33%		
NU - MATHEMATICS 4	EMG	27	6.24%							1	8.33%
	DEV	130	30.02%							4	33.33%
	EXT, PRF	276	63.74%							7	58.33%

Beginning of Year - Word Reading Fluency	# Students	% Students	# Students	% Students	# Students	% Students
	Unknown	2	33.3%	10	66.7%	0	0.0%
	Proficient	2	33.3%	0	0.0%	1	8.3%
	Emerging	0	0.0%	3	20.0%	11	91.7%
	Developing	2	33.3%	2	13.3%	0	0.0%
	Total Students	**6**	**100%**	**15**	**100%**	**12**	**100%**

Beginning of Year - Oral Reading Fluency - Words Correct	# Students	% Students	# Students	% Students	# Students	% Students
	Proficient	2	33.3%	1	6.7%	0	0.0%
	Emerging	3	50.0%	12	80.0%	9	75.0%
	Developing	1	16.7%	2	13.3%	3	25.0%
	Total Students	**6**	**100%**	**15**	**100%**	**12**	**100%**

Beginning of Year - Oral Reading Fluency - Accuracy	# Students	% Students	# Students	% Students	# Students	% Students
	Proficient	2	33.3%	0	0.0%	0	0.0%
	Emerging	4	66.7%	15	100.0%	11	91.7%
	Developing	0	0.0%	0	0.0%	1	8.3%
	Total Students	**6**	**100%**	**15**	**100%**	**12**	**100%**

Grade 2/3 Dibels Data pulled Nov 2025/2026

Previous:

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.

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 %**

Previous years data to support the growth or decrease conversations with staff

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.

Sense of Belonging 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.

This year, our ProD focused as a school team on Open Parachute through the "Creating Resilient Classrooms" session offered by SD83.

Some staff have decided to opt into Open Parachute, while others continue with Educalme or MindUp from previous years. Regardless of the teacher's choice of programming, all Divisions at Salmon Arm West participate in mindfulness/regulation tool programs for students.

Strategies and Actions:

Meal programming

->Hot lunch every Tuesday, free of charge to students
->Breakfast available every morning
->Healthy snacks available to all students, free of charge, every single day
->Lunches available upon request, stigma free, to ALL students

Salmon Arm West celebrates:

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.

Student Well-Being Goal:

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:

Mind Up Program and curriculum being delivered to students weekly in certain classrooms;

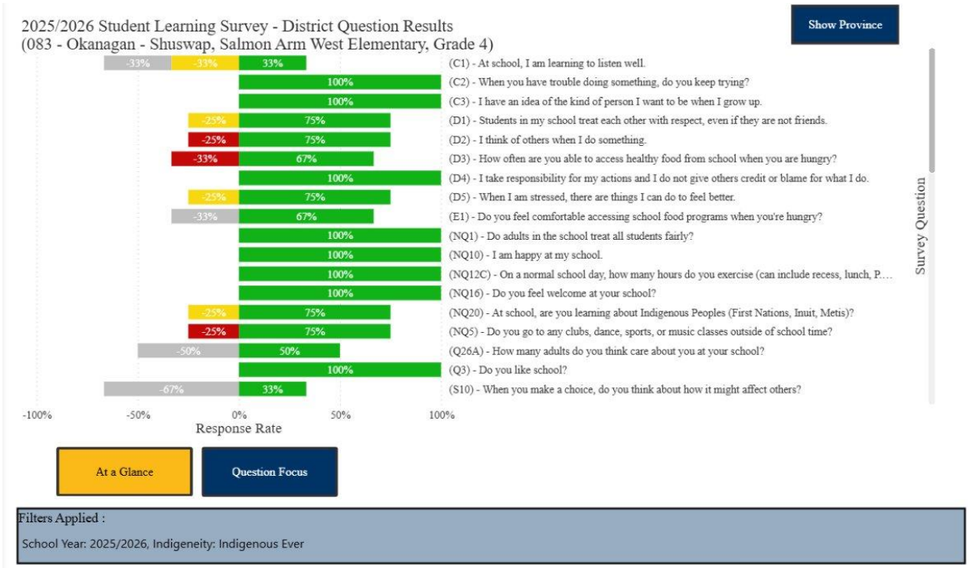
Educalme– Program delivered in certain classrooms;

- 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.

Gr 4 Student Survey feedback:
100% of our students feel welcome at school and 100% of our students feel safe at school.
100% of our students feel they can access help from an adult with a problem.
100% of students feel they are learning to care for their mental health.

100% of our Indigenous students:

-'Feel welcome at school';
-'Like and are happy at school';
-'Feel the adults in our building treat all students fairly';
-'Feel they can get extra help at anytime';
-'Eat breakfast every day';
-'Feel they are getting better at math.'



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.

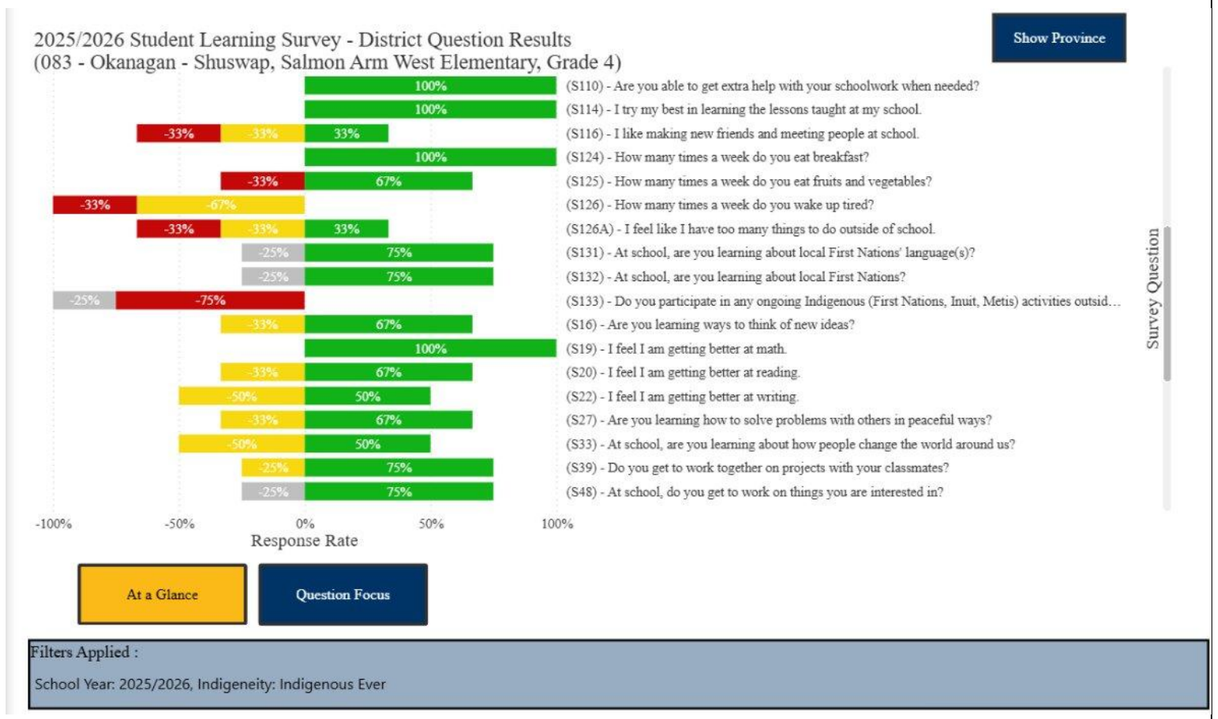


Circle of Courage Pro-D learning days



Circle of Courage community sharing board







School community meal nights – Sept 2026

Salmon Arm West celebrates:

100 % of our Indigenous students & 78% of all students feel they are learning how to care for their bodies (2025/2026 survey)

Salmon Arm West Offers:

Daily breakfasts, Lunches as needed, snacks as needed;

Weekly Meals:

93% of our students reported they feel there is always access to healthy food from school
(2024/2025 Student Learning Survey data)





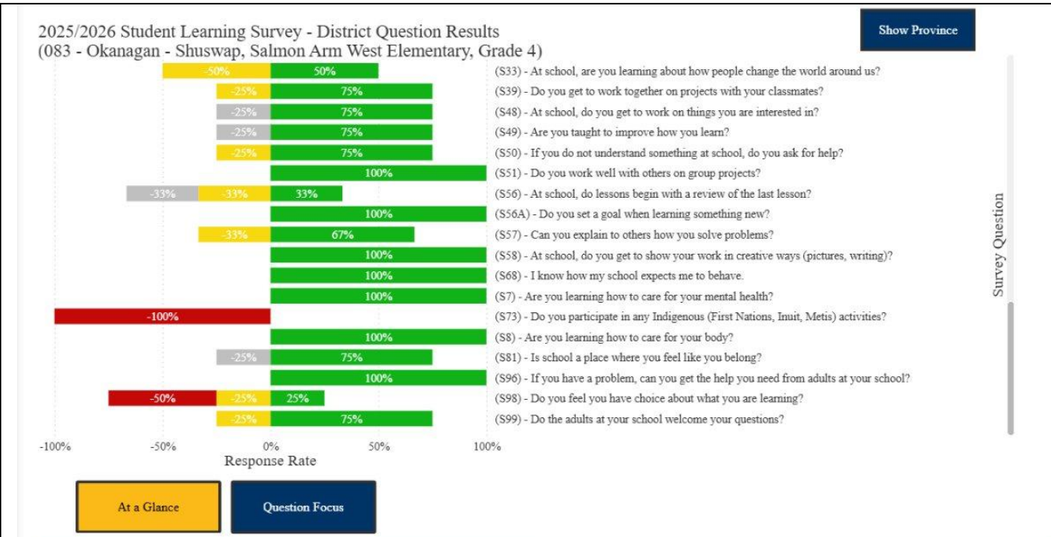
Creating Resilient Classrooms:

Full teacher staff ProD was spent taking part in the District offered session of Creating Resilient Classrooms. This series encourages the use of Open Parachute, which many of our staff have taken an interest in utilizing in their classrooms.

Mind-Up program Oct-January 2023/2024:

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. This took place in the 2023/2024 school year, where all teachers were given booklets as part of the training. They continue to use the exercises with students today.

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.

Others use MindUp, as well as Educalme.

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.



Annual Pirate Loppet



Salmon Am West community celebrates our connection and collaboration with community partners, often during assembles and guest visits to the school.

Data to Inform/Support Sense of Belonging Goal:

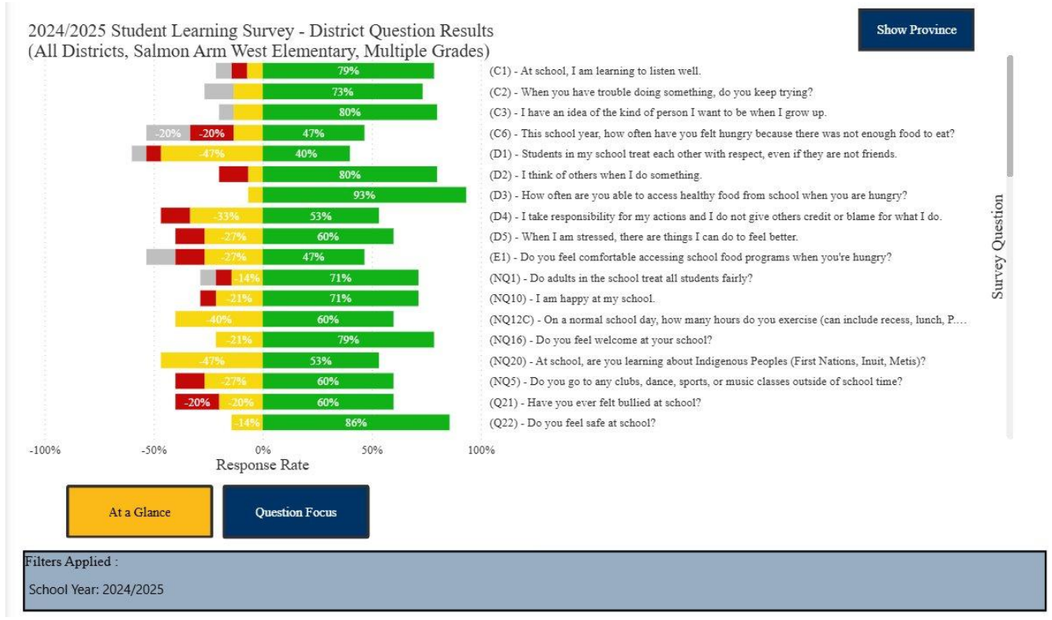
School community meals, where staff have opportunity to engage in real life conversations with students and their families. This allows to connect in a safe, non-judgemental environment, where we are able to engage in discussions and obtain critical information from our families, allowing us to support 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.

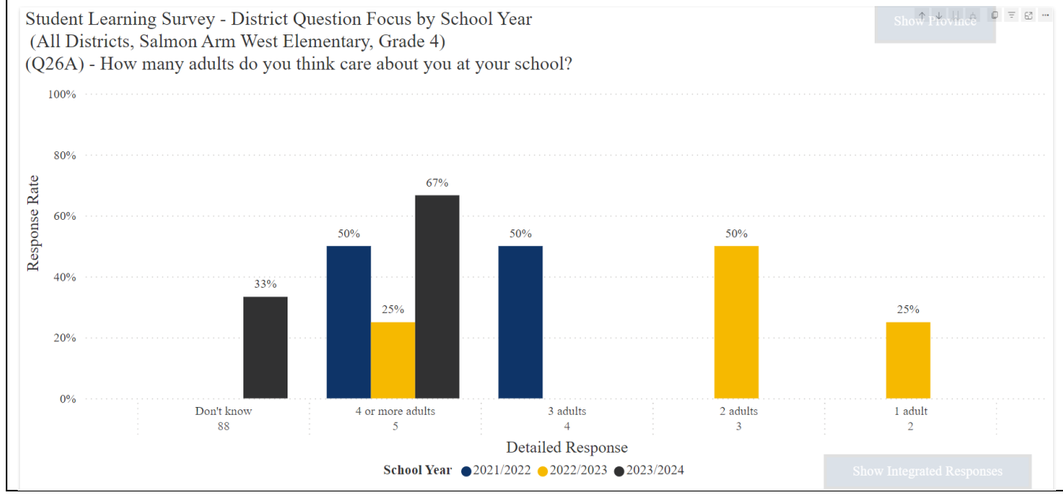
Our school goal is for all students to have a minimum of 2 adults who they feel care about them – as well as 2 adults who they can seek out for supports.

Data to Inform/Support Student Well-Being Goal:

Students have opportunity to journal, discuss, and provide meaningful ways to describe their experiences during Educalme lessons. Educalme 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:

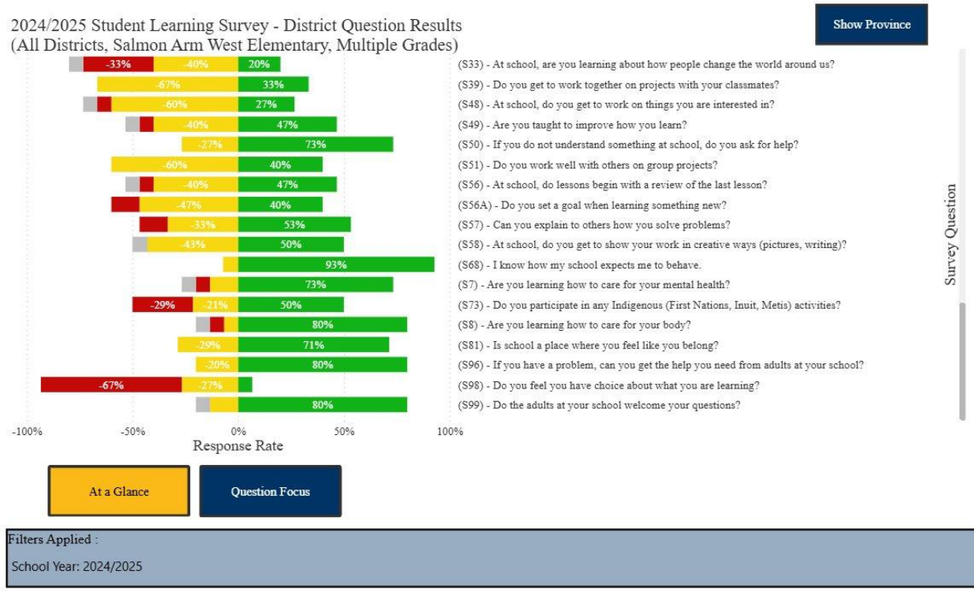




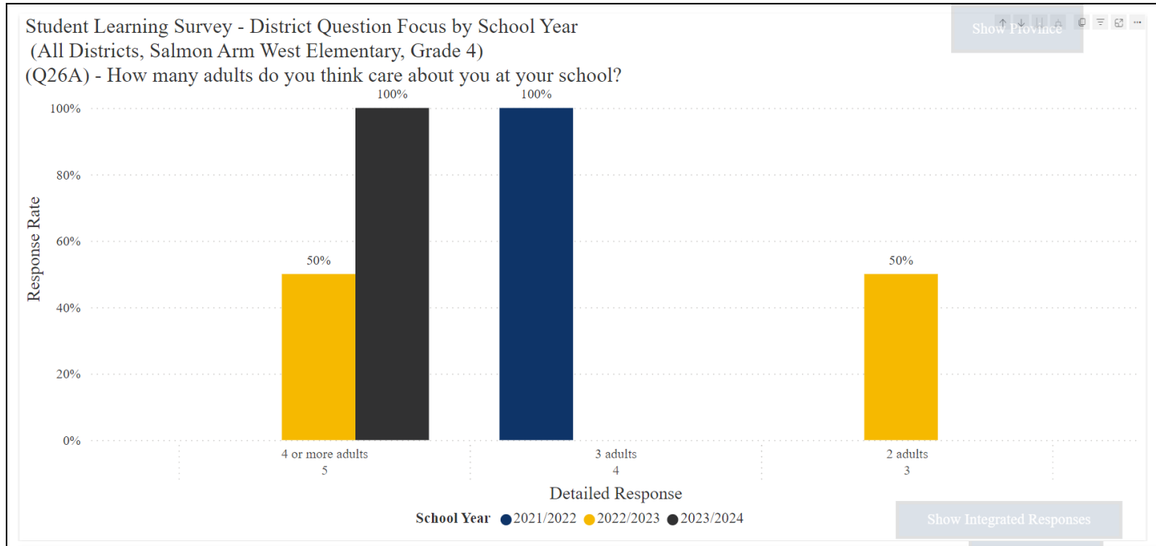
Data Analysis/Narrative:

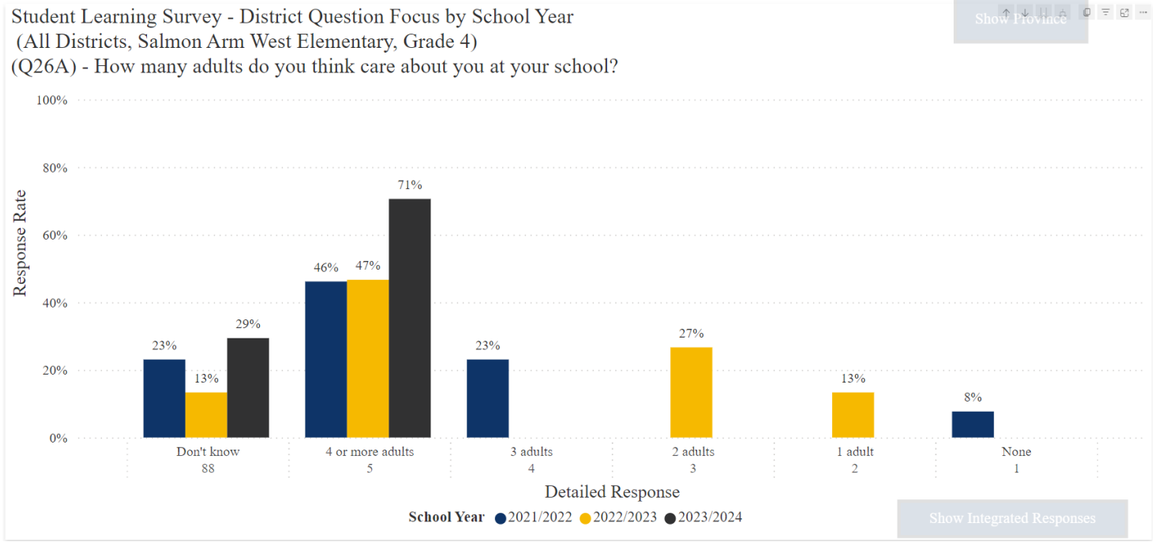
Salmon Arm West celebrates:

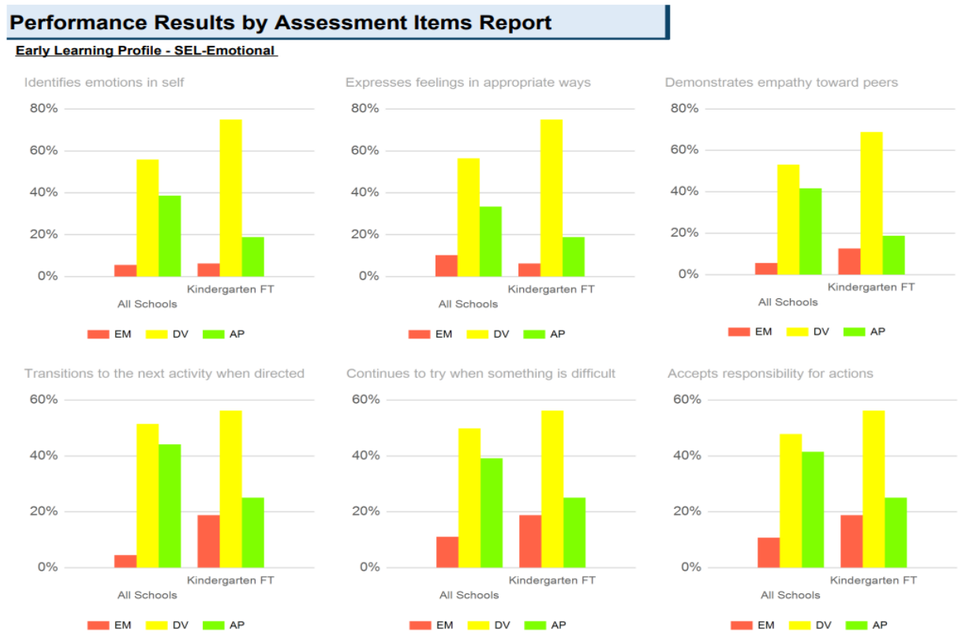
80% of our students feel they can seek out an adult if they have a problem

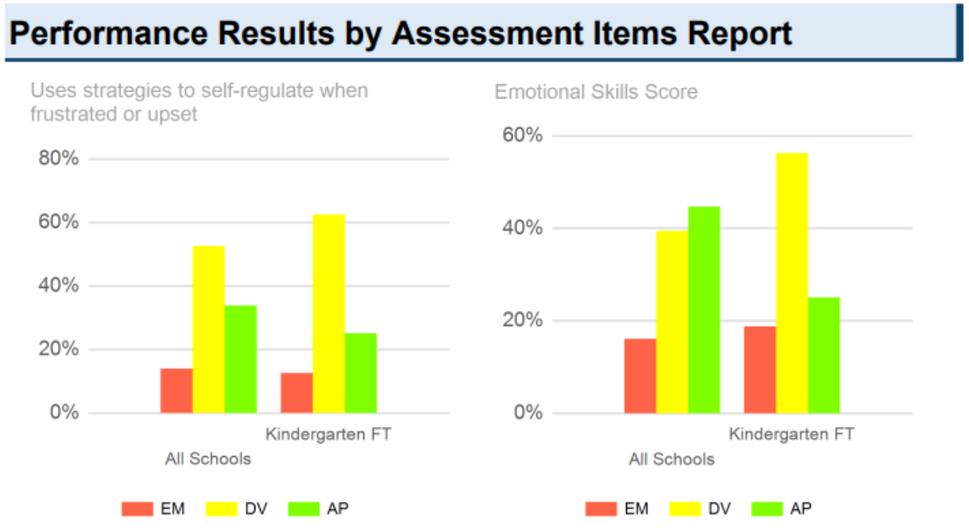


Our goal is to increase this so that ALL students answer yes to this survey question.


Student Learning Survey - District Question Focus by School Year
(All Districts, Salmon Arm West Elementary, Grade 4)
(Q26A) - How many adults do you think care about you at your school?
Show Province
Response Rate
100%
80%
60%
40%
20%
0%
50%
100%
100%
50%
4 or more adults
5
3 adults
4
2 adults
3
Detailed Response
School Year 2021/2022 2022/2023 2023/2024
Show Integrated Responses


Student Learning Survey - District Question Focus by School Year
(All Districts, Salmon Arm West Elementary, Grade 4)
(Q26A) - How many adults do you think care about you at your school?
Show Province
Response Rate
100%
80%
60%
40%
20%
0%
23%
13%
29%
46%
47%
71%
23%
27%
13%
8%
Don't know
88
4 or more adults
5
3 adults
4
2 adults
3
1 adult
2
None
1
Detailed Response
School Year 2021/2022 2022/2023 2023/2024
Show Integrated Responses


Performance Results by Assessment Items Report
Early Learning Profile - SEL-Emotional
Identifies emotions in self
Expresses feelings in appropriate ways
Demonstrates empathy toward peers
Transitions to the next activity when directed
Continues to try when something is difficult
Accepts responsibility for actions
80%
60%
40%
20%
0%
All Schools
Kindergarten FT
EM DV AP


Performance Results by Assessment Items Report
Uses strategies to self-regulate when frustrated or upset
Emotional Skills Score
80%
60%
40%
20%
0%
All Schools
Kindergarten FT
EM DV AP

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:

All classes from Kindergarten to Grade 6 engage in meaningful, contextual conversations and lessons around community and the roles careers play within. Staff foster and encourage discussions around the many different careers and opportunities for students to consider. Staff use literacy and numeracy in real situations for students to understand and appreciate the importance of reading, writing and math in real work settings.

Leadership students take part in lunch monitoring, volunteer opportunities, announcements, and many other volunteer opportunities around the school, allowing them to learn and thrive in meaningful, real-life situations.

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.
Students are learning about different careers available in the community. They have done this through a series lessons on community partners, career opportunity discussions, a few examples including the field of customer services, medical (Nursing, doctors, techs), Trades, Construction, Vet Tech, Fire Chief, Police Officer, Visual Artist, just to name a few.	This plan was developed in consultation with staff - discussions were had at staff meetings and via Teams about resources and professional learning that was taking place around the school goals. We will share this document with the PAC and our Indigenous partners for their awareness. This "live" document will be updated as goals evolve, with continued staff involvement in 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.