North Canoe School
School Learning Plan 2026-2027

School Context:

Weytk. North Canoe Elementary is a small K-6 school with 83 students. Staffing includes four classroom teachers, a Learning Resources Teacher (.5), a Literacy Support teacher(.2), a Music teacher , a Teacher-Librarian (0.2FTE), an Indigenous Education Worker (2 days a week), Three Certified Educational Assistants, one administrative assistant, and one custodian. Itinerant staff include a Speech and Language Pathologist, a Counsellor (.2), and an English Language Learning Teacher. The principal is assigned to leadership/administration (0.8FTE) and classroom instruction (0.2FTE).

North Canoe Elementary is located on Secwepemc traditional territory in the community of Canoe, a suburb of Salmon Arm. 25% of students identify as Indigenous (15 Metis, 7 Non-status, 1 status- off reserve.
Canoe has a close-knit community feel with a vibrant and supportive family base. The growing population of Canoe is socio-economically very diverse.

Strategic Priority: Intellectual Development

- In the School Learning Plan, the **Intellectual Development** goals must be connected to the School District No. 83 Strategic Priority goal – *Each student will develop their literacy skills, numeracy skills, and competencies to become their most capable self.*
- Goals must be specific, measurable, achievable, informed by and supported by data.
- Potential data sources may include FSA results, PM Benchmarks, Dibels, SNACC results, School-wide writes

Literacy Goal:

Goal One

- ✓ To improve student writing. 70% of students will be "proficient" at writing as measured by Written Learning Updates and Summary of Learning proficiency levels.
- ✓ 20% of students will be a level three or more on the Literary Responses and Informational Text scores as measured by the FSA data
- ✓ 15% of students will be a level three or more on the Personal Narrative scores as measured by the FSA data

Strategies and Actions:

*Literacy instruction will be a minimum of 120 minutes per day in all classrooms.
Writing:
•District provided Adrienne Gear professional development
*Administer School Wide Write in fall and Spring
*Admin and CEAs take students so staff can mark together to improve consistency
*Focus on Vocabulary through all subjects
• Focus on providing evidence to support a statement, opinion or main idea
• Select a small number of graphic organizers that we agree on to use consistently throughout school-one that is being used currently is the "hamburger".
• Staff are provided with writing exemplars/samples to support growth in writing
*Post Writing continuum in hallway with suggestions for improvement

Numeracy Goal:

Goal Two – Critical Concepts: To improve students' success in numeracy through a focus on critical concepts at each grade level.

- ✓ Kindergarten-90% of o students will be proficient at subitizing ad measured by the SNACC
- ✓ Grade One-90% of students will be proficient at doubles as measured by the SNACC
- ✓ Grade Two- 90% of students will be proficient at subtraction as measured by the SNACC
- ✓ Grade Three-80 % of student will be proficient at both adding and subtracting as measured by the SNACC
- ✓ Grade Four-70% of students will be proficient at multiplication as measured by the SNACC
- ✓ Grade Five-70% of students will be proficient at multiplication as measured by the SNACC
- ✓ Grade Six- to be determined after the fall SNAAC

Strategies and Actions:

- 2026-2027 NCA is offering one Math Night and one Math Afternoon to encourage/enhance numeracy at home. Sessions involve games and strategies for parents. All who attend receive resources to continue learning at home. (Staff to work in teams to allow CRT to have only the parents that attend with their students)
- Use of daily and weekly problems at each grade level
- Professional development opportunities offered through District
- 60 minutes of daily numeracy instruction per class
- SNACC assessment as per district calendar
- Increase the learning time for the goal areas for each grade
- In class support form Indigenous Educational Worker

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

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- UFLI and Heggerty in primary classes with LST support in these areas
- Monthly newsletters: give a tip or an activity for parents each month to help develop their child's written communication
- Literacy support for target students K-2 with the LST-supported interventions
  - Expressive writing program for Perkins whole class
  - Intervention for grade 4/5 using Expressive writing program
- In-class support from IEW for students of Indigenous Ancestry

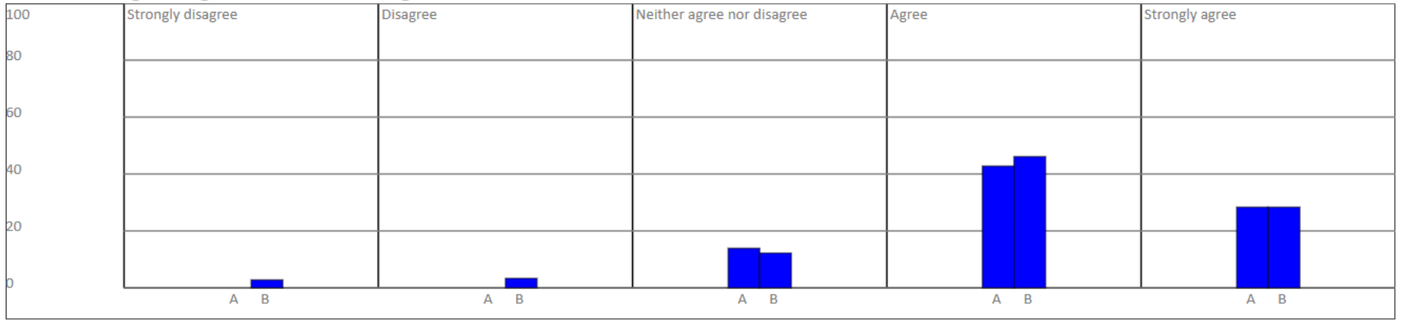
*Christmas Card writing for K-3, parents join for this and participate in writing with their children

- Literacy Alliance of the Shuswap Society (LASS) one-to-one reading support for readers in grades 2-3 who would benefit from extra time and focused practice
- Class-wide use of Expressive writing in intermediate classes
  - Dedicate collaboration time at Staff Meetings to identifying specific priorities for struggling writers by identifying what's important when it comes to the different aspects (or traits) of writing
  - Specific teaching of conventions- especially use of punctuation (periods!) to happen in each class
  - Assessment time was provided to review results from each SWW session

- Participate in daily and weekly problem solving in every classroom through use of district resources
- Small group pull out math intervention for grade 4 students who were not proficient in subtraction on the fall SNACC (use pooled Remedy money from Librarian and other sources)
- Small group intervention with LRT, CEAs and Indigenous support teacher for basic facts
- Grade 5 preview group for math meeting 3 x per week. (Admin run?)
- In-class support from IEW for students of Indigenous Ancestry
- Send home concept videos of upcoming concepts. This allows parents and the student to preview upcoming teaching.

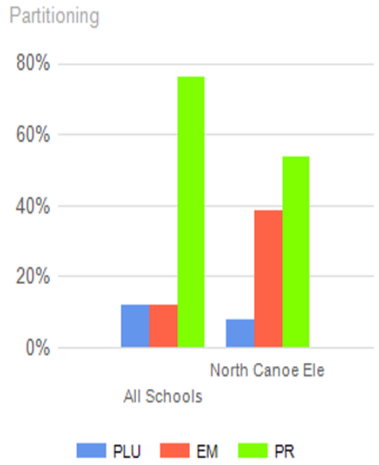
Data to Inform/Support Literacy Goal:

I feel I am getting better at writing.

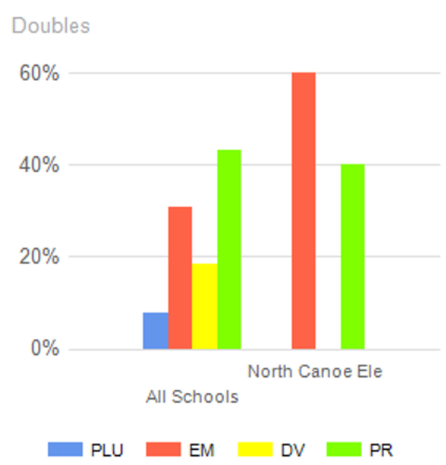


Grade Four Learning Survey Data (A =NCA, B=District)

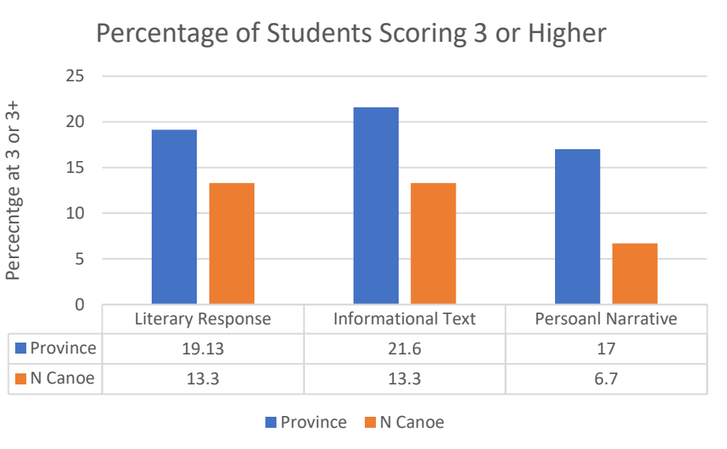
Data to Inform/Support Numeracy Goal:



Kindergarten Partitioning

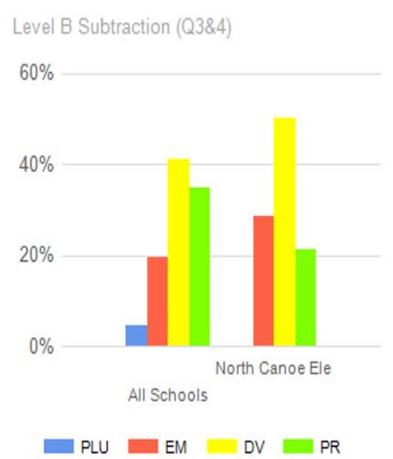


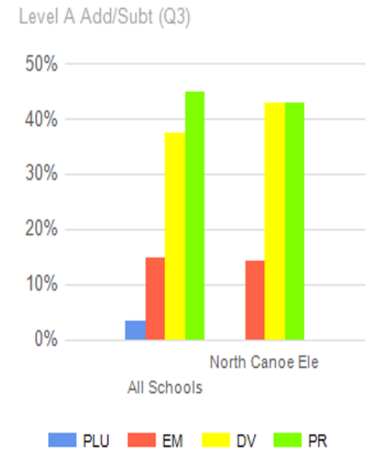
Grade One Doubles



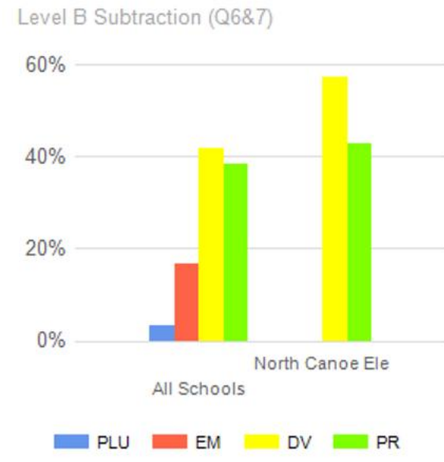
FSA Writing Data

School Wide Write Fall data to be added

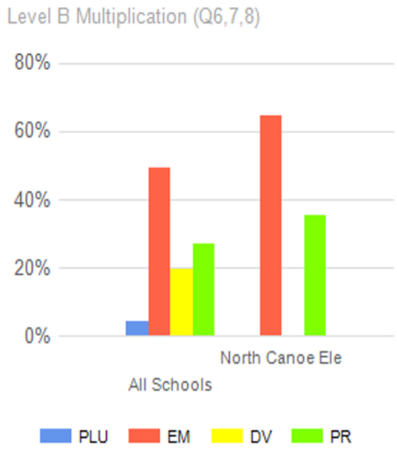


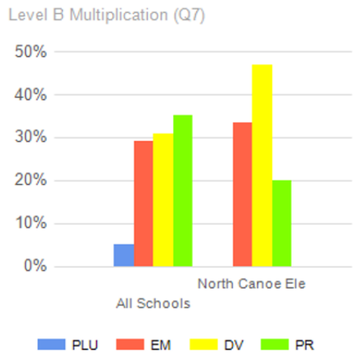


Grade Two Subtraction



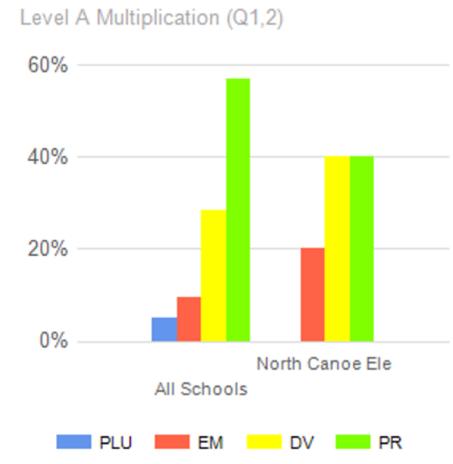
Grade Three -Subtraction





Grade Four-Multiplication

Grade Five-Multiplication



Grade Five-Multiplication

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Grade Four Student Learning Survey (A=NCA, B=District)

Summary of Proficiency Levels for June 2026 could be added here

Data Analysis/Narrative:

*We did an Expressive Writing small group intervention in 2025-2026 (and are doing again in 2026-2027 for selected Gr 6 students). Following the intervention the students commented:

- ✓ Student A: It (the intervention) was so worth it I'm writing more now I describe things more I'm able to use my computer now
- ✓ Student B: The intervention was worth it. It helped increase the length of my writing and I am adding more detail. I also use triple scoop words now.
- ✓ Student C: I learned to use capitals and periods.
- ✓ Student D: Writing is fun now.
- ✓ Student E: I learned that I could write and have fun while doing it.
- ✓ Student F: It helped me with everything.

Data Analysis/Narrative:

*Each teacher analyzed their SNAAC data to determine the focus for each grade goal
*Each teacher determined the percentage of their students they felt could meet the goal.
*Look at fall SNAAC data to determine intervention groups
*Look to start a grade 6 preview group who would be introduced to the concepts before the instruction in class

Strategic Priority: Human and Social Development

- In the School Learning Plan, the **Human and Social Development** goals must be connected to the School District No. 83 Strategic Priority goal – *Each student will feel welcome, safe, and connected to peers and adults in their schools.*
- Goals must be focused on measuring a sense of belonging.
- Potential data sources may include the School District No. 83 EDI Environmental Scan, the Student Learning Survey, and student focus groups.

Strategic Priority: Developing a Culture of Well-being

- In the School Learning Plan, the **Developing a Culture of Well-Being** goal must be connected to the School District No. 83 Strategic Priority goal – *Each student will feel socially, emotionally, and mentally supported within their schools and the district.*
- The goal must be focused on STUDENT well-being.
- Potential data sources may include the School District No. 83 EDI Environmental Scan, the Student Learning Survey, and student focus groups.

Sense of Belonging Goal:

Goal Three –

- ✓ To have 80% of our Indigenous students have less than 10% absences and to have 0% of our Indigenous students have more than 20% absences as measured by the district absence report.
- ✓ To have 90 % of our whole school population have less than 10% absences

Student Well-Being Goal:

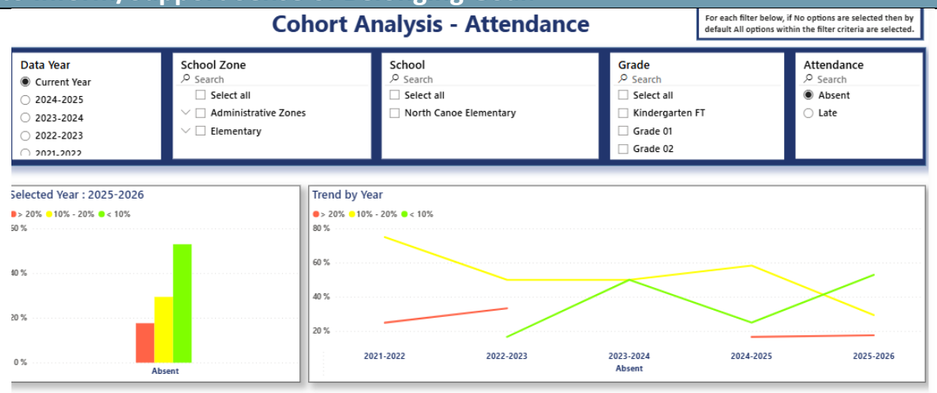
Goal Four –

- ✓ To have 90% of our students report they are learning about caring for their body as measured by the Student Learning Survey.
- ✓ To have 90 % of our students report they never, or only one or two times a week, wake up tired as measured by the Student Learning Survey
- ✓ To have 100% of our students report they access food programs when they are hungry as measured by the Student Learning Survey
- ✓ To have 90 % of our students report they are never or almost never hungry because there was not enough food at school this year.

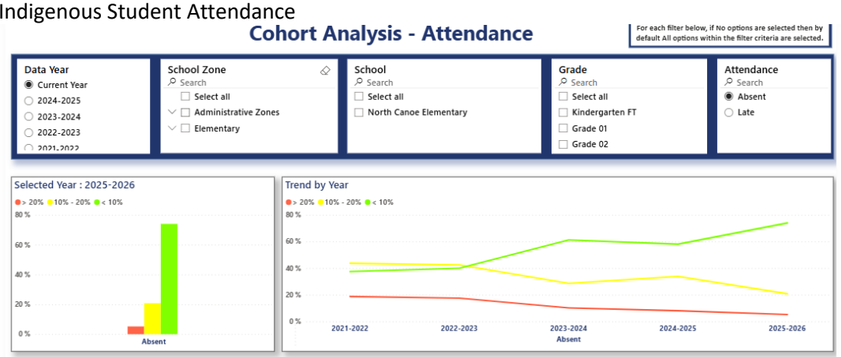
Strategies and Actions:

- Educate families on the importance of being punctual as LA is block one and the importance of attendance for academics and social development
- CRT email if a student is away more than two days
- CRT alerts admin so admin can follow up with a phone call home if three days are missed
- Send home monthly attendance letters to families
- Admin to work with families who are struggling with attendance to create support
- Involve IEW with families having attendance or punctuality issues

Data to Inform/Support Sense of Belonging Goal:



Indigenous Student Attendance



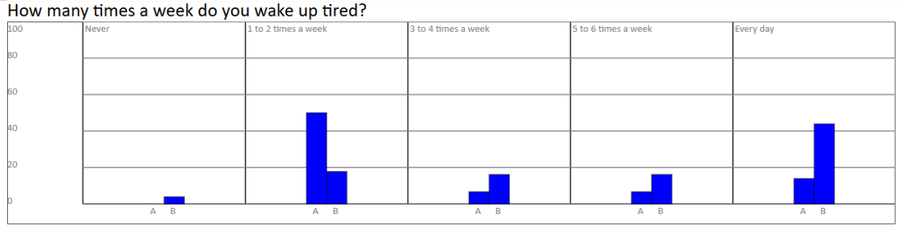
Whole School Attendance

Strategies and Actions:

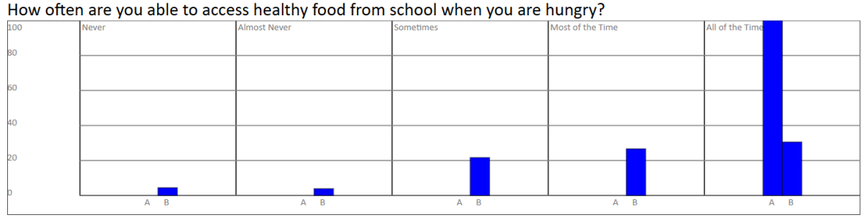
- Ensure each student has a bento box
- Bento Bash at the Welcome Back to School Family Gathering
- No Screens for a week
- PAC host a healthy lunch idea night for parents-involve Health Nurse or Serena
- Do a sugar content display board using sugar cubes
- Newsletter section on healthy food choice ideas (Serena to help)
- Have a monthly smorgasbord for students to choose form to fill up their lunchbox
- PAC to provide healthy hot lunches
- Send home the recipes for the soup meals each week
- Access Serena Caner to do some hands-on cooking with each class
- Introduce the Canada food guide to classes and what is required to be healthy
- Educate students and families on the required hours of sleep for each age group
- Students create a sleep routine
- Picnics once a month, outside or in the gym, to create joy around food

Data to Inform/Support Student Well-Being Goal:

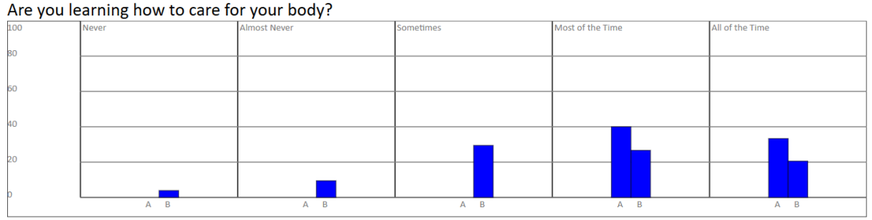
How many times a week do you wake up tired?

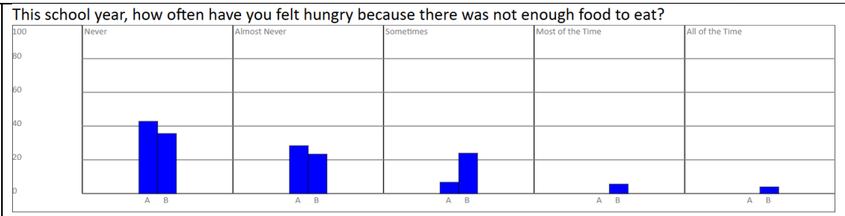


How often are you able to access healthy food from school when you are hungry?



Are you learning how to care for your body?





Grade Four Student Learning Survey Data (A =NCA, B=District)

Data Analysis/Narrative:

*We had parent meeting with one family that was having attendance issues. Together we planned to help overcome the barriers that were making getting to school hard. We saw dramatic improvement.
*We started making phone calls or sent emails to families that were away, letting them know we were missing them. We also outlined the learning that was happening that day. Attendacne, slowly, improved with these families.
*We had our Indigenous Support worker reach out to a family that was struggling with attendance.

Data Analysis/Narrative:

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:

Goal Five-

- ✓ Kindergarten – Grade 3 classes focus on these big ideas:
  - Confidence develops through the process of self-discovery
  - Effective collaboration relies on clear, respectful communication
  - Learning is a lifelong enterprise
  - Everything we learn helps us to develop skills

- ✓ Grade 4 – 6 classes focus on these big ideas:
  - Exploring our strengths and abilities can help us identify our goals
  - Leadership requires listening and respecting the ideas of others
  - Good learning and work habits contribute to short and long term personal and career success

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.

- Continued pro-d sessions on literacy, numeracy, writing and well-being at teachers' discretion
- Teaching staff is aligned with district recommended sessions on all school-based pro-d days

School Learning Plan Consultation Process

Please describe the consultative process with rights holders and stakeholders in the development of this School Learning Plan.

- Staff input and discussion at staff meetings – SLP is a standing agenda item
- Share plan at PAC meeting

• Staff attend Adrienne Gear worksh	• Regular review of our data at staff meetings