



North Canoe Elementary School Learning Plan 2024-2025



School Context:

Weytk. North Canoe Elementary is a small K-5 school with 73 students. Staffing includes four classroom teachers (3.7FTE), a Learning Resources Teacher (0.5FTE), a Literacy Support teacher (0.2FTE), a Music teacher (0.286FTE), a Teacher-Librarian (0.2FTE), an Indigenous Education Worker (13 hrs/week), two Certified Educational Assistants (55 hrs/week), one administrative assistant (35 hrs/week), and one custodian (35 hrs/week). Itinerant staff include a Speech and Language Pathologist, a Counsellor, and an English Language Learning Teacher. The principal is assigned to leadership/administration (0.7FTE) and classroom instruction (0.3FTE).

North Canoe Elementary is located on Secwepemc traditional territory in the community of Canoe, a suburb of Salmon Arm. Twenty-three percent of students identify as Indigenous. Canoe has a close-knit community feel with a vibrant and supportive family base. The population of Canoe is socio-economically very diverse. Housing, for example, ranges from rentals to brand new builds. Canoe is a growing area with several new housing developments in progress.

Strategic Priority: Intellectual Development

Literacy Goal:	Numeracy Goal:
Goal 1 – To improve students’ development in literacy through a focus on writing. Our goal is to have 75% of students able to write proper sentences, sharing thoughts, feelings, ideas, actions, and instructions in written form. Goal 2 – To improve students’ development in literacy through a focus on reading. Our goal is to have 75% of students able to read at an age-appropriate level.	Goal 3 – Critical Concepts: To improve students’ success in numeracy through a focus on critical concepts. Our goal is to have 50% of students be proficient at the critical concepts at their grade level.
Strategies and Actions:	Strategies and Actions:
Goal 1 - Writing - Teacher input and past FSA data were used to determine that writing is a needed growth area - Collaboration time was provided for staff to research the scope and sequence of writing across grades - November 2022-2023 staff meeting, staff discussed the mechanics of writing, mainly conventions. Students are not proficient in expressing a complete thought in writing. Goal is to work on sentence writing: Grade 1/2 classes will use exclamation/question marks to introduce sentences. Grade 3/4/5 classes will work on using a period to end a thought - Staff developed a school wide writing (SWW) goal with assessment timelines in November, February, and June - Teaching staff have scheduled daily instructional time for writing - Teachers will be using the grade appropriate BC Performance Standards Quick Scale rubric for assessment. This will provide data on Meaning, Style, Form, and Conventions. Sentences are an expectation in writing conventions starting in Grade 2 - January 2023-2024 staff meeting, Val Edgell showed staff FSA writing exemplars. Discussion on what attributes constitute proficient writing	Goal 3 - Numeracy - Use of daily and weekly problems at each grade level - Professional development opportunities offered through District - Numeracy supports offered by Doug Smith 60 minutes of daily numeracy instruction per class - SNACC assessment as per district calendar - In 2024-2025, Doug Smith, Numeracy Helping Teacher, will be supporting teachers in analyzing their SNACC results - November 5, 2024, Doug Smith, Numeracy Helping Teacher, will hosting at a math games night to at-home numeracy – Postponed due to lack of family interest.

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

• Data from 2022-2023 school-wide writes was used to establish baseline • Assessment time was provided to review results from each SWW session • September 2024-2025 staff meeting, staff questioned the use of the BC Performance Standard for assessments in November and February. The performance standard is designed to assess student progress in May • September 2024-2025 staff meeting, teachers questioned the SWW as an accurate means of assessing sentence writing. Feeling that students are putting effort into write a passage with meaning and are not focussed on sentence structure Goal 2 - Reading • Guided reading groups in all primary classes • Novel studies in intermediate classes – students able to select ‘best-fit’ literature for their reading level • Literacy Support Teacher @ 0.2FTE • Ongoing PM Benchmark assessments as per district timeline • In 2023-2024, staff combined remedy time to provide 14 days of Tier 2 intervention for students needing reading support	• Critical Concepts by grade: <table><tr><th>Grade</th><th>Critical Concept</th></tr><tr><td>1</td><td>Conservation and partitioning</td></tr><tr><td>2</td><td>Doubles</td></tr><tr><td>3</td><td>Subtraction and problem solving</td></tr><tr><td>4</td><td>Multiplication and problem solving</td></tr><tr><td>5</td><td>Multiplication and problem solving</td></tr></table>	Grade	Critical Concept	1	Conservation and partitioning	2	Doubles	3	Subtraction and problem solving	4	Multiplication and problem solving	5	Multiplication and problem solving																		
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Data to Inform/Support Literacy Goal:	Data to Inform/Support Numeracy Goal:																														
Goal 1 - Writing • Teachers’ anecdotal observations supported by FSA writing data over four years: <table><tr><th>Score</th><th>0</th><th>1</th><th>2</th><th>3</th><th>4</th></tr><tr><td>2020-2021</td><td>0%</td><td>30%</td><td>70%</td><td>0%</td><td>0%</td></tr><tr><td>2019-2020</td><td>0%</td><td>57%</td><td>36%</td><td>7%</td><td>0%</td></tr><tr><td>2018-2019</td><td>18%</td><td>9%</td><td>55%</td><td>18%</td><td>0%</td></tr><tr><td>2017-2018</td><td>0%</td><td>27%</td><td>55%</td><td>18%</td><td>0%</td></tr></table> • Results show that less than 20% of Grade 4 students have been proficient in writing. Most students were either emerging or developing in this area • See Tables A & B for writing data	Score	0	1	2	3	4	2020-2021	0%	30%	70%	0%	0%	2019-2020	0%	57%	36%	7%	0%	2018-2019	18%	9%	55%	18%	0%	2017-2018	0%	27%	55%	18%	0%	Goal 3 – Numeracy • Grade 4 Learning Survey (2020-2021): 54% of students feel they agree/strongly agree they are getting better at math • Grade 4 Learning Survey (2021-2022): 55% of students feel they agree/strongly agree they are getting better at math • Grade 4 Learning Survey (2022-2023): 75% of students feel they agree/strongly agree they are getting better at math
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Goal 2 - Reading • Grade 4 Learning Survey (2020-2021): 90% of students feel they agree/strongly agree they are getting better at reading; 90% feel they agree/strongly agree they are getting better at writing • Grade 4 Learning Survey (2021-2022): 77% of students feel they agree/strongly agree they are getting better at reading; 66% feel they agree/strongly agree they are getting better at writing • Grade 4 Learning Survey (2022-2023): 62% of students feel they agree/strongly agree they are getting better at reading; 49% feel they agree/strongly agree they are getting better at writing																															

Data Analysis/Narrative:	Data Analysis/Nale Crrative:
Writing - Table A - June 2022-2023: 31% increase in students writing sentences 55% of students meeting/exceeding in writing sentences 33% increase in students' overall writing 56% of students meeting/exceeding in overall writing - June 2022-2023: 21% increase in students writing sentences 39% of students meeting/exceeding in writing sentences 23% increase in students' overall writing 46% of students meeting/exceeding in overall writing - It is important to note that the small sample sizes used to collect this data could easily explain the variance in outcomes from year to year - My story – A look at student success: My name is R (Table A) and I am now in Grade 6 at SMS. In Grade 4 (2022-2023), I progressed from an overall writing score of 4 in November to an overall score of 7 by June. My scores dropped over the summer, but through Grade 5 (2023-2024), I progressed again from an overall writing score of 4 to a 10. I am minimally meeting expectations but am on the right track! My name is H and I am in Grade 3 (Table A). In Grade 1 (2022-2023), I progressed from an overall writing score of 5 in November to an amazing score of 12 by June. My scores dropped over the summer, but through Grade 2 (2023-2024), I progressed from an 8 to a 13. I am fully meeting expectations for writing! Reading – Table B - Reading scores have shown continued growth over time our current Grade 5 class starting at 85% proficiency - The 2024-2025 Grade 4 class is at 69%, Grade 3 at 65%, and Grade 2 at 71% - My story – A look at student success: My name is I and I am in Grade 5 (Table B). Although I am still reading below grade level, I have progressed from a PM Benchmark reading level of 7 in Grade 2 (2021-2022) to a 14 in Grade 3 (2022-2023) to 21 in Grade 4 (2023-2024). I have a learning disability am working with all my supports to make even more progress this year! My name is I and I am in Grade 4 (Table B). I was only minimally meeting grade level expectations for reading in Grade 1 (PM 9 in 2021-2022) and Grade 2 (PM 20 in 2022-2023). Last year in Grade 3 (2023-2024), I jumped to a PM Benchmark score of 30 and am now fully meeting expectations!	Numeracy – Table C - June 2021-2022 9% of Grade 1 and Grade 2 students meeting expectations in the SNACC assessment - June 2022-2023 23% of Grade 1, 2, and 3 students meeting expectations in the SNACC assessment - June 2023-2024 7% of Grade 1, 2, 3, and 4 students meeting expectations in the SNACC assessment

My name is J and I am also in Grade 4 (Table B). I am not yet meeting reading expectations. But don't just look at the red - look at the growth I have made over the past three years. I have gone from a PM Benchmark of 0 in Grade 1 (2021-2022) to a 7 in Grade 2 (2022-2023) to a 17 in Grade 3 (2023-2024). I have high anxiety and struggle with the demands of school. If I can continue on this trend, working with my supports, I'll be a reader in Grade 4!																																																																													
Strategic Priority: Human and Social Development					Strategic Priority: Developing a Culture of Well-Being																																																																								
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Goal - To have 85% of students feel connected to two or more adults at school					Goal - To have 85% of students feel supported at school																																																																								
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- In 2023-2024, staff discussed the need to develop a school-wide survey to ask about student wellness - Grade K/1 teacher, Alexa Klassen, developed a survey for data collection at the beginning of the 2024-2025 school year – see Attachment A - Most questions on the survey are from the Satisfaction Survey or the EDI					2023-2024, staff discussed the need to develop a school-wide survey to ask about student well-being - Grade K/1 teacher, Alexa Klassen, developed a survey for data collection at the beginning of the 2024-2025 school year – see Attachment A - Most questions on the survey are from the Satisfaction Survey or the EDI																																																																								
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Strategic Priority: Career Development	
Strategies and Opportunities for Career Development: - 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 – 5 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 - From 2022-2023 Grade 4 Student Survey, 74% of students agree/strongly agree they have an idea of what they want to do when they grow up.	
Resources and Professional Learning - Continued pro-d sessions on literacy, numeracy, and well-being a teachers’ discretion - Teaching staff is aligned with district recommended sessions on all school-based pro-d days - Connect and collaborate with George Richard - Careers Week – November 25th-29th, 2024	School Learning Plan Consultation Process - Staff input and discussion at staff meetings – SLP is a standing agenda item - Share plan at PAC meeting

Table A - Writing Data

2022-2023					2023-2024					
Student	Conventions		Overall		Student	Conventions		Overall		
Grade 5	November	June	November	June	Grade 5	November	June	November	June	
O	3	2	12	9	N		2			
D	3	3	12	12	L			11	11	
K	3	2	12	9	Z		1	4	6	
O	3	4	10	16	N		3			
A	2	2	8	9	S		3	10	11	
V	3	4	12	13	R		1	12	12	
K	1	3	5	12	L		3	4	10	
H	2	4	8	13	S		1	10	10	
C	3	3	11	12	L		3	12	11	
D	3	3	12	11	A		3	8	9	
M	2	2	8	11						
A	2	2	8	9						
H	3	4	12	13						
B	3	3	12	12						
L	2	3	9	12						
Grade 4					Grade 4					
L	1	2	7	8	Talia		3	12	12	
S	2	2	10	10	Q		2	8	11	
R	1	2	4	7	G		4	16	16	
L	2	3	9	12	K		2	10	16	
A	1	2	4	5	O		1	6	10	
Z	1	1	4	8	C		2	11	11	
N	2	3	9	12	I		1	6	6	
S	1	2	5	9	C		1	4	8	
					J		2	6	7	
					N		1	8	9	
					B		1	4	10	
					S		2	8	8	
Grade 3					Grade 3					
I	1	2	4	10	L		2	6	11	
T	2	3	9	12	R		1	4	4	
D	2	2	8	9	F		1	6	6	
C	1	0	5	0	J		1	6	5	
J	2	3	8	12	C		2	10	12	
Q	2	3	8	13	J		3	11	12	
J	2	2	6	9	B		3	10	11	
N	2	2	10	10	F		2	9	10	
J	1	2	4	8	A		2	11	10	
G	3	4	14	16	R		2	9	11	
B	0	3	0	9	W		1	4	4	
K	3	3	12	14	I		1	4	6	
C	2	4	9	16						
S	1	1	4	9						
Grade 2					Grade 2					
L	2	3	8	12	E		2	9	12	
R	1	2	5	8	J		1	4	4	
F	3	3	9	12	H		2	8	11	
C	3	3	12	12	J		1	7	12	
J	2	3	8	12	S		2	8	10	
E	2	3	6	9	W		2	9	12	
A	2	3	9	12	H		1	6	9	
R	2	3	11	12	T		2	8	12	
I	1	2	6	11	C		2	9	12	
A	3	3	12	12	S		2	9	8	
					H		2	8	11	
					H		2	8	13	
					G		1	4	9	
					J		1	4	8	
					V		1	8	10	
					L		1	4	4	
					C		1	4	5	
Grade 1					Grade 1					
H	1	3	5	12	M		3	9	12	
W	2	3	7	12	H		2	6	10	
C	2	3	6	12	C		3	12	12	
H	1	2	5	11	A		1	5	8	
H	1	3	5	12	R		1	4	8	
V	1	3	5	12	H		3	12	12	
L	1	1	5	4	P		2	8	4	
E	3	3	12	12						
J	3	2	8	8						
J	3	2	9	8						
S	1	2	5	10						
M	2	2	8	8						
G	2	3	9	12						
J	1	2	4	8						
C	2	1	6	5						
Z	3	3	9	12						
				123	161	498	661	104	439	540
					31%		33%		21%	23%

Jun-23 55% of strudents fully meeting/exceeding in writing convnventions

56% of students fully meeting exceeding in overall writing

Jun-24 39% of strudents fully meeting/exceeding in writing convnventions

46% of students fully meeting exceeding in overall writing

Table B - PM Benchmark Data

Year	2021-2022	2022-2023	2023-2024	2024-2025
	Grade 3	Grade 4	Grade 5	
N	14	17	17	
L	22	28	28	
Z	5	10	17	
N	24	28	30	
S	30	30	30	
R	24	26	29	
L			22	
S	7	9	10	
C			30	
L	30	30	30	
A	21	30	30	
Proficient	22%	56%	64%	
	Grade 2	Grade 3	Grade 4	Grade 5
T	22	26	30	
D	22	25	30	
Q	18	28	30	
G	30	30	30	
K	28	30	30	
C	29	30	30	
O	20	23	27	
I	7	14	21	
C	23	28	30	
J	20	28	30	
N	20	22	25	
B	22	28	30	
S	21	27	30	
A				
Proficient	54%	77%	85%	
	Grade 1	Grade 2	Grade 3	Grade 4
L	14	23	27	
R	5	7	13	
F	14	24	30	
J	0	7	17	
C	14	23	30	
J	22	30	30	
B	10	23	30	
F	14	18	27	
A	14	23	27	
R	12	21	28	
C	1	14	17	
W			4	
I	9	20	30	
R				
I				
P				
Proficient	50%	50%	69%	
Year	2021-2022	2022-2023	2023-2024	2024-2025
	Grade 1	Grade 2	Grade 3	
E		16	22	
J		1	7	
H		14	22	
J		1	15	
S		13	22	
W		14	22	
H		3	15	
T		14	22	
C		14	25	
S			15	
H		14	25	
H		14	22	
G		4	18	
J		16	22	
V		14	25	
L		3	10	
C		1	3	
Proficient		63%	65%	
		Grade 1	Grade 2	
M			13	
H			13	
C			20	
A			4	
R			13	
H			13	
P			4	
Proficient			71%	
			Grade 1	
V				
E				
O				
A				
F				
L				
M				
I				
E				
A				
D				
R				
L				

Table C - SNACC Data

Year	2021-2022	2022-2023	2023-2024	2024-2025
	Grade 3	Grade 4	Grade 5	
N				
L				
Z				
N				
S				
R				
L				
S				
C				
L				
A				
Proficient	Grade 2	Grade 3	Grade 4	Grade 5
T	EM	PR	EM	
D	EM	DV	EM	
Q	DV	DV	EM	
G	DV	PR	PR	
K	DV	PR	EM	
C	PR	PR	EM	
O	EM	DV	EM	
I	EM	EM	EM	
C				
J	EM	EM	EM	
N	EM	DV	EM	
B	EM	EM	EM	
S	DV	PR	EM	
A				
Proficient	8%	42%	8%	
	Grade 1	Grade 2	Grade 3	Grade 4
L	DV	EM	EM	
R	EM	EM	EM	
F	PR	EM	DV	
J	EM	EM	EM	
C	DV	DV	DV	
J	PR	PR	DV	
B				
F	EM	EM	DV	
A	EM	EM	DV	
R	EM	DV	EM	
C				
W				
I	EM	EM	EM	
R				
I				
P	EM	DV	DV	
Proficient	18%	9%	0%	
	Grade 1	Grade 2	Grade 3	
E		DV	DV	
J		PR	DV	
H		EM	EM	
J		EM	EM	
S		EM	EM	
W		DV	DV	
H		EM	DV	
T		PR	DV	
C		DV	DV	
S				
H		EM	EM	
H		EM	DV	
G		EM	EM	
J		EM	EM	
V		PR	DV	
L		EM	EM	
C		EM	EM	
Proficient		18%	0%	
		Grade 1	Grade 2	
M				
H			EM	
C			EM	
A			PR	
R			EM	
H			PR	
P			EM	
Proficient			33%	
			Grade 1	
V				
E				
O				
A				
F				
L				
M				
I				
E				
A				
D				
R				
L				

How do I feel at North Canoe?

I am happy at North Canoe.



I have at least two adults that care about me at North Canoe



I have at least two adults at school that listen to me.



I feel like I belong at North Canoe.



I feel safe at North Canoe.



If I have a problem at school, I can ask an adult for help.



Adults treat all students fairly at North Canoe.



I follow SPARK expectations at North Canoe.



If you feel comfortable, please share who your safe adults are: