



North Canoe Elementary School Learning Plan 2023-2024



School Context:

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

North Canoe Elementary is a small K-5 school with 75 students and 17 full-time and itinerant staff. We are located on Secwepemc traditional territory in the community of Canoe, a suburb of Salmon Arm. Nineteen 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 built homes. Canoe is a growing area with several new developments in progress.

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:

To improve students' development in literacy through a focus on writing. Our focus is to have students improve on their ability to write a sentence - sharing thoughts, feeling, actions, or instructions in written form.

The assessment tool we are using is the BC Performance Standards. While the BC Performance Standards for writing start in Grade 1, sentences, identified under writing conventions, are first mentioned for Grade 2.

Numeracy Goal:

To improve students' success in numeracy through a focus on critical concepts.

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Learning Plan 2023-2024

<p>To improve students’ development in literacy through a focus on reading.</p>	
<p>Strategies and Actions:</p>	<p>Strategies and Actions:</p>
<p>Writing</p> <ul style="list-style-type: none"> • Teacher input and past 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 • Staff developed a school wide writing (SWW) goal with assessment timelines in November, February, and June • Teaching staff have scheduled instruction time for writing • 2022-2023 data was used to establish writing baseline • Assessment time provided in November, February, June to review results from each SWW session <p>Reading</p> <ul style="list-style-type: none"> • 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 @ 30% 	<ul style="list-style-type: none"> • Use of daily and weekly problems at each grade level • Professional development opportunities offered through District • Numeracy supports offered by Doug Smith • 60 minutes numeracy times scheduled per class daily • SNACC assessment as per district calendar

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Learning Plan 2023-2024

- In 2023-2024, staff combined remedy time to provide 14 days of Tier 2 intervention for students needing reading support

Data to Inform/Support Literacy Goal:

Teachers' anecdotal observations are supported by FSA writing data over four years:

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%

Results show that <20% of Grade 4 students have been proficient in writing. Most students were either emerging or developing in this area.

November 2022. At a staff meeting we 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.

Data to Inform/Support Numeracy Goal:

Grade	Critical Concept
1	Conservation and partitioning
2	Doubles
3	Subtraction and problem solving
4	Subtraction and problem solving
5	Arrays, multiplication, and problem solving

Each grade level has its own critical concept that can be a focus for instruction.

November 2022. Goal is to focus on critical concepts. Data will track Grade 3 and 4 subtraction skills and Grade 3,4, and 5 problem solving skills as a measure of overall student success.

From 2020-2021 Grade 4 Learning Survey: 54% of students feel they agree/strongly agree they are getting better at math.

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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. Staff meeting w/ Val Edgell. Staff looked at FSA writing exemplars. Discussion on what attributes constitute proficient writing.

Ongoing PM Benchmark assessments as per district timeline. Additional assessments for students receiving tier 2 reading intervention.

From the 2020-2021 Grade 4 Learning Survey: 90% of students feel they agree/strongly agree they are get better at reading; 90% feel they agree/strongly agree they are get better at writing.

From 2021-2022 Grade 4 Learning Survey: 77% of students feel they agree/strongly agree they are getting better at reading; 66% feel they agree/strongly agree they are get better at writing.

From 2021-2022 Grade 4 Learning Survey: 55% of students feel they agree/strongly agree they are getting better at math.

From 2022-2023 Grade 4 Learning Survey: 75% of students feel they agree/strongly agree they are getting better at math.

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From 2022-2023 Grade 4 Learning Survey: 62% of students feel they agree/strongly agree they are get better at reading; 49% feel they agree/strongly agree they are get better at writing.

Data Analysis/Narrative:

Table showing % of Students Proficient or Extending in Writing Conventions (2022-2023).

Grade	November	February	June
1	25%	50%	50%
2	13%	60%	69%
3	15%	27%	53%
4	0%	0%	29%
5	58%	31%	75%
Overall	22%	34%	55%

Continued growth throughout the year! Learning happens when there is a focussed learning outcome.

Table showing % of Students Proficient or Extending in Writing Conventions (2023-2024).

Grade	November	February	June

Data Analysis/Narrative:

% of Student Proficiency

	Grade 3 Subtraction	Grade 4 Subtraction	Grade 3 S/A	Grade 4 S/A	Grade 5 S/A
2023-24 Fall	0%	67%	45%	83%	0%
2022-23 Spring	54%	0%	92%	44%	
2022-23 Fall	15%	11%	77%	78%	
2021-22 Spring	11%		78%	33%	
2021-22 Fall	0%		62%		
Overall	16%	26%	44%	54%	0%

Grade 5 Level B Multiplication 0%

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1	43%	67%	
2	0%	29%	
3	17%	40%	
4	20%	45%	
5	57%	22%	
Overall	27%	41%	

Significant drop in proficiency (55% school average to 27% school average) from June 2023 to November 2023. By February assessment, school average still 14% below June 2023.

The small sample sizes used to collect this data could easily explain the discrepancy. Solid growth from November 2023 to February 2024 (+14% school average).

% Students Proficient or Extending in PM Benchmarks

2023-2024	2022-2023	2021-2022
64%	62%	42%

Strategic Priority: Human and Social Development

Strategic Priority: Developing a Culture of Well-Being

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<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>Sense of Belonging Goal:</p>	<p>Student Well-Being Goal:</p>
<p>To have 100% of students feel connected to two or more adults at school.</p>	<p>To have 100% of students feel supported at school.</p>
<p>Strategies and Actions:</p>	<p>Strategies and Actions:</p>
<ul style="list-style-type: none"> 2023-2024. Staff provided with time to develop a school-wide survey to ask about student wellness 	<ul style="list-style-type: none"> 2023-2024. Staff provided with time to develop a school-wide survey to ask about student well-being
<p>Data to Inform/Support Sense of Belonging Goal:</p>	<p>Data to Inform/Support Student Well-Being Goal:</p>
<p>Data from Grade 4 Student Learning Survey:</p>	<p>Data from Grade 4 Student Learning Survey:</p>

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% of Students who Agree/Strongly Agree				% of Students who Agree/Strongly Agree			
	2020-2021	2021-2022	2022-2023		2020-2021	2021-2022	2022-2023
Do 4 or more adults many adults care about you at school?	54%	55%	87%	Do adults in the school treat all students fairly?	63%	88%	87%
I am happy at my school.	81%	22%	87%	If you have a problem, can you get the help you need from adults at your school?	90%	66%	87%
Do you feel welcome at your school?	72%	66%	87%	I know how my school expects me to behave.	90%	77%	87%
				Do you feel safe at school?	90%	66%	87%
Data Analysis/Narrative:				Data Analysis/Narrative:			
Data from the Student Learning Survey is based on Grade 4 input. The number of Grade 4 students at NCA does not allow for the data set to be accurate. For example, in 2023-2024 there are 13 Grade 4 students. Each student, therefore, represents 7% of respondents. The fluctuation this creates, makes the data unreliable.				Data from the Student Learning Survey is based on Grade 4 input. The number of Grade 4 students at NCA does not allow for the data set to be accurate. For example, in 2023-2024 there are 13 Grade 4 students. Each student, therefore, represents 7% of respondents. The fluctuation this creates, makes the data unreliable.			

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.*

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- 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:

Big Idea - Effective collaboration relies on clear, respectful communication.

Curricular Competency – Work respectfully and constructively with others to achieve common goals. Students have been using problem-solving and decision-making strategies.

Curricular Competency – Set and achieve realistic learning goals for themselves. Students have been introduced to goal-setting strategies and have an academic and social goal that is reviewed each term.

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

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.