

Armstrong Elementary

School Learning Plan 2024-25



School Context:

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

Armstrong Elementary (AES) is one of two elementary schools that serves the community of Armstrong BC and rural township of Spallumcheen. Armstrong is the village centre of the farms and forests of the Spallumcheen valley at the southernmost point of the Shuswap. Our school population includes 265 K-5 students, of which 16% identify as Indigenous students and 12% students with designated diverse needs. Armstrong Elementary School was initially known as the “Armstrong Spallumcheen Consolidated School” and is built on the traditional and unceded territories of the Secwepemc and Syilx people. When it opened in 1921, it was the first school in the province to be constructed as a central school. Armstrong Elementary School fills a special place in the City of Armstrong as numerous present students have parents and grandparents who were students here. The mission of Armstrong Elementary School is to provide a positive and mutually respectful environment which encourages all learners to strive for personal excellence, responsible citizenship, and lifelong learning.

Strategic Priority: Intellectual Development

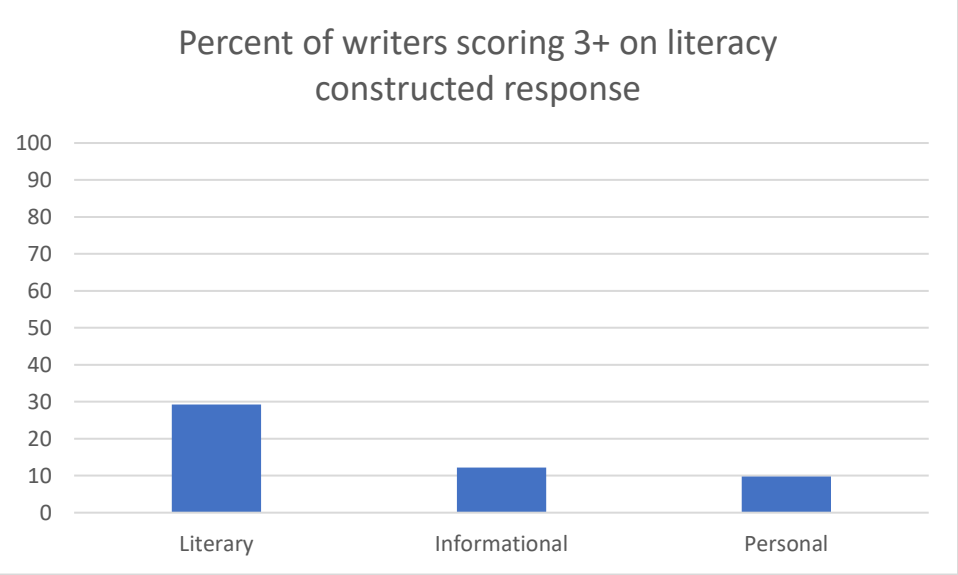
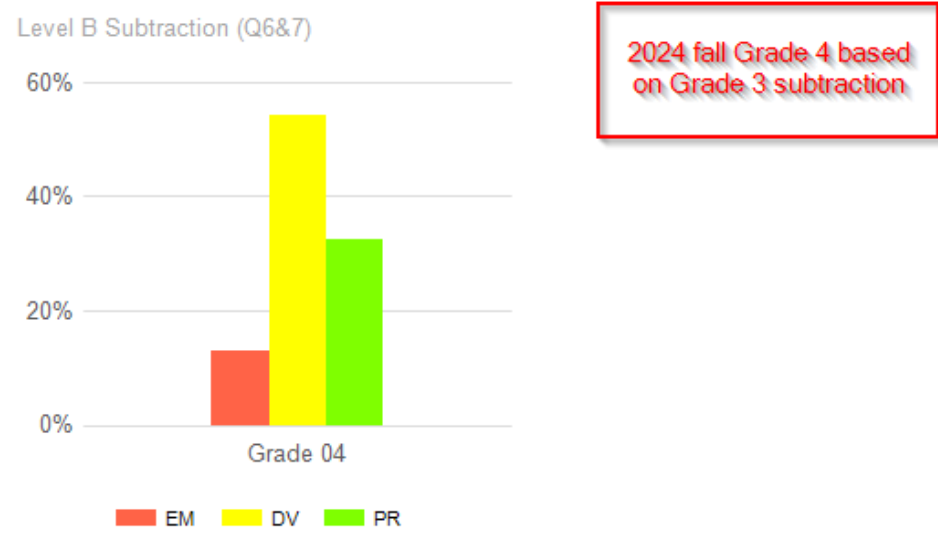
- In the School Learning Plan, the **Intellectual Development** goals must be connected to the School District No. 83 Strategic Priority goal – *Each student will develop their literacy skills, numeracy skills, and competencies to become their most capable self.*
- Goals must be specific, measurable, 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 Reading Assessments...

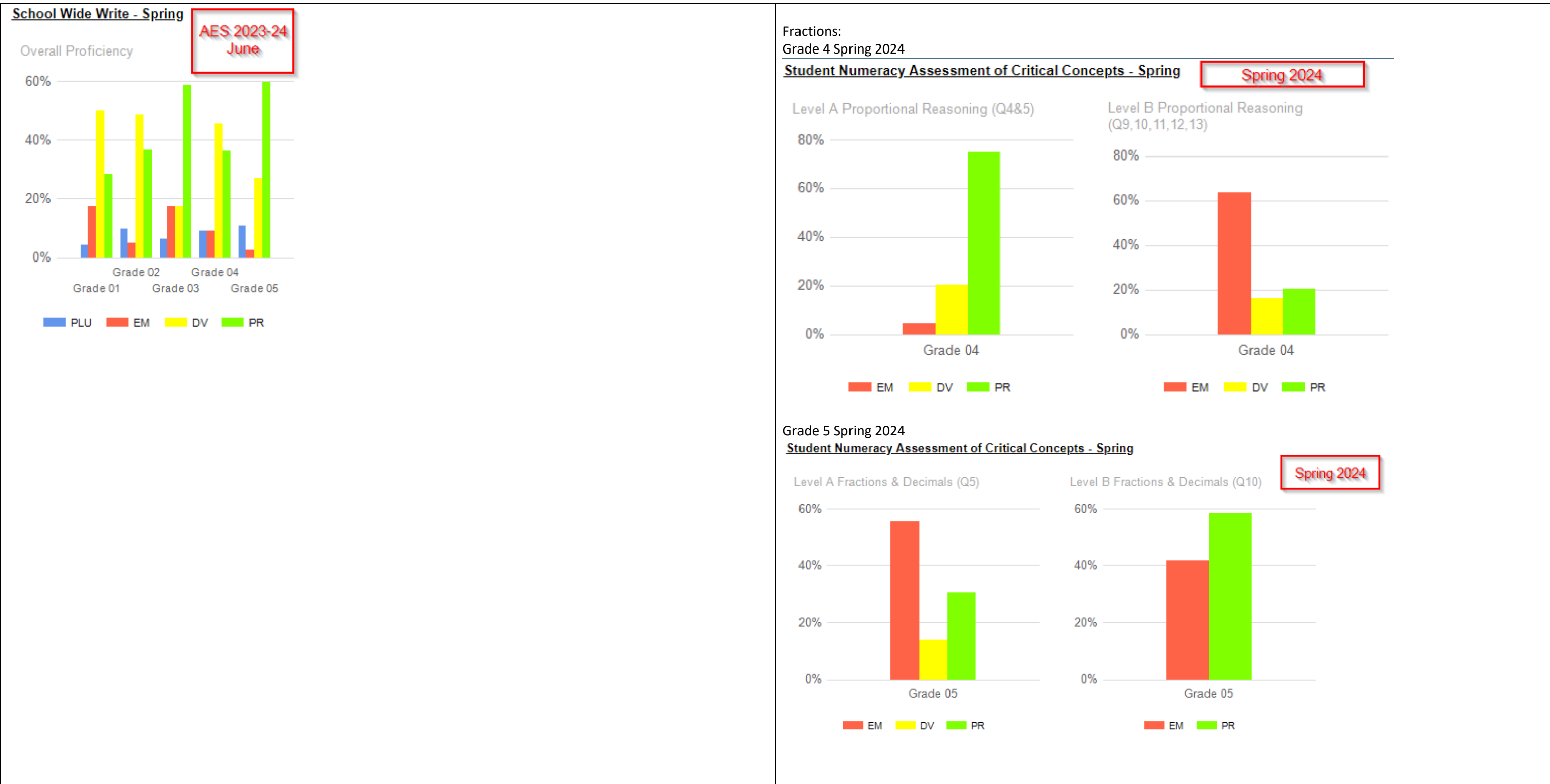
Literacy Goal:	Numeracy Goal:
To improve student writing. 70% of students will be “proficient” at writing as measured by SWW and Summary of Learning proficiency levels.	To improve student ability in numeracy critical concepts and in the application of numeracy skills through problem solving. 80% of students will be able to solve the daily math problems as measured by in class assessment as well as SNACC Level C data. 70% of students will demonstrate proficiency with subtraction with or without regrouping by the end of grade 3. 80% of grade 4/5 students will be developing or proficient with fractions as measured by the spring SNACC
Strategies and Actions:	Strategies and Actions:
Literacy instruction will be a minimum of 120 minutes per day in all classrooms. Writing: • Administer School Wide Write in Fall (optional- mandatory for new students) and Spring • Focus on providing evidence to support a statement or opinion • Select a small number of graphic organizers that we agree on to use consistently throughout school • Monthly newsletters: give a tip or an activity for parents each month to help develop their child’s written communication	• SNACC results: Level C for Strategy and Correct Answer • Participate in daily and weekly problem solving in every classroom. • Problems of the month distributed and followed up at month end assembly: school wide competition to become problem solvers. • Emphasis on lessons building around the Comprehensive Numeracy Framework • Staff meeting focus on building problem solving strategies • Monthly parent newsletter contains a numeracy skill or game for parents to use to support learning at home • Small group pull out math intervention for grade 5’s who scored “0” on fractions on the fall SNACC • Small group intervention with LRT’s and Indigenous support teacher for basic facts • Starting in Sept 2024 there will be a grade 5 preview group for math meeting 3 x per week. • School wide math afternoons will be scheduled 3x year where families are invited in to play math games

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

	- PAC is sponsoring a parent math workshop in January 2025 with John and Jane Felling from Box Cars and One Eyed jacks - AES will offer a family math night where families come together to play math games in the evening.																
Data to Inform/Support Literacy Goal:	Data to Inform/Support Numeracy Goal:																
Currently there is no data from previous years that is specific to the writing goal. Baseline data will be collected in June 2024 using the School Wide Write criteria and entered into EDPlan Insight. Grade 4 FSA Data: Literacy Constructed Response questions- based on raw data Percent of writers scoring 3+ on literacy constructed response <table border="1"><thead><tr><th>Category</th><th>Percent of writers scoring 3+</th></tr></thead><tbody><tr><td>Literary</td><td>30</td></tr><tr><td>Informational</td><td>12</td></tr><tr><td>Personal</td><td>10</td></tr></tbody></table> AES School Wide Write Overall Proficiency June 2024	Category	Percent of writers scoring 3+	Literary	30	Informational	12	Personal	10	Subtraction: <u>Student Numeracy Assessment of Critical Concepts - Fall</u> Level B Subtraction (Q6&7)  2024 fall Grade 4 based on Grade 3 subtraction <table border="1"><thead><tr><th>Category</th><th>Percent</th></tr></thead><tbody><tr><td>EM</td><td>12</td></tr><tr><td>DV</td><td>55</td></tr><tr><td>PR</td><td>32</td></tr></tbody></table>	Category	Percent	EM	12	DV	55	PR	32
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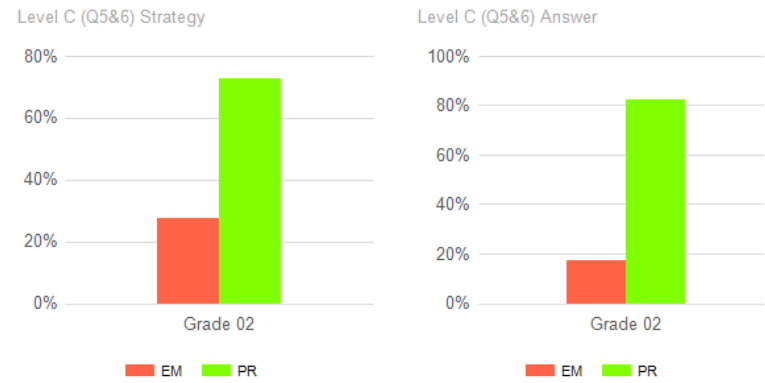


Problem solving by Grade: Since problem solving involves both having a strategy that is viable, and the ability to carry that strategy through to a correct answer, we have broken down the data into “strategy” and “answer”. Strategy indicates a strategy was selected that, if followed through, would lead to a reasonable answer.

Current grade 3 students (measured as end of Gr 2 students in April 2024)

Student Numeracy Assessment of Critical Concepts - Spring

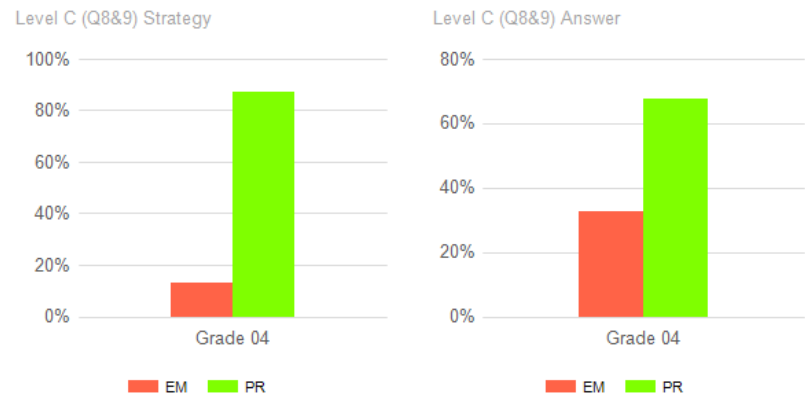
end of Gr 2 April 2024



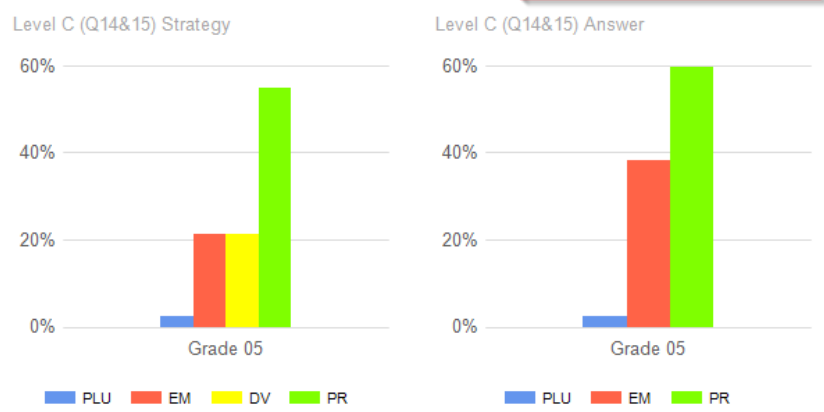
Current gr 4 students

Student Numeracy Assessment of Critical Concepts - Fall

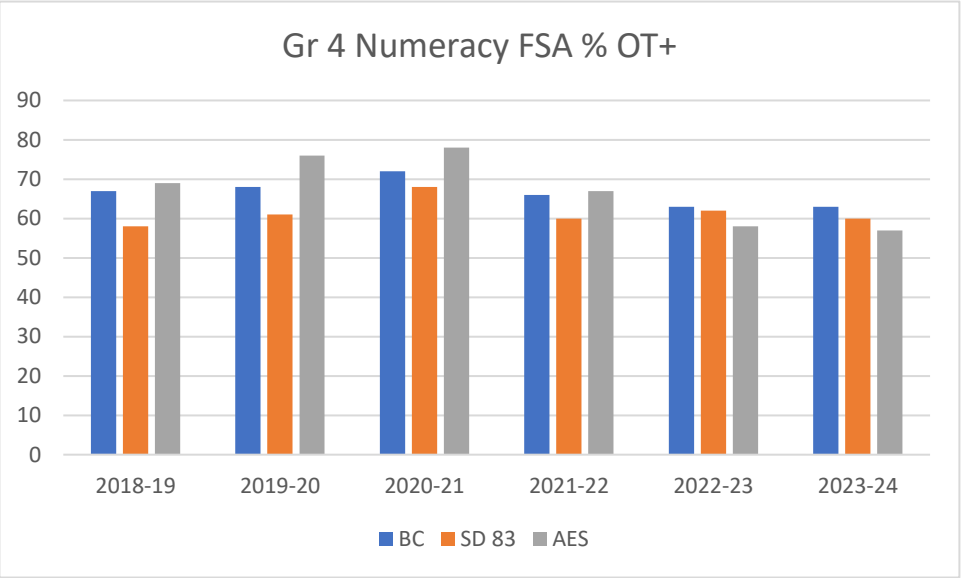
Gr 4 2024 fall



Current gr 5 problem solving
Student Numeracy Assessment of Critical Concepts - Fall Gr 5 Fall 2024



Grade 4 FSA: Numeracy over time at AES



	Overall Proficiency as indicated by the Summary of Learning in June 2024 Numeracy - NU AES Final Summary of Learning Proficiency June 2024 <table><tr><th>Grade</th><th>EMG</th><th>DEV</th><th>EXT, PRF</th></tr><tr><td>Kindergarten FT</td><td>2%</td><td>10%</td><td>85%</td></tr><tr><td>Grade 01</td><td>5%</td><td>25%</td><td>65%</td></tr><tr><td>Grade 02</td><td>5%</td><td>30%</td><td>60%</td></tr><tr><td>Grade 03</td><td>2%</td><td>20%</td><td>75%</td></tr><tr><td>Grade 04</td><td>8%</td><td>35%</td><td>55%</td></tr><tr><td>Grade 05</td><td>2%</td><td>30%</td><td>65%</td></tr></table> SNACC data by grade is provided in Appendix A.	Grade	EMG	DEV	EXT, PRF	Kindergarten FT	2%	10%	85%	Grade 01	5%	25%	65%	Grade 02	5%	30%	60%	Grade 03	2%	20%	75%	Grade 04	8%	35%	55%	Grade 05	2%	30%	65%
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Data Analysis/Narrative: - Less than 30% of Grade 4 writers scored 3+ (On track or extending) on the constructed response questions on the grade 4 FSA in the fall of 2023 - FSA raw scores from the fall of 2023 show grade 4’s had an average score of <2 on all three written responses on the FSA. When we analyzed the student’s responses we found that students were not supporting their opinions with evidence, and also struggled to answer the specific question being asked. This information has been discussed at staff meetings and was also supported by our school wide write results. As a result, the monthly writing tips in the newsletter have been designed around strengthening the ability to stay on topic and provide evidence. - Less than 60% of students at every grade were considered “Proficient”+ on the School Wide Write. - Less than 70% of students answered the full question. - The most problematic area for students was providing evidence to support their opinion or fact. This will be a focus for 2024-25.	Data Analysis/Narrative: - SNACC data for intermediate grades in the fall indicate a significant number of students “Emerging” or “Developing” in their understanding of critical concepts in math - Fractions and decimals are particularly difficult for a number of grade 5 students as evidenced by SNACC results, and an intervention group was created and taught by the principal. - With the exception of Kindergarten, fewer than 80% of students received a Proficient or Extending proficiency level on their Summary of learning in June 2024. This, coupled with SNACC results, indicates a concerning level of proficiency with grade level curricula. - Grade 4 FSA shows a decline in the % of AES students achieving On Track or Extending over the past 3 years. Whereas AES was above the SD83 average for the previous four years, the last two years have been below the district average. This is true as well in comparison to the provincial average. This decline is a concern as all students have had similar challenges through the pandemic, and our students have slipped more in comparison. - SNACC data for intermediate grades in the fall indicate a significant number of students “Emerging” or “Developing” in their understanding of critical concepts in math - Fractions and decimals are particularly difficult for a number of grade 5 students as evidenced by SNACC results, and an intervention group was created taught by the principal - Problem solving: Grade 4: while over 80% of students had a viable strategy to solve the problem, less than 70% of students actually got the correct answer. This supports a hypothesis that basic math skills are weak. At the gr 5 level fewer than 60% had a strategy OR the correct answer.																												
Strategic Priority: Human and Social Development	Strategic Priority: Developing a Culture of Well-Being																												

- 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.	- 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:
100% of students at AES will feel connected to two or more adults in the building.	Baseline data to be collected to establish a goal regarding resilience of students, both academically with a growth mindset, and also the ability to handle disappointment when obstacles are encountered or things don’t go the way they would have hoped.
Strategies and Actions:	Strategies and Actions:
- Principal meets the school buses each morning to welcome students off the bus and to school for the day - Leadership opportunities for grade 4/5 students - Counsellor referrals for checkins with students with attachment injuries - Buddy classes to establish peer relationships within the school	- Friendship groups with students who are demonstrating difficulties coping with the intricacies of interpersonal relationships: LRT and Counsellor - Discipline model for solving problems to reflect building resilience - Theme of handling disappointment woven throughout year
Data to Inform/Support Sense of Belonging Goal:	Data to Inform/Support Student Well-Being Goal:
SLS from 2024 81% of students responded positively to “how many adults care about you at the school” compared with 68% of the Gr 4 respondents in BC and 67% of SD83 students. Baseline data will be gathered in fall 2025 in School Wide Survey - Student learning survey grade 4 - School wide survey in May 2024	In the fall of 2024 staff will review and select how they will collect data at classroom level.
Data Analysis/Narrative:	Data Analysis/Narrative:
Data to be added once SLS 2024 is completed	Baseline data will be collected in 2024-2025 school year
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 – <i>Each student will develop the skills and competencies to be successful in a career pathway of their choice.</i> - 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:	

- Communication skills: connected to the writing goal and oral language
- Academic skills: to support a meaningful Dogwood graduation to leave all doors open for students
- Goal setting: students will develop the skills to accurately self-assess where they are at in their learning and set a reasonable goal for themselves
- Visible learning strategies incorporated into all classrooms

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.

Literacy and Numeracy goals are discussed at each of the monthly staff meetings. This work forms at least half of the time spent in staff meetings.

Pro D offerings for School-based days are focused around student learning, and in relation to the stated school goals.

Expressive Writing program is/was specifically piloted during the 2023-2024 school year to address our writing goal. Results of the Expressive writing program were promising and will be continued in 2024-2025 on an expanded basis.

School Learning Plan Consultation Process

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

Learning Plan goals are the first items on every staff meeting agenda. Strategies are shared, discussed and followed up during the month.

PAC meetings are held monthly and school goals are discussed at each meeting.

Principal provides report after each pro D day to PAC at meetings as well as in the monthly newsletter to talk about what staff were learning about at the pro D day and how it relates to our goals.