Armstrong Elementary
School Learning Plan 2026-2027



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 about 260 K-5 students, of which 17% identify as Indigenous Ancestry 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.
Given the SD83 value of Equity, specific information related to the performance of AES students of Indigenous ancestry, as priority learners, in Literacy and Numeracy, as well as perceptions of wellness and belonging has been included.

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, Non-Fiction Reading Assessments…

Literacy Goal:	Numeracy Goal:
To improve student writing with the following areas of focus: Kindergarten: Tell about/Draw about/ Letter-sound correspondence Grade 1: "brave" spelling and idea development Grade 2/3: Sentence fluency Grade 4/5: Organization To build stamina for writing across the grades. 70% of students will be "proficient" at writing as measured by Spring SWW and Summary of Learning proficiency levels. Moving towards this goal, we will review student growth over time (track students moving from Emerging to Developing and Developing to Proficient).	To improve student ability in numeracy critical concepts and in the application of numeracy skills through problem solving. 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. 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.
Strategies and Actions:	**Strategies and Actions:**
Literacy instruction/learning time will be a minimum of 90-120 minutes per day in all classrooms. Writing: • Administer School Wide Write in Fall and Spring to track growth over time and help identify areas of success and challenge • Dedicate collaboration time for reviewing student writing at staff meetings to identify areas of challenge and growth for students, as well as strategies to support next steps	• Numeracy instruction/learning time will be at least 60 minutes per day. • Participate in daily and weekly problem solving in every classroom through use of district resources • Problems of the month distributed and followed up at month end assembly: school wide competition to become problem solvers every second month. • Emphasis on lessons building around the Comprehensive Numeracy Framework • Monthly parent newsletter contains a numeracy skill or game for parents to use to support learning at home

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*

- Explicit teaching of writing across the grades
- Opportunities for differentiation and student voice in writing
- Focus on providing evidence to support a statement or opinion
- Student voice/choice during independent writing
- Continue to use the “hamburger” as a graphic organizer to support students learning to organize their ideas
- Staff are provided with writing exemplars/samples to support growth in writing
- UFLI and Heggerty in primary classes with LST support in these areas
- “Secret Stories” phonics program
- Monthly newsletters: give a tip or an activity for parents each month to help develop their child’s written communication
- Class-wide use of Expressive writing in intermediate classes (level 2 now available as well)
- “Writing Thinkers” school-wide writing challenge every second month and recognition at Celebration of Learning assemblies
- Literacy support for target students K-2 with the LST-supported interventions and for gr. 3-5 with LRT-supported interventions. Subscriptions to Read Naturally and Read Live.
- In-class support from IEW for students of Indigenous Ancestry
- Literacy Alliance of the Shuswap Society (LASS) one-to-one reading support for readers in grades 2-4 who would benefit from extra time and focused practice
- ORL Summer Reading program information provided in June to students/families
- Summer Slide Literacy program (provided by LASS) for selected students in gr. 1-3 who could benefit from this support

- Small group pull out math intervention for grade 4 students who were not proficient in subtraction on the fall SNACC
- grade 5 intervention/preview group for math
- In-class support from IEW for students of Indigenous Ancestry
- Mathletics for intermediate students

Data to Inform/Support Literacy Goal:

Writing data will be collected through school-wide writes, as well as classroom-based assessments, and qualitative sources such as student work samples and teacher observations which help inform the Written Learning Updates.

This data will be used to monitor student progress and to guide instruction across grade levels.
Written Learning Update Data from 2025-2026

Kindergarten: Writing, Speaking, Representing

Term 1:

	All Schools	Armstrong Elem - Armstrong
EMG	8.01%	14.63%
DEV	25.41%	21.95%
PRF	62.98%	58.54%
EXT	3.59%	4.88%

Term 3:

Literacy - LI

	All Schools	Armstrong Elem - Armstrong
PLU	0.27%	
EMG	9.57%	
DEV	28.19%	31.71%
PRF	53.72%	65.85%
EXT	8.24%	2.44%

Term 3 Indigenous Ancestry K students:

Literacy - LI

	All Schools	Armstrong Elem - Armstrong
PLU	1.61%	
EMG	11.29%	
DEV	27.42%	42.86%
PRF	48.39%	57.14%
EXT	11.29%	

Data to Inform/Support Numeracy Goal:

Goal: 70% of students will demonstrate proficiency with subtraction with or without regrouping by the end of gr. 3

Subtraction Grade 3 Spring 2026:

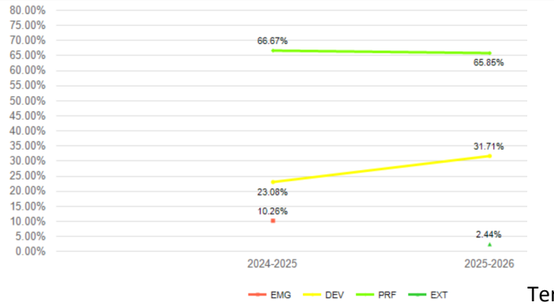
	All Schools	Armstrong Elem - Armstrong
PLU	26.94%	4.08%
EM	12.93%	16.33%
DV	30.39%	28.57%
PR	29.74%	51.02%

Subtraction Grade 3 Spring 2025:

We did not meet the goal of 70% of students being proficient in subtraction by the spring of grade 3 although there is a growth trend from the previous year. Fall results will be used to see how much was retained from the gains made in May and June 2026.

79% of grade 3 students are proficient or developing.

Fall SNACC data shows that 40% of grade 4 students are proficient at solving subtraction questions. This shows that there has been some “summer slide” from the Spring SNACC.



Term 3 trends

Grade 1: Writing, Speaking, Representing

Term 1:

Literacy - LI

	All Schools	Armstrong Elem - Armstrong
PLU	0.56%	
EMG	15.56%	12.20%
DEV	33.89%	48.78%
PRF	44.72%	36.59%
EXT	5.28%	2.44%

Term 3:

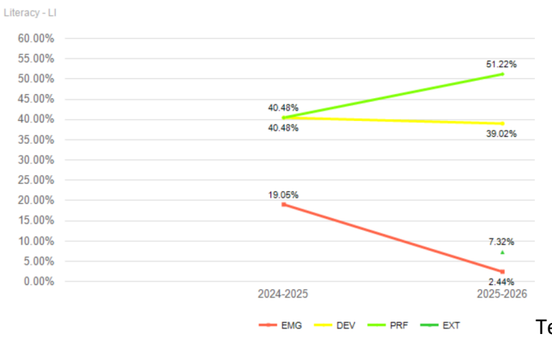
Literacy - LI

	All Schools	Armstrong Elem - Armstrong
EMG	12.26%	2.44%
DEV	27.25%	39.02%
PRF	52.86%	51.22%
EXT	7.63%	7.32%

Term 3 Indigenous Ancestry Gr. 1 students:

Literacy - LI

	All Schools	Armstrong Elem - Armstrong
EMG	22.22%	12.50%
DEV	31.94%	62.50%
PRF	40.28%	12.50%
EXT	5.56%	12.50%



Term 3 trends

Grade 2: Writing, Speaking, Representing

Term 1:

Term 3:

Term 3 Indigenous Ancestry Gr. 2 students:

	All Schools	Armstrong Elem - Armstrong
EM	19.14%	18.18%
DV	38.68%	43.18%
PR	42.18%	38.64%

Grade 4 Subtraction questions (gr. 3 SNACC assessment) Fall 2026

	All Schools	Armstrong Elem - Armstrong
PLU	25.00%	10.00%
EM	16.74%	22.00%
DV	35.95%	28.00%
PR	22.31%	40.00%

Goal: 80% of grade 4/5 students will be developing or proficient with fractions as measured by the spring SNACC

Grade 5 Proportional reasoning SNACC (gr. 4 SNACC assessment) Fall 2026

Level A Proportional Reasoning (Q4 &5)

	All Schools	Armstrong Elem - Armstrong
PLU	19.30%	2.04%
EM	7.99%	4.08%
DV	17.15%	24.49%
PR	55.56%	69.39%

Level B Proportional Reasoning (Q9-13)

	All Schools	Armstrong Elem - Armstrong
PLU	19.69%	2.04%
EM	62.38%	73.47%
DV	8.77%	8.16%
PR	9.16%	16.33%

93% of Gr. 5s are Prf or Dev with level A proportional reasoning.

Literacy - LI

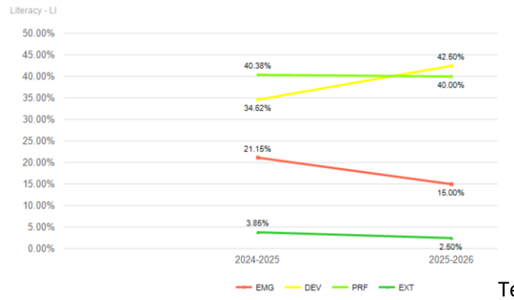
	All Schools	Armstrong Elem - Armstrong
PLU	0.12%	
EMG	24.23%	32.93%
DEV	23.12%	25.61%
PRF	43.54%	39.02%
EXT	8.98%	2.44%

Literacy - LI

	All Schools	Armstrong Elem - Armstrong
EMG	16.06%	15.00%
DEV	31.63%	42.50%
PRF	48.91%	40.00%
EXT	3.41%	2.50%

Literacy - LI

	All Schools	Armstrong Elem - Armstrong
EMG	15.38%	16.67%
DEV	33.33%	16.67%
PRF	47.44%	66.67%
EXT	3.85%	



Term 3 trends

Grade 3: Writing, Speaking, Representing

Term 1:

Literacy - LI

	All Schools	Armstrong Elem - Armstrong
EMG	17.84%	28.57%
DEV	27.89%	36.73%
PRF	44.47%	21.43%
EXT	9.80%	13.27%

Term 3:

Literacy - LI

	All Schools	Armstrong Elem - Armstrong
PLU	0.50%	
EMG	14.11%	18.37%
DEV	36.63%	53.06%
PRF	45.05%	20.41%
EXT	3.71%	8.16%

Term 3 Indigenous Ancestry Gr. 3 students:

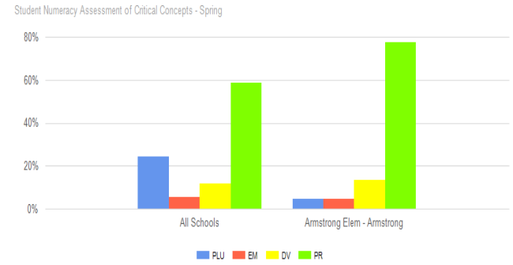
Literacy - LI

	All Schools	Armstrong Elem - Armstrong
EMG	24.14%	50.00%
DEV	40.23%	37.50%
PRF	35.63%	12.50%

24% of Gr. 5s are Prf or Dev with level B proportional reasoning.

Grade 4 Proportional reasoning SNACC Spring 2026

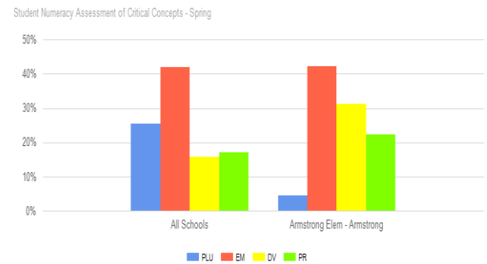
Level A Proportional Reasoning (Q 4&5)



	All Schools	Armstrong Elem - Armstrong
PLU	24.16%	4.44%
EM	5.54%	4.44%
DV	11.68%	13.33%
PR	58.61%	77.78%

91% of gr. 4 are Dev or Prf with level A proportional reasoning

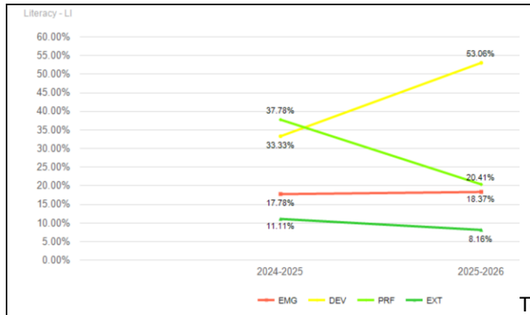
Level B Proportional Reasoning (Q9-13)



	All Schools	Armstrong Elem - Armstrong
PLU	25.35%	4.44%
EM	41.98%	42.22%
DV	15.64%	31.11%
PR	17.03%	22.22%

53% of gr. 4 are Dev or Prf with level B proportional reasoning

There will be time spent on learning this concept at the gr. 4/5 level throughout the 2026-2027 year. While gains were made last year, there has been some “summer slide” for some Grade 5s. We will target Grade 5 students who were part of the Spring 2026 grade 4 cohort that would benefit from intervention support to better understand proportional reasoning concepts.



Term 3 trends

Grade 4: Writing, Speaking, Representing

Term 1:

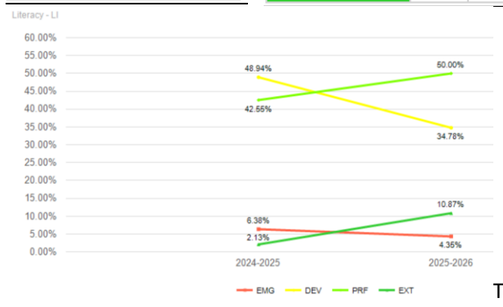
	All Schools	Armstrong Elem - Armstrong
PLU	0.45%	
EMG	12.81%	8.14%
DEV	32.58%	33.72%
PRF	45.06%	43.02%
EXT	9.10%	15.12%

Term 3:

	All Schools	Armstrong Elem - Armstrong
EMG	11.33%	4.35%
DEV	36.44%	34.78%
PRF	46.00%	50.00%
EXT	6.22%	10.87%

Term 3 Indigenous Ancestry Gr. 4 students:

	All Schools	Armstrong Elem - Armstrong
EMG	19.51%	
DEV	40.24%	33.33%
PRF	39.02%	66.67%
EXT	1.22%	



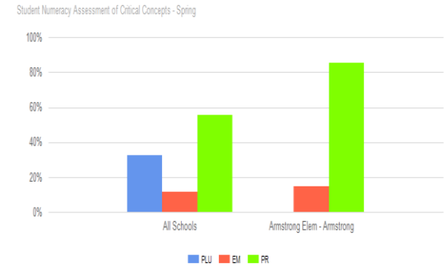
Term 3 trends

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.

Goal: 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.

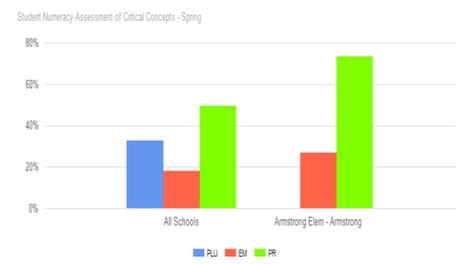
Grade 2 students Spring 2026

Strategy (Q 5&6)



	All Schools	Armstrong Elem - Armstrong
PLU	32.69%	
EM	11.75%	14.63%
PR	55.56%	85.37%

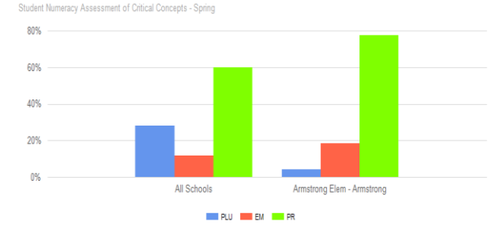
Answer (Q 5&6)



	All Schools	Armstrong Elem - Armstrong
PLU	32.69%	
EM	17.95%	26.83%
PR	49.36%	73.17%

Grade 3 students Spring 2026

Strategy (Q 8&9)



	All Schools	Armstrong Elem - Armstrong
PLU	28.23%	4.08%
EM	11.64%	18.37%
PR	60.13%	77.55%

Grade 5: Writing, Speaking, Representing

Term 1:

Literacy - LI

	All Schools	Armstrong Elem - Armstrong
PLU	0.11%	
EMG	7.22%	4.26%
DEV	29.32%	34.04%
PRF	57.00%	52.13%
EXT	6.35%	9.57%

Term 3:

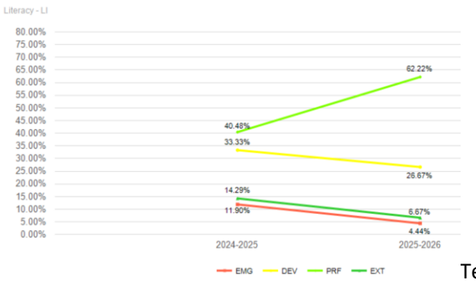
Literacy - LI

	All Schools	Armstrong Elem - Armstrong
PLU	0.86%	
EMG	4.50%	4.44%
DEV	31.48%	26.67%
PRF	54.60%	62.22%
EXT	8.57%	6.67%

Term 3 Indigenous Ancestry Gr. 5 students:

Literacy - LI

	All Schools	Armstrong Elem - Armstrong
PLU	1.77%	
EMG	8.85%	
DEV	35.40%	38.46%
PRF	46.90%	53.85%
EXT	7.08%	7.69%



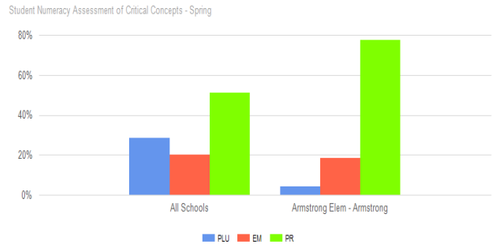
Term 3 trends

All grades showed growth in writing, with the exception of the grade 3 cohort. As a staff, we will use the School Wide Write to look at ways to identify specific areas of writing where student skills are lagging so that targeted plans can be made for struggling writers.

Students of Indigenous Ancestry consistently exceeded the school district averages, with the exception of the grade 1 and grade 3 cohorts. We will continue to prioritize finding ways to support these writers so that gaps between Indigenous and non-Indigenous learners can continue to close.

The use of Expressive writing in grades 4 and 5 appears to have contributed to the stronger results for developing/proficient seen in those grades. This program (including the newly acquired Level 2) will continue to be used in all intermediate classes (2026-27).

Correct Answer (Q 8&9)



	All Schools	Armstrong Elem - Armstrong
PLU	28.66%	4.08%
EM	20.26%	18.37%
PR	51.08%	77.55%

77% of gr. 3 students have proficient strategy and answer for problem-solving

<u>Grade 4 students Fall 2026</u>

<u>Strategy (Q 8 & 9)</u>

	All Schools	Armstrong Elem - Armstrong
PLU	24.79%	12.00%
EM	19.83%	20.00%
PR	55.37%	68.00%

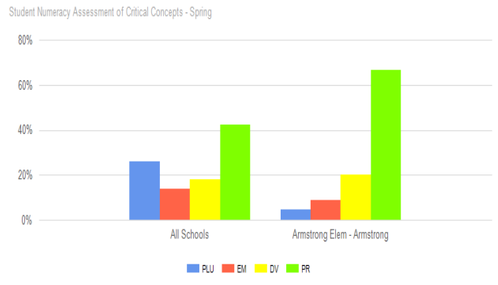
<u>Answer (Q 8 & 9)</u>

	All Schools	Armstrong Elem - Armstrong
PLU	25.41%	12.00%
EM	26.45%	34.00%
PR	48.14%	54.00%

There has been some “summer slide” for grade 4s with word problem solving as indicated in the Fall 2026 SNACC assessment. Ongoing practice of word problem solving strategies, with emphasis on computational practice, will likely support growth.

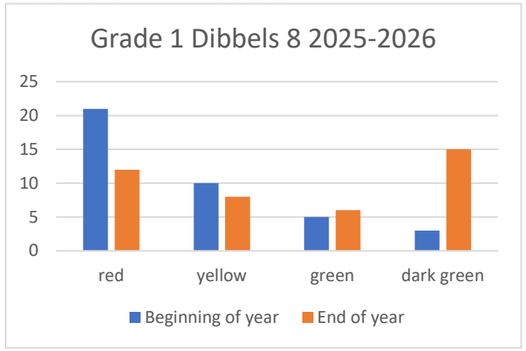
<u>Grade 4 students Spring 2026</u>

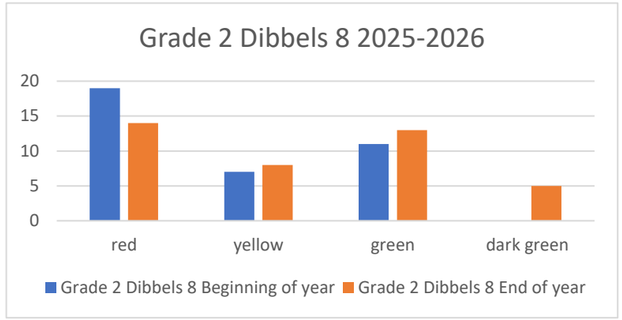
Strategy (Q 14&15)



	All Schools	Armstrong Elem - Armstrong
PLU	25.94%	4.44%
EM	13.86%	8.89%
DV	17.82%	20.00%
PR	42.38%	66.67%

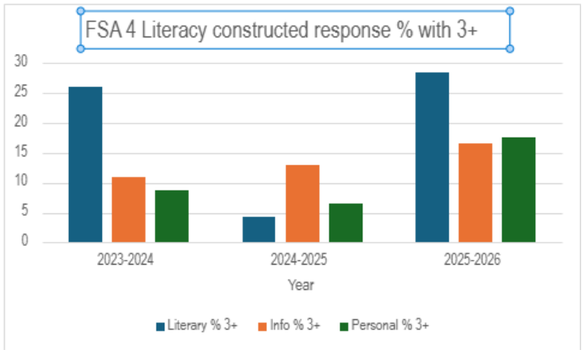
Grade 1 and 2 DIBBELS 8 data





LST classroom intervention provided throughout the year in response to specific lagging skills for students. PAC and school funds helped purchase Heggerty Decodable books for primary classes.

Grade 4 FSA Data: Literacy Constructed Response questions- based on raw data



As evidenced by the graph to the left, this cohort of grade 4 students struggled to respond to Informational texts as well as with Personal Narrative writing in the FSA. However, there has been growth over time.

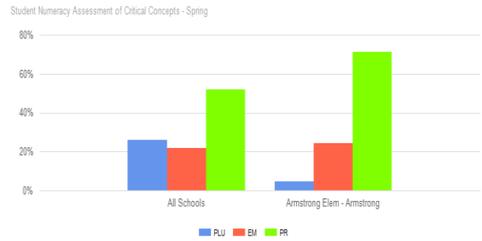
We will continue to explicitly teach providing reasons for a claim and examples from a text when writing about an informational text.

We will continue to explicitly teach qualities of a Personal Narrative text.

The FSA results (grade 4) in Literacy for the 2025-2026 school year show that 81% (66% the year before) of non Indigenous students are on track or extending and 86% (50% the year before) of Indigenous ancestry students are on track or extending. We will continue to work to ensure that gaps remain closed and that vulnerable and struggling learners are supported.

In order to encourage student voice, staff will continue to provide input regarding ideas on how to support literacy within the school.

Answer (Q 14&15)



	All Schools	Armstrong Elem - Armstrong
PLU	26.14%	4.44%
EM	21.78%	24.44%
PR	52.08%	71.11%

Grade 5 students Fall 2026

Strategy

	All Schools	Armstrong Elem - Armstrong
PLU	19.69%	2.04%
EM	22.22%	24.49%
DV	21.83%	20.41%
PR	36.26%	53.06%

Answer

	All Schools	Armstrong Elem - Armstrong
PLU	19.88%	2.04%
EM	32.75%	32.65%
PR	47.37%	65.31%

73% of Gr. 5s have a Dev-Prf strategy for solving the word problem.
65% of Gr. 5s have a Prf correct answer.

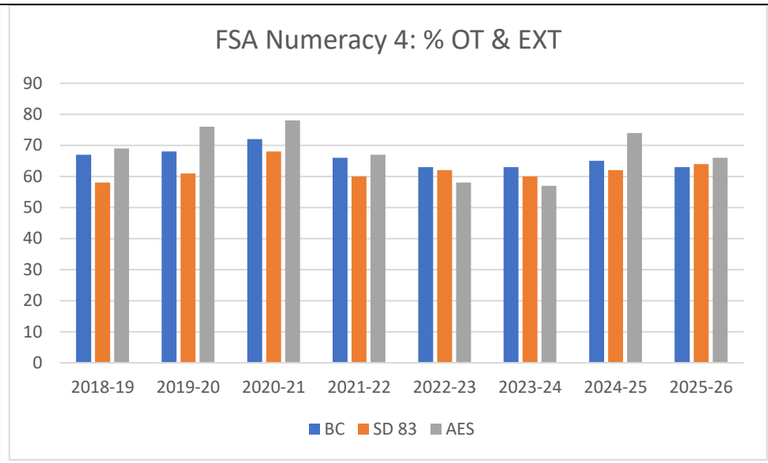
Reviewing results from last year's Gr. 3 and 4 students to this year's Gr. 4 and 5 students, we can see that while results are stronger than the district average, there is "summer slide" that has happened. This will be an area of ongoing focus for students throughout this current school year. June school newsletter will include information for families on ways to support math review over the summer.

Grade 4

FSA: Numeracy over time at AES

Parent voice will be encouraged by providing opportunities for feedback and continuing to include information about our literacy goals and strategies so that PAC initiatives can align with our literacy goals.

Splatsin Education Coordinator is invited to consult so as to enrich our strategies and actions to ensure we are creating more opportunity for our Indigenous students to continue to show growth in literacy



It is encouraging to see the return to above district and provincial average of OT+ for the FSA Numeracy 4.

The FSA results (grade 4) in Numeracy for the 2025-2026 school year show that 80% of non-Indigenous students are on track or extending and 80% of Indigenous students are also on track or extending.

We are also paying attention to any gaps in numeracy understanding for Indigenous Ancestry learners, as indicated in the Spring 2026 Student Numeracy Assessment of Critical Concepts assessment.

Kindergarten

Student Numeracy Assessment of Critical Concepts - Spring

	Indigenous	Non-Indigenous
EM	10.71%	7.26%
DV		0.40%
PR	89.29%	92.34%

Grade 1

Student Numeracy Assessment of Critical Concepts - Spring

	Indigenous	Non-Indigenous
EM	20.00%	11.46%
DV	20.00%	13.54%
PR	60.00%	75.00%

Grade 2

Student Numeracy Assessment of Critical Concepts - Spring

	Indigenous	Non-Indigenous
EM	20.00%	21.89%
DV	20.00%	20.71%
PR	60.00%	57.40%

Grade 3

Student Numeracy Assessment of Critical Concepts - Spring

	Indigenous	Non-Indigenous
EM	19.05%	14.58%
DV	21.43%	17.08%
PR	59.52%	68.33%

Grade 4

Student Numeracy Assessment of Critical Concepts - Spring

	Indigenous	Non-Indigenous
EM	22.22%	23.04%
DV	22.22%	16.67%
PR	55.56%	60.29%

Grade 5

Student Numeracy Assessment of Critical Concepts - Spring

	Indigenous	Non-Indigenous
EM	27.69%	19.69%
DV	21.54%	21.25%
PR	50.77%	59.06%

We will be looking at ways to support our current gr. 2 and gr. 4 learners in math so that we can continue to close gaps, through classroom instruction and additional supports as needed.

Data Analysis/Narrative:

- See text boxes next to each data visualization
- Continuing to build student stamina for writing is a priority.

Data Analysis/Narrative:

- See text boxes next to each data visualization
- Fractions must continue to be a focus in intermediate grades- should be addressed on a weekly basis throughout the year in addition to the unit on fractions
- Subtraction: consider the fall SNACC information and create intervention groups based on those who need to develop proficiency with subtraction including those questions involving regrouping
- Continue with grade 5 preview math intervention group
- Continue with grade 4 subtraction intervention group

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.

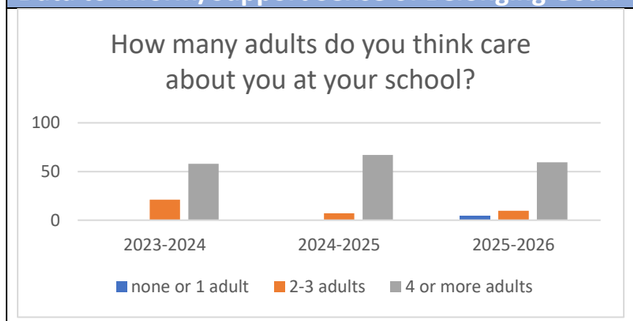
Sense of Belonging Goal:

100% of students at AES will feel connected to two or more adults in the building.

Strategies and Actions:

- Adults will support students through problem-solving process so that students have voice and opportunities to repair in a respectful manner
- Ongoing communication between adults (teachers, CEAs, Lunch hour supervisors, Principal, School based team) to support students and maintain consistent expectations
- Principal welcomes students off the bus and to school for the day; Admin Assistant welcomes late students to school
- Leadership opportunities for grade 4/5 students
- Counsellor referrals for check-ins with students with attachment injuries
- Buddy classes to establish peer relationships within the school
- Variety of clubs offered, including Lunch club with IEW. Teacher-sponsored clubs include: Friendship group, Lego Club, Art Club, Chess Club.
- Variety of athletic opportunities throughout the year for intermediate students, including: basketball, floor hockey.

Data to Inform/Support Sense of Belonging Goal:



Student Learning Satisfaction Survey (Grade 4)

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:

Further data to be collected to establish a goal regarding resilience of students, both academically with a growth mindset, and the ability to handle disappointment when obstacles are encountered or things don't go the way they would have hoped. In support of data collected to date, our goal is for students to become familiar with using the "Problem-solving wheel" (with an adult and/or independently).

Strategies and Actions:

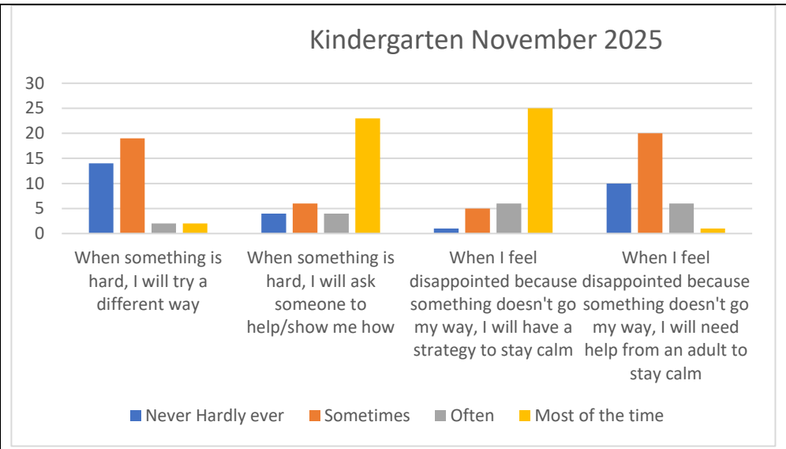
- Friendship groups with students who are demonstrating difficulties coping with the intricacies of interpersonal relationships: LRT and Counsellor
- Lunch club with IEW
- Discipline model for solving problems to reflect building resilience
- Common language used based on "Problem-solving wheel" and "We Thinkers"
- Social stories that support problem-solving with increasing independence shared school-wide with ongoing review as needed.
- Theme of handling disappointment and growing problem-solving skills woven throughout year
- Celebration of learning assemblies to build community and belonging as well as to review growth mindset

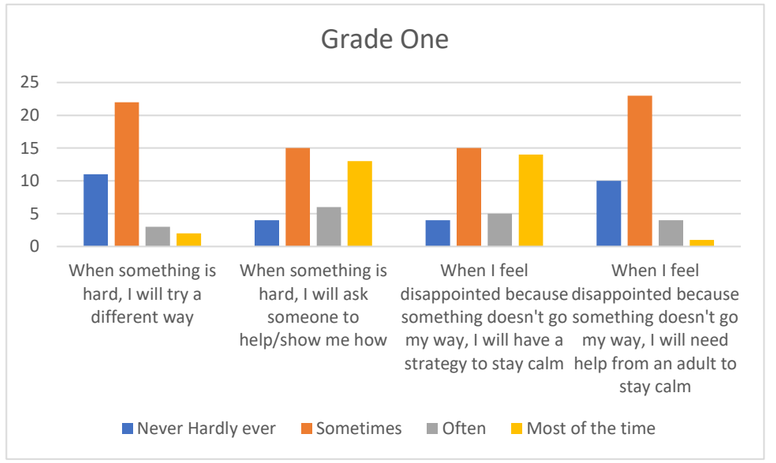
Data to Inform/Support Student Well-Being Goal:

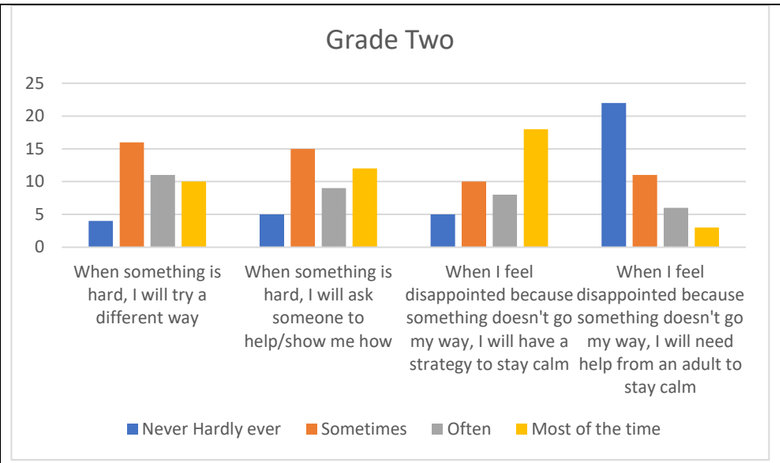
In the 2025-2026 school year, students responded to a survey on resiliency markers; a follow-up survey will be administered to know more about resiliency and growth mindset in different contexts for students during the current 2026-2027 school year.

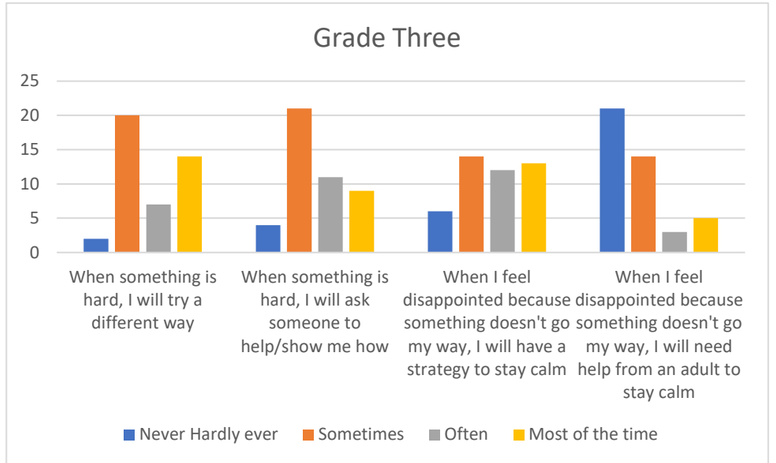
81% of Grade 4 students (2024-2025) responded positively to "how many adults care about you at the school" compared with 68% of the Gr 4 respondents in BC and 67% of SD83 students.

We will continue to monitor adult connections and overall sense of belonging through the Student learning survey (Spring 2027). A notable area of focus will be on students treating each other with respect, even if they are not friends.






Grade Two
25
20
15
10
5
0
When something is hard, I will try a different way
When something is hard, I will ask someone to help/show me how
When I feel disappointed because something doesn't go my way, I will have a strategy to stay calm
When I feel disappointed because something doesn't go my way, I will need help from an adult to stay calm
Never Hardly ever
Sometimes
Often
Most of the time


Grade Three
25
20
15
10
5
0
When something is hard, I will try a different way
When something is hard, I will ask someone to help/show me how
When I feel disappointed because something doesn't go my way, I will have a strategy to stay calm
When I feel disappointed because something doesn't go my way, I will need help from an adult to stay calm
Never Hardly ever
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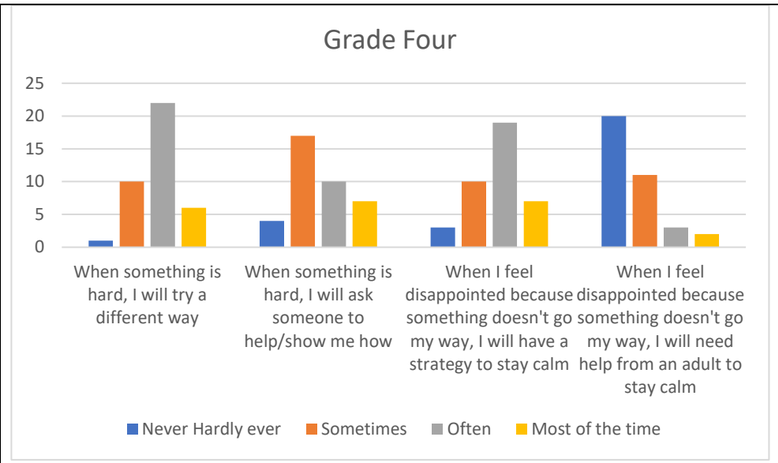
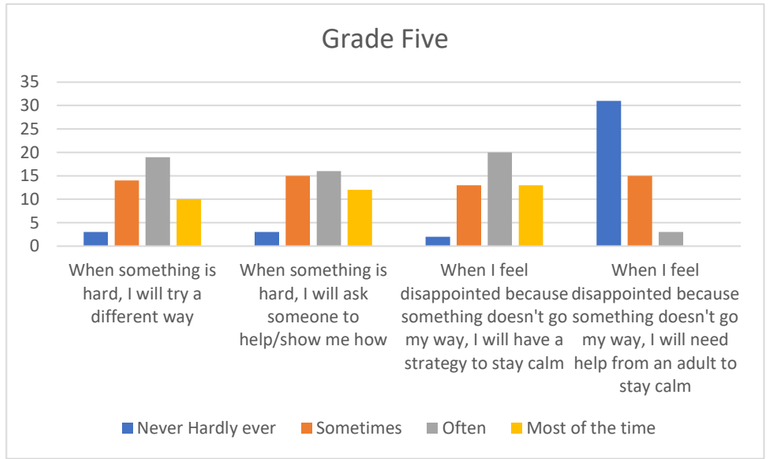
Most of the time





Data Analysis/Narrative:	Data Analysis/Narrative:
Grade 4 students indicate through the Satisfaction Learning Survey a sense of connection to the adults at the school. Grade 4 students indicate a growing sense of connection with the adults at Armstrong Elementary. We will look to find ways to continue this positive trend and monitor other areas of belonging over the year. The 2026-2027 Student Learning Survey may reveal other areas of belonging to address.	Data collected in 2025-2026 showed age-appropriate strategies for handling disappointment and working through “hard things”: younger students seeking adult support and older students attempting to handle feelings with more independence. Resiliency and growth mindset are core competencies that will support our students throughout their school lives and into their career pathways. Further data around student resiliency will be collected in 2026-2027 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 – *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:

- 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 Resources: • SD83 School Wide Write Protocol • 6+1 Traits of Writing by Ruth Culham • Writing Power by Adrienne Gear • SD23 Writing Continuum • SD83 Comprehensive Literacy Framework • Literacy Progressions K-4 • UFLI Foundations resources • Heggerty Phonemic Awareness resources • DIBELS 8 assessment tools • Word Origins (UFLI) resources gr. 3-5	**Literacy Professional Learning:** • Collaboration time for grade-level teams to co plan in an effort to improve results in writing – particularly grade level focus areas. • Training and support in early literacy screening and intervention • Learning opportunities connected to writing: Powerful writing structures with Adrienne Gear and Word Origins • DIBELS 8 training sessions
Numeracy Resources: • SD83 Critical Concepts Scope and Sequence • SD83 Comprehensive Numeracy Framework • Numeracy Progressions K-4 • SD83 Curriculum Resources Team materials including: • Daily Questions • Differentiated Problems of the Week • Math Investigations • Esti-Mysteries • SNACC Assessment of Critical Concepts and Related Critical Concept Content	**Numeracy Professional Learning:** • Grade-level collaboration focused on SNACC data analysis and instructional planning • Professional learning focused on critical concepts and assessment practices • Opportunity to participate in SD83 Numeracy Residencies and MathUp Cohort • Opportunity to participate in K-8 Formative Math Assessment – the SNAP solution

School Learning Plan Consultation Process

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

The development of our School Learning Plan at AES is part of an ongoing collaborative process involving staff, students, families, and community partners. We are committed to ensuring that the voices of rights holders and stakeholders are reflected in our planning and priorities.

Staff Collaboration

• As a staff, we reviewed previous iterations of our School Growth Plans and engaged in reflective discussions about how our school has evolved, what has influenced those changes, and what our next steps should be to enhance student learning and well-being.

• We examined our current resources and, in several cases, expanded them to better support our goals—such as increasing access to reading materials that complement the Heggerty literacy program and Expressive Writing (follow up level).

• At monthly staff meetings and Class Review meetings, we dedicate time to discuss our School Learning Plan including successes and next steps for areas of growth.

Community Engagement

• Ongoing invitations are made with Splatsin Education Department staff to discuss the School Learning Plan and to provide input, feedback and collaborate on opportunities for supportive strategies.

Student Voice

• Students were surveyed to assess their sense of belonging and well-being at AES.

• Follow-up feedback will help to further identify areas of strength and areas where we can improve how students feel connected, supported, and build their growth mindset.

Parent and Caregiver Engagement

• Families are provided with opportunities to share feedback on the School Learning Plan through:

o Informal conversations, including strategies to support at home in the monthly newsletter

o PAC SLP discussion

o Parent/caregiver-teacher meetings

Belonging / Well-Being Resources: • School wide Problem Solving Wheel • Social Thinking resources including *We Thinkers*, *Superflex and Kelso's Choices* • AES school-wide behaviour expectations • Zones of Regulation • Restorative Practices resources (IIRP) • *Behaviour Code* supports and resources developed by Jessica Minnihan • Student reflection tools aligned with expectations, Willing2Ninja Values and positive growth	**Belonging/Wellbeing Professional Learning:** • Social Thinking approaches and perspective-taking instruction • Opportunity to learn about Restorative Practices (IIRP) • Opportunity to learn about Behaviour support and regulation strategies – *Behaviour Code* by Jessica Minnihan • District Inclusion Support Teachers involved in building staff capacity to support as needed
Career Education Development Resources: • Student-led conference structures • Goal setting, self-assessment, and student ownership practices for student engagement	**Career Education Professional Learning:** • Professional learning focused on authentic student goal setting • Learning related to student voice, self-assessment, and evidence collection