



Silver Creek Elementary School

School Learning Plan 2025-2026



School Context

Silver Creek has 88 students in grades K-8. Principal is 0.7 administrator and teaching 0.3. The principal teaching time includes Physical Education classes. We have a 0.5 FTE LRT. We currently do not have a music teacher or any designated SLP FTE. have a 0.2 Literacy support teacher. There are 4 classrooms which include multi-aged learners. We have a 0.2 teacher librarian. There is 6 hours of Indigenous Education support. There are 4 Certified Educational Assistants at the school. The community is comprised of families from 2 trailer parks, small holdings, and numerous farms. The school includes 16 students of indigenous descent and 17 students on IEP's. The community is close knit with students from parents, aunts and uncles, and grandparents who also attended this school.

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:	Numeracy Goal:
<p>Students will be able to:</p> <p>Find evidence to support their understanding of theme, main ideas, and potential bias within the text. Silver Creek students will show an annual growth of students obtaining meet or exceed in provincial literacy assessments and school-based assessments.</p>	<p>Students will be able to:</p> <p>Primary Goal: Learn to subtract with and without regrouping</p> <p>Intermediate goal: Improve multiplication and proportional reasoning skills</p>
Strategies and Actions:	Strategies and Actions:
<p>LITERACY</p> <ul style="list-style-type: none">• Provide diverse learning opportunities with differentiated supports in literacy.• Provide targeted literacy supports to Indigenous students through IEW.• Develop and improve Universal Design of Learning (UDL) and Response to Intervention (RTI) structures and systems across grades• Use a variety of formative assessments to guide classroom instruction.• Provide professional development opportunities for staff to practice high impact classroom instructional practices. (UDL) <p>Areas of Instructional Focus:</p> <ol style="list-style-type: none">a) Teachers will focus on individual student learning profiles to raise reading levels to grade level.b) Students will practice and develop skills to compare text materials.c) Students will practice and develop skills to find evidence and summarize the main ideas and theme of a text. <p>Motivation and Inspirational Ideas: 150 nights of reading challenge in the library.</p> <p>Review guided reading strategies – continuity for all staff and our practice as a team.</p>	<p>NUMERACY</p> <ul style="list-style-type: none">• Provide diverse learning opportunities with differentiated supports in numeracy.• Provide targeted numeracy supports to Indigenous students through IEW.• Develop and improve Universal Design of Learning (UDL) structures and systems across grades.• Use a variety of formative assessments to guide classroom instruction.• Provide ongoing professional learning and resources that support literacy and numeracy instruction and assessment.• Provide professional development opportunities for staff to practice high impact classroom instructional practices.<ul style="list-style-type: none">• Frequent communication with parents/caregivers regarding their child(ren)'s progress.• Utilize provincial and local assessment tools to deepen pedagogy and continue to strengthen assessment and reporting procedures. <p>Areas of Instructional Focus:</p> <ol style="list-style-type: none">a) Students will be able to verbalize the problem and to be able to understand which algorithm to apply to solveb) Students will be able to show their step-by-step thinking and process for multi-step problem solvingc) Continue to teach Critical thinking in mathematics.d) Universal and essential supports for students with diverse needse) Teaching students how to be assessment capable learners. <i>What am I learning? How am I doing? Where to next? Critical thinking in mathematics</i>

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Literacy Program Framework - Apply strategies and program set up as per University of Florida (*UFLI*). (K-3 District-wide anchor program/resource). Continue UFLI in our grade 4 class for lower-level readers.

Develop Common Language – as per the University of Florida (*UFLI*). (K-3 District-wide anchor program/resource). Work as a staff team to promote the concepts and vocabulary in a consistent and visual way. (Literacy Walls)

Assessment fall and spring:
Primary - PM Benchmarks, Whole class reading, Dibbels
Intermediate: Fountas and Pinnell

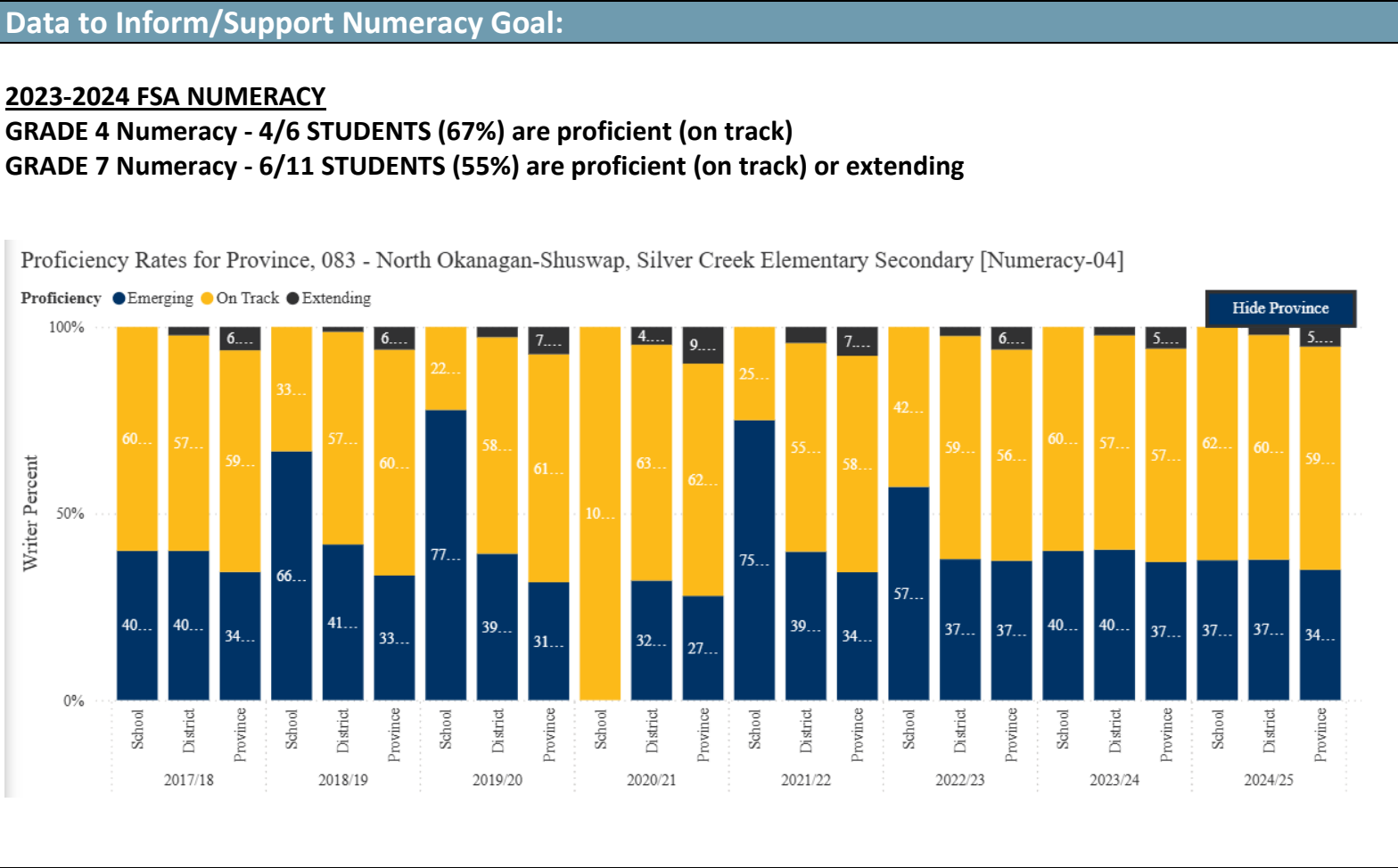
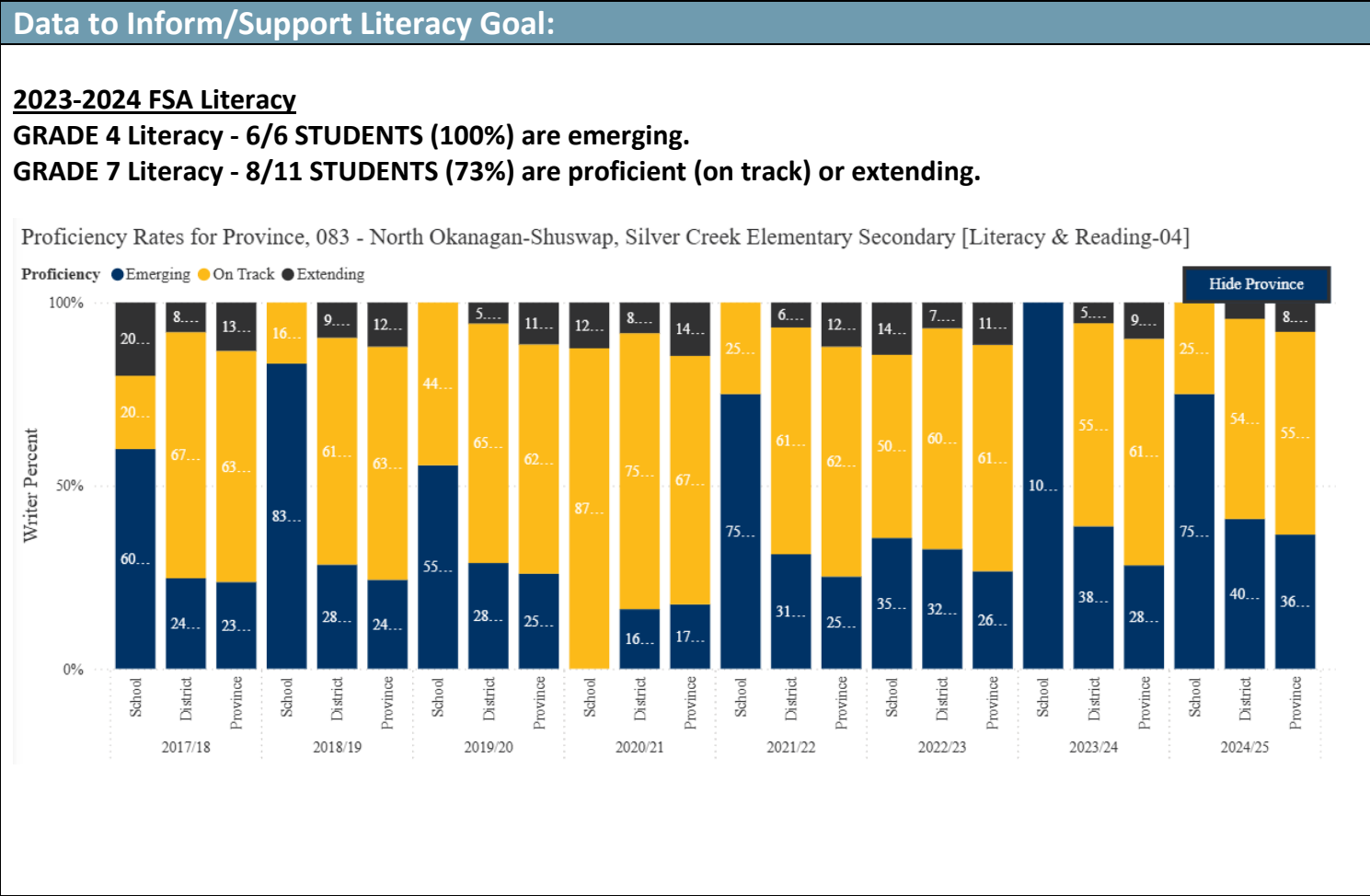
Parent Involvement:
 Home reading encouragement from all classrooms. LASS

Motivation and Inspirational Ideas: To encourage participation in communicating problem solving thinking we will work together as a learning community to find active and positive ways to inspire the enjoyment of mathematical problem solving.

School-wide: Gamifying some math concept work to include fun activities and teambuilding ideas into our work in problem solving.

- a) Cross Grade problem solving – collaboratively – small groups, vertical surfaces, card games etc.
- b) Individual problem-solving “puzzle sessions”
- c) Teach card games etc. to promote the fun aspect of numeracy. (For example - Cribbage)

Parent Involvement:

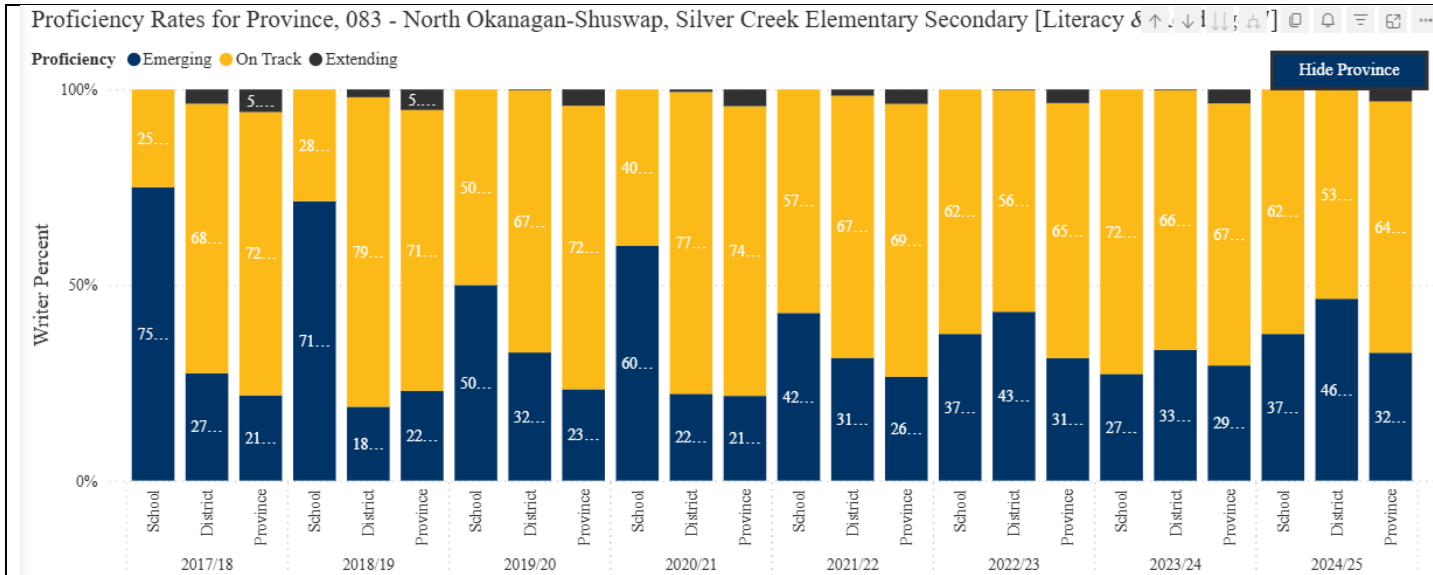


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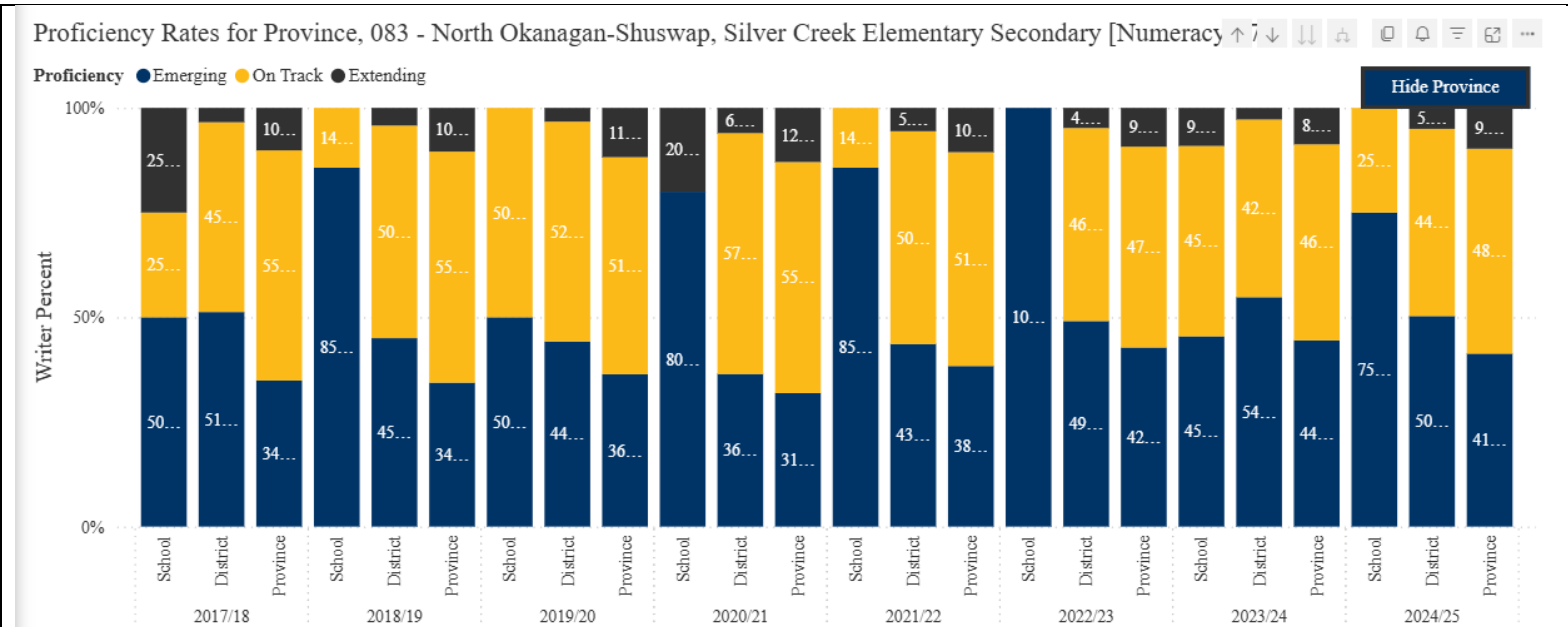
FSA Data: Intermediate students struggle with comparing and then contrasting information from two or more texts.

In grade 4, our reading and writing scores are weak. Staff looked at the miscues to see what areas proved challenging.

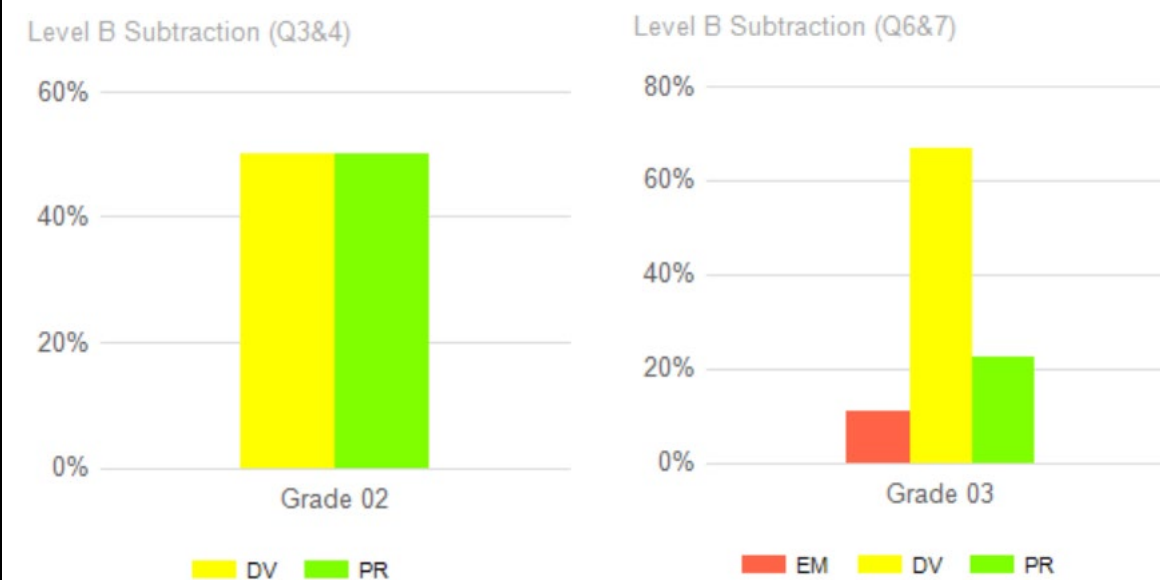
- a) Students general reading ability impeded their ability to comprehend, understand main ideas or themes.
- b) students struggled with finding evidence to support their thinking.**

Many of our students struggle previewing written text (using strategies such as reading headings, rereading using the before and after paragraphs), making inferences, understanding different perspectives, drawing conclusions, using context clues.

Silver Creek Elementary School Learning Plan 2025-2026



FSA data: Students are beginning “show their work” and to find evidence of *why* something is correct or incorrect. Numeracy assessment scores show areas for improvement. Many students do not understand problem-solving aspects of multistep word problems. Students did not know which strategy to implore to solve various steps.



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Data Analysis/Narrative:

FSA Data: Intermediate students struggle with comparing and then contrasting information from two or more texts.
Many of our students struggle previewing written text (using strategies such as reading headings, rereading using the before and after paragraphs), making inferences, understanding different perspectives, drawing conclusions, using context clues.
Primary students are struggling with decoding written language.

Class Instructional data: Intermediate students are beginning to use specific strategies when reading non-fiction texts.
Primary students are struggling with decoding written language.

Data Analysis/Narrative:

SNACC data: Primary: Students scored low on subtraction with and without reasoning. Less than 20 percent of our students were able to subtract.
Intermediate: Students scored low on multiplication. 0 percent of students were proficient by end of grade 4 and only 25 percent were proficient by the end of grade 5

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<p>Strategic Priority: Human and Social Development</p> <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. 	<p>Strategic Priority: Developing a Culture of Well-being</p> <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>GOAL Each student will feel welcome, safe, and connected to peers and adults in Silver Creek School.</p> <p>OUTCOMES</p> <ol style="list-style-type: none"> Students will report feeling welcome, safe, and a sense of <i>belonging</i> to our school community. To develop, expand and implement inclusive and collaborative practices and processes. 	<p>Student Well-Being Goal:</p> <p>GOAL Each student will feel socially, emotionally, and mentally supported at Silver Creek School.</p> <p>OUTCOMES</p> <ol style="list-style-type: none"> Students will report a sense of well-being. To develop, expand and implement programs and practices to support student well-being.
<p>Strategies and Actions:</p> <p>Creating an Understanding of Positive School Culture WITS Program works in schools to teach children strategies that promote kindness and reduce victimization including bullying. Employing a whole-school-whole-community approach, WITS & LEADS involve schools, families and community members</p> <p>Our staff continues to work with our IEW to support our indigenous students with curriculum as well as bringing Indigenous culture to the whole population.</p> <p>Our IEW is in constant contact and work collaboratively with our classroom teachers and our librarian and our support staff to create help support creative and on-going learning experiences that are meaningful and genuine for our students.</p> <p>Continue with the Virtue tree for grade 8’s upon leaving the school.</p> <p>SBT held weekly to reach out for additional support, resources, and expertise.</p> <p>Continue to work with our IEW to support our indigenous students with curriculum as well as bringing Indigenous culture to the whole population.</p>	<p>Strategies and Actions:</p> <p>Connection Time for Student Well-being Several classes are having class meetings that include sharing circles. Some classes hold them twice a week, some once a week and one class holds a sharing circle every morning. A talking stick is used in the daily circle and when holding small group meetings with restitution intentions, with the principal. It is an opportunity for check-ins, gratitude, questions on the day, and the development of friendship skills.</p> <p>Staff are aware and diligently addressing Sexual Orientation and Gender Identity (SOGI) matters that arise in our learning community. Our school has a SOGI teacher representative who discusses and presents resources to the staff. We have a gender-neutral washroom available for all. Welcoming Signage in all rooms of the school. At every grade level we discuss, teach read relevant stories that address inclusion and diversity.</p> <ul style="list-style-type: none"> Provide support of students and families Feeding Futures Initiative with dedicated staff time to deliver a snack and meal programs at Silver Creek Completed diversity audit of our Silver Creek School library and our school resources. Provide trauma-sensitive informed professional development for all staff. <p>Staff are participating as a team to develop trauma informed practices that are consistent and based in an understanding of best practice.</p> <p>Continue to encourage participation to school events for all our families.</p> <ul style="list-style-type: none"> Support Social Emotional Learning in schools through the work of our LRT, Counsellor, and full staff team. <p><u>Report Notes:</u></p> <p>* For this question, a low percentage of students reporting "Many Times" or "All the Time" is desired.</p>

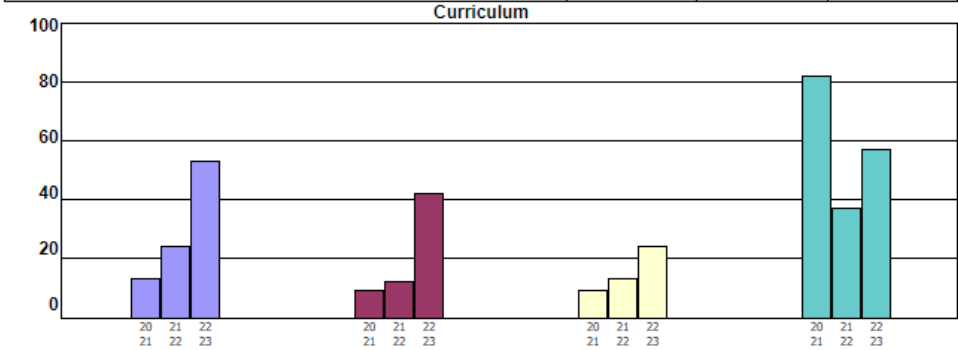
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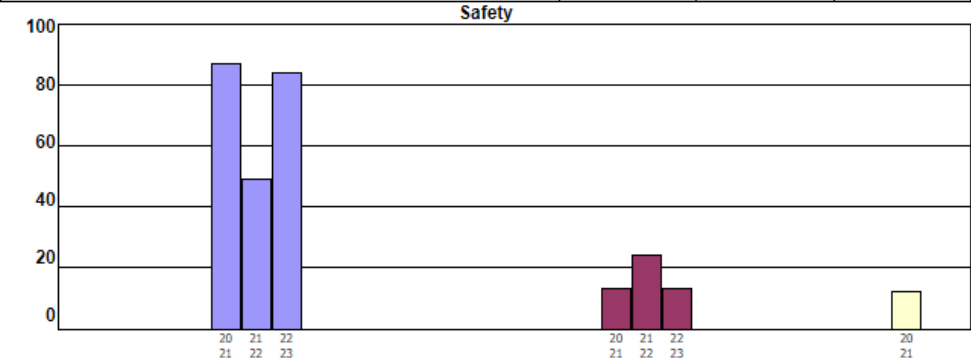
GRADE 4 RESULTS (in %), 2020/2021 - 2022/2023

% Reporting Positive Responses				
Curriculum	Silver Creek Elementary Secondary (08383041)			
	2020/2021	2021/2022	2022/2023	
At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?	***	***	54	
At school, are you learning about local First Nations?	***	***	43	
At school, are you learning about local First Nations' language(s)?	***	***	25	
At school, are you learning about how people change the world around us?	83	***	58	



GRADE 4 RESULTS (in %), 2020/2021 - 2022/2023

% Reporting Positive Responses				
Safety	Silver Creek Elementary Secondary (08383041)			
	2020/2021	2021/2022	2022/2023	
Do you feel safe at school?	88	***	85	
Have you ever felt bullied at school? *	***	***	***	
Have you ever felt teased or picked on at school?*	***	N/A	N/A	
I feel safe when I am going from home to school, or from school to home.	N/A	N/A	N/A	

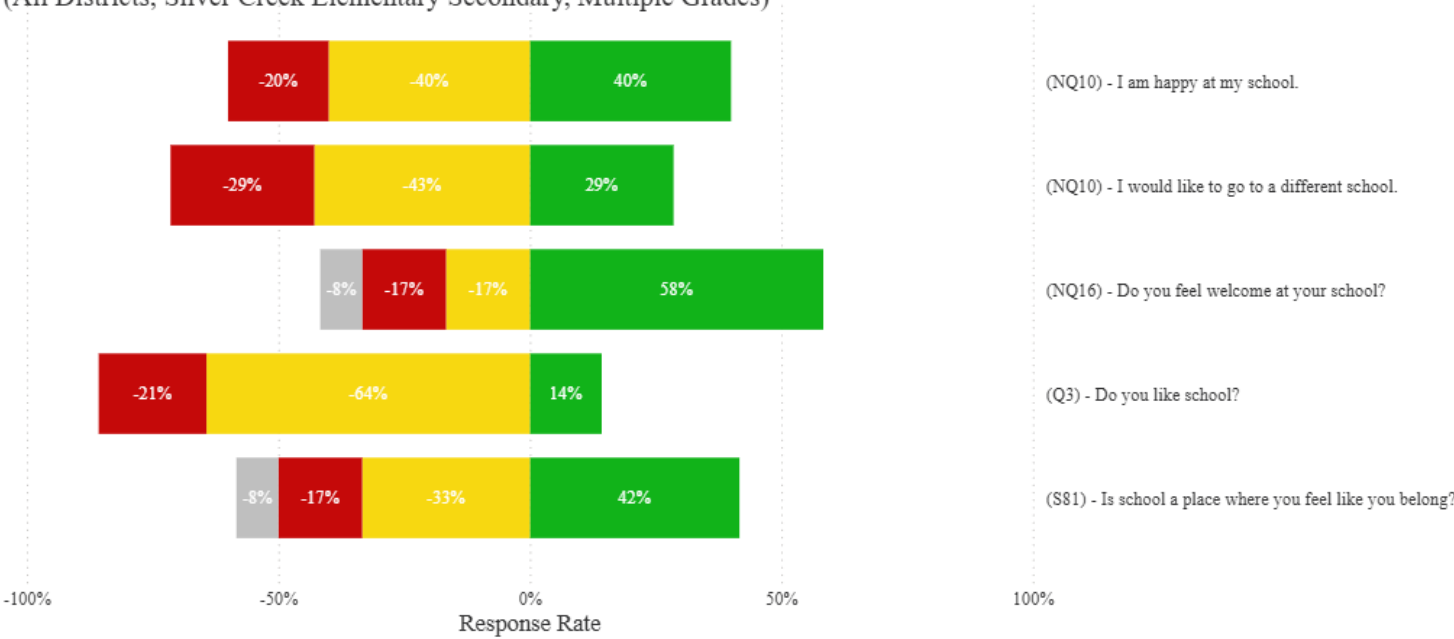


Data to Inform/Support Sense of Belonging Goal:

Data to Inform/Support Student Well-Being Goal:

2024/2025 Student Learning Survey - District Question Results
(All Districts, Silver Creek Elementary Secondary, Multiple Grades)

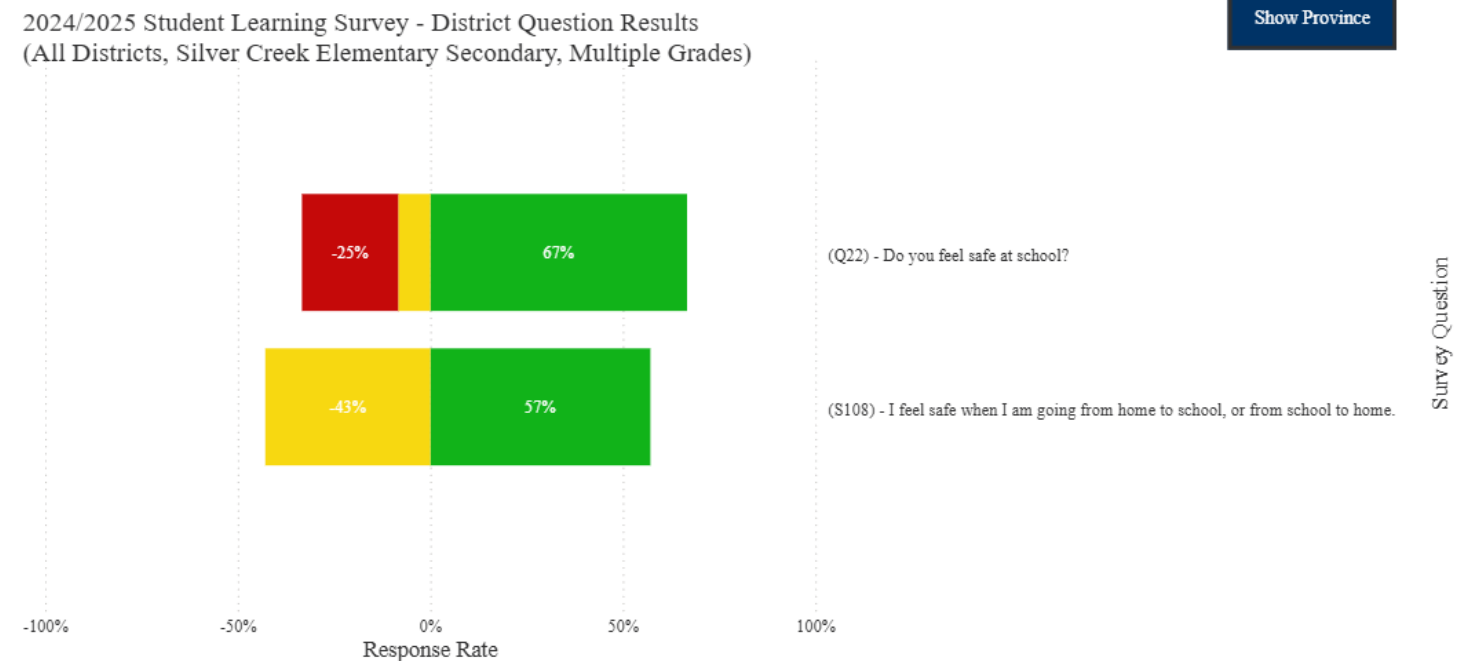
Show Province



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Data Analysis/Narrative:

The SCR team will be reviewing and analysing our *most recent* data when this is available.

Data Analysis/Narrative:	
<p> 1. Data Analysis: The data shows a significant increase in the number of students who are not on track to graduate on time, rising from 15% in 2018 to 22% in 2022. This trend is particularly concerning for students in the lower income quartile, where the rate of students not on track has increased from 18% to 28% over the same period. </p> <p> 2. Narrative: The data indicates a growing challenge in ensuring all students are on track to graduate on time. The increase in students not on track, especially among those in the lower income quartile, suggests that current interventions may not be fully addressing the needs of these students. Further investigation is needed to identify the specific barriers to on-time graduation for this group. </p>	<p> 3. Data Analysis: The data shows a significant increase in the number of students who are not on track to graduate on time, rising from 15% in 2018 to 22% in 2022. This trend is particularly concerning for students in the lower income quartile, where the rate of students not on track has increased from 18% to 28% over the same period. </p> <p> 4. Narrative: The data indicates a growing challenge in ensuring all students are on track to graduate on time. The increase in students not on track, especially among those in the lower income quartile, suggests that current interventions may not be fully addressing the needs of these students. Further investigation is needed to identify the specific barriers to on-time graduation for this group. </p>

The SCR team will be reviewing and analysing our *most recent* data when this is available.

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:

- Analyze, evaluate, and renew current practices at key student transitions into school, and our partner schools.
- Engage students in goal-setting and self-assessment related to core competencies, career pathways, and programming.
- Student self-assessment is standard in classrooms at every grade level. These self-reflections, and goal setting is included in our Learning Updates throughout the year.
- Careers is taught both as an integrated cross-curricular subject whenever possible and as a unique and independent subject when most effective. This is done in age-appropriate ways by all teachers.
- Raise awareness for parents and students regarding possible career pathways and programming opportunity.
- Communication regarding Career Education is on-going. Often fieldtrips, guest presentations, and activities are part of the career education programming that involves our community and our families.
- Support students in career exploration opportunities.
- Liaison opportunities with university students, local business owners, RCMP liaison officer visits, guest professionals.
- Support priority learners in their participation of career exploration.
- Develop partnerships with Indigenous businesses for Career purposes.
- Develop opportunities specifically targeted for Indigenous students.
- Implement the Local Education Agreement. Portfolio and perhaps EDU Spaces to collect and curate students' learning journeys.

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Resources and Professional Learning	School Learning Plan Consultation Process
Identify specific learning, resources, or initiatives at the school and/or district level that will build staff capacity to work toward school goals.	Please describe the consultative process with rights holders and stakeholders in the development of this School Learning Plan.
WITS Program UDL Indigenous Learning Day - District-wide Professional Development - full staff participation	Our intent is to include our Learning Plan materials, goals, and progress in each monthly staff meetings with components of our Learning Plan and progress in specific areas, Literacy, Numeracy, Equity, Sense of Positive Belonging. SLP will be reviewed and discussed at PAC meetings. SLP to be posted on SCR website.

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