



Armstrong Elementary School

School Learning Plan 2025-2026



School Context:

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 270 K-5 students, of which 16% identify as Indigenous students and 10% 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, SD No. 73 Non-Fiction Writing Assessments...

Literacy Goal:	Numeracy Goal:
To improve student writing. 70% of students will be “proficient” at writing as measured by Written Learning Updates 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: <ul style="list-style-type: none">• Administer School Wide Write in 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-one that is being used currently is the “hamburger”.• Staff are provided with writing exemplars/samples to support growth in writing• UFLI and Heggerty in primary classes with LST support in these areas• Monthly newsletters: give a tip or an activity for parents each month to help develop their child’s written communication• Literacy support for target students K-2 with the LST-supported interventions and for gr. 3-5 with LRT-supported interventions.• 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 (in 4 different classes) who would benefit from extra time and focused practice• Class-wide use of Expressive writing in intermediate classes.	<ul style="list-style-type: none">• SNACC results: Level C for Strategy and Correct Answer• 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.• 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 4 students who were not proficient in subtraction on the fall SNACC• Small group intervention with LRT’s and Indigenous support teacher for basic facts• grade 5 preview group for math meeting 3 x per week.• In-class support from IEW for students of Indigenous Ancestry• Mathletics for intermediate students

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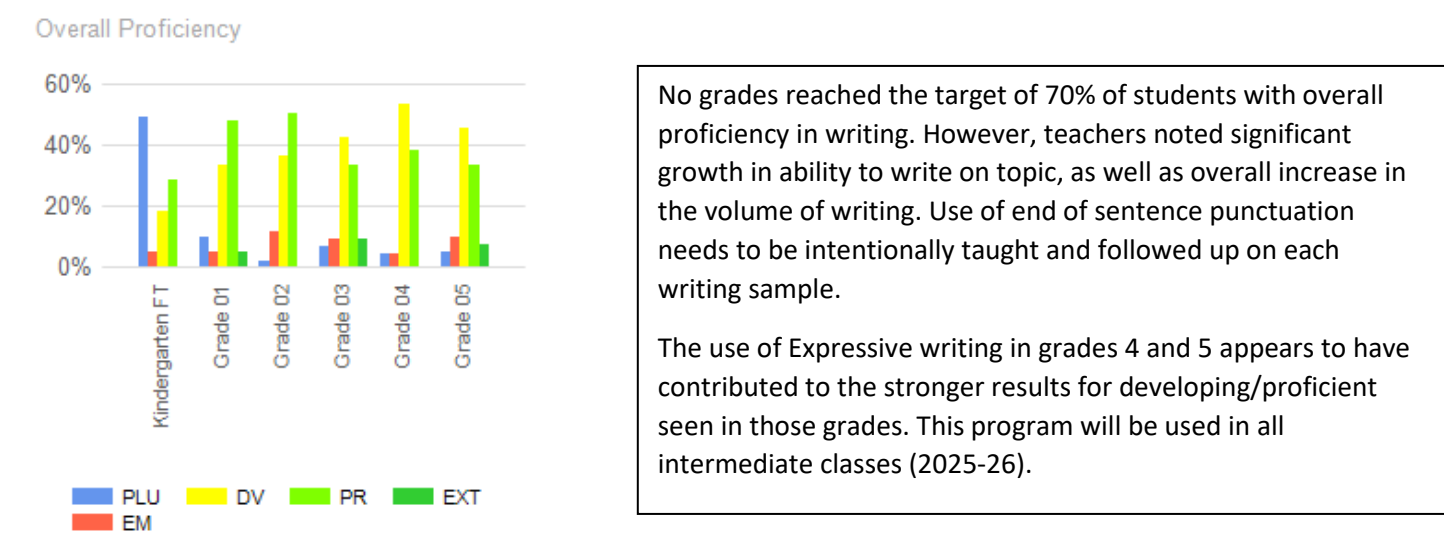
Our Values: Belonging, Respect, Empathy, Equity, Perseverance, Reconciliation

- Dedicate collaboration time at Staff Meetings to identifying specific priorities for struggling writers by identifying what’s important when it comes to the different aspects (or traits) of writing
- Specific teaching of conventions- especially use of punctuation (periods!) to happen in each class

Data to Inform/Support Literacy Goal:

School wide write data from Spring 2025:

School Wide Write - Spring



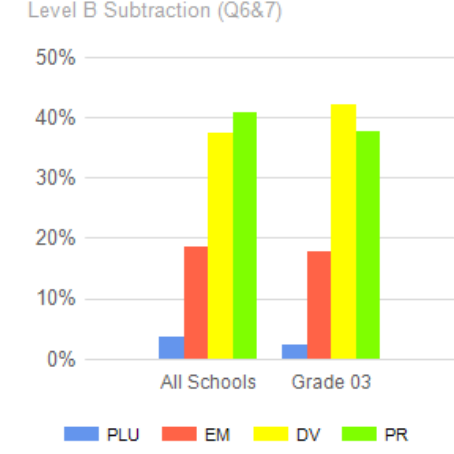
Summary of learning data

This data is reflective of the overall proficiency on the School Wide Write. This information will inform class-wide strategies for targeted writing instruction. As a staff, we will look at ways to identify more specific areas of writing where student skills are lagging so that targeted plans can be made for struggling writers.

Data to Inform/Support Numeracy Goal:

Subtraction Grade 3 Spring 2025:

Student Numeracy Assessment of Critical Concepts - Spring



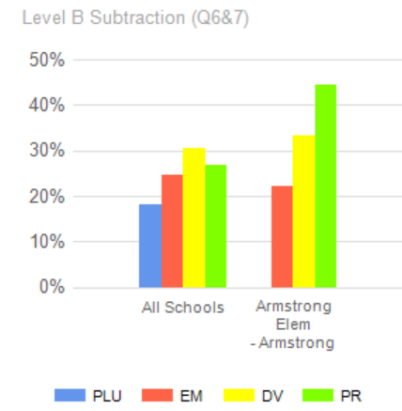
We did not meet the goal of 70% of students being proficient in subtraction by the spring of grade 3. However, as a result of the SNACC in April 2025, intervention groups were put together for those students who were emerging and developing. Fall results used to see how much was retained from the gains made in May and June 2025.

Fall SNACC data shows that 44% of grade 4 students are proficient at solving subtraction questions. This shows that results were maintained, with continued growth, from the Spring SNACC.

77% of grade 3 students are proficient or developing.

Subtraction Grade 4 Fall 2025

Student Numeracy Assessment of Critical Concepts - Fall



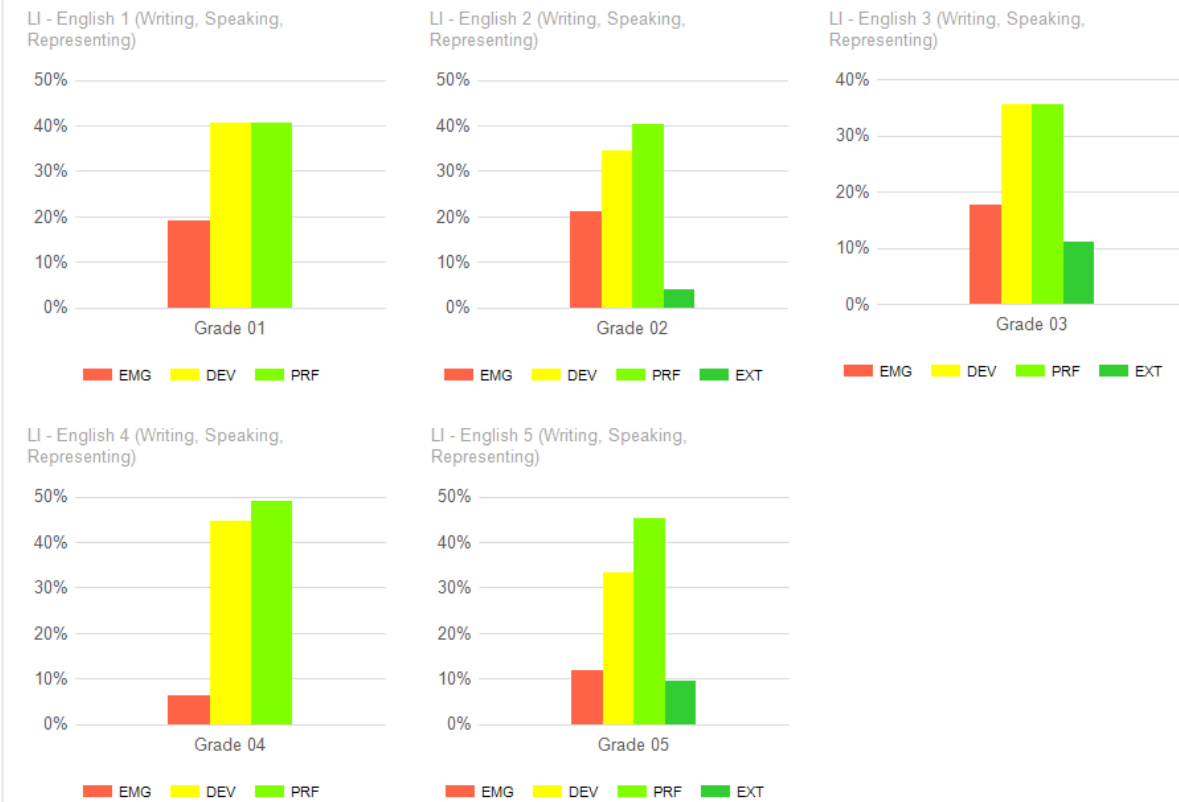
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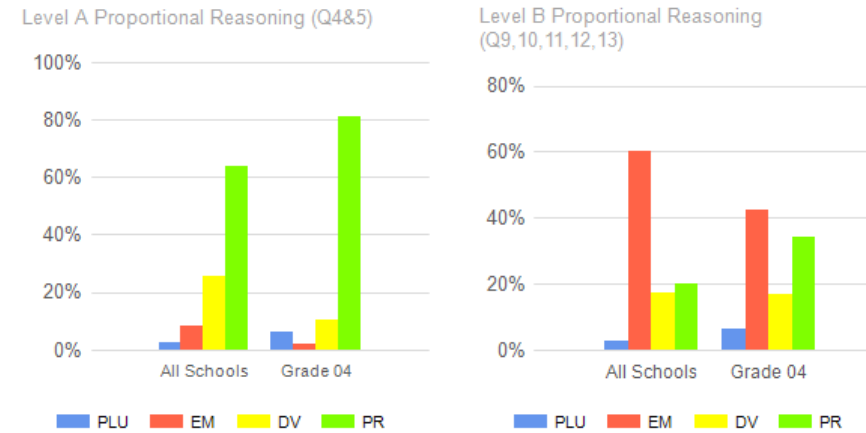
June 2025 Summary of Learning Reports (by grade 1-5)

Performance Results by Assessment Items Report

Literacy - FIN

Grade 4 Proportional reasoning SNACC Spring 2025 Assessment

Student Numeracy Assessment of Critical Concepts - Spring



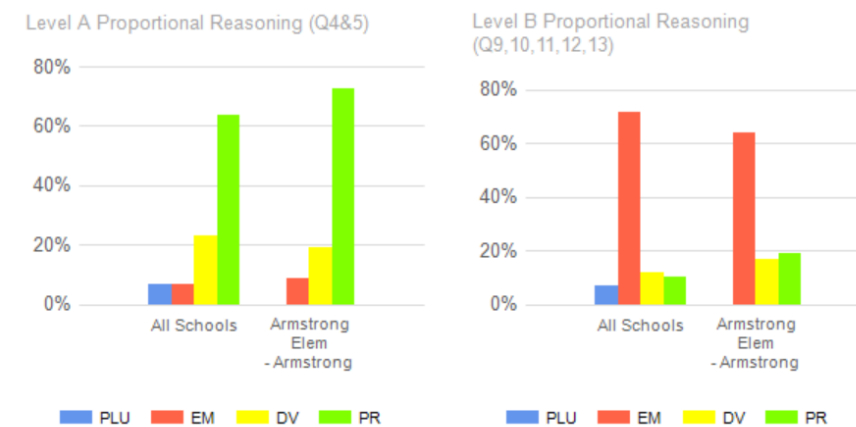
Level A Grade 4 met the target of 80%.

Level B is more grade level understanding and this target was not reached. However, significant gains were seen throughout the year in relation to district wide proficiency.

This area must continue to be a focus for 2025-2026, particularly as students have lost ground (summer slide) from Spring into the Fall. It is suggested that there be a focus on fractions once per week throughout the year in the intermediate grades.

Grade 5 Proportional reasoning SNACC Fall 2025 Assessment

Student Numeracy Assessment of Critical Concepts - Fall



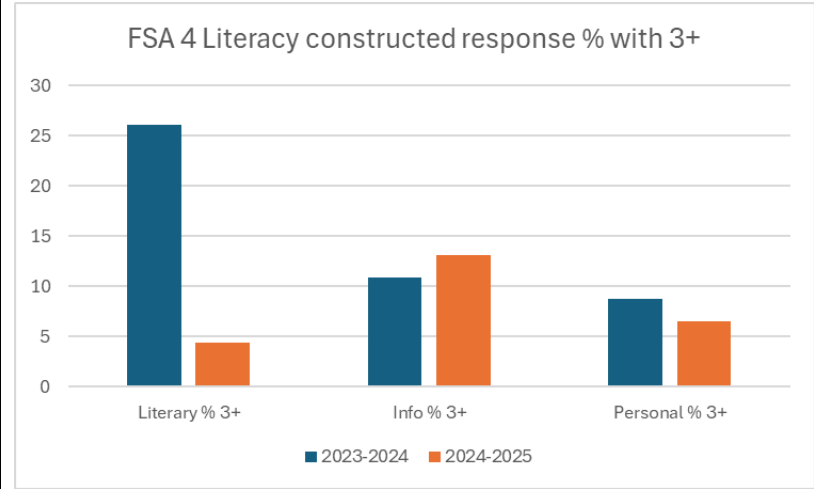
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	Performance	Grade 01		Grade 02		Grade 03		Grade 04		Grade 05	
LI - English 1 (Writing, Speaking, Representing)	EMG	<u>8</u>	19.05%	-		-		-		-	
	DEV	<u>17</u>	40.48%	-		-		-		-	
	PRF	<u>17</u>	40.48%	-		-		-		-	
LI - English 2 (Writing, Speaking, Representing)	EMG	-		<u>11</u>	21.15%	-		-		-	
	DEV	-		<u>18</u>	34.62%	-		-		-	
	PRF	-		<u>21</u>	40.38%	-		-		-	
	EXT	-		<u>2</u>	3.85%	-		-		-	
LI - English 3 (Writing, Speaking, Representing)	EMG	-		-		<u>8</u>	17.78%	-		-	
	DEV	-		-		<u>16</u>	35.56%	-		-	
	PRF	-		-		<u>16</u>	35.56%	-		-	
	EXT	-		-		<u>5</u>	11.11%	-		-	
LI - English 4 (Writing, Speaking, Representing)	EMG	-		-		-		<u>3</u>	6.38%	-	
	DEV	-		-		-		<u>21</u>	44.68%	-	
	PRF	-		-		-		<u>23</u>	48.94%	-	
LI - English 5 (Writing, Speaking, Representing)	EMG	-		-		-		-		<u>5</u>	11.90%
	DEV	-		-		-		-		<u>14</u>	33.33%
	PRF	-		-		-		-		<u>19</u>	45.24%
	EXT	-		-		-		-		<u>4</u>	9.52%

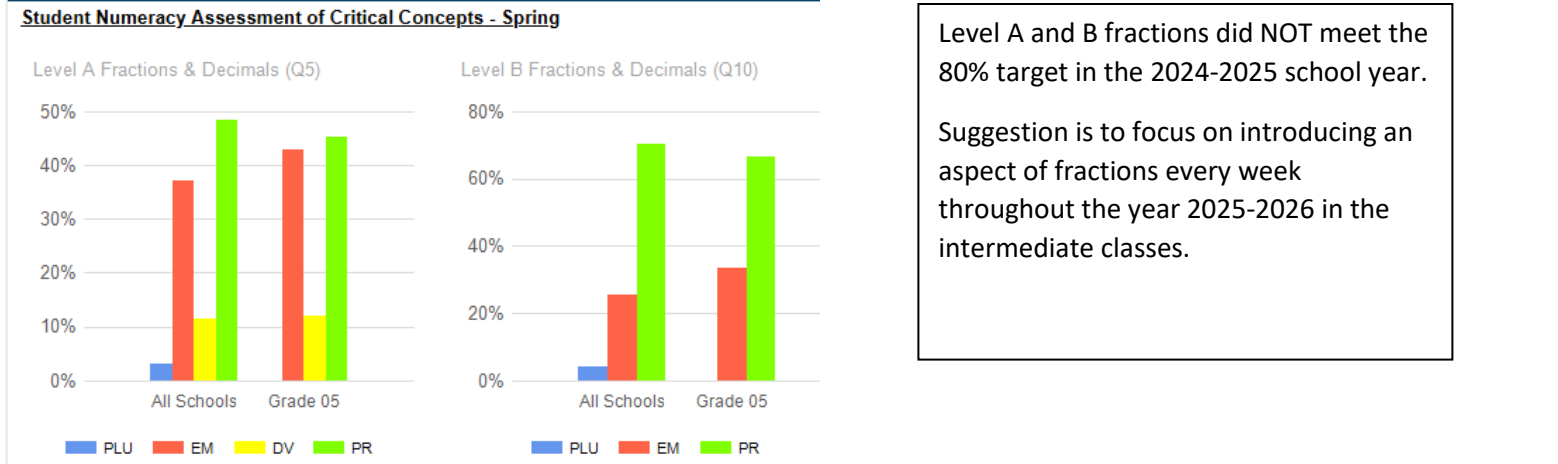
Grade 4 FSA Data: Literacy Constructed Response questions- based on raw data



The FSA results (grade 4) in Literacy for the 2024-2025 school year show that 66% of non Indigenous students are on track or extending and 50% of Indigenous ancestry students are on track or extending. As we work to improve student learning in writing, we will also be looking to find ways to help close this gap.

As evidenced by the graph to the left, this cohort of grade 4 students struggled to write answers to questions and prompts in the FSA. Informational response was the relative strength, with personal writing about the same and a marked decline in responding to literary text. For 2025-2026, classroom strategies will include explicit writing instruction, and it’s recommended that we have a focus on responding to literary texts.

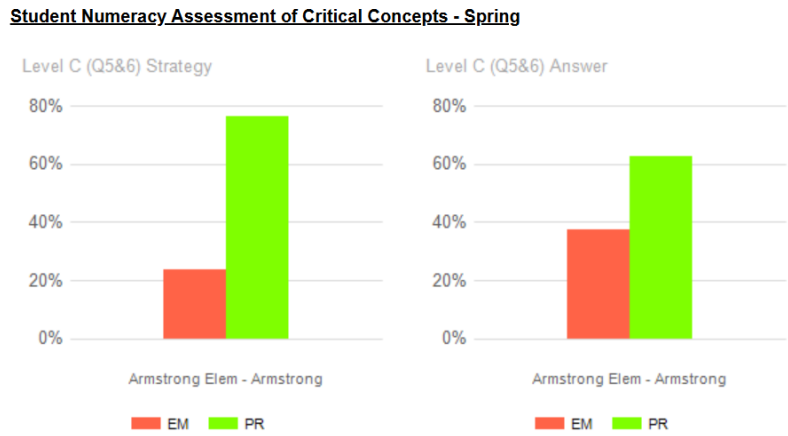
Grade 5 Proportional reasoning Spring 2025



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 2025)

Problem Solving



Current Grade 3 students could use support with computational practice as 76.5% of students have strategies to solve word problems.

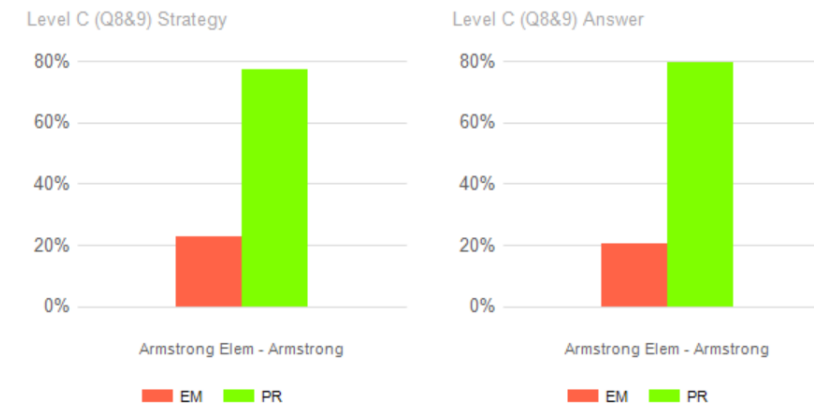
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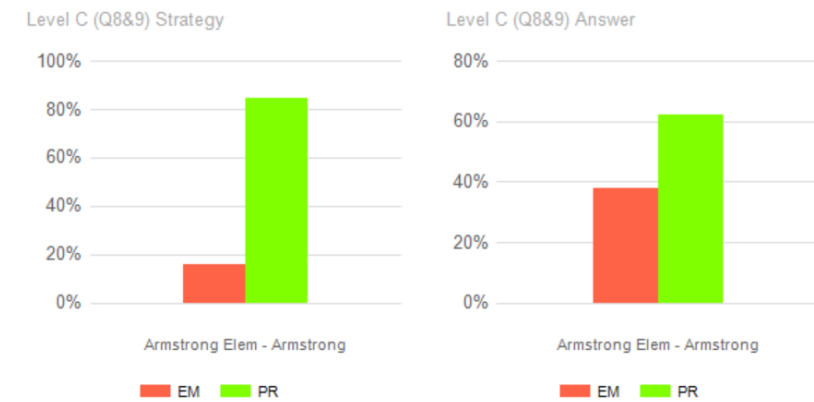
Current grade 4 students (measured as end of Gr 3 students in April 2025)
Problem Solving

Student Numeracy Assessment of Critical Concepts - Spring



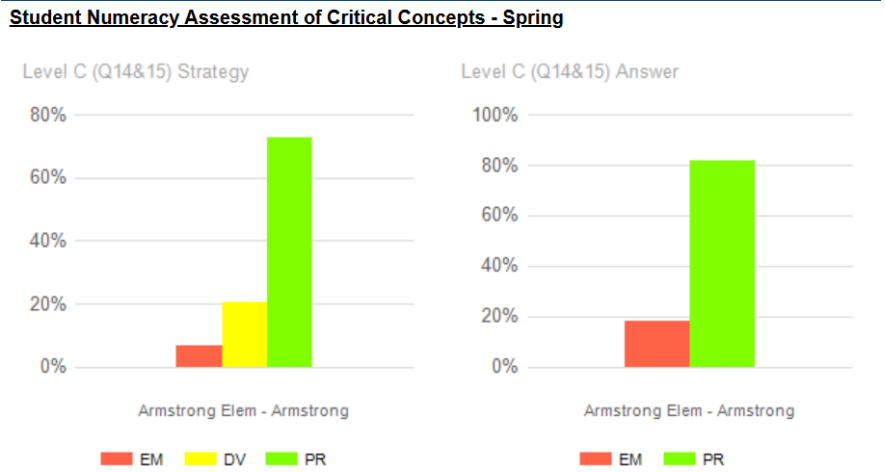
Current grade 4 students (Fall 2025)	
Problem solving	

Student Numeracy Assessment of Critical Concepts - Fall

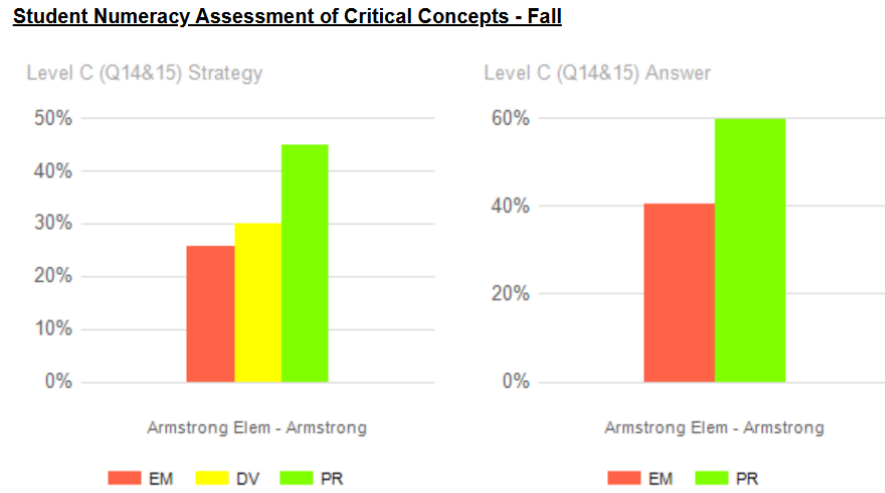


Current Grade 4 students in 2024-2025 had 80% of students able to arrive at a correct answer when problem solving. We will work to maintain this level of understanding in the current grade 4 year as this data indicates “summer slide”.

Current grade 5 students (measured as end of Gr 4 students in April 2025)
 Problem Solving



Current grade 5 students (Fall 2025)
 Problem solving



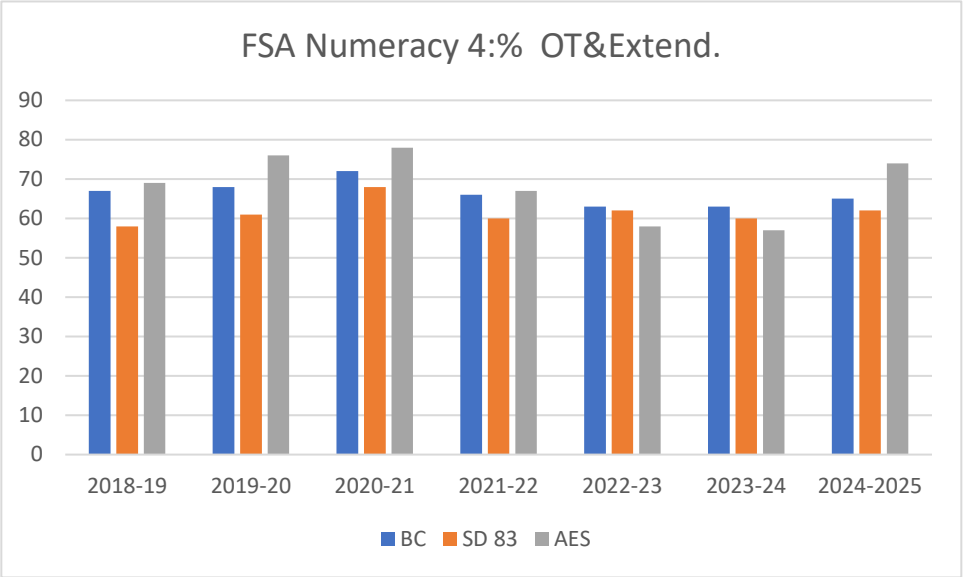
Grade 5 students in 2024-2025 school year struggled to correctly find solutions to word problems. It is hypothesized that as the amount of content that is in the curriculum for a grade increases, the more difficult it is for students to accurately choose and approach and follow it through to a reasonable solution. It is essential that problem solving is done daily, and requires every student to select their approach.

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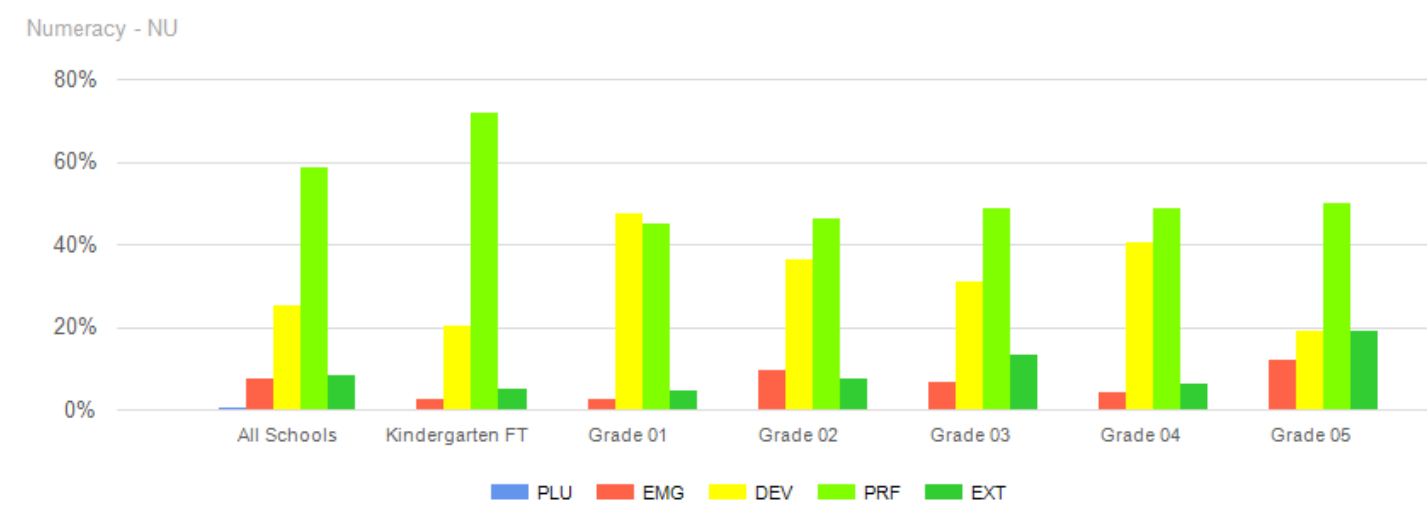
Grade 4 FSA: Numeracy over time at AES



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 2024-2025 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.

Final Summary of Learning Proficiency June 2025 by grade.



The data for the end of June Learning Summary shows that close to half of students are developing or emerging in Numeracy understandings.

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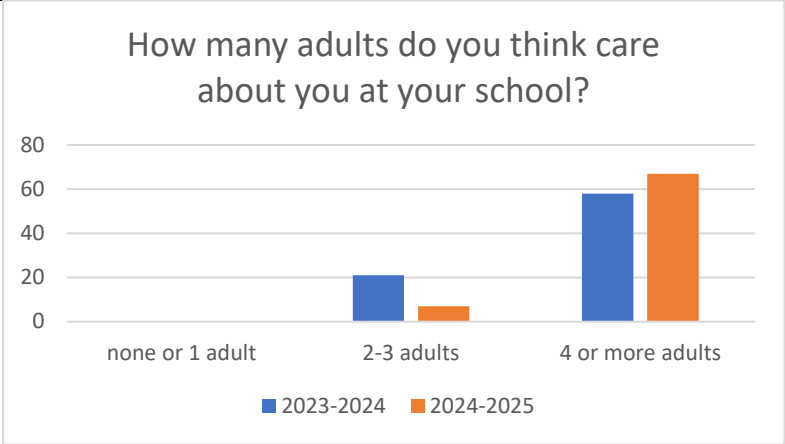
Data Analysis/Narrative:	Data Analysis/Narrative:
<ul style="list-style-type: none">• See text boxes next to each data visualization• Expressive writing to continue for those who are emerging and/or developing• Expressive writing as an intermediate class wide intervention particularly to focus on proper sentence structure and conventions.• Volume of writing has increased, which is good to see.	<ul style="list-style-type: none">• 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
<div><div>Strategic Priority: Human and Social Development</div><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.</div>	<div><div>Strategic Priority: Developing a Culture of Well-being</div><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.</div>
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:
<ul style="list-style-type: none">• Principal meets the school buses to welcome students off the bus and to school for the day• 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• Lunch club with IEW	<ul style="list-style-type: none">• 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• Theme of handling disappointment woven throughout year• Celebration of learning assemblies to build community and belonging as well as to review growth mindset

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Data to Inform/Support Sense of Belonging Goal:



Student Learning Satisfaction Survey (Grade 4)

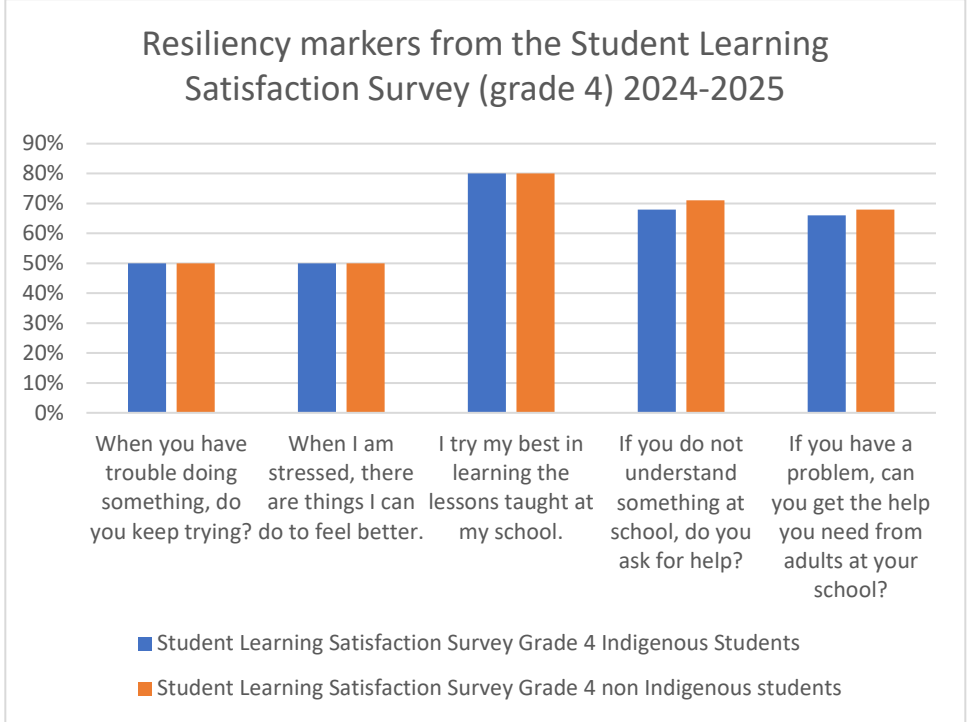
81% of Grade 4 students (2024-2025) responded positively to “how many adults care about you at the school” compared with 68% of the Gr 4 respondents in BC and 67% of SD83 students.

We will continue to monitor adult connections and overall sense of belonging through the Student learning survey (Spring 2026).



Data to Inform/Support Student Well-Being Goal:

In the fall of 2025 staff will review and select how they will collect data at classroom level.



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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 2025-2026 Student Learning Survey may reveal other areas of belonging to address.	While there is room for growth in our students’ sense of belonging at school, as indicated by the gr. 4 responses from Spring 2025, there is an overall positive sense of feeling welcome at school. Resiliency and growth mindset are core competencies that will support our students throughout their school lives and into their career pathways. Baseline data around student resiliency will be collected in 2025-2026 school year.
<div>Strategic Priority: Career Development</div> <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 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.	
<div>Strategies and Opportunities for Career Development:</div> <ul style="list-style-type: none">Communication skills: connected to the writing goal and oral languageAcademic skills: to support a meaningful Dogwood graduation to leave all doors open for studentsGoal setting: students will develop the skills to accurately self-assess where they are at in their learning and set a reasonable goal for themselvesVisible learning strategies incorporated into all classrooms	
<div>Resources and Professional Learning</div> <div>Identify specific learning, resources, or initiatives at the school and/or district level that will build staff capacity to work toward school goals.</div> <div>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. Explicit classroom writing instruction (including Expressive writing program) and with multiple intervention groups of grades 3-5 students.</div>	<div>School Learning Plan Consultation Process</div> <div>Please describe the consultative process with rights holders and stakeholders in the development of this School Learning Plan.</div> <div>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.</div>

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