



# Shuswap Middle School

## School Learning Plan 2025-2026



### School Context:

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

Shuswap Middle School is a Grade 6-8 triple track middle school: English, Early French Immersion and Late French Immersion (LFI). Currently there are 600 students at Shuswap Middle with approximately 13% of the population self-identifying as being of Indigenous ancestry. SMS is currently at the beginning of a transition from a middle school to an elementary as part of SD 83’s larger plan to move towards K-7 and 8-12 school configurations. At this point, we are not certain exactly what grades will be in the school next year with French Immersion, and we will move to grades 7 and 8 only for English programs. This creates some unique challenges as we gain and lose grades in the next year and will necessitate revising the way teams are structured as well as how exploration classes are delivered. It also creates challenges for school belonging- which will need to be addressed carefully and with intentionality.

### 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 develop and strengthen students’ proficiency in literacy with a focus on the development of written skills. We will collect baseline data this year to determine a measurable goal for 2026-2027.	To develop and strengthen all students’ abilities in the critical concepts in numeracy as identified by the SD 83 critical concept documents. In particular each grade will have a focus goal based on the results of the SNACC assessment. Grade 6: Percent 70% of grade 6 will score proficient on Level B SNACC Grade 7: Integers 50% of grade 7 students will score proficient on Level B Integers on the SNACC Grade 8: Fractions and Equations 40% of gr 8 students will score proficient on Level B equations, and 70% proficient in Level B fractions.
Strategies and Actions:	Strategies and Actions:
<ul style="list-style-type: none"><li>• Classroom focus on writing</li><li>• Possibly creating intervention program for Expressive writing if staffing can be allocated</li><li>• Splitting the learning update comments into Reading and Writing will be helpful for gathering baseline data</li><li>• School wide write in November which will provide data on areas to focus on in writing</li></ul>	<ul style="list-style-type: none"><li>• Emphasis on C-R-A model (Concrete- Representational- Abstract)</li><li>• Cycling through curriculum so these topics are reviewed on a weekly basis to allow time for mastery- encouraged use of the daily questions provided through the numeracy channel</li><li>• Review of the strategies in the critical concept documents to ensure common use of current recommended strategies</li></ul>

**Our Vision:** Preparing students to become educated citizens who contribute to a dynamic, sustainable, and diverse world.

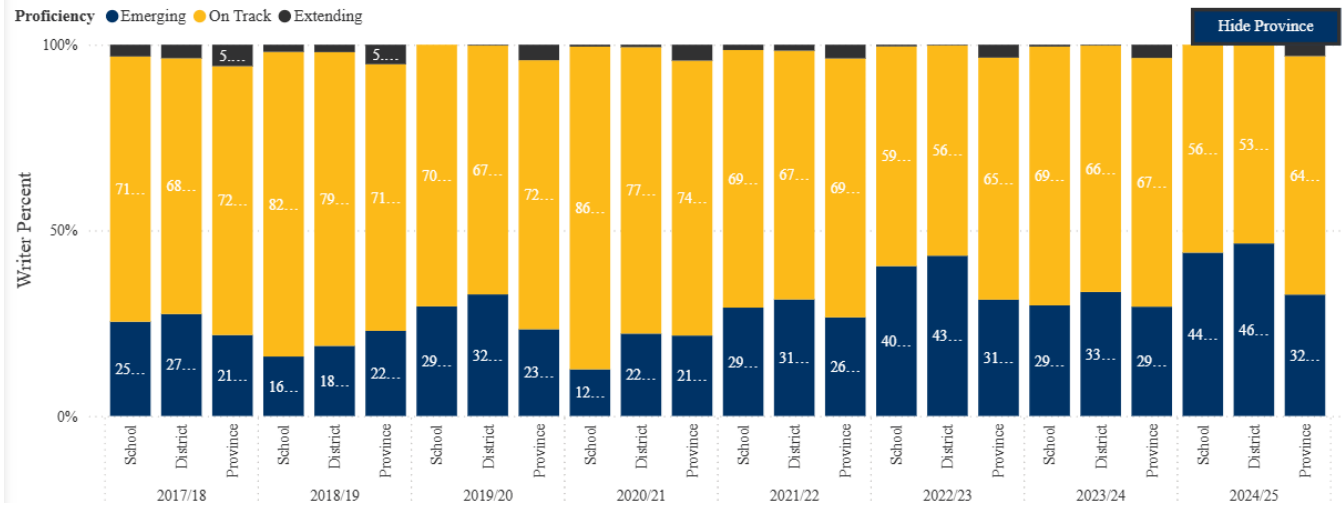
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Data to Inform/Support Literacy Goal:

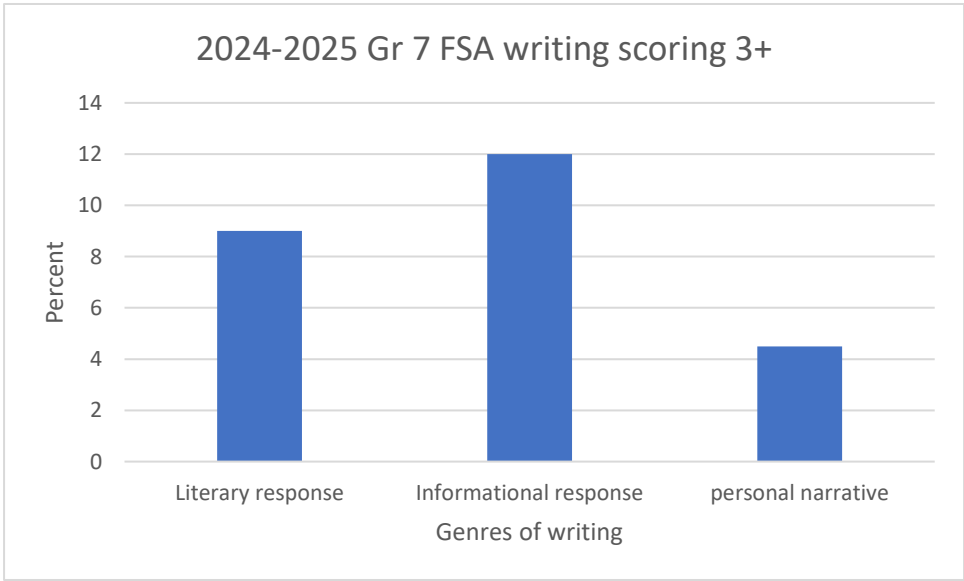
Overall FSA proficiency for literacy: the % of students in emerging has been rising and now 44% of students are emerging for literacy which includes reading and writing

Proficiency Rates for Province, 083 - North Okanagan-Shuswap, Shuswap Middle School [Literacy & Reading-07]

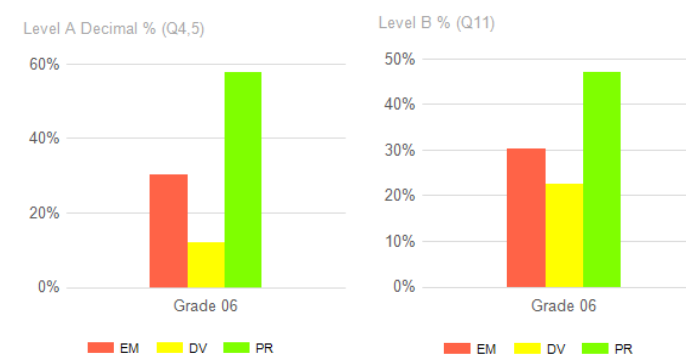


FSA grade 7: Written responses for Q 1 and 2 for information on response to text.

FSA grade 7: Written response to Q3 for personal/narrative writing

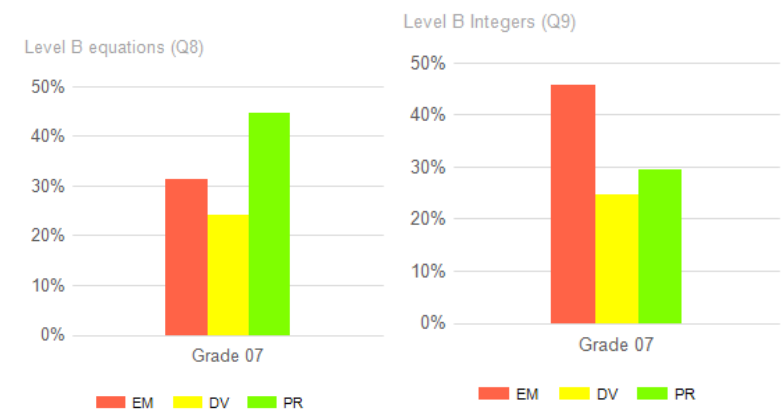


Data to Inform/Support Numeracy Goal:



Grade 6: For grade 6 level % content, only 47% of students were proficient

Grade 7: Less than 30% of students in grade 7 were proficient with calculations involving integers by the spring of grade 7



Grade 8: Only 24% of students were proficient with solving equations by the end of Grade 8. One of the questions involved fractions within the equation, and less than 50% were proficient with fractions so it makes sense to focus on both areas.

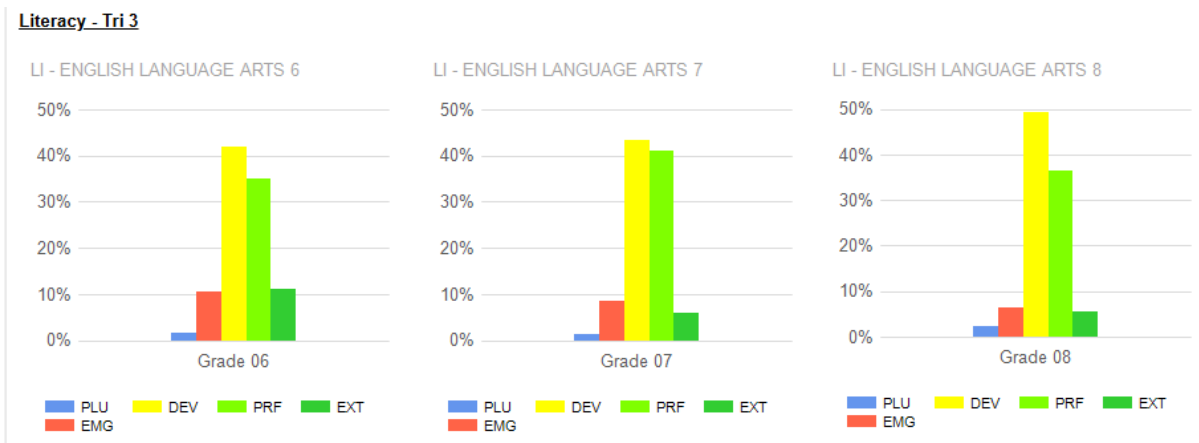
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School Wide Write: optional for Spring 2026 to provide baseline SWW data

Written learning update proficiency levels Fall and June- specific to writing. We do not have the ability to differentiate between reading and writing in the learning updates from 2024-2025. This will hopefully be addressed in 2025-2026.



Data Analysis/Narrative:

FSA 7 data from 2025 fall (current grade 8’s):  
When looking at the written response section of the FSA, 0% of our students received a “4” on any of their written responses (compared with 4% of the BC public schools).  
Personal/narrative writing: 4.5% of students received a score of “3” and the rest received a “1” or a “2”. (BC Public schools 23.7% received 3 or 4)  
Literary text response: 9% of students received a “3”. The rest were 1 or 2. (BC Public schools 29.4% received 3 or 4)  
Informational Text response: 12% of students received a 3. (BC Public schools 31.6% received a 3 or a 4)

The FSA information is a snapshot but provides a useful measure especially as it provides the provincial comparison. When looking at learning update proficiencies, we still see at all grades that less than 50% of students received a “proficient” rating. Classroom observations show reading is stronger than writing. Without breaking out the learning update proficiency levels into reading and writing, it is difficult to get an accurate picture of where strengths and stretches lie. Nevertheless, more than 50% of grade 8 students are leaving SMS without being “proficient” in English Language Arts. This is a concern.

Data Analysis/Narrative:

See above for specifics.  
When the critical concepts are not yet mastered, it makes it exceedingly difficult to move forward with more complex curriculum. Teachers of each grade are finding that students are not demonstrating mastery, or even developing understandings, of the most critical concepts from the previous grade and therefore a great deal of time is spent re-teaching concepts from lower grades.

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<div><div>Strategic Priority: Human and Social Development</div><div><ul style="list-style-type: none"><li>In the School Learning Plan, the <b>Human and Social Development</b> 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></li><li>Goals must be focused on measuring a sense of belonging.</li><li>Potential data sources may include the School District No. 83 EDI Environmental Scan, the Student Learning Survey, and student focus groups.</li></ul></div></div>	<div><div>Strategic Priority: Organizational Development</div><div><ul style="list-style-type: none"><li>In the School Learning Plan, the <b>Developing a Culture of Well-Being</b> 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></li><li>The goal must be focused on STUDENT well-being.</li><li>Potential data sources may include the School District No. 83 EDI Environmental Scan, the Student Learning Survey, and student focus groups.</li></ul></div></div>
<div>Sense of Belonging Goal:</div> <div>80% of students will report they feel welcome at SMS on the student learning survey which is a +13% improvement target from 2023-2024 school year and 14% from 2024-2025.</div>	<div>Student Well-Being Goal:</div> <div>85% of students will report feeling safe at SMS (which would be +9% improvement target from the 2023-2024 school year) and an +11% improvement from 2024-2025 school year.</div>
<div>Strategies and Actions:</div> <div><div>-Teams will be continued so that students are connected to one or two other teachers as well as their Core subject teacher.</div><div>- Phoenix games will continue: to provide connection to their classes and a sense of importance</div><div>- Indigenous room open at lunch hours</div><div>-Indigenous leadership group with Theresa</div><div>-Continue cultural activities that build understanding and respect of Indigenous ways of knowing and being</div></div>	<div>Strategies and Actions:</div> <div><div>-hope to do a survey in mid-year of where students feel the most and least safe and then implement specifics depending on the results</div><div>-continue monitoring washrooms for unsafe behaviour, substance use, loitering</div></div>
<div>Data to Inform/Support Sense of Belonging Goal:</div> <div><div>2024/2025 Student Learning Survey - District Question Results (All Districts, Shuswap Middle School, Multiple Grades)</div><div><div>Show Province</div><div><div><div><div><div></div><div>-11%</div></div><div><div>-28%</div></div><div><div>56%</div></div></div><div>(NQ10) - I would like to go to a different school.</div></div><div><div><div><div></div><div>-7%</div></div><div><div>-22%</div></div><div><div>66%</div></div></div><div>(NQ16) - Do you feel welcome at your school?</div></div><div><div><div><div></div><div>-30%</div></div><div><div>-30%</div></div><div><div>38%</div></div></div><div>(Q3) - Do you like school?</div></div><div><div><div><div></div><div>-13%</div></div><div><div>-22%</div></div><div><div>64%</div></div></div><div>(S81) - Is school a place where you feel like you belong?</div></div></div><div>Survey Question</div><div>Response Rate</div></div></div> <div>Student learning survey 2025-2026 will provide data to see how we are progressing.</div>	<div>Data to Inform/Support Student Well-Being Goal:</div> <div><div>2024/2025 Student Learning Survey - District Question Results (All Districts, Shuswap Middle School, Multiple Grades)</div><div><div>Show Province</div><div><div><div><div></div><div>-17%</div></div><div><div>74%</div></div></div><div>(Q22) - Do you feel safe at school?</div></div><div><div><div><div></div><div>-12%</div></div><div><div>80%</div></div></div><div>(S108) - I feel safe when I am going from home to school, or from school to home.</div></div></div><div>Survey Question</div><div>Response Rate</div></div> <div>Student Learning Survey 2025-2026</div>

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<b>Data Analysis/Narrative:</b> -Across multiple grades, 66% is the average in our district for students feeling welcome at their school. We are right on par with the district. In our survey results, there is parity between feeling welcome and feeling like they belong at school, which indicates the result is likely a valid result. This is a concerning piece of data as it means that 1 out of every 3 kids is not feeling welcome at school/feeling like they belong. Furthermore, they are showing that, at least on the student learning survey, they do not like school. We need to do some further investigating through conversations and follow up surveys to determine why students are feeling disconnected. Is it that they feel connected in their classroom but not to the wider school? Or they don’t feel connected anywhere? Is it the same across all grades?	<b>Data Analysis/Narrative:</b> -without a more specific survey it is difficult to see where students feel safe and unsafe as it is unlikely that it is “everywhere” for either choice. Washrooms are typically places where students feel less safe and we are making a real effort to circulate through washrooms frequently to increase the feeling of safety. -across the district 73% of students in SD83 feel safe, which means we are reflective of the average in the district. However, this means that more than 1 in 4 students are not feeling safe which is a huge concern for us. Getting further information will be important so that appropriate strategies can be implemented.
<b>Strategic Priority: Career Development</b> <ul style="list-style-type: none"><li>• In the School Learning Plan, the <b>Human and Social Development</b> 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></li><li>• In the elementary/middle years, schools should be implementing strategies to help student learn about potential career pathways and providing opportunities for career exploration.</li></ul>	
<b>Strategies and Opportunities for Career Development:</b>  Students at all grades will be provided with opportunities to learn about different careers through class work. Explorations classes are designed to provide a range of activities over a long enough time period to develop a sense of skill in that area. Experience OK college for grade 8 students. Guest speakers from a variety of careers	
<b>Resources and Professional Learning</b> Identify specific learning, resources, or initiatives at the school and/or district level that will build staff capacity to work toward school goals.  -Expressive writing program if we have enough staff FTE to provide intervention programs -District numeracy resources for supporting classroom teachers in the numeracy goals -writing pro D across all subject areas	<b>School Learning Plan Consultation Process</b> Please describe the consultative process with rights holders and stakeholders in the development of this School Learning Plan.  Team leader meetings, staff meetings, PAC meetings, newsletters and Pro D offerings.

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