



Silver Creek School Learning Plan 2024-2025



School Context:

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

Silver Creek has 83 students in grades K-8. Principal is 0.7 administrator and teaching 0.3. The principal teaching time includes music and various academic blocks for the grade 6-8 class and the grade 2-4 class. We have a 0.5 FTE LRT. We have a 0.2 Literacy support teacher. Music teacher provides 2 classes of music to two divisions. 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 3 Certified Educational Assistants at the school.

The community is comprised of families from 2 trailer parks, small holdings, and numerous farms. The school includes 8 students of indigenous descent and 12 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:
Students will be able to: 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.	Students will be able to: show their thinking, when solving word problems, with clear evidence of the strategy they have chosen. 75% of Silver Creek students will score in meet or exceed for provincial and District based assessments. (Visible Thinking in the Classroom)
Strategies and Actions:	Strategies and Actions:
LITERACY • Provide diverse learning opportunities with differentiated supports in literacy. • Provide targeted literacy supports to Indigenous students. • 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. • 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. Areas of Instructional Focus: 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.	NUMERACY • Provide diverse learning opportunities with differentiated supports in numeracy. • Provide targeted numeracy supports to Indigenous students. • 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 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. • 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. Areas of Instructional Focus: a) Students will be able to verbalize the problem and to be able to understand which algorithm to apply to solve b) Students will be able to show their step-by-step thinking and process for multi-step problem solving c) Continue to teach Critical thinking in mathematics. d) Continue working with Making Math meaningful-Marian Small e) Universal and essential supports for students with diverse needs f) 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>

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

Motivation and Inspirational Ideas: To encourage participation in reading we will have students contribute book reviews and recommendations in the library for students to see, host book tasting in each class and perhaps in an assembly (read the first chapter aloud to the students - then promote the idea that the book is now available in the library.) Have staff members, parents, fire chief, “celebrity idea” do book reviews/recommendations that can be seen in the library) Review guided reading strategies – continuity for all staff and our practice as a team. Literacy Program Framework - Apply strategies and program set up as per University of Florida (<i>UFLI</i>). (K-3 District-wide anchor program/resource). Develop Common Language – as per the University of Florida (<i>UFLI</i>). (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) <u>Assessment fall and spring:</u> Primary - PM Benchmarks, Whole class reading Intermediate: Fountas and Pinnell or NFRA for intermediate grades. <u>Parent Involvement:</u> Home reading encouragement from all classrooms. Sticker charts with prizes for DIV 4 & DIV 3 (grade K-4)	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) Problem Solver Resource: teaching Problem Solving strategies to apply to real world problems. Develop Common Problem-Solving Language/Expectations as a staff “draw a math picture, an image, a visual representation”, “write a number sentence/equation/operation”, “write the final sentence”. “What is a math picture? (Number line, groups, tally, chart, Venn diagram, pie charts, fraction bars etc.) Continue using the Critical Concept booklets (<i>Individual Student Passports</i>) for tracking mastery and for goal setting. <u>Parent Involvement:</u> Beginning in the spring season, in monthly newsletter a math problem for primary and a math problem for intermediate will be sent home. Answers will be collected at the school and a draw for a monthly prize (a book) will be done on the Friday following the newsletter. Host a math afternoon and invite families. Have pizza and make it a social event. -share information with parents how to probe for deeper meaning, show evidence of understanding Give out board games to encourage families to play together at home. (For example: Uno, Skip Bo, Dutch Blitz, Yahtzee, Cribbage, Box Cars & One-eyed Jack)

Data to Inform/Support Literacy Goal:

2023-2024 FSA Literacy

GRADE 4 Literacy - 6/6 STUDENTS (100%) are emerging.

GRADE 7 Literacy - 8/11 STUDENTS (73%) are proficient (on track) or extending.

PERFORMANCE INDICATORS/MEASURES

- Foundational Skills Assessment (FSAs)
- Report Card Data (proficiency levels)
- Early Development Instrument (EDI)
- Student Learning Survey Data

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

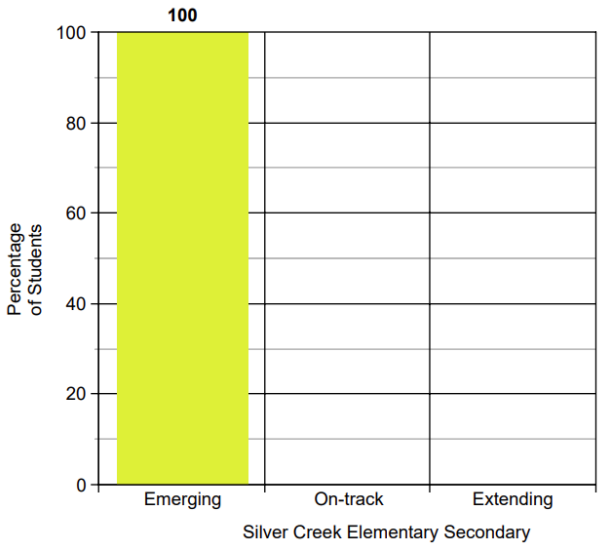
In grade 4, our reading and writing scores are weak. Staff looked at the miscues to see what areas proved challenging.

a) Students general reading ability impeded their ability to comprehend, understand main ideas or themes.

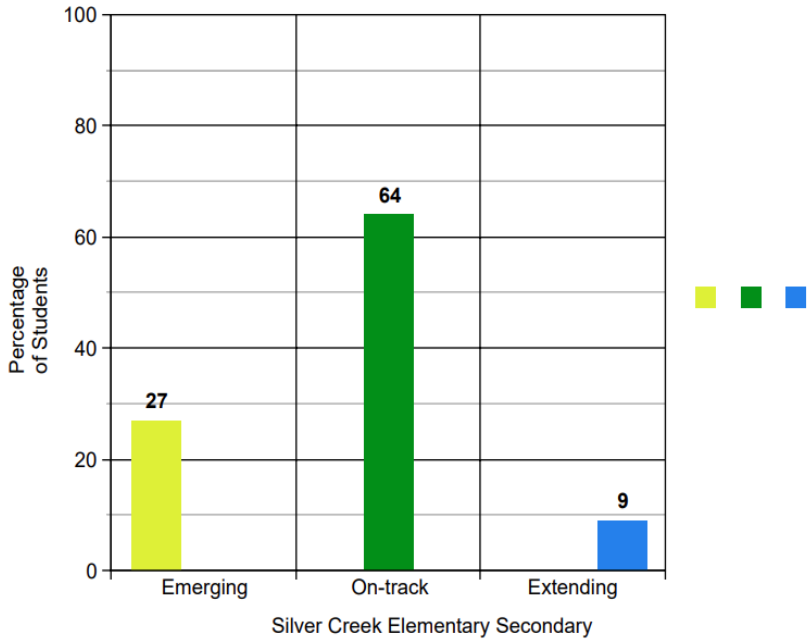
b) students struggled with finding evidence to support their thinking.

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.

Foundation Skills Assessment Grade 4 Literacy Results 2023-2024



Foundation Skills Assessment Grade 7 Literacy Results 2023-2024



Data to Inform/Support Numeracy Goal:

2023-2024 FSA NUMERACY

GRADE 4 Numeracy - 4/6 STUDENTS (67%) are proficient (on track)

GRADE 7 Numeracy - 6/11 STUDENTS (55%) are proficient (on track) or extending

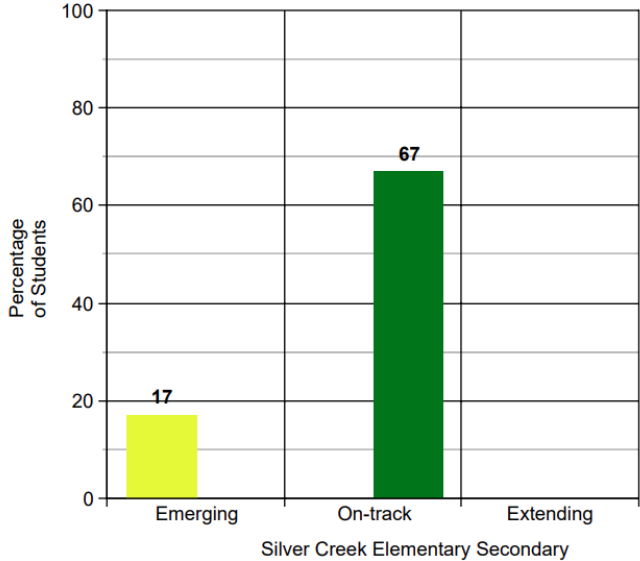
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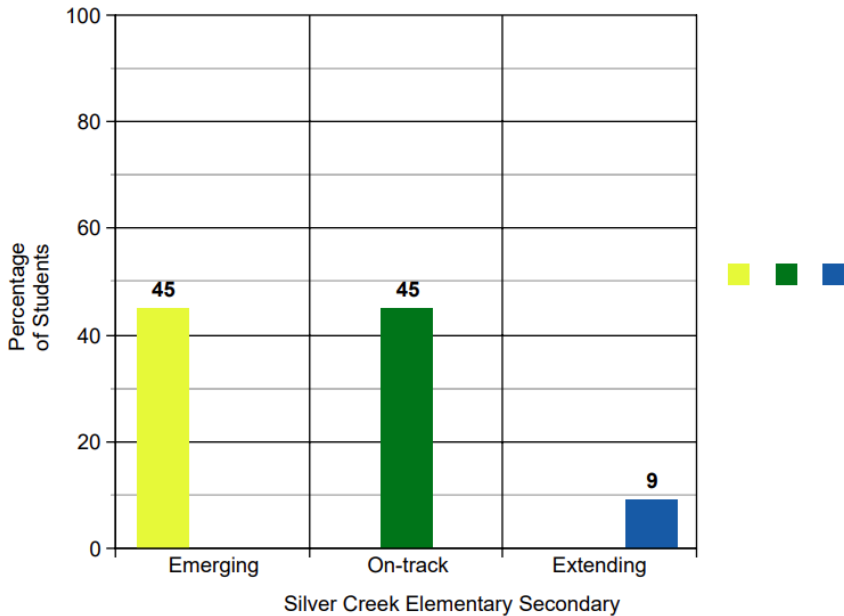
FSA data: Students are beginning “show their work” and to find evidence of *why* something is correct or incorrect.

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 imploy to solve various steps.

Foundation Skills Assessment Grade 4 NUMERACY Results 2023-2024



Foundation Skills Assessment Grade 7 NUMERACY Results 2023-2024



2022-2023 FSA Literacy
8/14 students or 57% for grade 4 literacy are proficient (on track) or extending
5/9 or 66% for grade 7 literacy are proficient (on track)

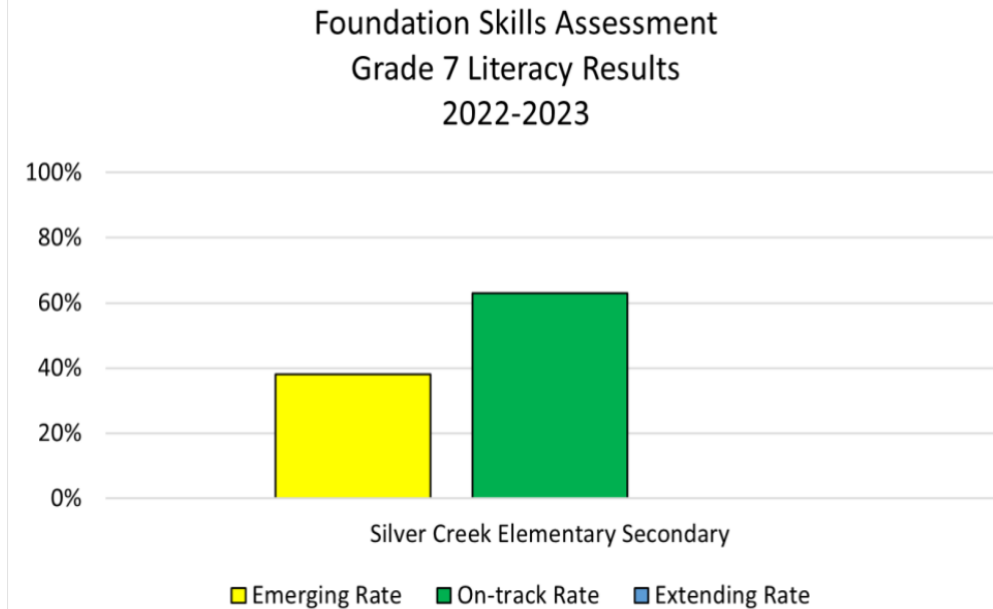
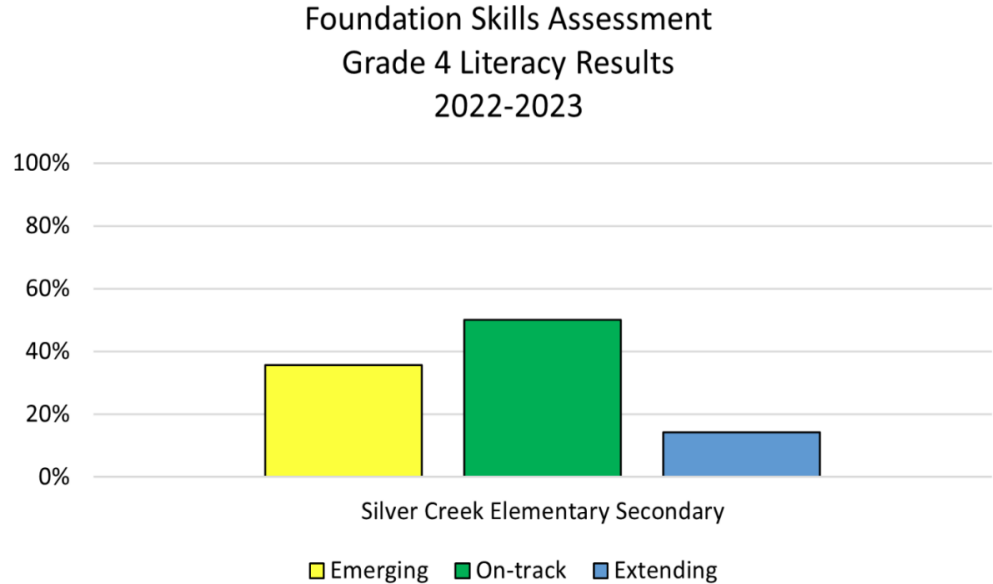
Primary students are struggling with decoding written language.

2022- 2023 Early Learning Profile- Kindergarten Literacy

Students who are achieving at Developing and Proficient:
Phonemic Awareness 81%
Concepts of Print 92%
Alphabet knowledge 47%
This data shows that our students have an average understanding of many important early literacy skills. Our students are weaker in alphabet knowledge this past year.

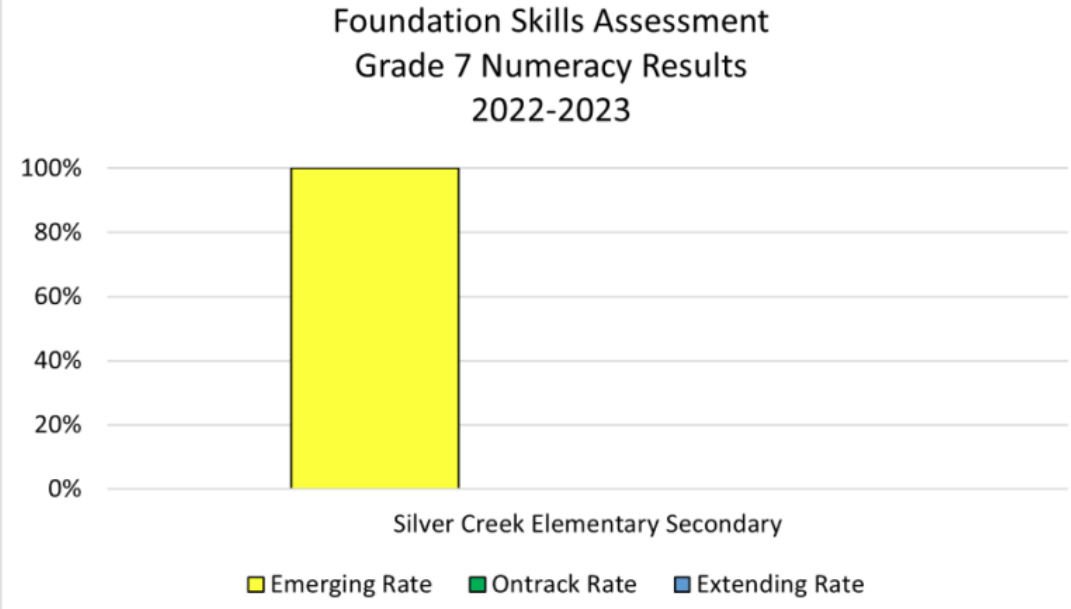
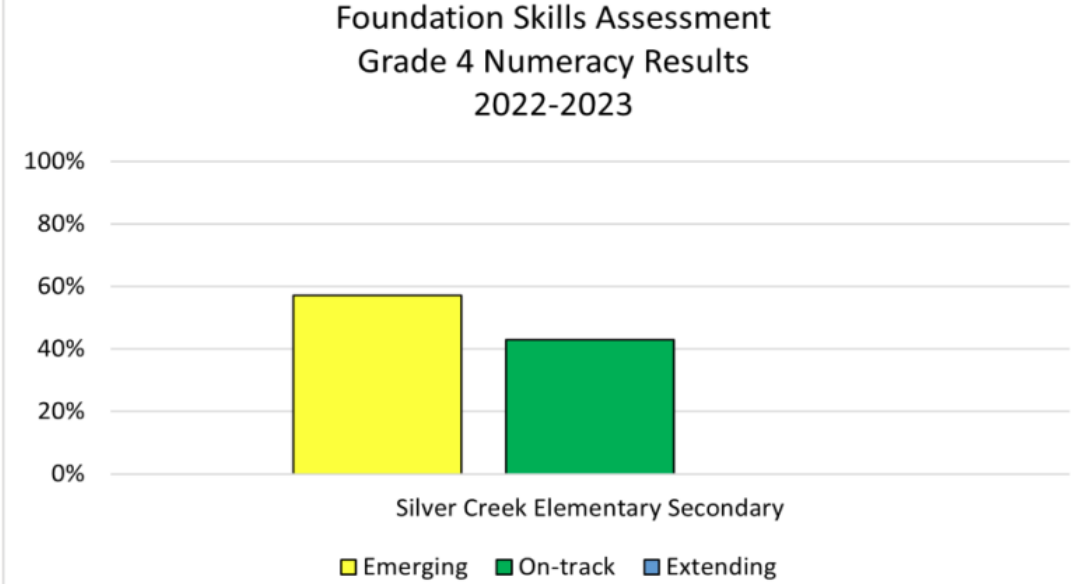
2022-2023 PM Benchmarks
Number of students who are developing or proficient in reading at the end of June 2022:

Grade 1: 33% or 2/6 students
Grade 2: 20% or 1/5 students
Grade 3: 56% or 9/16 students
Grade 4: 25% or ¼ students
We have seen a decline in reading skills since Covid. Many of our students present a one-year delay as a result.



2022-2023 FSA Literacy
6/14 students or 42% for grade 4 numeracy are proficient or extending (on track)
100% grade 7 numeracy are emerging

2022-2023 SNACC District Numeracy Assessment
Kindergarten: 88% of questions answered are proficient in all critical concepts
Grade 1: 67% Proficiency
Grade 2: 52%
Grade 3: 45%
Grade 4: 36%
Grade 5: 64%
Grade 6:39%
Grade 7: 31%
Grade 8:31%



Early Learning Profile-Kindergarten Literacy Students who are achieving at Developing and Proficient: Phonemic Awareness 81% Concepts of Print 92% Alphabet knowledge 47% This data shows that our students have an average understanding of many important early literacy skills. Our students are weaker in alphabet knowledge this past year. PM Benchmarks Number of students who are developing or proficient in reading at the end of June 2022: Grade 1: 33% or 2/6 students Grade 2: 20% or 1/5 students Grade 3: 56% or 9/16 students Grade 4: 25% or ¼ students We have seen a decline in reading skills since Covid. Many of our students present a one-year delay as a result. Priority Learning Goal Teachers will focus on guided reading in small groups to target reading instruction at each reading level. We know that reading affects students across the curriculum.	SNACC District Numeracy Assessment Kindergarten: 88% of questions answered are proficient in all critical concepts Grade 1: 67% Proficiency Grade 2: 52% Grade 3: 45% Grade 4: 36% Grade 5: 64% Grade 6:39% Grade 7: 31% Grade 8:31% Assessment results decline as students get older. Staff have analyzed the data and found that overall math skills in general decline after grade 3, where concepts are more concrete. Staff will continue to build capacity in the critical concepts so that students are able to answer the questions for their grade level.
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: there are skill gaps with critical concepts. Assessment results decline as students get older. Staff have analyzed the data and found that overall math skills in general decline after grade 3, where concepts are more concrete. Staff will continue to build capacity in the critical concepts so that students are able to answer the questions for their grade level. Numeracy assessment scores show areas for improvement. Many students do not understand the problem-solving aspects of multistep word problems. Students did not know which strategy to implore to solve various steps. FSA data: Students are beginning “show their work’ and to find evidence of <i>why</i> something is correct or incorrect. Class Instructional data: Students often don’t know <i>how</i> they know. They find it difficult to <i>explain their thought processes</i>. Math operative <i>fluency</i> is notably weak at the intermediate level. Deciphering specific math vocabulary and determining next steps during the problem-solving process.

Strategic Priority: Human and Social Development	Strategic Priority: Developing a Culture of Well-Being
- In the School Learning Plan, the Human and Social Development goals must be connected to the School District No. 83 Strategic Priority goal – <i>Each student will feel welcome, safe, and connected to peers and adults in their schools.</i> - Goals must be focused on measuring a sense of belonging. - Potential data sources may include the School District No. 83 EDI Environmental Scan, the Student Learning Survey, and student focus groups.	- In the School Learning Plan, the Developing a Culture of Well-Being goal must be connected to the School District No. 83 Strategic Priority goal – <i>Each student will feel socially, emotionally, and mentally supported within their schools and the district.</i> - The goal must be focused on STUDENT well-being. - Potential data sources may include the School District No. 83 EDI Environmental Scan, the Student Learning Survey, and student focus groups.
Sense of Belonging Goal:	Student Well-Being Goal:
GOAL Each student will feel welcome, safe, and connected to peers and adults in Silver Creek School. OUTCOMES 1. Students will report feeling welcome, safe, and a sense of <i>belonging</i> to our school community. 2. To develop, expand and implement inclusive and collaborative practices and processes.	GOAL Each student will feel socially, emotionally, and mentally supported at Silver Creek School. OUTCOMES 1. Students will report a sense of well-being. 2. To develop, expand and implement programs and practices to support student well-being.
Strategies and Actions:	Strategies and Actions:
Creating an Understanding of Positive School Culture Promote a school-wide understanding of the S.T.A.R. (Safety, Teamwork, Accountability, Respect) Matrix and the expectations that are taught for all areas in the school. Continue with recognition and celebration assemblies to promote S.T.A.R. (Safety, Teamwork, Accountability, Respect) behaviours and values. Discussion of aspects of the Truth and Reconciliation Act in assemblies and in our classrooms. Silver Creek School Learning Plans contains a specific goal for Truth and Reconciliation with inclusion of priority learners. 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. On Mondays, our IEW supports students within the classroom setting, in small groups in her Indigenous Education room, and by hosting school-wide learning activities sometimes with knowledge keepers. (March 11 storytelling morning with a knowledge keeper, by the fire pit) 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. Recognize and teach explicitly with an awareness and reference to <i>First Peoples Principles of Learning</i> .	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. 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. - Support school staff and parents/caregivers in Mental Health Literacy. - Provide opportunities for staff and parents/caregivers to increase their understanding of sexual health education. - Provide opportunities for staff and parents/caregivers to increase their understanding of sexual orientation, gender identity or expression (SOGI). - 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.

Continue with the Virtue tree for grade 8’s upon leaving the school.

SBT held twice a month to reach out for additional support, resources, and expertise.

- Provide a Silver Creek school event invitation to Indigenous families and provide a welcoming space.

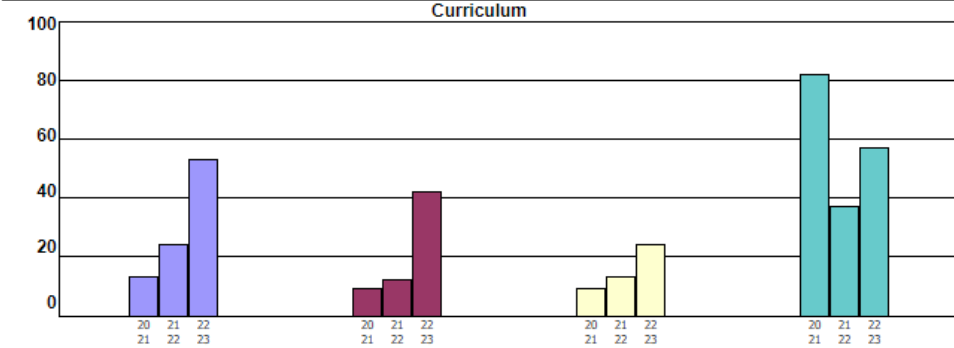
- Provide on-going opportunities for staff to expand their understanding of, and commitment to, inclusive, anti-racist, and anti-oppressive practices.

- Ensure all school staff are involved in the Indigenous Day of Learning.
- Develop culturally affirming spaces in our school.

- Provide trauma-sensitive informed professional development for all staff.

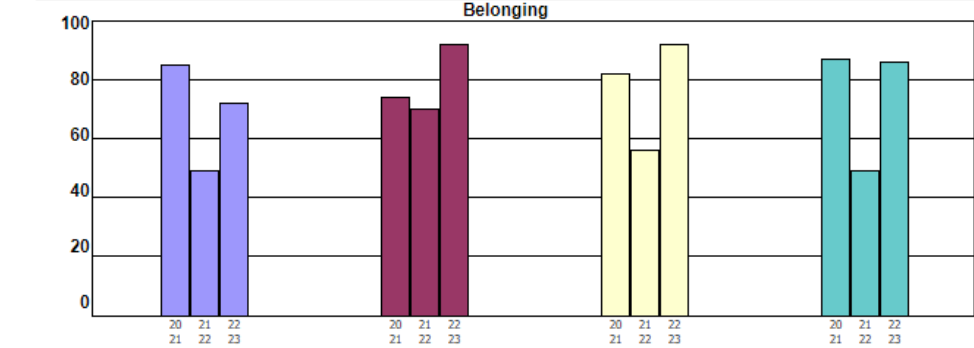
GRADE 4 RESULTS (in %), 2020/2021 - 2022/2023

% 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				
Belonging		Silver Creek Elementary Secondary (08383041)		
		2020/2021	2021/2022	2022/2023
Is school a place where you feel like you belong?		86	***	73
How many adults do you think care about you at your school?		75	71	93
Do adults in the school treat all students fairly?		83	***	93
Do you feel welcome at your school?		88	***	87



Staff are participating as a team to develop trauma informed practices that are consistent and based in an understanding of best practice.

Continue to encourage participation to school events for all our families.

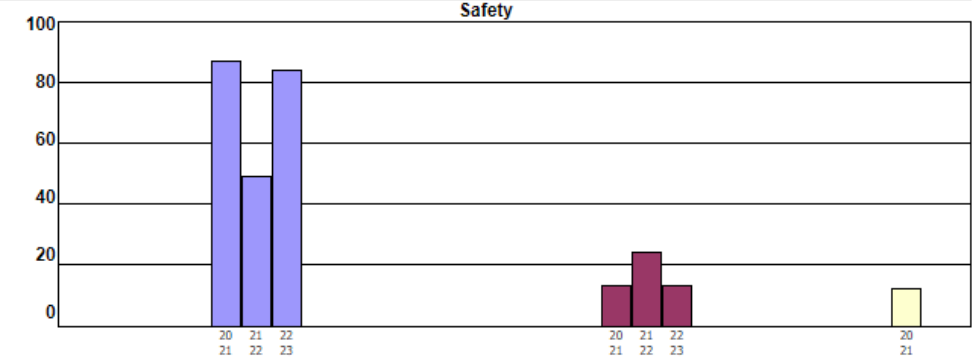
- Support Social Emotional Learning in schools through the work of our LRT, Counsellor, and full staff team.

Report Notes:

* For this question, a low percentage of students reporting "Many Times" or "All the Time" is desired.

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:
SCR involves our school based Indigenous Education Worker and Indigenous community members in all school events. (PAC hosted Movie Night Feb 15, 2024 - Brother Bear Film with introduction and land acknowledgment by our IEW) Recognize and teach explicitly with an awareness and reference to <i>First Peoples Principles of Learning</i>. Reviewed and discussed each September with full staff. Students acknowledge the territory at assemblies and each morning on our announcements. Continue to discuss the Truth and Reconciliation Act in assemblies and in classrooms. Continue to work with our IEW to support our indigenous students with curriculum as well as bringing Indigenous culture to the whole population.	
Data Analysis/Narrative:	Data Analysis/Narrative:
The SCR team will be reviewing and analysing our <i>most recent</i> data when this is available.	The SCR team will be reviewing and analysing our <i>most recent</i> 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.

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.
The Educated Citizen workshop. (Keeping the End in Mind) School-based Professional Development The Behaviour Code – extensive District-wide Professional Development series. 90% of staff and currently participating. Technology workshops – (ADST) School-based Professional Development Restitution and Control Theory – School-based Professional Development 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.