Silver Creek Elementary School
School Learning Plan 2026-2027

School Context

Silver Creek has 74 students in grades K-8. Principal is 0.8 administrator and teaching 0.2. We have a 0.5 FTE LRT, .4 IRT. 0.2 Literacy support teacher as well as .2 counelling. 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 14 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:

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.

Strategies and Actions:

LITERACY
• 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 MTSS (Multi-Tiered System of Support)
• Use a variety of formative assessments to guide classroom instruction.
• Provide professional development opportunities for staff to practice high impact classroom instructional practices. UFLI, LST, Adrienne Gear

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.

Motivation and Inspirational Ideas: Teachers are attending Adrienne Gear Professional Learning and using data from school wide writes to look for areas of focus.

Review guided reading strategies – continuity for all staff and our practice as a team.

Numeracy Goal:

Students will be able to:
Primary Goal: Learn to subtract with and without regrouping (students will demonstrate proficiency with grade level subtraction concepts)
Intermediate goal: Improve multiplication

Strategies and Actions:

NUMERACY
• 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.
  - 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) **Universal and essential supports** for students with diverse needs
e) Teaching students how to be **assessment capable learners.** *What am I learning? How am I doing? Where to next? Critical thinking in mathematics*

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

Our Mission: Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community.

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

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:
School Wide Write
Primary - PM Benchmarks, Whole class reading, DIBELS
Intermediate: Fountas and Pinnell

Parent Involvement:
Home reading encouragement from all classrooms. LASS

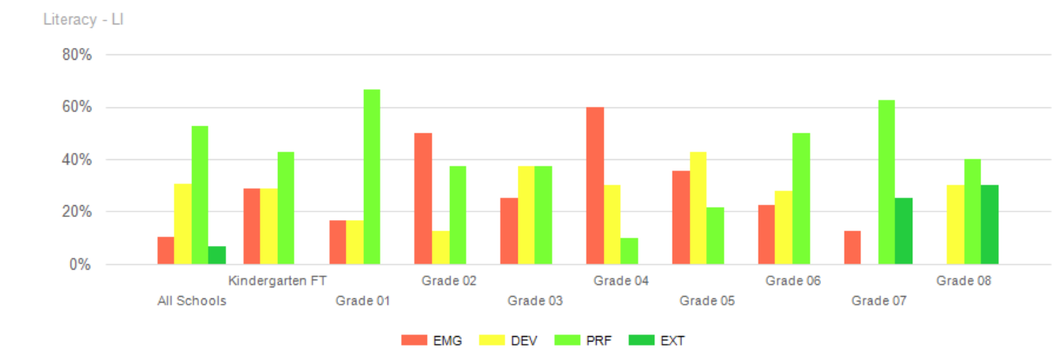
Motivation and Inspirational Ideas: To encourage participation in communicating problem solving thinking we will work together as a learning community to find active and positive ways to inspire the enjoyment of mathematical problem solving.
School-wide: Gamifying some math concept work to include fun activities and teambuilding ideas into our work in problem solving.

- Classroom teachers are involved in the District Numeracy residency which will focus on critical concepts based on the school numeracy goals

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)

Data to Inform/Support Literacy Goal:

K-8 Writing Proficiency on Report Cards June 2026



Literacy - LI

	All Schools	Kindergarten FT	Grade 01	Grade 02	Grade 03	Grade 04	Grade 05	Grade 06	Grade 07	Grade 08
EMG	10.15%	28.57%	16.67%	50.00%	25.00%	60.00%	35.71%	22.22%	12.50%	
DEV	30.54%	28.57%	16.67%	12.50%	37.50%	30.00%	42.86%	27.78%		30.00%
PRF	52.81%	42.86%	66.67%	37.50%	37.50%	10.00%	21.43%	50.00%	62.50%	40.00%
EXT	6.50%								25.00%	30.00%

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

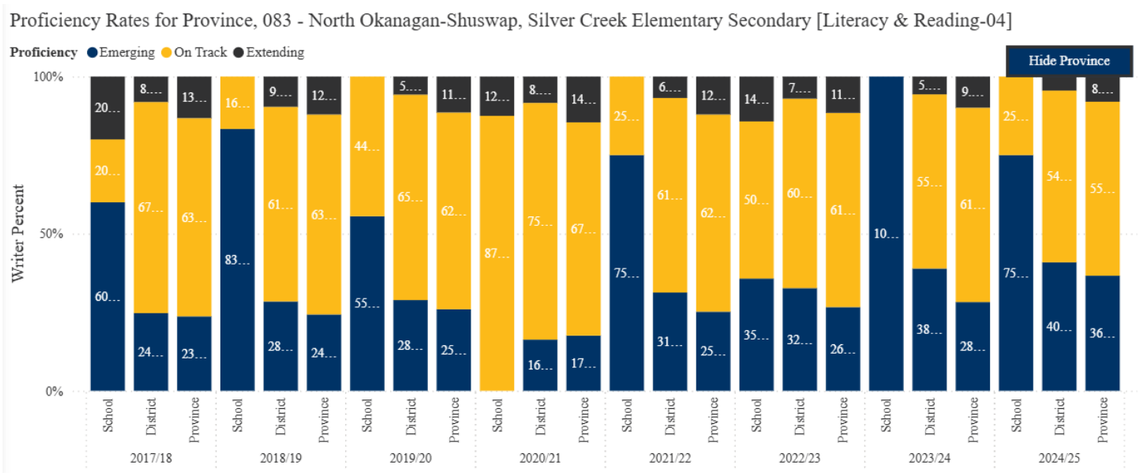
SNACC data: Primary: Students scored low on subtraction with and without reasoning. Less than 20 percent of our students were able to subtract.
Intermediate: Students scored low on multiplication. 0 percent of students were proficient by end of grade 4 and only 25 percent were proficient by the end of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

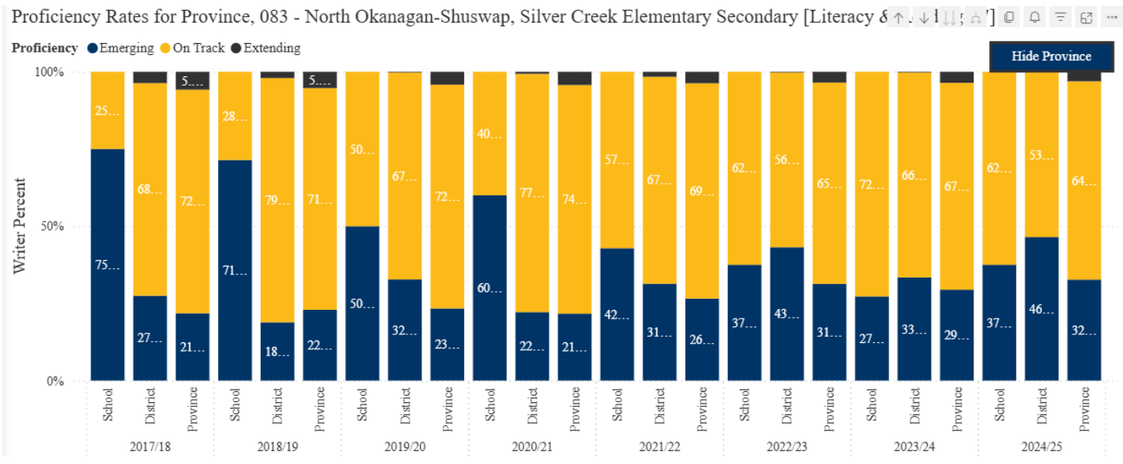
FSA data: Students are beginning to "show their work' and to find evidence of *why* something is correct or incorrect. Numeracy assessment scores show areas for improvement. Many students do not understand problem-solving aspects of multistep word problems. Students did not know which strategy to implore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

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.



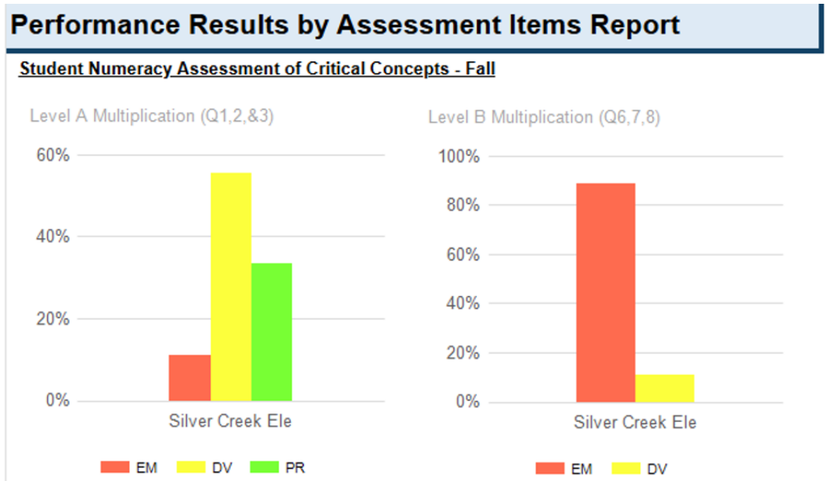


FSA Data: Intermediate students struggle with comparing and then contrasting information from two or more texts.

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.

End of Grade 4 Multiplication

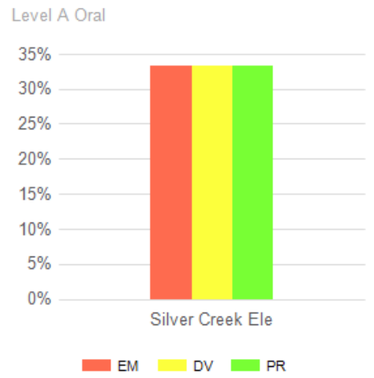


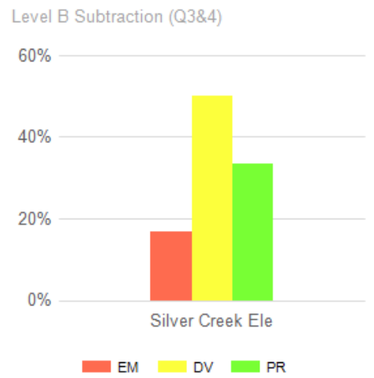
	Performance	Silver Creek Ele	
Level A Multiplication (Q1,2,&3)	EM	1	11.11%
	DV	5	55.56%
	PR	3	33.33%
Level B Multiplication (Q6,7,8)	EM	8	88.89%
	DV	1	11.11%

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.	
Data Analysis/Narrative:	**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.	**End of Grade 2 Subtraction**

Performance Results by Assessment Items Report

Student Numeracy Assessment of Critical Concepts - Fall



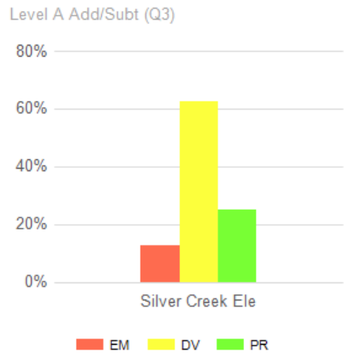


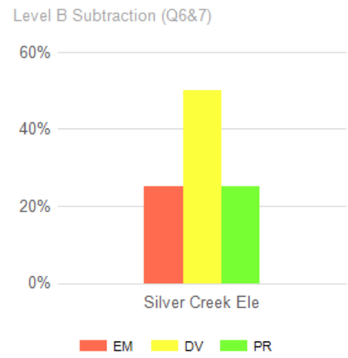
	Performance	Silver Creek Ele	
Level A Oral	EM	2	33.33%
	DV	2	33.33%
	PR	2	33.33%
Level B Subtraction (Q3&4)	EM	1	16.67%
	DV	3	50.00%
	PR	2	33.33%

End of Grade 3 Subtraction

Performance Results by Assessment Items Report

Student Numeracy Assessment of Critical Concepts - Fall





	Performance	Silver Creek Ele	
Level A Add/Subt (Q3)	EM	1	12.50%
	DV	5	62.50%
	PR	2	25.00%
Level B Subtraction (Q6&7)	EM	2	25.00%
	DV	4	50.00%
	PR	2	25.00%

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:

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 *belonging* to our school community.
2. To develop, expand and implement inclusive and collaborative practices and processes.

Strategies and Actions:

Creating an Understanding of Positive School Culture

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:

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:

Connection Time for Student Well-being

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

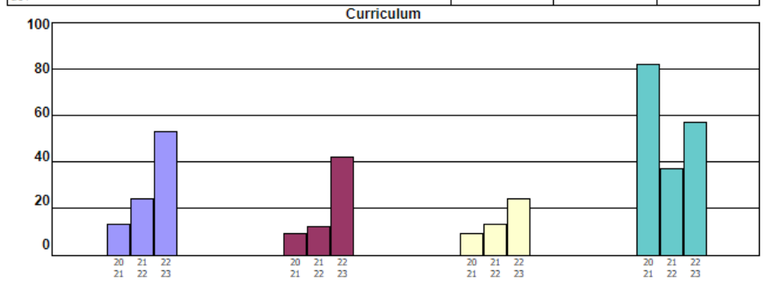
Our staff continues to work with our IEW to support our indigenous students with curriculum as well as bringing Indigenous culture to the whole population.

Our IEW is in constant contact and works collaboratively with our classroom teachers, librarian, and support staff to help support creative and ongoing learning experiences that are meaningful and genuine for our students.

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



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

SBT held weekly to reach out for additional support, resources, and expertise.

Continue to work with our IEW to support our indigenous students with curriculum as well as bringing Indigenous culture to the whole population.

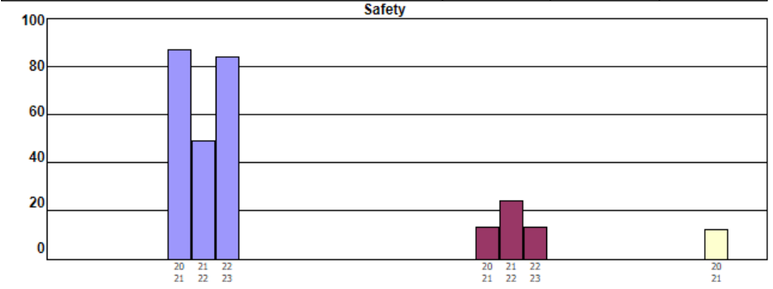
Continue to emphasize filed trips based on curriculum and student development: Primary Swimming, intermediate Ski trips, Art Gallery, Science centres, Salmon Run, Sunnybrae, waterslides etc.

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.

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



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.

• 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.

4 of our staff are participating in the Restorative practices Pro D put on by the district.

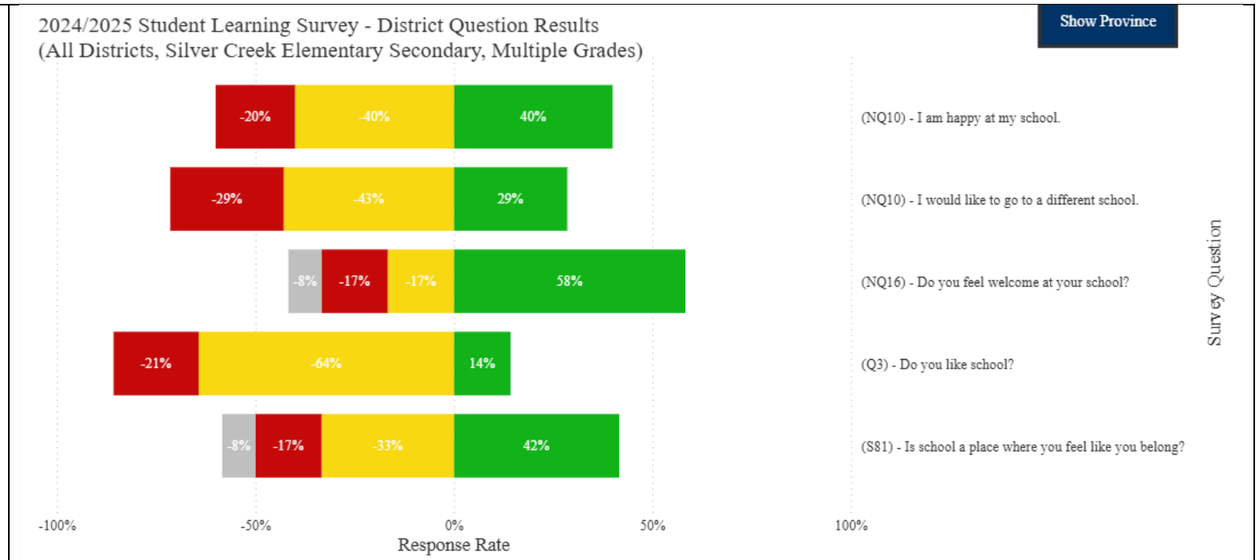
Continue to encourage participation to school events for all our families.

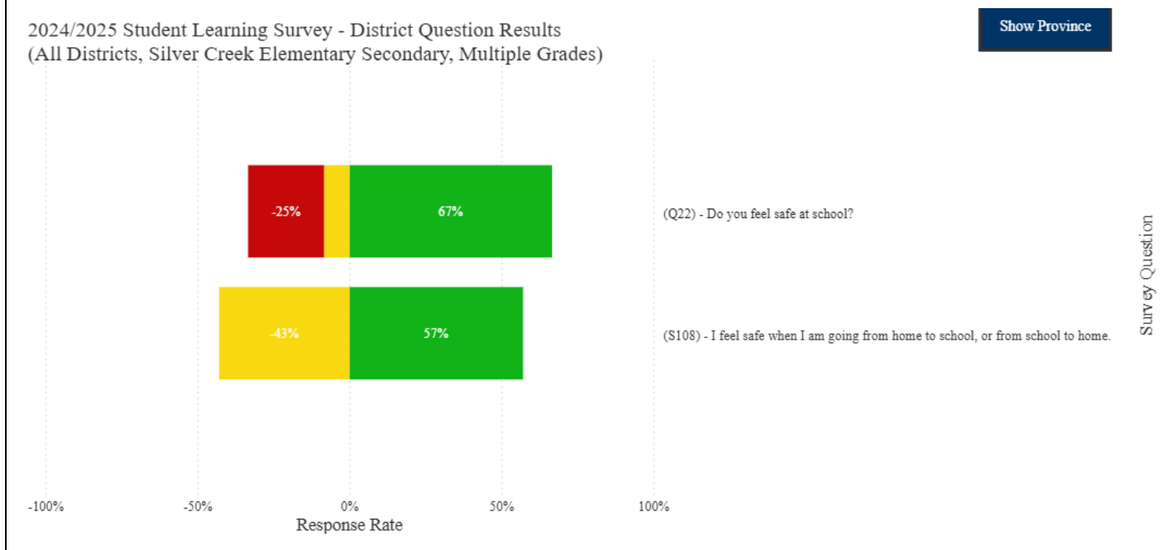
• Support Social Emotional Learning in schools through the work of our LRT, Counsellor, and full staff team.

Report Notes:

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

Data to Inform/Support Sense of Belonging Goal:	Data to Inform/Support Student Well-Being Goal:





Data Analysis/Narrative:	Data Analysis/Narrative:

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

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.	School Learning Plan Consultation Process 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.