École Bastion Elementary School

School Learning Plan 2026-2027

School Context:

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

Nestled in the heart of Salmon Arm, École Bastion is proud of the strong relationships we have built with students, families, staff, and community partners. These connections form the foundation of our school culture and support our shared commitment to creating a welcoming, inclusive, and caring environment where every learner feels valued and supported. École Bastion Elementary is a vibrant dual-track school offering both English and French Immersion programming. We serve students from Kindergarten to Grade 6 in our English program and Kindergarten to Grade 5 in our French Immersion program. With a current enrolment of 368 students, including 155 English students and 213 French Immersion students, as well as 51 students of Aboriginal ancestry, including one Nominal Roll student, we are a diverse and dynamic learning community committed to helping all students thrive. Our school facility includes 17 classrooms, a large gymnasium, a dedicated music room, a multi-purpose room, and a welcoming library that serves as a hub for learning, literacy, and connection. Throughout the school, students engage in meaningful learning experiences that encourage curiosity, creativity, collaboration, and personal growth.

A key priority at École Bastion is developing strong literacy skills and fostering a lifelong love of reading. Students are supported through a variety of literacy initiatives, including the One-to-One Children's Literacy Program and targeted early intervention reading supports in both English and French Immersion. These programs help learners build confidence, strengthen foundational skills, and experience success as readers and writers.
We are fortunate to work alongside an Indigenous Education Worker who enriches learning for all students by sharing local Secwépemc knowledge, perspectives, and traditions. This important partnership helps deepen students' understanding of Indigenous histories, cultures, and ways of knowing while strengthening our commitment to truth, reconciliation, and meaningful learning opportunities for all.

Beyond the classroom, students actively participate in leadership opportunities, athletics, service projects, cultural celebrations, and extracurricular activities. From student leadership and choir to volleyball, basketball, cross-country running, track and field, cross-country skiing, and a variety of lunchtime clubs, there are many opportunities for students to discover their interests, develop new skills, and build connections with their peers. As a school community, we also value outdoor learning experiences that encourage exploration, environmental stewardship, and a connection to our natural surroundings.



The health and well-being of our students remain a priority. We promote healthy lifestyles through quality physical education experiences and support student wellness through our breakfast, snack, and lunch programs, made possible through Feeding Futures funding. These supports help ensure students are nourished, ready to learn, and able to fully participate in school life.

Our Parent Advisory Council (PAC) is an integral part of our school community. Through school-wide events, volunteer support, thoughtful feedback, and financial contributions, PAC helps enhance learning opportunities and strengthen connections among families. Their dedication and commitment play a significant role in creating the vibrant and supportive culture that exists at École Bastion today.

The 2026-2027 school year marks an exciting and important chapter in our school's history, we welcomed Grade 6 students into our English program, and we are preparing for a significant transition for our French Immersion program in a different facility. As we prepare for this change, our focus remains on maintaining the strong sense of belonging and connection that defines École Bastion Elementary. Over the next year, we will work together to support students, staff, and families through this transition while celebrating the unique contributions of both our English and French Immersion communities. Our goal is to ensure a smooth and positive transition for all learners and to continue building two thriving school communities rooted in excellence, belonging, and a shared commitment to student success.

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

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:

Strengthening Literacy across the curriculum

- *Reading: Students will develop confidence and independence as readers by reflecting on their reading growth, recognizing their strengths, and using strategies to improve their understanding of text.*
- *Writing: Students will develop confidence and independence as writers by using a variety of writing strategies and text structures to organize their ideas, communicate clearly, and reflect on their growth as writers.*

Strategies and Actions:

Strategies and Actions to Support Literacy Growth

✓ ***Kindergarten – Grade 2 (English Program)***

- ***Focus: Fundamentals of Writing***
  - **Students will:**
    - Know the names and sounds of all letters and print them with proper formation to build words
    - Be able to write complete sentences with upper case letter to start and period to end
    - Be able to generate their ideas for writing
    - Reread what they wrote to check for meaning
  - **Strategies:**
    - LST / ELL teachers / LASS "Come read with me" workshop for parents
    - Using common language with Adrienne Gear lessons
    - Story workshop – book / loose parts play / picture and write
    - Anchor books / turn and talk
    - Author's chair to celebrate writing

✓ ***Grade 3 – Grade 6 (English Program)***

- ***Focus: Building rigor and resiliency in writing***
  - **Students will:**
    - Build confidence in writing
    - Be exposed to writing examples and a variety of literature
    - Provide numerous opportunities to write every day in a variety of formats and across many subject areas

Numeracy Goal:

Strengthening Numeracy across the curriculum

- *Students will build their numeracy skills by developing number sense, improving math fluency, understanding key math concepts, and using problem-solving strategies to solve and explain their thinking.*

Strategies and Actions:

Strategies with staff

- ✓ Use of Early Learning Framework to guide practice
- ✓ Assess formatively using the SNACC (Fall & Spring) / Review critical concepts (May & June)
- ✓ Review Fall 2026 FSA data (raw data in Nov) for grade 4's, to identify specific areas to support
- ✓ Dedicated 60 min/day of math instruction in each classroom
- ✓ Resources to support instruction of Problem-solving skills (common language for problem solving strategies)
- ✓ Use of district resources (numeracy channel) to support learning
- ✓ Introduction of resource "Building Thinking Classrooms for Mathematics" to teachers
- ✓ Staff meetings designed around literacy and numeracy goals and building a common language

Strategies with students

- ✓ Continuation of use of "Math-up" resources in English and in French.
- ✓ Strong Instruction which includes:
  - Differentiated instruction
  - Variety of strategies
  - Hands on materials
  - Whole class/small group
  - Math games/routines

- **Strategies:**
  - Dedicated writing time with a clear purpose / expectations
  - Kids understand and target their writing goal
  - Provide examples / writing continuum
  - One on one support for priority learners (differentiation)
  - Access to word wall, spelling programs

✓ ***Kindergarten – Grade 1 (French Immersion Program)***

- ***Focus: Fundamentals of Writing***
  - **Students will:**
    - Engage in 60 min of literacy each day
    - Engage in different steps of the writing process with no barriers
    - Build vocabulary and confidence to ***try***
  - **Strategies:**
    - Son-au-graph & Jeunes Écoliers
    - Swirly writing and writing continuum
    - Lose parts for oral story telling
    - Anchor books
    - Vocab games, poems

✓ ***Grade 2 – Grade 3 (French Immersion Program)***

- ***Focus: Fundamentals of Writing***
  - **Students will:**
    - Write everyday (cross curricular)
    - Participate in writers' workshop (draft / editing / publishing)
    - Engage in targeted phonemic instruction and themed / relevant vocabulary
  - **Strategies:**
    - Modelling
    - Picture prompts
    - Posters around the room / personal dictionaries / word wall
    - Target sentence structure and grammar

✓ ***Grade 4 – Grade 5 (French Immersion Program)***

- ***Focus: Build rigor and resiliency in writing***
  - **Students will:**
    - See themselves as writers
    - Take risks with their choice of reading material to support their writing
    - Speak positively about themselves as readers/writers and see growth

- **Strategies:**
  - incorporate reading comprehension across the district
  - daily journal writing
  - good fit books for students
  - establish weekly writing routines (include 4 step revision)

Strategies with staff

- ✓ Use of Early Learning Framework to guide practice
- ✓ Ensure 90-120 min/day dedicated to Literacy instruction
- ✓ Ongoing support through Professional Development for staff.
- ✓ Using MTSS school wide
- ✓ Implementing strategies from “Reading Assessment done right”
- ✓ Use of K-4 Foundational Learning Progressions
- ✓ Staff meetings designed around literacy and numeracy goals and building a common language

Strategies with students

- ✓ School Wide Write in October & June to measure skills and progress
- ✓ Targeted instruction for primary students through Heggerty, and UFLI (University of Florida Literacy Institute) reading; Adrienne Gear -writing; writing for different purposes/story workshop; guided reading (small groups); read aloud; home reading
- ✓ Volunteer reading supports for students in both tracks: LASS English and French tutors
- ✓ Literacy Support Teacher who supports English track students in grades 2 (Term 1); gr 1 (Term 2) and Kindergarten (Term 3).
- ✓ Targeted reading intervention provided by LRTs for students with CB-IEPs
- ✓ French teaching assistants

Data to Inform/Support Literacy Goal:

DIBELS 8

Descriptor

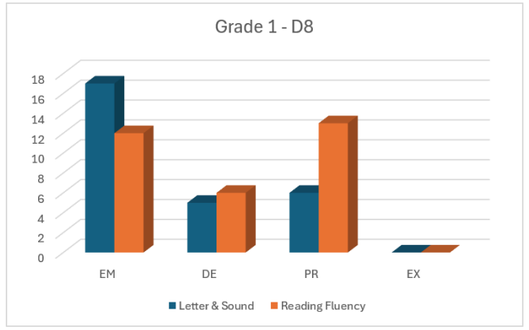
- ✓ This reading assessment is designed to measure early literacy skills for grade 1 & 2 students in the English Program
- ✓ The focus is on skills that target letter recognition, phonemic awareness, phonics and decoding, word reading fluency, oral reading fluency, and basic reading comprehension
- ✓ Below is our fall snapshot:

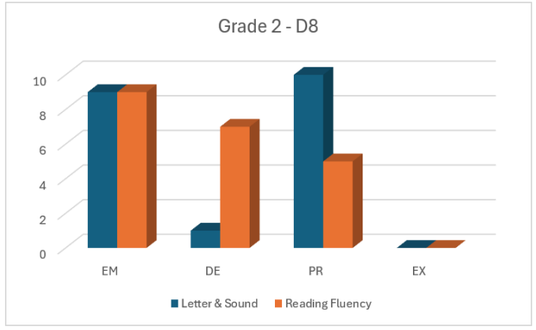
Data to Inform/Support Numeracy Goal:

SNACC

Descriptor

- ✓ SNACC stand for Student Numeracy Assessment of Critical Concepts
- ✓ This assessment is administered in the fall for grades 4 – 9 and K – 9 at the end of April
- ✓ Student in the fall are assessed on the critical concepts from the previous year

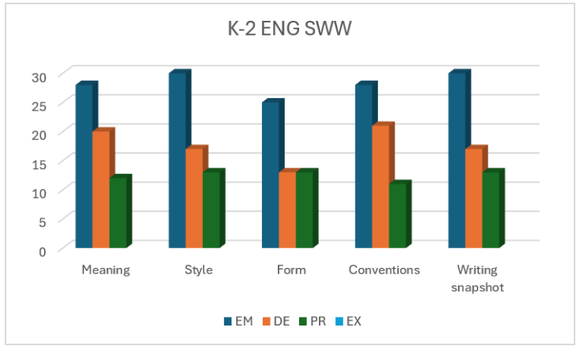


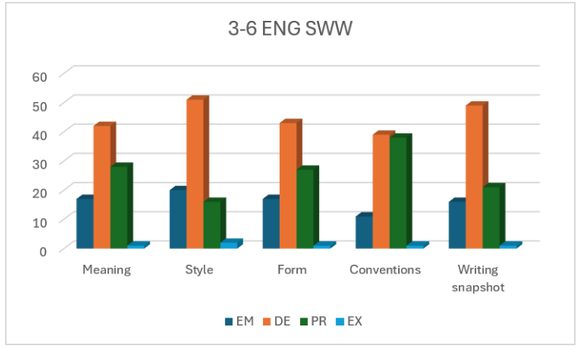


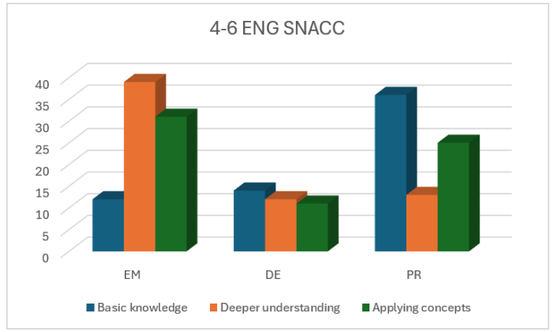
School-Wide Write

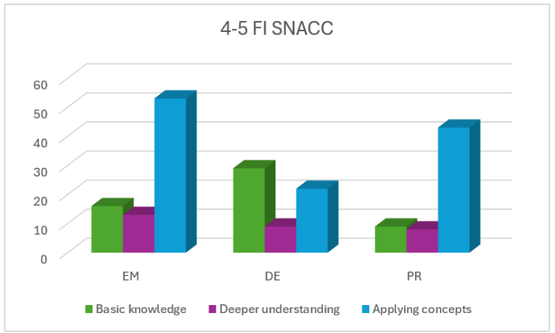
Descriptor

- ✓ This is a valuable assessment and instructional planning tool
- ✓ The writing samples collected provide a baseline snapshot of strengths, areas for growth, and emerging instructional needs
- ✓ This assessment is administered twice a year, in the fall and in late spring for all K-6 students





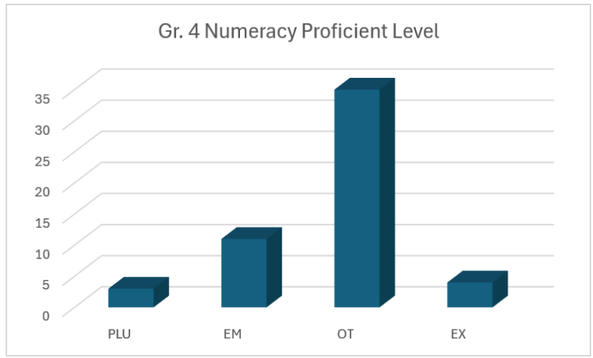


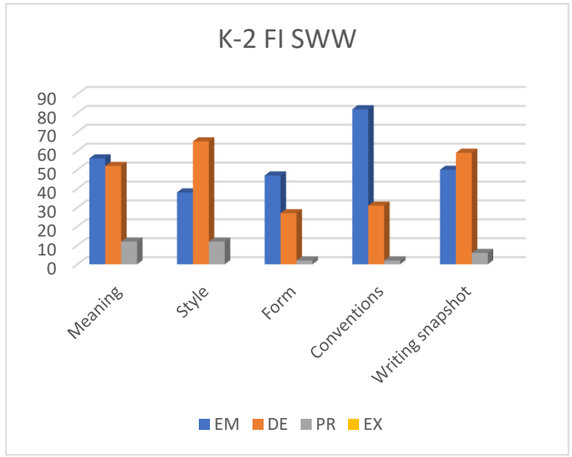


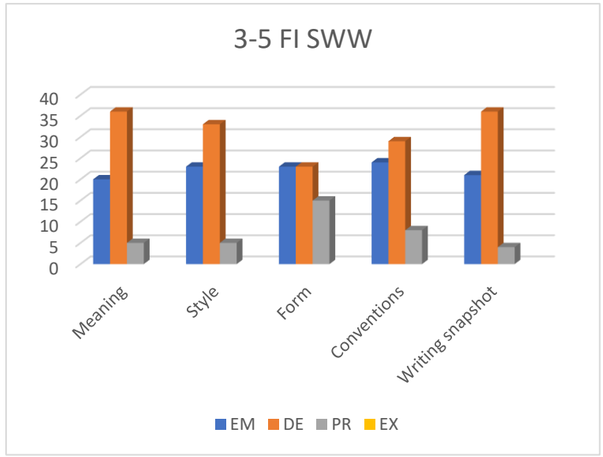
Foundational Skills Assessment

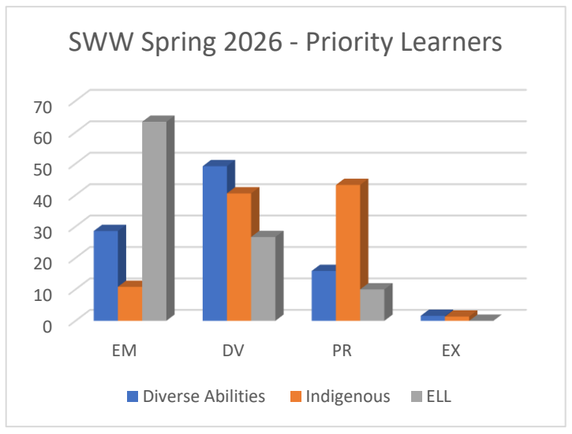
Descriptor

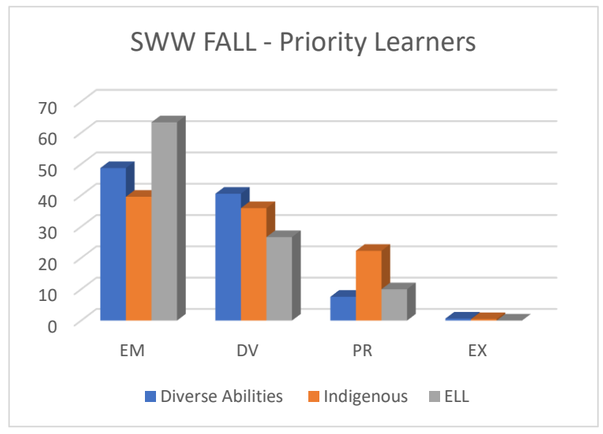
- ✓ This data is from 2025-2026
- ✓ Our school data for 2026-2027 is not currently available but will be included for end of year comparison
- ✓ This assessment is administered in the fall for grade 4 students
- ✓ The focus of the assessment is on Numeracy and Literacy
- ✓ Levels:
  - PLU – Performance Level Unknown (student did not participate)
  - EM (Emerging) - Students demonstrate an initial understanding of the concepts and competencies
  - OT (On Track) – Students demonstrate partial to complete understanding of concepts and competencies
  - EX (Extending) – Students demonstrate a sophisticated understanding of the concepts and competencies











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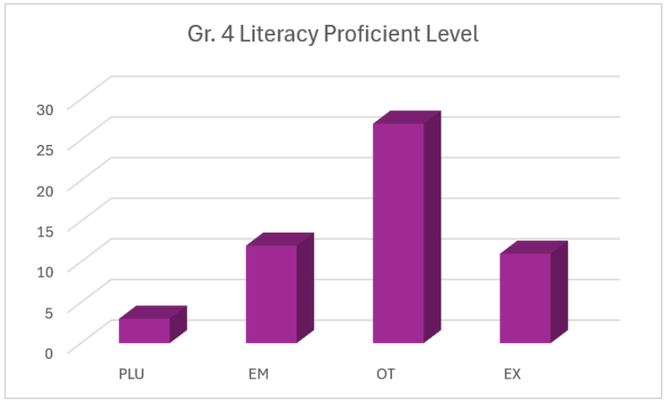
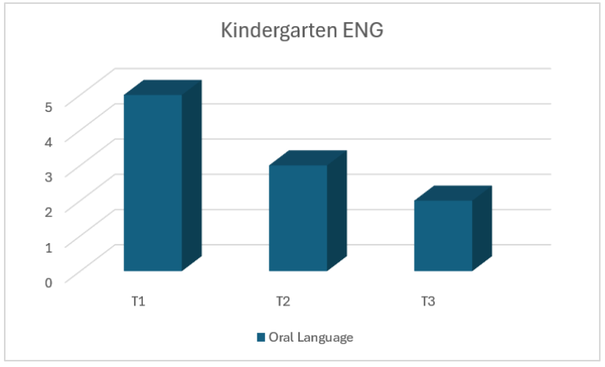


Early Learning Profile (Oral Language)

Descriptor

- ✓ This screener determines if children need additional oral language support to develop their expressive, receptive and social language skills.
- ✓ The ELP is for kindergarten students
- ✓ Three Tiers:
  - Tier 1 – no concerns with oral language
  - Tier 2 & 3 – development of oral language skills needed



Data Analysis/Narrative:

DIBELS 8

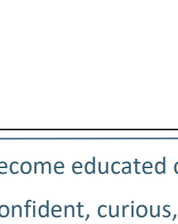
Action Plan

- ✓ Upon reflection of the results: letter naming fluency, word reading fluency, oral reading fluency & accuracy will be a focus
- ✓ Continue to implement Heggerty & UFLI to support phonemic awareness, phonics and decoding

SWW

Action Plan

- ✓ A strong focus for our primary students is the fundamentals of writing (style, form, meaning, conventions)
- ✓ Using resources such as MTSS (Multitiered System of Support)



Data Analysis/Narrative:

SNACC

Action Plan

- ✓ In relation to *Level B – Deeper Understanding* a focus on using different strategies when answering questions and showing their thinking
- ✓ Continuing focus on problem solving skills and understanding different ways of solving problems

FSA

Action Plan

- ✓ Once we receive the current year's data, we will do a comparison of the results from both years

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.

Strategic Priority: Organizational Development

- 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.

Sense of Belonging Goal:

As a school community, we will foster a culture of belonging where every student feels safe, valued, connected, and included through positive relationships, meaningful participation, and a commitment to kindness and respect.

Strategies and Actions:

- ✓ Admin scanned 85 students (5 students from each class) and asked the following questions:
  - "What makes you happy at school?"
  - "What is hard for you at school?"
  - "How can we help you at school?"
- ✓ We scanned our staff and asked the following questions:
  - "What makes students happy in your class?"

Student Well-Being Goal:

As a school community, we will promote well-being by fostering safe, supportive, and inclusive environments where all students can develop resilience, healthy relationships, self-regulation skills, and a positive sense of self.

Strategies and Actions:

- ✓ We surveyed our parent community and over 100 families responded. We asked the following questions:
  - "What makes your child happy at school?"
  - "What is hard for your child at school?"
  - "How can we work together to support your child at school?"
- ✓ Using the data from the student's scan, teacher scan and parent survey we created our school acronym "GROWL"

- "What is hard for your students?"
- "What can we do together to best support your students' learning, wellbeing, and overall success at school?"

✓ Sense of belonging fostered by Gr. 6 leadership students
- Students divided into 3 groups for the year (Kindness Crew / Patience Pack / Gratitude Gang
- Focusing on 3 virtues this year school wide: *Kindness, Patience, Gratitude*
- Leadership students help lead whole school assemblies, school activities

✓ Athletic groups (ex – Gr. 5 & 6 Volleyball school team, basketball, track & field)
✓ Lunch monitors, buddy classes, student announcers for morning announcements, library helpers
✓ IEW working alongside students in a variety of classes
✓ Using the language from *Restorative Practices* (working ***with*** students as opposed to ***for*** and ***to***)
✓ Bringing the whole school together for monthly assemblies (focus on our virtues and building a positive, safe and fun school culture)
✓ Bring grade alike classes together for small assemblies to foster connections between students in a variety of classes
✓ Providing opportunities for older and younger students to work together
✓ Creating a whole school language around our virtues (kindness, patience, gratitude)
✓ Opening the gym at lunch for organized sports (floor hockey, basketball)
✓ Embedding the local Secwépemc language in our morning announcements

✓ Fun Food program offered through the PAC
✓ "Souper Meals Program" – monthly program that provides soup to all students
✓ Daily breakfast program offered to students every morning
✓ Fresh fruit offered to students who require more food in the day
✓ Completing the Student Learning Survey in January with the grade 4 students
✓ Vice principal's roles as the Inclusion Resource Teacher (focus on student self-regulation skills, responding to a diverse range of student behavioural and learning needs)
✓ Complete the Bastion Belonging and Wellness Survey in April
✓ Using the framework of the Four R's (continuing our journey on decolonizing our classrooms and our school)
- **Respecting** Indigenous cultural integrity
- Provide education that is **Relevant** to Indigenous perspective and experience
- Fostering **Reciprocal** relationships
- Demonstrating **Resiliency** through participation

Data to Inform/Support Sense of Belonging Goal:

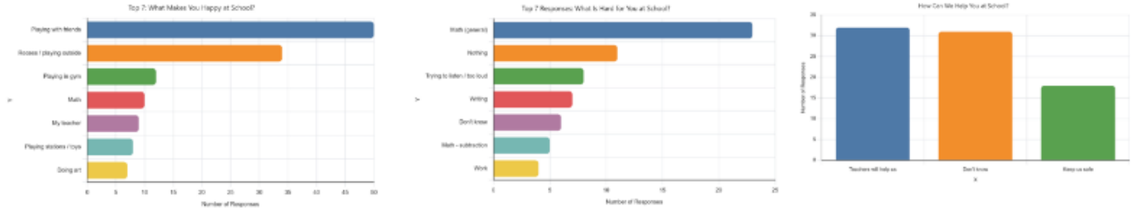
Student Fall Scan

How do we thrive at Bastion?

Our Student Scan:

Top 5 answers

What makes you happy at school?	What is hard for you at school?	How can we help at school?
1. Playing with friends	1. Math	1. Teachers will help us
2. Playing outside / recess	2. Nothing	2. Don't know
3. Playing in gym	3. Classroom is too loud / trying to listen & work	3. Keep us safe
4. Math	4. Writing	
5. My teacher	5. Don't know	



Data to Inform/Support Student Well-Being Goal:

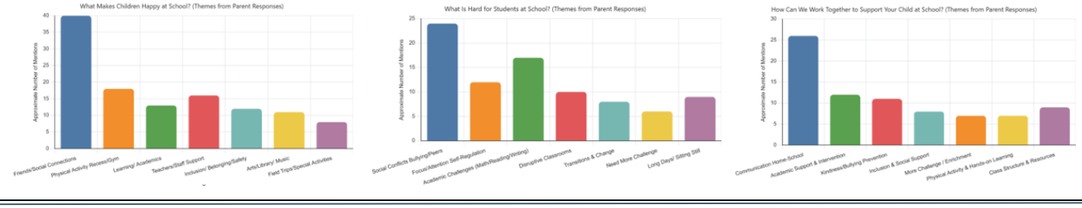
Parent Fall Survey

How do we thrive at Bastion?

Our Parent Scan:

Top 7 answers

What makes your child happy at school?	What is hard for your child at school?	How can we work together to support your child at school?
1. Friends / Social connections	1. Social conflicts / Bullying / Peers	1. Communication Home-School
2. Physical activity / recess / gym	2. Focus / Attention / Self-Regulation	2. Academic Support & Intervention
3. Learning / Academics	3. Academic Challenges (Math/Reading/Writing)	3. Kindness / Bullying Prevention
4. Teacher / Staff Support	4. Disruptive Classrooms	4. Inclusion & Social Support
5. Inclusion / Belonging / Safety	5. Transitions & Change	5. More challenge / Enrichment
6. Art / Library / Music	6. Need more challenge	6. Physical Activity & Hands-on Learning
7. Field Trips / Special Activities	7. Long Days / Sitting Still	7. Class Structures & Resources



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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

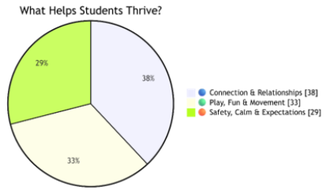
Staff Fall Scan

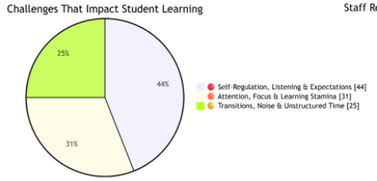
Our Staff Scan:

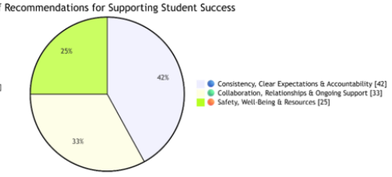
How do we thrive at Bastion?

Top 5 answers

What makes students happy in your class?	What is hard for your students?	What can we do together to best support your students' learning, wellbeing, and overall success at school?
1. **Connection & Relationships** (friends, peers, teachers, belonging, knowing students)	1. Self-Regulation, Listening & Following Expectations	1. Consistency, Clear Expectations & Accountability
2. **Play, Fun & Movement** (play, games, outdoor time, movement, fun activities)	2. Attention, Focus & Learning Stamina	2. Collaboration, Relationships & Ongoing Support
3. **Safety, Calm Environment & Clear Expectations** (safe, calm, routine, consistency, expectations)	3. Transitions, Noise & Unstructured Times	3. Student Safety, Well-Being & Support Resources







Data Analysis/Narrative:

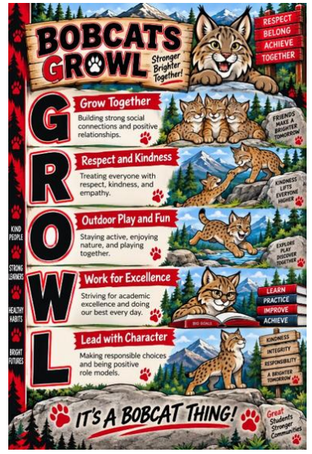
Action Plan

- ✓ Continue to focus on the positive social connections with students by targeting safe, calm environments with clear expectations and building opportunities for growth
- ✓ Continue to provide opportunities for students to be active, engage in group activities, make positive choices and seek adult support when needed
- ✓ Diving deeper into restorative practices in classrooms and around the school
- ✓ Scan students and staff again in January to check in with our strengths and our stretches



Bastion School Acronym

- ✓ Created from the data collected from the Student, Parent and Staff Scans in the fall



Data Analysis/Narrative:

Action Plan

- ✓ Making our GROWL acronym visible
- ✓ Completing the Bastion Belonging and Wellness Survey
- ✓ Bringing leadership committee students together monthly

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:

- ✓ Focus on the Personal and Social Core Competencies: "Personal and social competency encompasses what students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world."
- ✓ Focus on student agency – how learners identify their strengths, skill sets and areas of growth

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.

- ✓ Engagement of staff with Pro-D around Heggerty; UFLI resources; Math-Up; DIEBLES 8; Reading Assessment Done Right; FI ELP; Adrienne Gear
- ✓ Purchased Everyday Speech License (excellent social/emotional learning tool)
- ✓ Ensuring professional learning activities and staff development sessions are strategically connected to our School Learning Goals.

School Learning Plan Consultation Process

Please describe the consultative process with rights holders and stakeholders in the development of this School Learning Plan.

- ✓ Opportunity to review/discuss and have input into strategies/actions in late September (document sent to staff for input, with goal of finalizing in early October)
- ✓ November staff meeting (teachers collaborated in grade groupings to finalize actions and strategies for the Literacy goal)
- ✓ Student, Staff & Parent Scans (beginning, middle, end of year)
- ✓ Feedback from our Indigenous Education Worker
- ✓ Leadership committee provide student voice feedback
- ✓ Review/consultation with PAC in October & November to discuss/consult with parent group
- ✓ SLP standing item in PAC and Staff meetings
- ✓ Once submitted, post SLP on school website for all parents to view
- ✓ Update and review with staff in January, April and end June to discuss document, change as needed.
- ✓ Consultation in November with Rights Holders, Diane Anthony and Tammy Thomas to review our plan and provide feedback:
  - Connections to our students being visual learners were made from looking at our student scan data
  - Diane Anthony felt that our "GROWL" acronym should be done in all schools
  - Connections were made comparing the Secwépemc Immersion program and the French Immersion program
  - Connecting with a knowledge keeper to share their learning in our school