



École Bastion Elementary

School Learning Plan 2024-2025



School Context:

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

École Bastion Elementary is a dual track elementary school, providing English and French Immersion opportunities to students in Kindergarten to Grade 5. Our school continues to be held in high regard by the community of Salmon Arm and maintains a healthy relationship with community members in the Salmon Arm area. The facility includes sixteen divisions, a large gym, a library, a multi-purpose room and a music room. Our library is well-located at the front of our school and hosts student/parent centered activities. Our school also offers the One-to-One Children’s Literacy program, as well as an early intervention reading program, for both our English and French Immersion students. These programs are designed to increase the ability, motivation and interest in reading and books.

The students of École Bastion Elementary demonstrate interest in leadership, sporting activities, service projects and cultural events. Many experiences are offered at the school, such as student leadership, choir, chess, volleyball, basketball, cross country running, track & field, cross country skiing, and the Bastion Fun Floor Hockey League. Students also demonstrate interest in outdoor learning experiences and the school is in it’s third and final year of participating in the Wild School program. When possible, we try to create a sense of community by supporting multi-age activities. All these events help develop student relationships in positive ways.

We continue to focus on healthy living with a daily classroom-based Physical Education program. We encourage healthy eating through the breakfast/snack/lunch program financially supported by the Feeding Futures fund.

The Parent Advisory Council (PAC) plays an integral part in helping to make this school a vibrant learning community. The parents assist by hosting school-wide events, providing thoughtful and constructive feedback on educational matters and support school initiatives with significant financial aid. The PAC consistently has 10 - 12 members in attendance at monthly meetings (in-person or virtual) and is a positive and energetic team.

The current enrolment of 347 students for 2024-25. There are 128 students currently enrolled in our English program, and 225 students enrolled in the French Immersion program. We have

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:
GOAL: Each student will meet or exceed literacy expectations in relation to their grade level or IEP	GOAL: Each student will meet or exceed numeracy expectations in relation to their grade level or IEP
TARGET: For 2024-2025 school year	TARGET: For 2024-2025 School Year
Literacy Goal: By June 2025 students 60% of students will be meeting grade level expectations as measured in a June School Wide Write sample.	Numeracy goal: That 80% of our students meet or exceed grade level expectations as measured by the June, 2024 Summative Written Learning Update.

Strategies and Actions:	Strategies and Actions:
• Incorporation of a School Wide Write in October & June to measure skills and progress • Use of Colleen Cruz’s resource to organize in class writing supports • Reading assessments to be completed as per district timelines for grades 1-6 • 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 (aB partners; vocab/ shared reading/writing; home reading • Ensure 90-120 min/day dedicated to Literacy instruction • Volunteer reading supports for students in both tracks: LASS English and French tutors, SAS student reading volunteers. • Literacy Support Teacher who supports English track students in grades 2-3 (Term 1); gr 2 (Term 2) and Kindergarten (Term 3). • Targeted reading intervention provided by LRTs for students with CB-IEPs • Ongoing support through Professional Development for staff. • Follow the Response to Intervention (RTI) plan for student success, and then ensure all concerns are brought to SBT for follow-up for strategies to support • Discussion of School Wide write to formatively assess writing • Review our resources in the school and fill in the gaps with new resources. Home reading, Gear anchor books, common language and actions for reading and writing • Library programs such as Red Cedar • Unplug & Play events- Bastion supports Literacy eve	• Assess formatively using the SNACC, and review in May for instructional planning • Bring in Math Numeracy teacher to support deeper dive into skills and areas to focus on • Review Fall 2023 FSA data for grade 4’s, to identify specific areas to support • Several staff members are involved in the Mathology mini-pilot; Mathology is available in English and in French. • Dedicated 60 min/day of math instruction in each classroom • Follow the RTI plan for student success, and then ensure all concerns are brought to SBT for follow-up for strategies to support • Use of district resources (numeracy channel) to support learning • Use of resources such as Carole Fulerton Books; box cars • Strong Instruction which includes ○ Differentiated instruction ○ Varsity of strategies ○ Hands on materials ○ Whole class/small group ○ Math games/routines ○ Kim Sutton resources • STEAM opportunities

Data to Inform/Support Literacy Goal:						Data to Inform/Support Numeracy Goal:					
<u>WRITTEN LEARNING UPDATES (June 2024)</u>						<u>WRITTEN LEARNING UPDATES (June 2024)</u>					
Literacy						Literacy (ENG)					
Français Langue Seconde - Immersion - FR						Literacy - LI					
		All Schools		Bastion Ele				All Schools		Bastion Ele	
EMG		2.30%		2.30%		EMG		14.98%		10.40%	
DEV		27.19%		27.19%		DEV		30.96%		20.00%	
EXT, PRF		70.51%		70.51%		EXT, PRF		54.06%		69.60%	
GB PLUS+ (Gr. 2-5) June 2024						<u>PM Benchmark Data (June 2024)</u>					
		Performance		All Schools				Performance		All Schools	
GB+		EM		20		17.54%		20		17.54%	
		DV		22		19.30%		22		19.30%	
		PR		72		63.16%		72		63.16%	

Data Analysis/Narrative:			Data Analysis/Narrative:
EARLY FRENCH IMMERSION - According to Final Summative Learning Update, almost 71% of students are achieving at grade level proficiency. - GB+ Data (French students Gr. 2-5 June 2023) indicates that 63% of students were proficient in French Immersion, reading at grade level proficiency. The literacy goal was achieved this year ENGLISH - Data from Written Learning Update #1 in Literacy (ENG) show that 71% of our students in Grades K-5 are achieving at grade level proficiency - Data from the Summative Learning update indicates that almost 70% have achieved grade level proficiency. - PM Benchmark Data (English Students Gr 1-5) (Fall 2023) indicates that 72% of our English students were Proficient or Exceeding in the results from the year before - June PM data indicates that 76% were proficient or extending, and therefore the literacy goal was achieved. - In October 2023, raw data indicated 58% of our Gr. 4 students were shown to be “On Track” or “Extending” on the Literacy portion of the FSA. Please note: the new format of the FSA combines Reading and Writing, as a literacy component and score.			Student Numeracy and Assessment of Curriculum Competencies (SNACC_ Data (Formative) – Spring 2024(All grades) and Fall 2024 (Gr. 3-5) will be evaluated in grade alike groupings to determine specific grade goals FSA Data (Gr. 4 Fall 2023) Raw Data indicates that 58% of students in gr. 4 are achieving at grade level - Data from the Written Learning Update #1 in Numeracy show that almost 74% of our students in Grade K-5 are achieving at grade level proficiency, 75% in WLU #2 and almost 79% in Final summative work. Therefore, our Numeracy goal was achieved - FSA Data (Fall 2023) show that approximately 58% of our students are “On Track” or “Extending” on the Numeracy portion of the FSA Examination of formative data from SNACC both from Spring 2024 and Fall 2024 will result in specific numeracy concepts to focus on for remainder of year (TBD at Sept. staff meeting)

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 at Bastion Elementary School. TARGET: To develop a baseline to understand how many students feel welcome, safe and connected at Bastion Elementary. Fall 2024: Develop an instrument to measure Sense of Belonging at all grade levels (K-5) & Student Learning Survey And conduct baseline data to measure Sense of Belonging at all grade levels & SLS Spring 2025: Assess students at all grade levels to measure Sense of belonging & SLS Spring 2026-2029: Assess students at all grade levels to measure Sense of belonging & SLS Classroom level- looking at Core Competencies	GOAL: Each student will feel socially, emotionally, and mentally supported at Bastion Elementary School. TARGET: To develop a baseline to understand how many students feel supported socially, emotionally and mentally at Bastion Elementary school. Fall 2024: Develop an instrument to measure Wellness at all grade levels; look at Student Learning Survey Fall 2024: conduct baseline data to measure Wellness at all grade levels at all grade levels & SLS Spring 2025: Assess students at all grade levels to measure Wellness at all grade levels at Bastion Elementary & SLS Spring 2026-2029: Assess students at all grade levels to measure Wellness at all grade levels at Bastion Elementary & SLS -use of a quick rubric... work at either picture or student interviews to provide data (place into percents)
Strategies and Actions:	Strategies and Actions:
- To review School Based Team meetings through a lens of Sense of Belonging. To plan as a SBT strategies to support a student’s sense of belonging as needed. - Use the Circle of Courage model to consider student challenges through the lens of Belonging, Mastery, Independence and Generosity - Sense of belonging fostered by Gr. 5 leadership group monthly meeting- team building, planning of spirit days for entire school organized and run by leadership group – with a special thought to those whose homelife doesn’t support participation (ie: Tickle trunk? Special thought & att’n) - Athletic groups (basketball for gr. 5; cross country running grade K-5; track & field gr. 4/5); lunch monitors, buddy classes; student announcers for morning greeting and announcements; recess helpers. Clubs with focus on belonging - Active support and participation in Indigenous learning (lunch group) black history month, and opportunities to celebrate Chinese Lunar New year (field trip to Yan’s Chinese restaurant to learn) - Grade 4/5 talent show - Lunch club targeted specifically at building friendship skills for those in need - Celebration of Neurodiversity week each year. Daily lessons provided by our LRT broadcast via TEAMS on different aspects of neurodiversity explaining how various aspects of this work. Topics covered are ADHD, AUTISM, APRAXIA, DYSLEXIA & DYSPRAXIA, and on recognizing determination, perseverance and strengths - Consideration of developing a welcome basket with Community resources for families who move in mid-year	- To review School Based Team meetings through a lens of Sense of Belonging. To plan as a SBT strategies to support a student’s sense of belonging as needed. - Use the Circle of Courage model to consider student challenges through the lens of Belonging, Mastery, Independence and Generosity (pro-d needed) - CEA and adult support to help students in social situations to help build relationships with other students - Active breakfast program that serves approximately 20 students daily and snacks/lunches provided as needed - Food box supported through parent community to support families who may be in need of food support - Active use of brain bikes and sensory room for students that need movement breaks - More food options for students if hungry during the day. Easy access - Explore the Every Day Speech program – consider whether or not to use as a school-wide program - Use of Behaviour Code and FAIR plans - Use of programs like we thinkers... etc. - Roots of Empathy - Student-Led wellness day... “What do I do to honour my own health?”

• Use of Behaviour Code & FAIR plans • Everyday speech pilot • Roots of Empathy? • Targeted Winter Concert on themes of friendship and kindness (Story of the Velveteen Rabbit)	
Data to Inform/Support Sense of Belonging Goal:	Data to Inform/Support Student Well-Being Goal:
SCHOOL LEARNING SURVEY 2023 (GR4) - • 60% of grade 4 students surveyed suggested that they felt that school was a place where they felt like they belonged (most or all of the time) • 76% of students felt welcome at our school • 65% if grade 4 students surveyed thought that 3+ adults cared about them -Discuss and design school based assessment for Bastion that is usable for all grades. • First administration in Fall 2024 – use as baseline • Use of student learning survey to identify themes around Secwepemc language and culture to drive strategies and actions moving ahead. • Teaching and learning about new district name • As a staff – looking at data from teacher learning survey re: comfort teaching Indigenous content.	SCHOOL LEARNING SURVEY 2023 (GR4) • 79% of students felt safe at school (most or all the time) • 70% of students felt happy at school -Design a school-based assessment for Bastion that is usable at all grades First administration in Fall 2024
Data Analysis/Narrative:	Data Analysis/Narrative:
•	•
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 – <i>Each student will develop the skills and competencies to be successful in a career pathway of their choice.</i> • In the elementary/middle years, schools should be implementing strategies to help student learn about potential career pathways and providing opportunities for career exploration.	

Strategies and Opportunities for Career Development:

- Core Competencies are noticed, named and nurtured and self-reflection is ongoing (ex: part of rubrics, class discussion, etc)
- use of SpacesEdu as a means to support CareerEd curriculum

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.

- Writing PRO-D (Writer's Read Better) – Colleen Cruz & use of School Improvement Funds to purchase resources for teachers
- engagement of staff in Pro-D around Heggerty; UFLI resources; Mathology
- Continuation of conversation around Behaviour Code training (last year)
- Indigenous learning through pro-d and workshops (ie: Circle of Courage)
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School Learning Plan Consultation Process

- staff meetings (Oct, January and March/April) to update plan and literacy/numeracy goals
- PAC meeting to discuss/consult with stakeholders
- work with Grade 5 leadership team representatives to help to develop sense of belonging/wellness routines and assessments

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