



Shuswap Middle School

School Learning Plan 2024-2025



Shuswap Middle School’s history started in 1967 on the hill overlooking Salmon Arm. Currently, there are 655 students, (grades 6, 7, 8,) enrolled for the 2024-2025 school year.

SMS is a vibrant educational community which includes;

- An English language program
- Both an early and late French Immersion program
- A large active music program for all grade 6
- A band program for all grade 7 students and a choice for band for grade 8 students
- A diverse athletics program available to all students
- A visual arts program for all grade 6 & 7 students and a choice visual Arts program for grade 8 students
- A wood shop and home economics room available for all students
- A hockey PHE program (grade 8 choice program)
- A choice robotics exploration course for grade 8 students
- An experienced and caring student support services staff including 2 counsellors and 4 Learning Resource Teachers
- A well-resourced library with 2 Teacher Librarians
- An active and supportive PAC
- A school-based team that supports diverse social, emotional and learning needs of all students
- A district intensive support program (BRIDGE)

Strategic Priority: Intellectual Development

Literacy Goal:	Numeracy Goal:
To develop and increase student proficiency in literacy skills and have students improve literacy across all curricular areas. A student’s literacy level has a profound impact on how successful they will be as contributing members of our community. We know that a student who graduates secondary school with a Dogwood Diploma is more likely to move onto post secondary education, whether it be in the trades, university, or upgrading for a job. Building literacy skills in middle school is crucial for success at the secondary level. Data Goals for 2024/2025 1. Decrease the number of students in “Emerging” or “Developing” to less than 50% (See data analysis below). 2. Increase the number of students in “Proficient” or “Extending” to above 50% (See data analysis below). 3. <i>Create baseline data: School Wide Write/Cathy Peters or Kamloops non-fiction assessment 3X/year</i>	To develop all students’ foundational skills and understanding of the critical concepts in numeracy, with a focus on students being able to apply strategies to solve word problems reflective of real-life situations. A numerate individual can know how and when to apply quantitative and spatial understandings at home, school, work and in the community. We endeavour to improve to higher levels of proficiency than where they are currently at in terms of what strategies to use and how to navigate multi-step problems. Data Goals for 2024/2025 1. Increase the number of students in “Proficient” or “Extending” in grades 6 & 7 to more than 65%. 2. Increase the number of students in “Proficient” or “Extending” in grade 8 to 50%. 3. Have over 50% of all students achieve “Proficient” or “Extending” in year end SNACC results
Strategies and Actions:	Strategies and Actions:
• Create a school Literacy Committee including members of Learning Resource staff, admin, teaching & CEA staff to plan intervention and support strategies • Literacy Support Program built into timetable for VPs to support students and assist teachers • School wide NFRA and School Wide Writes to be done at beginning of school year to see where students are at and inform plans • Pro-D to support teachers with learning and assessment tools	• Create a school Numeracy Committee including members of Learning Resource staff, admin, teaching and CEA staff to plan intervention and support strategies • Take advantage of District Numeracy Support programs and personnel • Use additional LRT FTE (Anticipated through staff LOAs) for Numeracy support in classes

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

Data to Inform/Support Literacy Goal:	Data to Inform/Support Numeracy Goal:
- Written Update of Learning results - FSA data - School Wide Write and NFRA data	- Written Update of Learning results - FSA data - SNACC results
Data Analysis/Narrative:	Data Analysis/Narrative:
Based on our Term 1 Written Update of Learning data, our students are struggling at the grade 6 and 7 levels, but show improvement when in grade 8. The grade 8 improvement is a positive sign, but we would like to see better results at each level. In Grades 6 & 7, 225 of 424 (or about 53%) students are receiving <i>Emerging</i> or <i>Developing</i> in Literacy Skills. Conversely, 199 (or about 47%) are receiving <i>Proficient</i> or <i>Extending</i>. In Grade 8, the story becomes a bit more positive in that 108 of 221 (or about 49%) students are receiving <i>Emerging</i> or <i>Developing</i>, and 112 (or about 51%) are receiving <i>Proficient</i> or <i>Extending</i>. It is important to remember this is new data from Term 1 of this school year and will be part of a longer term plan. We will create baselines with this data to measure at year end and then over several years to monitor progress.	Based on our Term 1 Written Update of Learning data, our students are performing reasonably well in numeracy at the grade 6 & 7 level. The concerning part of the data is that the numeracy results nosedive in grade 8. In Grades 6 & 7, 174 of 424 (or about 41%) students are receiving <i>Emerging</i> or <i>Developing</i> in Numeracy. Conversely, 250 (or about 59%) are receiving <i>Proficient</i> or <i>Extending</i>. In Grade 8, our results take a concerning decline. In Grade 8, 143 of 221 (or about 65%) students are receiving <i>Emerging</i> or <i>Developing</i>. Only 78 students (or about 35%) are achieving <i>Proficient</i> or <i>Extending</i>. Adding to this data, our year start up SNACC data shows that only 34 out of 644 students (all grades) who completed the SNACC are in the <i>Proficient</i> or <i>Extending</i> range. It is important to remember this is new data from Term 1 of this school year and will be part of a longer term plan. We will create baselines with this data and measure at year end and then over several years to monitor progress.
Strategic Priority: Human and Social Development	Strategic Priority: Developing a Culture of Well-Being
Sense of Belonging Goal:	Student Well-Being Goal:
We will strive for students and staff to feel a sense of attachment, ownership and connectedness to our school community and our school building/facility. Initially we will set a goal of 80% of our students ranking medium to high on feeling like they are important to our school. This goal will include the development of some instruments and baseline data.	We will strive to have our students feel socially, emotionally and mentally supported within our school. Initially, we will set a goal of 65% of our students ranking medium to high on “I feel good about myself”. This goal will include the development of some instruments and baseline data, especially regarding student self-awareness. To develop a sense of well being in students requires creating a positive climate and creating many opportunities to share our stories/experiences with each other, our successes and failures (Including successes and failures, and the confidence to overcome fear of failure), strong communication, positive modelling from the adults. We will endeavour to develop and define who we are (and who we want to be) as individuals and as a group – We know the best understandings, learning and therefore our sense of well-being comes when we do these things together.
Strategies and Actions:	Strategies and Actions:
Continue the all-school programming for community building events and positive relationships such as: - The Phoenix Games - Use of the Secwepemc Peacemaking/Healing Circles - Assemblies, events and activities like: Movember, Learn to Run, Activity Days - Common vocabulary, language and understandings around Core Competencies	- Circle of courage training for staff - Programming to bring in expert guest speakers for students on topics such as addictions, resiliency, character development, self-awareness/asking for help, gender-based violence prevention - Staff members taking part in the <i>Behaviour Code</i> readings and work shops - Creation of outdoor classroom/Medicine Wheel fire pit area for use as a Reflection & Reinforcement space

Creation of Indigenous outdoor classroom/medicine wheel for story telling and other activities to connect students to the school community and Indigenous/Secwepemc culture (Physical space to reflect on connectedness)	Character development and regulation activities
Data to Inform/Support Sense of Belonging Goal:	Data to Inform/Support Student Well-Being Goal:
- Student Learning Survey (Gr. 7) - Middle Years Development Instrument - Develop an in-house survey (Leaning on Student Learning Survey and MDI: i.e. Do you feel welcome? Is school a place where you belong? Is there at least 2 adults at school who care about you? etc.) for grades 6 & 8 - Student self-assessment of Core Competencies - Attendance	- Student Learning Survey - Middle Years Development Instrument - Develop our own in-house survey (Leaning on the Learning Survey and MDI: i.e. Do you feel good about yourself? Do you feel safe? As well as <i>Well-Being Index</i>)
Data Analysis/Narrative:	Data Analysis/Narrative:
Based on Previous MDI and Learning Survey results, Approximately 92% of our students have a high to medium ranking of “At my school there is an adult who believes I will be a success”. Conversely, only 72% have ranked high to medium on “I feel like I am important to my school”. We will develop our strategies to continue our strong relationships between adults and students, but focus on increasing students’ sense of importance to the school.	This data will be new and specific to SMS students.
Strategic Priority: Career Development	
Strategies and Opportunities for Career Development:	
SMS students will have many opportunities to learn about career possibilities, interests, skills and post secondary options. Activities include goal setting, skills and interest inventories, aspirations reflections, and use of MyBlueprint in Career Education classes. Specific opportunities include: Experience OK College for all Gr. 8 students Canadian Institute of Actuaries presentations and math lessons for gr. 8 students Guest speaker: RCMP Recruiting	

Resources and Professional Learning	School Learning Plan Consultation Process
<i>Behaviour Code</i> Outdoor classroom/Medicine Wheel & fire pit construction Release time for creation of committees Literacy Assessment tools/assessments School budget for presenters, offering experiences and opportunities	Staff at staff Meetings, Team Leader Meetings, PAC at PAC Meetings, Pro-D Committee.