

Shuswap Middle School
School Learning Plan 2026-2027

School Context:

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

Shuswap Middle School is a Grade 6-8 triple track middle school: English, Early French Immersion(EFI) and Late French Immersion (LFI). Currently there are projected to be about 460 students (down from 600) at Shuswap Middle with approximately 13% of the population self-identifying as being of Indigenous ancestry. SMS has grades 6-8 French and Grades 7 and 8 in English. We are in our final year of offering the English option at our school. This is a year of culture re-building as we transition from a much larger middle school towards our eventual K-7 French only school. The loss of more than 30 staff members from June 2026 to begin the 2026-2027 school year will need to be carefully handled, with a focus on students and staff alike needing to build or re-build relationships and connections to each other. This year we will need to begin the process of building connections and relationships with the French Immersion staff and students from Bastion, who will join us in creating the new K-7 French school in 2027-2028. This process will also require a careful and thoughtful approach.

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:

To develop and strengthen students' proficiency in writing with a focus on developing strong voice and style while maintaining the structure and focus of a written selection. 60% of students in each grade will be proficient in overall writing as assessed by the School Wide Write in the spring of 2027. 80% of students in each grade will be proficient with completing a graphic organizer.

Strategies and Actions:

- Classroom focus on writing instruction
- Classroom focus on specific, actionable feedback to students on writing
- School wide use of the graphic organizer adopted in 2025-2026 to create structure for written work
- Expressive Writing intervention program for students to receive additional writing support- 2x weekly
- School wide write in October and June which will provide data on areas to focus on in writing

Numeracy Goal:

To develop and strengthen all students' abilities in the critical concepts in numeracy as identified by the SD 83 critical concept documents. In particular each grade will have a focus goal based on the results of the SNACC assessment.
Grade 6: Percent 70% of grade 6 will score proficient on Level B SNACC items involving %
Grade 7: Integers 50% of grade 7 students will score proficient on Level B Integers on the SNACC
Grade 8: Fractions and Equations 40% of gr 8 students will score proficient on Level B equations, and 70% proficient in Level B fractions.

Strategies and Actions:

- Emphasis on C-R-A model (Concrete- Representational- Abstract)
- Cycling through curriculum so these topics are reviewed on a weekly basis to allow time for mastery- encouraged use of the daily questions provided through the numeracy channel
- Review of the strategies in the critical concept documents to ensure common use of current recommended strategies
- Numeracy committee to increase pro-d options within the school
- Possibly look at a scope and sequence for grade 7 and 8 English and 6-8 French to align instruction within classrooms- which allows for some intervention groups to happen if time is found in timetable

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

We will continue to focus on developing concepts of % at grade 6. It will be important to compare our data this year to the French Immersion only data from 2025-2026 due to the change in our population.

Grade 7 will still continue to focus on integers and integer calculations. We will try to find a way to offer some additional math support to students who are needing additional time to develop a deeper understanding of integers. We believe that many of the difficulties with integer calculations stem from relying on memorizing “rules” rather than understanding the concept deeply.

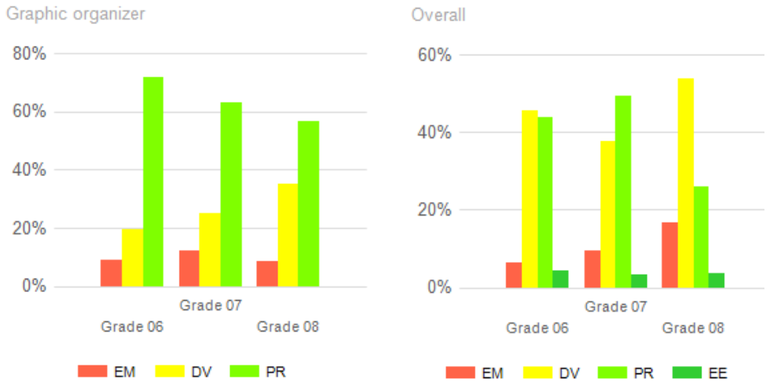
Grade 8: focusing on fractions will hopefully support developing a deeper understanding and proficiency with equations. We will encourage teachers to begin working with fractions earlier in the fall in order to give students a longer period of time to wrestle with and develop a better understanding of the concept.

As we move through this year, we will disaggregate our data from the Fall 2026 write to see if there are differences between students with Indigenous ancestry and those without. This data will help us to pull together intervention and support strategies.

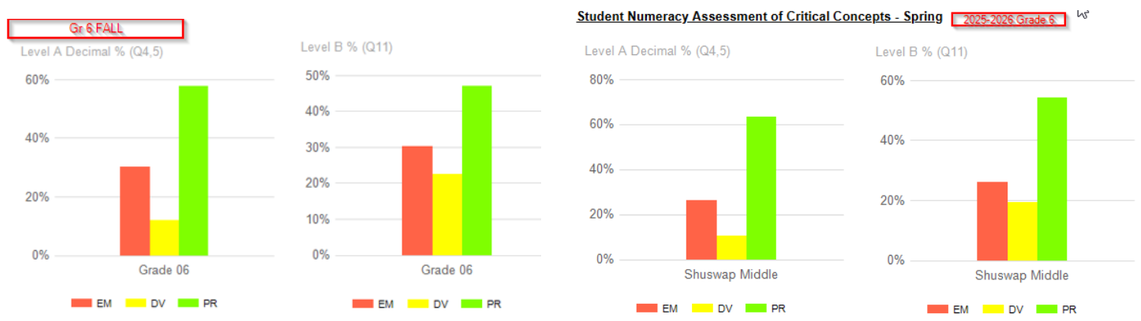
Data to Inform/Support Literacy Goal:

School Wide Write Proficiency data

SMS school wide write - Spring



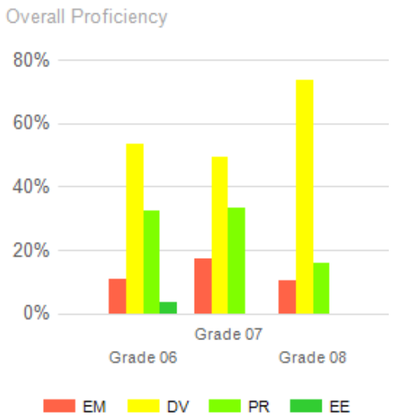
Data to Inform/Support Numeracy Goal:



Grade 6: For grade 6 level % content, only 47% of students were proficient in the fall; 54% of students proficient in the spring.

**Caution the Grade 6 data will need to be interpreted with caution in the 2026-2027 school year and compared to data from students in French Immersion only.
The data below shows the spring results for French Immersion only students at SMS in the spring of 2026.

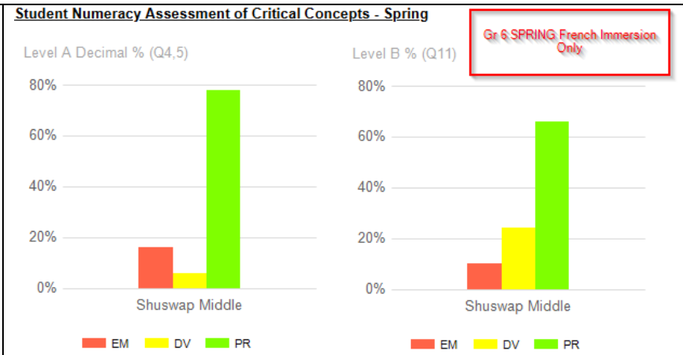
Compared to our fall data:
School Wide Write - Fall



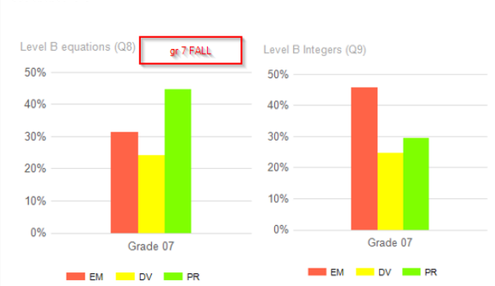
We were curious about our priority learner results:

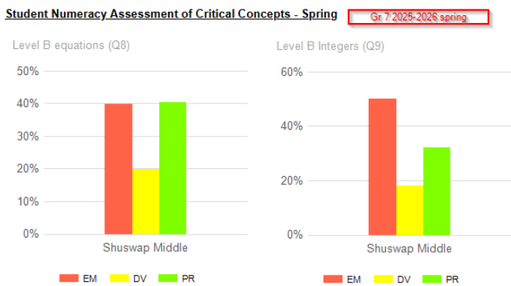
SMS School Wide Write SPRING 2026	Performance	Indigenous		Non-Indigenous	
Graphic organizer	EM	8	13.56%	43	9.39%
	DV	18	30.51%	122	26.64%
	PR	33	55.93%	293	63.97%
Overall	EM	10	16.39%	49	10.72%
	DV	33	54.10%	205	44.86%
	PR	18	29.51%	184	40.26%
	EE	-		19	4.16%

Student Numeracy Assessment of Critical Concepts - Spring



Grade 7:

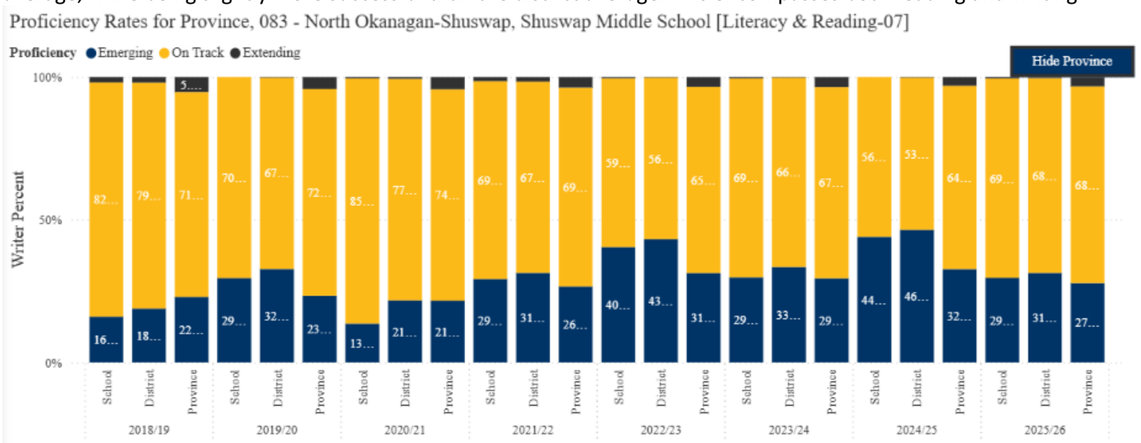




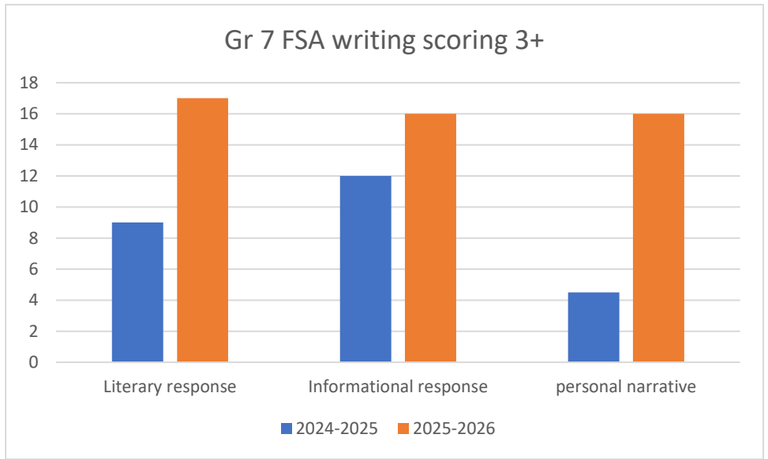
Grade 7: In the spring of 2026 32% of grade 7's were proficient with integers and 40% were proficient with Equations.

Grade 8: Only 24% of students were proficient with solving equations by the end of Grade 8. One of the questions involved fractions within the equation, and less than 50% were proficient with fractions so it makes sense to focus on both areas.

Overall FSA proficiency for literacy: SMS has more students in the "Emerging" category for literacy than the provincial average, while being slightly more successful than the district average. This encompasses both reading and writing.



FSA grade 7: Written responses for Q 1 and 2 for information on response to text.
FSA grade 7: Written response to Q3 for personal/narrative writing



Gr 8 Spring: 35% proficient with Equations and 58% proficient with Fractions

Data Analysis/Narrative:	Data Analysis/Narrative:
School Wide Write data from the spring shows improvement in the overall writing proficiency of students compared to the fall write. Each grade showed an improvement in the % of students who are proficient as measured overall on the school wide write. We had broken the write into “Graphic organizer” and “Overall Proficiency” for the spring write as we wanted to see where the breakdown in proficiency was happening. Was it with generating ideas, or turning the ideas into writing? This is also in alignment with the literature 10 and 12 provincial assessments where students are given a graphic organizer to complete, which is assessed and used to turn into a piece of writing. Looking at the graphic organizer shows how students were able to generate ideas and supporting evidence for a given topic. The overall proficiency shows how students were able to take ideas and evidence and turn them into engaging pieces of writing. For students who did not have a proficient graphic organizer we gave them an already completed organizer so that we could see if they were able to take ideas (even if they weren’t their own) and turn them into a good piece of writing. This helped us to see where the struggles lay. In analyzing our results we could see that less than 80% of students were able to generate ideas and complete the graphic organizer at a proficient level. For the students unable to do so, this must be the first step in writing instruction. Further analysis shows that even when starting with a “proficient” graphic organizer, fewer than 60% of students were able to create a proficient piece of writing. This speaks to the word choice, organization, style and conventions used in writing. The use of expressive writing materials, as well as Traits of Writing strategies will target these areas. When looking at the writing across the school, it was felt that students were much better at following the structure expected, when compared to their writing in the fall. The area that was most difficult was including voice in the writing and varying sentence structure to make writing engaging for the reader. The focus this year will be developing those areas while maintaining the structure of the writing. With respect to our curiosity about the success of our priority learners: We can see a gap of about 14-15% between our learners with Indigenous Ancestry when compared to the % of non-Indigneous learners who were Proficient or above on the School Wide Write. While we cannot determine just a single cause, we suspect attendance and needing more time to develop skills with explicit instruction are at play. We will look at the group of students in the emerging category and where appropriate, include them in the Expressive writing intervention programs in the fall. FSA 7 data from 2025 fall: When looking at the written response section of the FSA, 1% of our students received a “4” on any of their written responses (compared with 4% of the BC public schools). There was no significant difference amongst the three styles of writing. This is a big improvement from last year’s FSA data which showed the personal narrative writing was much lower than response to literary or informational text.	See above for specifics pertaining to each grade and concept. When the critical concepts are not yet mastered, it makes it exceedingly difficult to move forward with more complex curriculum. Teachers of each grade are finding that students are not demonstrating mastery, or even developing understandings, of the most critical concepts from the previous grade and therefore a great deal of time is spent re-teaching concepts from lower grades. Developing deep conceptual understanding of mathematical concepts requires intentional teaching, reflection, time to process, and repeated practice over time to cement understandings. Without time and practice, students often rely on memorization of rules, and memory can be challenging over time. The most important strategy we will focus on is cycling through the curriculum to allow for mastery over time. We have one 45 minute block weekly within our timetable to offer some math intervention.

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:

Previous year goal: 80% of students will report they feel welcome at SMS on the student learning survey which is a +13% improvement target from 2023-2024 school year and 14% from 2024-2025.

2026-2027 school year goal: 90% of students will report feeling like they belong in their classroom.

Strategies and Actions:

-Teams will be continued so that students are connected to one or two other teachers as well as their Core subject teacher.
- Phoenix games will continue: to provide connection to their classes and a sense of importance- assign to teacher leader on Wednesday afternoons
- Indigenous room open at lunch hours
-Indigenous leadership group with Theresa
-Continue cultural activities that build understanding and respect of Indigenous ways of knowing and being
-continued focus on team-wide and school-wide activities that encourage learning together

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.

Student Well-Being Goal:

Goal from 2025-2026: 85% of students will report feeling safe at SMS (which would be +9% improvement target from the 2023-2024 school year) and an +11% improvement from 2024-2025 school year.

Goal for 2026-2027: 80% of students will report feeling somewhat or very safe in the washrooms and changerooms.

Strategies and Actions:

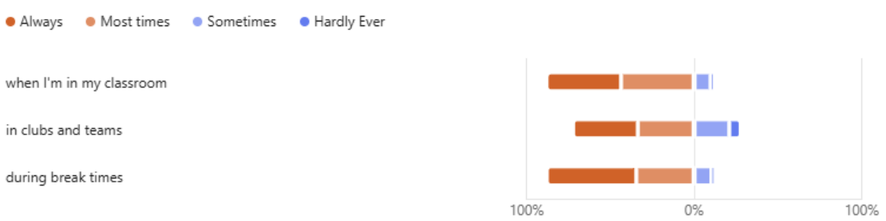
-Washrooms: monitoring washrooms for unsafe behaviour, substance use, loitering
- include washrooms on supervision loops/laps for adults
- only 1 person at a time allowed out of class to use washrooms
- at Nut break- have an adult near the entrance to the washrooms to monitor

-Changerooms:
- assign one person per class, per week, to be last out of changerooms to ensure they are tidy
- the changeroom monitor alerts teacher if there is misbehaviour in changeroom
- Velcro to keep the curtains closed in the girls changeroom

Data to Inform/Support Sense of Belonging Goal:

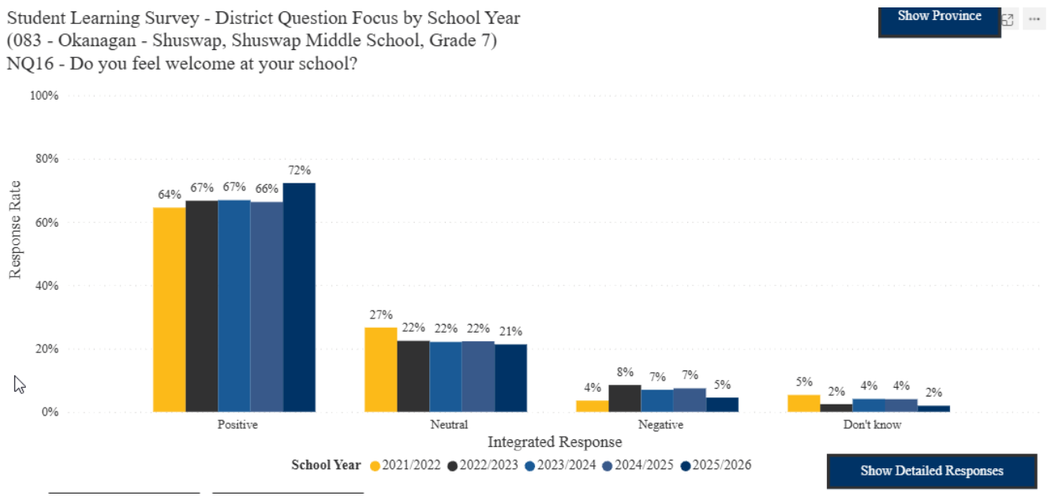
SMS Student Wellness Survey 2025-2026

4. At SMS I feel like I belong:



On the Student Learning Survey (provincial) for grade 7 in 2025-2026 --- 72% of students reported they feel like they belong at their school Most or All of the time. This is an improvement of 5% from the previous year, but did not meet our target of 80%.

We compare that data to the school wide wellness survey which surveys all students rather than just grade 7.



Data to Inform/Support Student Well-Being Goal:

SMS Student Wellness Survey 2025-2026

9. How safe do you feel:



Washrooms

Very safe	38.6%
Somewhat safe	29.5%
Neither safe nor unsafe	18.5%
Somewhat unsafe	7.8%
Very unsafe	5.7%

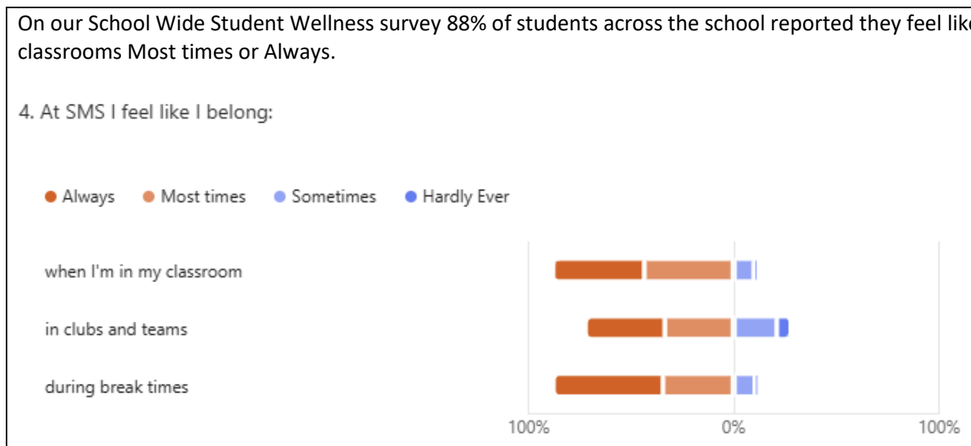
changerooms

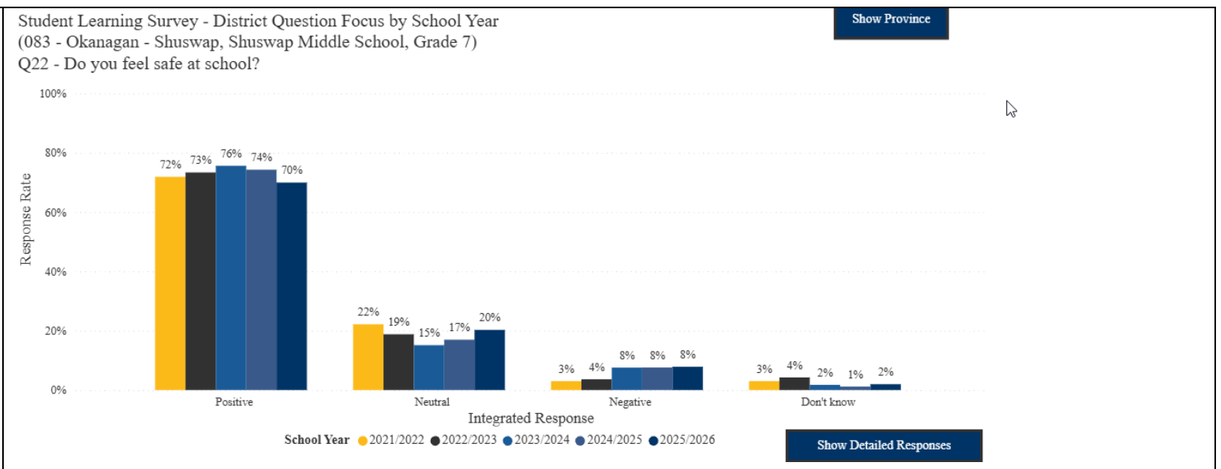
Very safe	38.6%
Somewhat safe	32.4%
Neither safe nor unsafe	13.9%
Somewhat unsafe	9.4%
Very unsafe	5.7%

From the Student Learning Survey 2025-2026

8% of Grade 7 students at SMS reported feeling unsafe at school, and an additional 2% of Grade 7 students responded “Don’t know”. This data has remained quite consistent over the past number of years. This data represents only one-third of the student population, which is why we did a school wide survey.

On our School Wide Student Wellness survey 88% of students across the school reported they feel like they belong in their classrooms Most times or Always.





Data Analysis/Narrative:

While the Student Learning Survey is important data, only the grade 7 students complete the survey. Therefore, we created a SMS specific survey to be completed by all students within the school. This data echoes the belonging questions and goes deeper to find out where students feel like they are belonging and where the connection is not as deep. On this survey, 88% of students reported feeling like they belong in their classroom.

Data Analysis/Narrative:

From the SMS Student Wellness survey it was clear that Washrooms and Changerooms were the areas where student experienced the least feelings of being safe. After we looked at the data from the school wide wellness survey, we had discussions with classes to get more specific information about what was contributing to the feelings of being unsafe. Immediate changes were made with Velcro to properly close the curtains in the girls changerooms and fix locks on the stalls. Teachers had discussions with classes and then as a staff we decided on strategies to help students feel safer, including increased supervision, infrastructure changes inside the changeroom and identifying monitors within classes. These strategies will continue to be implemented in 2026-2027.

The information from the Student Learning Survey is taken from Grade 7 responses, which is one-third of the school. Therefore, we are focused mostly on the data from our own survey. The need to get further information about exactly where kids are feeling less safe is indicated by the relatively steady 8% of students who, despite our efforts, have continued to feel unsafe over the last few years. We believe that by getting information about precise locations in our school wide survey, we will better be able to address the safety concerns.

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:

Students at all grades will be provided with opportunities to learn about different careers through class work.
Explorations classes are designed to provide a range of activities over a long enough time period to develop a sense of skill in that area.
Experience OK college for grade 8 students.
Guest speakers from a variety of careers

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.
-Expressive writing program as an intervention program -District numeracy resources for supporting classroom teachers in the numeracy goals -writing pro D across all subject areas -increased emphasis on scope and sequence for numeracy so that concepts have time to develop and mature -trying to find time within the timetable to have intervention groups to allow more time to understand concepts for those who are struggling the most is critical. We've built in the Expressive writing time, and have 40 minutes of math intervention time weekly. -some staffing was reserved for spring when we likely have staffing availability to provide additional intervention group time	Team leader meetings, staff meetings, PAC meetings, newsletters and Pro D offerings. Students were consulted through the school wide Wellness survey- and were involved in the building of strategies through classroom discussions.