SOUTH BROADVIEW ELEMENTARY SCHOOL
School Learning Plan 2026-2027

School Context:

As an Act of Reconciliation, we recognize that the land on which South Broadview Elementary School is located, is the unceded and ancestral territory of the Secwépemc people. The act of acknowledgement demonstrates our recognition of and respect for Indigenous Peoples, both in the past and present. School District No. 83 is honoured to be gifted the Secwépemc name for we are connected on Secwépemc land:

Kwsaltktnéws ne Secwepemcúl'ecw

South Broadview Elementary 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 kindergarten to Grade 6 facility includes twelve classrooms, a large gym, a library, a multi-purpose room and a music room. Our library is well-located at the main entrance of our school and hosts student/family centered activities. Our school also offers the One-to-One Children's Literacy program (supports 14 students), as well as an early intervention reading program for our students (supports 15 students). These programs are designed to increase the motivation and interest in reading and books. An important part of South Broadview's learning community is the StrongStart program for early learners. The StrongStart program is very popular with Salmon Arm families (83 current registrations), with up to twenty children attending the program at any one time.

The students of South Broadview Elementary demonstrate interest in leadership, sporting activities, service projects and cultural events. Many experiences are offered at the school, such as guitar club, chess, volleyball, basketball, cross country running, track & field, cross country skiing, the South Broadview Fun Floor Hockey League, the Grade 5 Water Walk. 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 Feeding Futures funded vegetable and fruit program, a PAC sponsored monthly Hot Lunch Program, as well as a breakfast/lunch program (financially supported by the PAC, Salmon Arm and Shuswap Rotary clubs and the provincial government's Feeding Futures initiative). Our school has two Meal Workers who prepares and provides a light breakfast to approximately 55 - 60 students daily, as well as prepares daily lunches for approximately eight students. Up to 15 – 20 students receive additional items to supplement the lunch they bring from home, daily.

The Parent Advisory Council (PAC) plays an integral part in helping to make our 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 8 - 10 members in attendance at monthly meetings (in-person or virtual) and is a positive and energetic team.

The student population has remained stable, with some fluctuation from year to year. In 2019 there were 208 students, as compared to the current enrolment of 263 students for 2026-2027. The recent increase in student enrollment is due to the addition of Grade 6 students, as SD83 is currently in the process of restructuring school grade configuration. South Broadview is projected to have approximately 290 students in 2027-2028, with the addition of Grade 7 students. The student population is 51% male and 49% female. Students who are of Indigenous ancestry make up 13% of the population and students with special needs account for 11% of the population (low incidence = 72%, high incidence = 4%, behaviour/mental health = 24%). 184 families are part of our school community. Most of our school's families are originally from Canada. However, we do have a significant number of families who have immigrated to Canada from countries such as India, Jamaica, China, Nigeria, Sri Lanka, Philippines, Ghana, Syrian Arab Republic, Turkey, and Germany. The English Language Learning Teacher supports 30 students who are developing their English literacy skills.

South Broadview Elementary is currently staffed with 12 classroom teachers (12.0 FTE), three Learning Resource Teachers (1.6 FTE), one Inclusion Resource Teacher (0.4 FTE), one Literacy Support Teacher (0.4 FTE), one Music Teacher (0.85 FTE), a Teacher-Librarian (0.35 FTE), 9 Certified Education Assistants (247.5 hrs/week), one administrative assistant (35 hrs/week) and two custodians. Itinerant staff members include a Speech and Language Pathologist, a Counsellor, an English Language Learning Teacher and an Indigenous Education Worker. The principal is assigned 1.0 FTE administration.

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:

Goal:
To develop all students' ability to read and write with accuracy and fluency, by creating classrooms of highly engaged readers, writers, and learners.

Target:

Reading

By spring 2027, at least 75% of Grade 1–5 students will be rated Proficient on PM Benchmarks (spring 2026 baseline: 129 of 190, or 67.9%). Within Grades 1–2, at least 65% will be Proficient (spring 2026 baseline: 38 of 66, or 57.6%). We will track students who are Emerging or below level in fall 2026 individually and review their response to support each term.

Please note: In 2026-2027, PM Benchmarks may not be used school wide as SD83 is shifting to using a new assessment called DIBELS. The new assessment assesses foundational skills using short, standardized measures, measures skills such as phonemic awareness, decoding, word recognition and oral reading fluency, helps identify students at risk of reading difficulties and which skills require further investigation, and provides grade-specific benchmarks and frequent progress-monitoring measures. By June 2027, at least 70% of students receiving targeted foundational literacy interventions will demonstrate progress toward their grade-level DIBELS 8 benchmark goals, as measured through regular progress monitoring. The target will need refining once the school has fall DIBELS baseline data.

Writing

Using a moderated fall 2026 school-wide writing sample as the baseline, at least 65% of students in Grades 1–6 who are below Proficient will improve by one rubric level in at least one school focus area—Word Choice, Sentence Fluency or Voice—by spring 2027. The school will look to report the three areas separately. As a teaching team, we will need to confirm the feasibility of this provisional target after the fall sample is scored.

Numeracy Goal:

Goal:
To develop all students' foundational skills and concepts in Numeracy (number sense, patterns and relations, spatial sense, and statistics and probability), enabling students to successfully apply those skills and concepts to a wide range of real-life situations.

Target:

Intermediate Focus

By spring 2027, reduce the proportion of current Grade 5 students rated Emerging on a matched Level B multiplication task from approximately 72% in fall 2026 to 50% or less. For current Grade 6 students, reduce Emerging on a matched Level B division task from approximately 60% to 40% or less. We will reassess using identical or demonstrably equivalent tasks and scoring criteria and verify the raw counts before final adoption.

Primary Focus

Complete a common fall diagnostic in addition and subtraction for Grades 2–4 and aim for a gain of at least 15 percentage points in the proportion Proficient on the same focus skills by spring 2027. Record the actual fall baseline and participation count in the final plan before implementation.

Updated: November 2026

Strategies and Actions:	Strategies and Actions:
• continue to strive for 120 minutes of literacy instruction/practice/exposure, every day. • continue to use EdPlan Insight as the data is a good starting point and provides a good visual for staff. • participate in training sessions for DEBILS 8 reading assessment • use PM Benchmarks and DIBELS 8 where appropriate to identify students requiring instruction in phonemic awareness, decoding, accuracy and fluency; compare individual results across terms. • continuation of Heggerty program in primary classes. • continuation (Year 4) of UFLI Literacy program in primary classes (one class participated in the pilot program in 2022-2023) • continuation with Adrienne Gear Reading and Writing Power, EPIC! Books, RAZ Kids, Daily 5, CAFÉ, classroom based Read to Self, school-wide Drop Everything and Read • participate in Adrienne Gear's Powerful Writing Structures Workshop, in September 2026 (Primary and Intermediate teachers) • participate in Adrienne Gear's Powerful Read Alouds Workshop and Literature Circles, in May 2027 (Primary and Intermediate teachers) • enhance Buddy Reading program by training intermediate students to support primary students in comprehension, accuracy, fluency and expanding vocabulary • continue with Guided Reading, expanding to all grade levels • continue with the One-to-One Children's Literacy Program • enhance the primary Home Reading Program by purchasing new books for the school-wide Home Reading Library (located at a central location, by main entrance) • continue with 150 Nights of Reading, implemented by the Teacher-Librarian in October 2023 • develop the school's connection to the Okanagan Regional Library – continue to develop a partnership with Ardie Burnham from the ORL (eg. speaking to what the ORL can offer and promoting the Summer Reading Program • establish a comparable Grade 6 reading baseline this year, as Grade 6 is new to the school configuration • moderate the fall and spring school-wide writes using the same trait descriptors; report Word Choice, Sentence Fluency and Voice separately	• continue to strive for 60 minutes of numeracy instruction/practice, every day. • focus on Critical Concepts. • organize small-group instruction around the specific SNACC concepts, with common visual models, number talks and worked strategies across classrooms. • use short, common assessments every six to eight weeks to see whether students can explain a strategy as well as produce the answer. • for multiplication and division, emphasize equal groups, arrays, fact relationships and word problems before moving to more abstract procedures. • review SNACC completion and student-level results with classroom teachers and resource staff before comparing year-over-year percentages. • implement a Peer Coaching Math program by training intermediate students to support primary students with various games and strategies. • continue with on-line numeracy programs, such as SplashLearn, Prodigy, Mathletics. • implement a Family Math Game Night (or afternoon). • implement a school-wide Weekly Word Problem program • develop a monthly Numeracy newsletter for families

Updated: November 2026

Data to Inform/Support Literacy Goal:

LINK: *School Learning Plan Data 2026-2027*

Reading Results at a Glance

Grade	Fall 2025 Proficient	Spring 2026 Proficient	Change
1	16/28 57.1%	16/28 57.1%	0.0 pp
2	19/38 50.0%	22/38 57.9%	+7.9 pp
3	21/41 51.2%	29/41 70.7%	+19.5 pp
4	19/34 55.9%	24/34 70.6%	+14.7 pp
5	33/49 67.3%	38/49 77.6%	+10.2 pp
Grades 1–5	108/190 56.8%	129/190 67.9%	+11.1 pp

pp = percentage points. These are grade-level distributions, not matched individual progress records.

Data Analysis/Narrative:

Our 2025–2026 reading assessment results show that South Broadview students are making encouraging progress in reading. In fall 2025, approximately 57% of students in Grades 1–5 were reading at a Proficient level. By spring 2026, this had increased to approximately 68%.

We saw particularly strong improvement in Grades 3, 4, and 5. While these results are encouraging, approximately one in four students finished the school year still needing additional support with their reading skills. Our results also show that students in the primary grades, particularly Grades 1 and 2, would benefit from continued attention to building strong foundational reading skills.

The Grade 4 provincial literacy assessment (FSA) also showed positive results, with fewer students identified as Emerging compared to the previous year. Although these results reflect different groups of students, they suggest that our focus on literacy is moving in a positive direction.

Students are also recognizing their own growth as readers and writers. In the Grade 4 Student Learning Survey, 85% of students felt they were improving in reading, while 74% felt they were improving in writing. This tells us that we should continue helping students build both their writing skills and their confidence as writers.

Moving forward, we will continue to focus on strong daily reading instruction, early identification of students who need extra help, and targeted small-group support. Teachers will use reading assessments to identify specific skills students need to develop and regularly monitor their progress.

Data to Inform/Support Numeracy Goal:

LINK: *School Learning Plan Data 2026-2027*

Data Analysis/Narrative:

Overall, our 2025–2026 Learning Updates show that many South Broadview students are doing well in math. However, when we looked more closely at our SNACC math assessment results, we identified some specific skills that need more attention.

In the primary grades, addition and subtraction are important areas for growth. In spring 2026, approximately 43% of Grade 1 students demonstrated proficiency in addition or subtraction. In Grade 2, approximately 29% were proficient in more challenging subtraction questions, while about one-third of Grade 3 students demonstrated proficiency in similar subtraction skills.

These results tell us that many students are still developing their understanding of numbers and learning different ways to solve math problems. Strengthening these basic skills will help students become more confident and successful as they move on to more challenging math.

In the intermediate grades, multiplication and division are areas where students need additional support. In fall 2026, approximately 72% of Grade 5 students were identified as Emerging in more challenging multiplication skills, while approximately 60% of Grade 6 students were Emerging in division. This means many students are still building their understanding of these concepts and need further instruction and practice.

Updated: November 2026

Writing will continue to be an important area of focus. Through our school-wide writing assessments, teachers will work together to identify students' strengths and areas for improvement, particularly in Word Choice, Sentence Fluency, and Voice. Younger students will have opportunities to develop their ideas through drawing, talking, and early writing activities. Our goal is to help all students become confident, capable readers and writers by providing the instruction, encouragement, and support they need to succeed.	Moving forward, we will focus on helping students develop a stronger understanding of numbers and mathematical thinking. Teachers will continue to use hands-on activities, visual models, math games, problem-solving activities, and different strategies to help students understand how numbers work together. We will also provide additional small-group instruction for students who need extra support and regularly check their progress to determine which teaching strategies are helping them succeed. Our goal is to help all students become more confident, capable mathematicians who can use their skills to solve everyday problems.
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: 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.
Sense of Belonging Goal:	**Student Well-Being Goal:**
Goal: To increase our students' sense of belonging at their school and their sense of feeling welcome at their school. **Target:** By the winter 2027 Student Learning Survey, increase positive responses to "School is a place where I belong" from 72% to at least 80%, and "I feel welcome at my school" from 81% to at least 85%. Report respondent counts and follow up with student voice data from more than one grade.	**Goal:** To increase our students' understanding of caring for their own mental health and increase their ability to feel good about themselves as individuals. **Target:** Since the 2019-2020 school year, 46% or less of the Grade 4 students feel they are learning to care for their mental health, most of the time or all the time, based on the Student Learning Survey. We would like to see this number significantly increase to show 80% or more of our Grade 4 students recognizing that they are learning to care for their mental health. Since the years impacted by the pandemic, we are seeing the percentage beginning to rise. However, we are currently back at about 45% of students learning about their mental health.

Updated: November 2026

	Since the 2019-2020 school year, 76% or less of the Grade 4 students feel good about themselves, most of the time or all the time, based on the Student Learning Survey. We would like to see this number increase to show 80% or more of our Grade 4 students identifying they feel good about themselves.
Strategies and Actions:	**Strategies and Actions:**
• Identify specific students who have identified they feel they belong at their school almost never or sometimes – interview students to determine why they feel they only belong almost never or some of the time – identify ways they would feel more a part of the school (e.g. art, sports, music, leadership, etc.). • Look for ways to increase staff and peer relationships with specific students who were identified as feeling they belong almost never or sometimes. • Encourage and invite specific students to join clubs/teams they find of interest. • Celebrate special days/events for various ethnicities (e.g. Ramadan, Eid, Diwali, Kwanzaa, Holi, Vaisakhi, Lunar New Year). • Increase ethnic/cultural representation in literature, within classrooms and school library. • Create a "Bruins" in the News bulletin board to highlight students who are part of community activities. • Complete a school-wide questionnaire, based on the Grade 4 Student Learning Survey, to collect results from a variety of grade levels. • Build on the September 2025 introduction of the BRUINS acronym, which was developed by students and families: **B**rave **R**espectful & Responsible **U**nique & Understanding **I**nclusive **N**ice & Kind **S**upportive	• An educator's role is to have open conversations with students about mental wellbeing, provide information about mental health and connect students to resources when they need them. • The First People's Principles of Learning focus on learning as a holistic, reflective and relational experience that supports the well-being of the self, the family, the community, the land, the spirit and the ancestors. • The Physical and Health Education (PHE) curriculum focuses on well-being and the connections between physical, intellectual, mental and social health. By combining physical education and health education, the PHE curriculum highlights the interconnections between physical and mental health, positive interpersonal relationships, substance use education, and how interactions with the community affect overall well-being. • Collaborate with educators, to strengthen the tools and resources needed to embed mental health and wellbeing into each classroom. • Develop a common language and understanding of mental health terms to improve mental health literacy and reduce stigma. • With the support of Deanna Gestrin, we would like to continue with a second year of introducing a group of 8-10 Grade 4/5 students to the Medicine Wheel, over 4-5 sessions, to focus on student wellness. We would also like to explore the possibility of introducing teachers/support staff to the Medicine Wheel, to support the adults' wellness. • Introduce the Project 11, a classroom-based mental health and wellness resource developed by the Winnipeg Jets True North Youth Foundation. It provides age-appropriate lessons and activities that help students develop emotional awareness, positive coping strategies, resilience, and healthy relationships. Through engaging videos, discussions, and classroom activities, students learn to recognize and manage their emotions, handle stress, build confidence, and support their own well-being and that of others. The program encourages positive mental health practices and helps create a safe, caring, and supportive school environment. • Complete a school-wide questionnaire, based on the Grade 4 Student Learning Survey, to collect results from a variety of grade levels.

Updated: November 2026

Data to Inform/Support Sense of Belonging Goal:

LINK: *School Learning Plan Data 2026-2027*

Student Learning Survey question	2024–25	2025–26	Change
School is a place I belong	70%	72%	+2 pp
I feel welcome at school	91%	81%	−10 pp
I can do things to feel better when stressed	60%	50%	−10 pp
I feel good about myself	70%	73%	+3 pp

pp = percentage points. These are grade-level distributions, not matched individual progress records.

Data Analysis/Narrative:

The Grade 4 Student Learning Survey shows gradual improvement in belonging. Positive responses increased from 62% in 2023–24 to 70% in 2024–25 and 72% in 2025–26. This is encouraging, but it still means that more than one in four Grade 4 respondents did not select "all the time" or "most of the time" when asked whether they belong. Feeling welcome declined from 91% in 2024–25 to 81% in 2025–26. The percentage who report liking school improved from 66% to 72%. Together, these results suggest that feeling welcomed at the door and developing a lasting sense of connection are related but distinct experiences.

Attendance provides useful context but does not by itself explain belonging. The annual 2021–26 attendance chart shows a general reduction in students with higher absence rates; the September and October 2026 snapshots also show a high proportion with fewer than 10% of instructional days missed. Those early-month results cannot be compared directly with a complete school-year rate. We will use attendance to help identify students who may need outreach, alongside conversations with students and families, rather than treating absence as proof that a child feels disconnected.

Data to Inform/Support Student Well-Being Goal:

LINK: *School Learning Plan Data 2026-2027*

Data Analysis/Narrative:

Coping Strategies
The Grade 4 Student Learning Survey shows that many students would benefit from learning more ways to manage stress and difficult emotions. In 2025–2026, only 50% of students said they had things they could do to feel better when they were stressed, compared to 60% the previous year.

This tells us that approximately half of our Grade 4 students may not consistently feel they have the tools or strategies needed to manage stressful situations.

At South Broadview, we want students to understand that feeling stressed, frustrated, worried, or overwhelmed is a normal part of life. More importantly, we want them to know what they can do when these feelings arise.

Moving forward, we will focus on helping students recognize their emotions and learn practical ways to manage them. These may include taking deep breaths, asking for help, taking a break, talking with a trusted adult, or finding other healthy ways to feel calm.

We will also provide opportunities for students to practise these strategies and help them discover which ones work best for them.

Our goal is to increase the percentage of Grade 4 students who feel they have ways to manage stress from 50% to at least 65% during the 2026–2027 school year.

Updated: November 2026

	Positive Self-perception The Grade 4 Student Learning Survey shows that students are feeling more positive about themselves. In 2025–2026, 73% of students said they felt good about themselves most or all of the time. This is an improvement from 70% the previous year and 56% in 2023–2024. Although these results are encouraging, they also tell us that approximately one in four students do not consistently feel good about themselves. We want all students at South Broadview to feel valued, confident, accepted, and proud of who they are. The survey also shows that 8% of students often feel stressed or anxious because of school, a slight improvement from 9% the previous year. Moving forward, we will continue to focus on building positive relationships, helping students recognize their strengths, and teaching strategies that support their confidence and emotional well-being. We will also listen to students to better understand what helps them feel good about themselves and what additional support they may need.

Updated: November 2026

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:

- Introduced and implemented South Broadview's first Identity Day, in November 2023, to explore students' strengths and abilities (repeat every 4 years).
- Introduce and implement a Grade 6 Leadership Team (Bruins Action Team) and a Grade 5/6 WITS or Kelso's Choice Conflict Resolution Team, to develop student leadership skills.
- Introduce and implement South Broadview's first The Most Magnificent Think, in Spring of 2027, to allow students to show problem-solving and creativity to develop a prototype using cardboard.
- Provide opportunities for Grade 3-6 students to participate in Careers Week activities (November 23rd – 27th, 2026).
- Develop family and community relationships, by continuing and implementing activities Family Math Game event, Family Appreciation event.

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.

- Please see the Strategies/Actions section Literacy and Numeracy.

School Learning Plan Consultation Process

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

Staff Consultation took place on:

- September 18/2023 – reviewed and planned for resources/strategies to continue or implement during the 2023-2024 school year.
- March 12/2024 – reviewed the data collected during the 2023-2024 school year. Development of goals and targets for the remainder of the 2023-2024 school year.
- April 9/2024 – reviewed the draft School Learning Plan and data before final submission. Brainstormed ideas around "Here's What. So What? Now What?".
- September 3/2024 – Looked at updates in data and strategies/actions (SLP 2024-2025).
- November 12/2024 – Looked at updates in data and strategies/actions (SLP 2024-2025).
- September 9/2025 - Looked at updates in data and strategies/actions (SLP 2025-2026).
- September 8/2026 - Looked at updates in data and strategies/actions (SLP 2026-2027).
- November 10/2026 - Looked at updates in data and strategies/actions (SLP 2026-2027).

Parent Advisory Council (PAC) consultation took place on:

- April 15/2024 – at monthly meeting, reviewed the draft School Learning Plan 2023-2024 and data.
- November 18/2024 – at monthly meeting, reviewed the final School Learning Plan 2024-2025 and data.
- October 20/2025 - at monthly meeting, reviewed the draft School Learning Plan 2025-2026 and data.
- November 9/2026 - at monthly meeting, reviewed the draft School Learning Plan 2026-2027 and data.

Updated: November 2026