



École Bastion Elementary School

School Learning Plan 2025-2026



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 overall literacy.

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, basketball, cross country running, track & field, cross country skiing, as well as several noon-hour clubs. As a school community, we celebrate an interest in outdoor learning experiences and recently completed a three-year participation in the Wild School program. We believe in created a connected community that prioritizes a sense of belonging and community.

We continue to focus on healthy living with 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. This thriving team works hard to support the many activities within the school and seeks to prioritize building a sense of community.

The current enrolment of 354 students for 2025-26. There are 130 students currently enrolled in our English program, and 224 students enrolled in the French Immersion program. We have an interesting two years ahead of us as we anticipate a major reconfiguration of the Early French Immersion program and the local Bastion English community. As we move ahead, we seek to retain and grow a strong sense of community that will be ready to send approximately 2/3 of our students to a new building in Fall 2027, and grow the remaining school population with the infusion of new English students that will stay in the existing building. To do that, we need to be united and strong as a family, and we look forward to strengthening our student, staff and family connections as we work towards this transition, with the ultimate goal of creating a smooth and strong transition.

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: Each student will meet or exceed literacy expectations in relation to their grade level or IEP

TARGET:
For 2025-2026 school year

Numeracy Goal:

GOAL: Each student will meet or exceed numeracy expectations in relations to their grade level or IEP

TARGET: For the 2025-2026 school year

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Literacy Goal: **By June 2026 students 65% of students will show improvement in their writing as measured by the BC Language Arts grade written learning standards. There will be a focus on organization as measured in a pre- and post-School-Wide Write sample.**

NUMERACY GOAL: **By June 2026, 65% of students will be able to choose a problem-solving strategy, and accurately complete grade specific problems. The use of the “problem of the week” will be used to assess in the Fall (the pre-test) and in the June (the post-test)**

Strategies and Actions:

- Use of Early Learning Framework in ELA / FLA to guide practice – small bits of instruction each staff meeting (regular agenda time)
- 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 (Term 1); gr 1 (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
- Use of K-4 Foundational Learning Progressions
- 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 150 nights of reading/Red Cedar
- Unplug & Play events- Bastion supports Literacy events throughout the year
- Engage with member of the Quelmucw Education Council to review SLP & find stronger ways to enhance learning for priority students and all Bastion students.

Strategies and Actions:

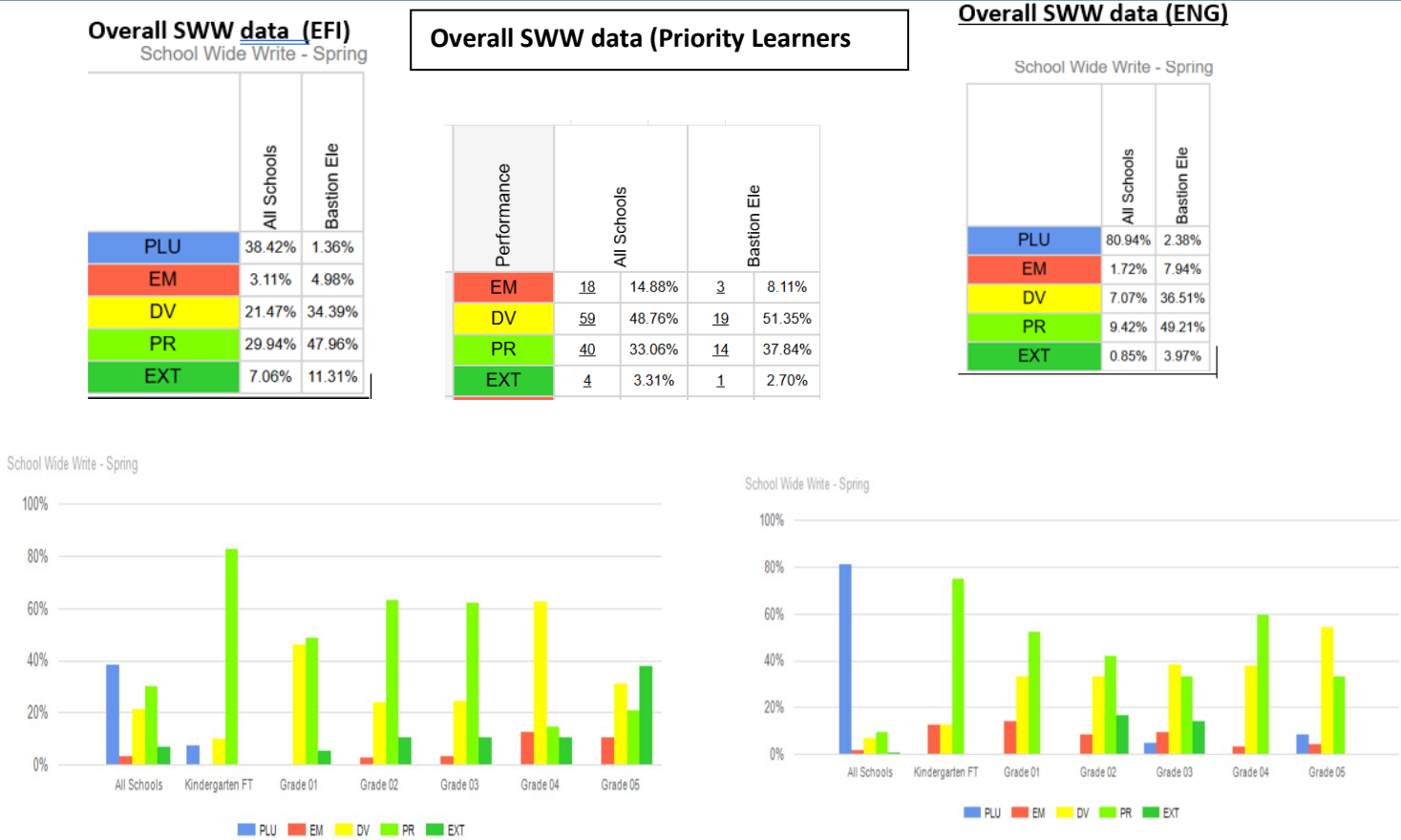
- Use of Early Learning Framework for Math instruction – small bits of instruction each staff meeting (regular agenda time)
- Assess formatively using the SNACC, and review in May for instructional planning
- Bring in Math Numeracy teacher to support deeper dive into skills and areas to focus on
- Review Fall 2025 FSA data (raw data in Nov) for grade 4’s, to identify specific areas to support
- Continuation of use of “Math-up” resources in English and in French.
- Dedicated 60 min/day of math instruction in each classroom
- Weekly use of district Problem solving questions for pre- and post- assessment, as well as weekly instruction in problem solving.
- Resources to support instruction of Problem-solving skills.
- 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 Fullerton Books; box cars
- Introduction of resource “Building Thinking Classrooms for Mathematics” to teachers
- Strong Instruction which includes
 - Differentiated instruction
 - Varity of strategies
 - Hands on materials
 - Whole class/small group
 - Math games/routines
 - Kim Sutton resources (online)
- STEAM opportunities
- Engage with member of the Quelmucw Education Council to review SLP & find stronger ways to enhance learning for priority students and all Bastion students.

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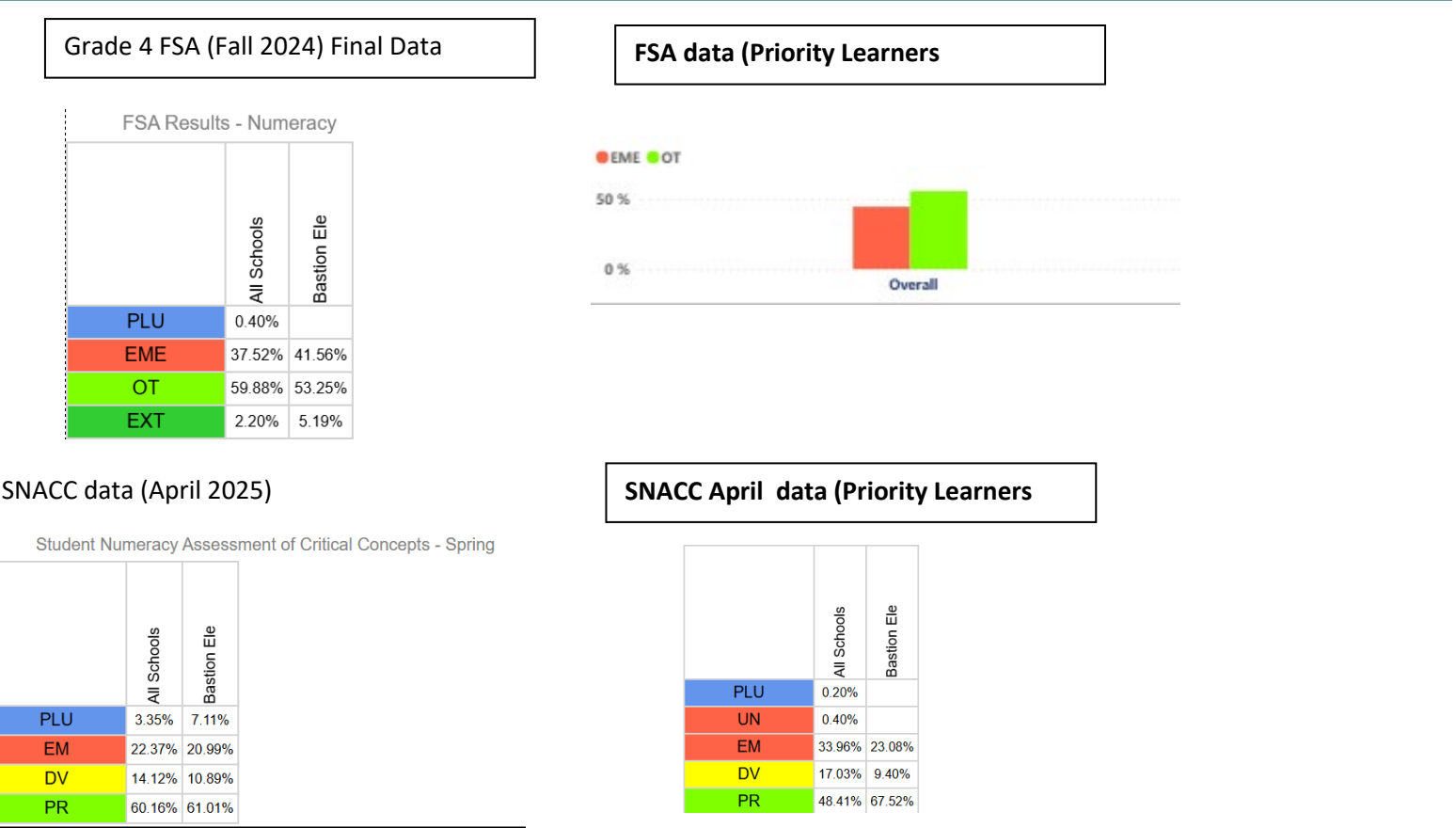
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Data to Inform/Support Literacy Goal:



Data to Inform/Support Numeracy Goal:



Data Analysis/Narrative:

EARLY FRENCH IMMERSION & ENGLISH LANGUAGE ARTS

- Our literacy goal in 2024-24 focused on developing a quantitative measure to better understand the achievement in writing of our learners. Using a School Wide Write format, we measured overall achievement. By June 2025 59% (EFI) 52% (ENG) and 41% (PRIORITY) students were achieving overall proficiency in grade level indicators.
 - This shows that there is a gap for our Priority Learners in writing overall achievement.
 -
- In September 2025 we drilled down further as a team and are setting the goal that **65% of our students will show grade level proficiency (or proficiency as measured by individual goals that are outlined on CB-IEPS) specifically in terms of organization within their writing.**
- Other Literacy includes:
 - almost 82% (EFI) and 68% (ENG) & 68% (PRIORITY)of students are achieving at grade level proficiency in overall literacy as measured by Summative Learning Update.
 - GB+ Data (French students Gr. 2-5 June 2025) indicates that 69% of students were reading proficiently in French Immersion
 - PM Benchmark Data (English Students Gr 1-5) (Spring 2025) indicates that 81% of our English students were Proficient or Exceeding in the results

Data Analysis/Narrative:

EARLY FRENCH IMMESION & ENGLISH NUMERACY

- Our goal for all students was that 80% of our students would meet or exceed grade level expectations as indicated by the Summary of Learning Numeracy assessment. Indicators of growth along the way were:
- Student Numeracy and Assessment of Curriculum Competencies (SNACC_ Data (Formative) shows that 61% of our students have mastered critical concepts (Spring 2025) (Priority Learners 68%)
 - Note that for Priority learners, this was a strength
 - FSA Data (Gr. 4 Fall)
 - Final data indicates that 58% of students in gr. 4 are achieving at grade level (55% of Priority Learners)
- Examination of formative data from SNACC plus conversation about trends in numeracy point to the need to have a strong **focus on Problem solving** as a specific numeracy goal for the 2025-26 school year.

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Strategic Priority: Human and Social Development	Strategic Priority: Organizational Development
<ul style="list-style-type: none">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.	<ul style="list-style-type: none">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.	GOAL: Each student will feel socially, emotionally, and mentally supported at Bastion Elementary School.
TARGET: To assess and understand how many students feel welcome, safe and connected at Bastion Elementary. Fall 2025: <ul style="list-style-type: none">Meet as a staff or committee to revise any questions on the Bastion Belonging & Wellness Survey we’d like to measureAdminister the fall pre-test to measure Sense of Belonging & Wellness	TARGET: To assess and understand how many students feel supported socially, emotionally and mentally at Bastion Elementary school. <ul style="list-style-type: none">Fall 2025: Meet as a staff or committee to revise any questions on the Bastion Belonging & Wellness Survey we’d like to measureAdminister the fall pre-test to measure Sense of Belonging & Wellness
Spring 2026-2029: Assess students at all grade levels to measure Sense of belonging	Spring 2026-2029: Assess students at all grade levels to measure Sense of belonging
Classroom level- looking at Core Competencies	

Strategies and Actions:	Strategies and Actions:
<ul style="list-style-type: none">To learn more about Universal Learning Design as a staff- and look for ways to apply to the community at BastionUse of Everyday speech program (use of School Learning Funds to buy license)<ul style="list-style-type: none">In Year 1 of Everyday Speech, include questions related to Developing Self-Awareness in the Bastion Belonging & Wellness surveyWhere possible- include grade-level whole class lessons that target the development of self-awareness as part of our Bastion Belonging and Wellness surveyTo 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.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 groupAthletic 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 belongingActive support and participation in Indigenous learning (lunch group), and opportunities to celebrate Chinese Lunar New year (field trip to Yan’s Chinese restaurant to learn)Grade 4/5 talent showLunch club targeted specifically at building friendship skills for those in needCelebration 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	<ul style="list-style-type: none">Learn more about UDL and how it can apply to our community at BastionUse of Everyday speech program (use of School Learning Funds to buy license)<ul style="list-style-type: none">In Year 1 of Everyday Speech, include questions related to Developing Self-Awareness in the Bastion Belonging & Wellness surveyWhere possible- include grade-level whole class lessons that target the development of self-awareness as part of our Bastion Belonging and Wellness surveyTo 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.Engage with member of the Quelmucw Education Council to review SLP & find stronger ways to enhance learning for priority students and all Bastion students. <ul style="list-style-type: none">CEA and adult support to help students in social situations to help build relationships with other studentsActive breakfast program that serves approximately 20 students daily and snacks/lunches provided as neededActive use of brain bikes and sensory room for students that need movement breaksMore food options for students if hungry during the day. Easy accessUse of Behaviour Code and FAIR plansUse of programs like we thinkers... etc.Student-Led wellness day... “What do I do to honour my own health?”

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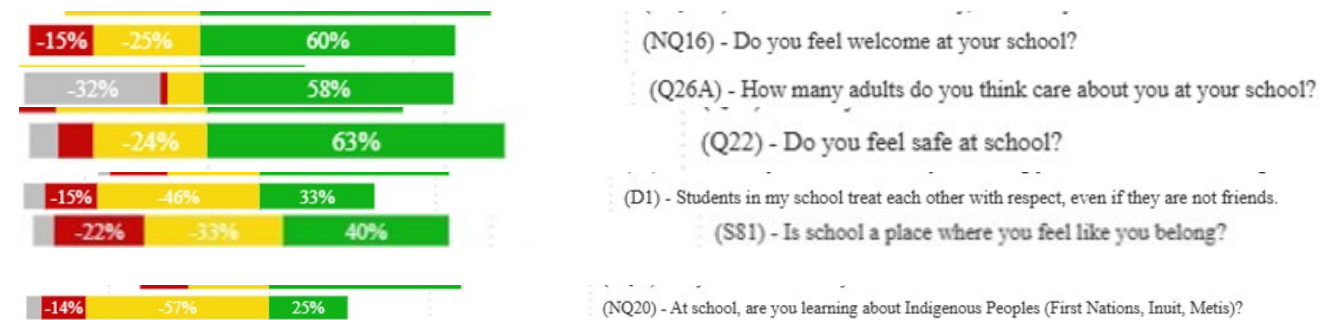
- Consideration of developing a welcome basket with Community resources for families who move in mid-year
- Use of Behaviour Code & FAIR plans
- Roots of Empathy?
- Targeted community events by PAC to build community and sense of belonging
- Engage with member of the Quelmucw Education Council to review SLP & find stronger ways to enhance learning for priority students and all Bastion students.

Data to Inform/Support Sense of Belonging Goal:

June 2025 Data:

- 95% of students said they have a friend to play with
 - 88% said they know how to make a friend, and 12% unsure
 - This represents 9% growth – more students feel like they have a friend at Bastion
- 88% of students felt they had a go-to trusted adult at school who cares about them
 - This represents 15% growth – more students feel like they have an adult
- 84% of all students feel that they have opportunities to show leadership at school

Gr 4 Student Learning Survey Data: (Spring 2025)



Data Analysis/Narrative:

The Bastion Belonging survey was an excellent and easy to use start last year that measured local feelings on matters. This data was used to provide some information back to classroom teachers.

The School Learning Survey looks at Grade 4 data. It is a great way to measure how our students at that age feel about specific topics. We will take much of that data back to the Grade 5 leadership students to generate ideas to improve the targets

We will work on grade four understanding of Indigenous teachings. There is a large element of Indigenous teaching that happens seamlessly in the classrooms, but because it's interwoven, there is a question whether students are recognizing it for what it is. Again, a good question to pursue with our leadership students.

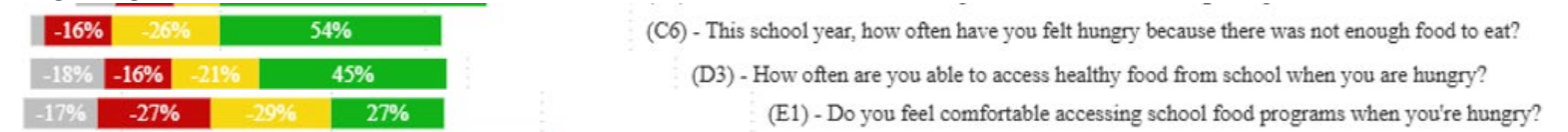
Data to Inform/Support Student Well-Being Goal:

June 2025 data

The survey that was completed by the students did not ask the same questions as were in the fall, therefore the wellness questions were mistakenly omitted. The survey (adjusted) will be administered again in Fall 2025

Grade 4 Student Learning Survey (Spring 2025)

Regarding access to Food:



Physical & Mental Health



Data Analysis/Narrative:

The Bastion Belonging survey was an excellent and easy to use start last year that measured local feelings on matters. This data was used to provide some information back to classroom teachers.

One drawback of the fall format was that for students in K & 1, it was hard to measure their feelings on belonging using the same type of survey and questions. We need to work with those teachers to find an easy-to-use way to measure how they are feeling about school.

Wellness questions need to be developed and used for both the pre- and post- survey. We will borrow from grade specific questions around Unit 1 Self-awareness from the Every Day Speech program

The School Learning Survey looks at Grade 4 data. It is a great way to measure how our students at that age feel about specific topics. We will take much of that data back to the Grade 5 leadership students to generate ideas to improve the targets

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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:

- Core Competencies are noticed, named and nurtured and self-reflection is ongoing (ex: part of rubrics, class discussion, etc.)
- use of SpacesEdu to support Career Ed curriculum
- Host career pro-d session in April called, "Integrating Science and Career Education Curriculum in the Primary Years (K-3)" facilitated by George Richard

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.

- Pro-D opportunities around Social & Emotional learning- to align school based pro-d’s with our strategic goals.
- engagement of staff in Pro-D around Heggerty; UFLI resources; Math-Up
- purchase of license for Everyday Speech (excellent social/emotional learning tool)
- engage in professional development, when possible, around UDL- incorporate pieces at staff meetings
- strategic alignment of Pro-D activities and sessions offered at school level to our School Learning Goals.

Everyday Speech program K-5 targets themes in the career curriculum like personal goal setting, safety, etc.

School Learning Plan Consultation Process

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

- opportunities in Sept. Inservice day to review literacy, numeracy & SEL data (morning)
- dedicated collaboration time in Sept. Inservice day to decide on specific goals for the SLP
- 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 staff meeting)
- Review/consultation with PAC (Oct) to discuss/consult with parent group
- Once submitted, post SLP on school website for all parents to view
- work with Grade 5 leadership team representatives to help to develop sense of belonging/wellness routines and assessments

- update and review with staff in January, April and end June to discuss document, change as needed.

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