PARKVIEW ELEMENTARY SCHOOL
School Learning Plan 2026-2027

School Context:

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

Parkview is a rural elementary school in Sicamous BC. Parkview serves the communities of Sicamous, Malakwa and Mara Lake. It is the only elementary school in the community. 37% of our students identify as Indigenous. Parkview was projected to have 200 students in 2026-2027 and current enrollment is 206. Parkview has seen significant student growth in the past few years. Sicamous is a transient community and Parkview's enrollment numbers fluctuate throughout the school year (+/- 15 students). Parkview staff monitors its vulnerability profile annually (Interministerial involvement, addiction/wellness concerns, food vulnerability, attendance concerns, and fitness levels). At Parkview, we have a significant need for food security, as several of our students use our breakfast and lunch programs. The food programs are funded by the Ministry and supported by several staff members as well as community member and our Parent Advisory Committee.

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:

Increase non-fiction writing proficiencies across all grades at Parkview (K-6)

For 65% of the student body to be within range of grade level non-fiction writing expectations (minimally meeting or higher) by the end of the school year (May 2026).

Rationale:

- Writing equips us with communication skills
- Writing allows us to express who we are as people
- Writing makes our thinking and learning visible and permanent
- Writing fosters our ability to explain and refine our ideas to others and ourselves
- Specific Parkview rationale: Current student data identifies writing as an area in which many Parkview students need extra support
- Parkview has seen success and improvement in student achievement in reading and numeracy over the past 7 years. We have a deficit in our writing skills (low writing scores) and will direct more attention to this area

Strategies and Actions:

- We continue to stay committed to having student participate in the school-wide write twice a year. Once in the fall, once in the spring

Numeracy Goal:

Increase problem solving proficiencies across all grades at Parkview (K-6) by 10% (SNACC)

For 50% of the student body to be Proficient in Level C problem solving by the end of the school year (May 2026) (SNACC).

Rationale:

- Problem solving empowers students with real world math experience
- Problem solving allows students to explain their thinking
- Problem solving allows students to use various strategies to demonstrate their learning and knowledge
- Specific Parkview rationale: Current SNACC date identifies problem solving as an area that many Parkview students need extra support in Parkview has seen success and improvement in student achievement in numeracy over the past 7 years. We have a deficit in our problem-solving skills and will direct more attention to this area

Strategies and Actions:

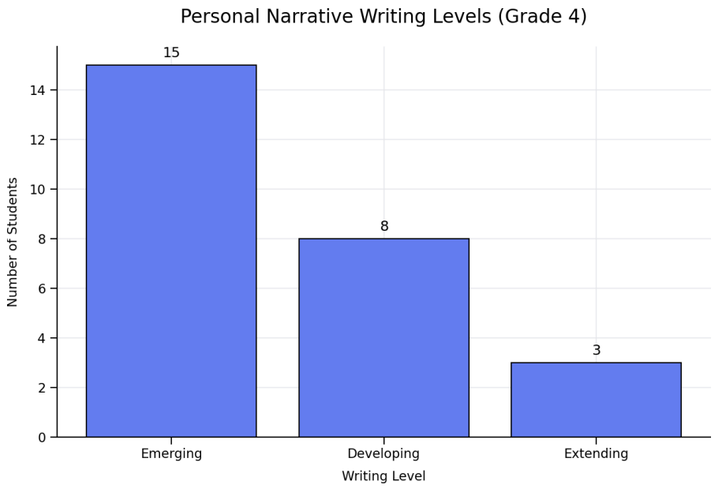
- We continue to focus on the daily and weekly problem-solving questions and numeracy resources provided on the SD83 Curriculum and Resources Team in the Numeracy channel

- We are using of the Vancouver Island North writing rubrics to assess our young writers with their writing development.
- More discussion about our writing strategies, goals and achievement data will be incorporated at monthly teacher staff meetings when possible.
- We continue to focus on Adrienne Gear Powerful writing structures and resources.
- We continue to discuss the strategy of providing students with writing exemplars (specifically the recently acquired exemplars from SD23 which we access from the SD83 Curriculum Resources Team) as well as more constructive/specific feedback about what makes "good" writing.
- Our LST, LRT and our IEW help support our priority learners, both as classroom supports, and with individual and small groups

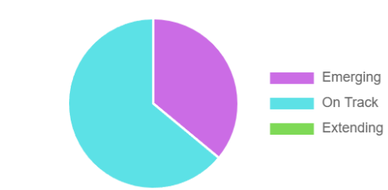
- We will understand that problem solving is a key component of the School District's Comprehensive Numeracy Framework.
- We will encourage staff to attend professional development on problem solving
- We teach students a common approach to problem solving and reading for information for consistency throughout the grades.
- We each hold a commitment to 60 min per day for math instruction and practice times.
- We provide students with and encourage them to use manipulatives when solving math problems
- Teachers encourage finding multiple ways to show work and get the desired end result
- We will ensure common language is being used for math to build confidence and increase student achievement (ie. making 10's vs. complements of 10). We recognize language should match the language used in SNACC.
- We are encouraging using a variety of teaching strategies during math lessons to help cater to student needs and learning styles

Data to Inform/Support Literacy Goal:

- Data will be provided by results from the school-wide write
- FSA results



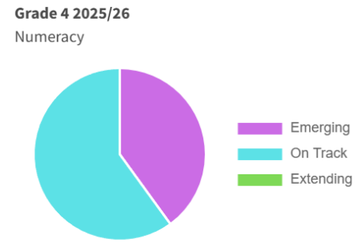
FSA



	Participation Rate – Writers Only	
	#	%
Emerging	9	36.00
On Track	16	64.00
Extending	0	0.00

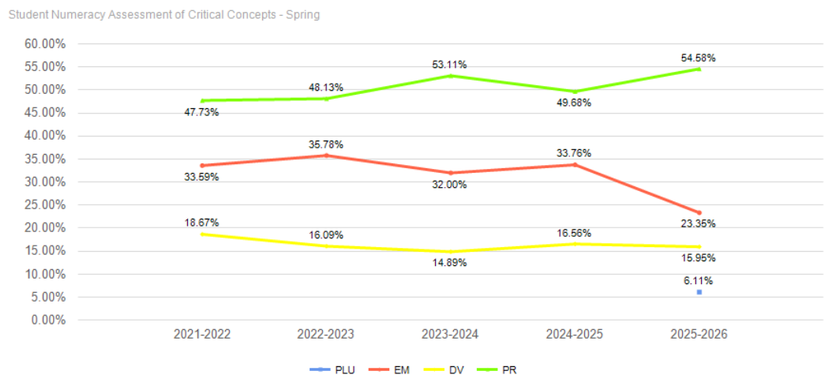
Data to Inform/Support Numeracy Goal:

- SNACC data results
- FSA results

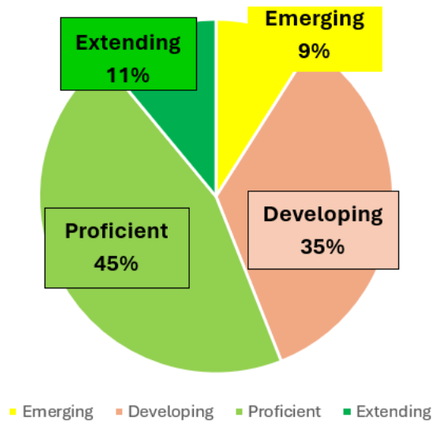


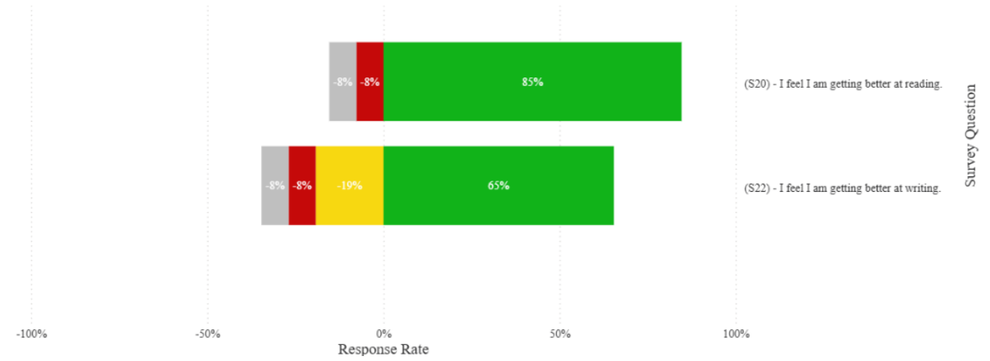
	Participation Rate – Writers Only	
	#	%
Emerging	10	40.00
On Track	15	60.00
Extending	0	0.00

2026 Spring Student Numeracy Assessment of Critical Concepts (SNACC) Data



School Wide Write Spring 2026





Level C: Strategies and Correct Answer

Data Analysis/Narrative:	Data Analysis/Narrative:
Data Analysis: FSAs The data from FSA results indicate that our students require additional support in developing writing skills. The 8-year trend is demonstrating that each year fewer of our children are “on track” in their writing. We will be concentrating on non-fiction writing and basic mechanics to enhance writing fluency. This continues to be an area of need and focus – 40% of Parkview students are emerging in their Literacy skills and not yet demonstrating proficiency. Data Analysis: School-Wide Writes	Data Analysis: FSAs The data from FSA results indicate that while our students have shown some good growth in numeracy it continues to be an area for development. The 8-year trend is demonstrating that we have had a decline in students who are “extending” in numeracy. We will be concentrating on problem solving strategies. Data Analysis: SNACCs Parkview students are lagging in their problem-solving skills and strategies. The overall trend of our students is well below our 70% threshold of students who are “Proficient” in Level C Problem Solving skills. We will work closely

We still have significant improvement required to reach our target of 65% of our students to be within range of grade level non-fiction writing expectations (minimally meeting or higher) by the end of the school year. We are seeing very positive trends in our primary classes, yet writing results dropped from grades 3-5. Our overall trend line supports the need to continue with this goal.

It should be noted that from Fall 2024 to Spring 2025, 47 (~23%) of students showed an improvement in their school-wide write score.

We currently have many teachers using the UFLI literacy and phonics program in their teaching with the hopes of seeing gradual improvement in student reading scores, which will in turn hopefully translate to an improvement to student writing proficiency.

with all classroom teachers, learning support teachers and Indigenous Education worker to bridge gaps and lagging skills.

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:

Each student will feel connected to our school and community. The intent of the goal is to improve staff and students understanding of our local Indigenous culture and offer more authentic learning opportunities. All students should see themselves in the curriculum.

Student Well-Being Goal:

Parkview students will feel supported socially, academically, and emotionally by staff and volunteers in our building. We would like to see a 10% increase in students who like school and a 10% increase in students who feel it is a place where they belong (using the Student Learning Survey).

Strategies and Actions:

- Students at every grade level participate in buddy class activities throughout the year
- Our IEW is involved with and supports our students with Indigenous backgrounds in the classroom and during lunch time activities, in addition to the classroom supports that happen for all students like being greeted at the door (as just one example)
- We start every single school day morning with announcements that includes a land acknowledgement spoken by Grade 5/6 students
- We are proud to display all 3 flags inside and outside of our school: Secwepemc, British Columbia, and Canada
- At Parkview, we have a breakfast program where warm, caring, and friendly connections are made with consistent staff involvement as well as parent volunteers
- Students have opportunities for leadership including helping roles (setting up for assemblies, helping out in the lunchroom prepping lunch for students), activity planning (theme days like pajama days, indoor and outdoor game/play days for each grade), etc.
- Parkview students have opportunities for joining school teams like basketball, cross-country running, volleyball, and track and field
- Students can see and know all members of the school staff with which to connect, and staff photos are in the hall to help increase the connections and familiarity, which leads to a sense of safety and comfort

Strategies and Actions:

- We have a robust CEA and IEW schedule that gives all students and teachers
- We have a variety of portable movement paths which help for self-regulation and support, and when regulated, students are better able to manage conflict.
- Parkview teachers demonstrate thorough and competent work with incorporating cultural content into lessons, both intentionally and in teachable moments, which among other things, helps address and teach about racism
- Teachers are committed to social-emotional learning in the classroom, often inviting our school-based counsellor to come present and share with students
- We have a Literacy Support Teacher 3 days/week who works in the classroom to support struggling readers
- We are fortunate to have a Behaviour Support Teacher with us 5 days/week to help students learn self-regulation strategies when emotions are big
- Indigenous activities hosted by our Indigenous Education Worker. Our current IEW has 78 students on her caseload and time for her has increased from 2.5 days/week to 5 days/wee
- Breakfast and lunch available to ALL students through our robust food program
- Our Behaviour Support teacher is actively involved with and proactive in teaching the zones of regulation
- Several teachers incorporate zones of regulation instruction into their practice
- We have a regulation room where students can go for a calming space and adults to whom they can talk

- Monthly theme days attached to month assemblies to bring people together and build a positive school culture
- Student Buddy Groups to connect Intermediate and Primary students
- Student Intramural sports and Extracurricular sports
- We work with community to visit important learning locations throughout the town (regional library, firehall, etc.)

- Most teachers have Core Competency posters displayed in their classrooms for quick reference and discussion with students.
- Many classroom teachers host daily or weekly class meetings.
- School counsellor has presents on trauma informed practices at September school-based Pro D.
- Teachers have utilized counsellors lending library on social-emotional learning and teaching

Data to Inform/Support Sense of Belonging Goal:



Data to Inform/Support Student Well-Being Goal:



Data Analysis/Narrative:

- Data shows 76% of students feel they are happy at school – an increase from last year
- Data shows 76% of students feel welcome at school – also an increase from last year
- Thankful to know that students feel that adults in the school treat all students fairly
- Positive data showing that students feel welcome at Parkview Elementary

Data Analysis/Narrative:

- Data shows that 67% of students like school – a slight increase from last year
- Data shows that 76% of students feel they belong at school – an increase from last year
- Informal conversations and interactions with students are helping with students feeling comfortable at school
- Feedback from school stakeholders
- Student participation in school events, clubs and teams is increasing

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:

The K-6 years focus more on developing knowledge, skills and attributes that will enable our students to work with others, develop the resilience to handle challenges, and learn to communicate orally and through writing. Some of the focal points are as follows:

- Primary focus on collaboration and problem-solving skills
- Intermediate focus collaboration, problem solving, communication and thinking critically
- Visitations to different community businesses and groups – local library, police station, local farms, firehall, and Kingfisher site.
- Visits from local politicians and community leaders

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.

• Staff will continue to co-assess and discuss School Wide Write results at staff meetings • Throughout the school year. Release time will be provided for grade level co-marking. • Increase focus on intentional classroom writing instruction and regular independent writing opportunities throughout the school year. • Teachers to provide students with shared writing opportunities during instructional time. • Increased focus on intentional problem-solving instruction and strategies – classroom teachers will commit to daily problem solving • A school based Pro D will be dedicated to teaching problem solving – common language and experience. • District numeracy Pro D opportunities • As a staff, most teachers have begun using the UFLI phonics program to help support struggling readers. The Pro D for this program is ongoing • Parkview is committed to bringing in local Knowledge Keepers on a regular basis to provide students and staff with valuable learning opportunities	• As a staff, we have looked at the previous iterations of our School Learning Plan and had discussions about how we have changed, the reasons for the changes, and what our next steps need to be to enhance what we currently do. This has been a common theme at monthly staff meetings- I spoke with staff about SLP and they shared that they were not familiar with this SLP. We have decided that we will focus our Sept. start up on building a process that allows us to engage with our SLP. Ideas so far- Sept start up, Staff meeting SLP focus on agenda, identify students that do not feel safe and address this with the help of the 1.0 behaviour support. • We have looked at our resources, and in a number of cases, added to them to ensure that we have the tools necessary to help achieve our goals (adding to math manipulatives, Indigenous storybooks, technology, etc.) • Collaboration with staff to create and maintain writing committee at school- This team will change due to staffing changes. This is on our Sept. agenda. • As an improvement for next year, students will be surveyed for their input as it relates to well-being and sense of belonging at Parkview- This was not done – Student Safety survey from MV B has be used with gr. 5 and 6 students to address specific issues. Staff would like to discuss how we can use this survey across the grade levels and how this information will be used to support belonging. • The School Learning Plan has been discussed with PAC to make them aware of goals - Discussed at PAC mtg in May and June. PAC is changing over this coming year and they would like the new PAC to review with admin. PAC was curious about how we can improve belonging. We discussed family movie nights and other opportunities to build community with the greater community.