



Carlin Elementary Middle School

School Learning Plan 2024-2025



School Context:

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

Carlin Elementary Middle School is located West of Salmon Arm, off the Trans-Canada Highway. It is 20 minutes outside of Salmon Arm. Carlin Elementary Middle School currently has 296 students for the 2024-2025 school year. We have 132 Elementary students (grade K-5) and 164 Middle School students (grade 6-8). Currently, there are 13 divisions (7 Core Middle School/6 Elementary Divisions), one music/band room, a portable, a foods/science lab, and a woodwork shop (hand tools only). We have a new (7-year-old) Library Learning Commons. We have one gym to meet the needs of both our Elementary and Middle Students. Each middle school class has one gym block a week outside and many of our classes (middle/elementary) share gym blocks. Most of our classrooms have direct outside access, but only two middle school rooms do not. All our middle school students have access to half lockers. We have some full-size lockers that are used for staff.

The school grounds are extensive and considerably forested, these areas can be used for outdoor learning and for our elementary students to play in. There are two large fields (one for elementary and one for middle) and two playground areas (one with a primary focus and one for the intermediate/middle school students). We have two swing sets and a Gaga Ball Pit. PAC is considering creating another outdoor learning space and has funds earmarked for playground upgrades. Recently (October 2024) some of our playground equipment has been removed due to safety concerns and we are hopeful to be part of a grant and to work with our PAC to improve our playground areas to better suit the needs of all our students as well as being safe play areas.

Staffing at Carlin consists of 1.2 administration (1.0 principal/0.2 vice principal), 35 hours/week of clerical, 55 hours/week of custodial, four lunch hour supervisors (two for Elementary/two for Middle), one meals worker, 14.65 FTE of classroom teacher time. We have 8 CEA's on staff, all of whom work with students in 1-1 or bell-bell situations. This year we also have a 0.4 Literacy Support Teacher position, currently filled by our vice principal. We have a 1.0 Indigenous Education Worker, who is recently returned to us from maternity leave and working in all our classrooms and at lunch times to make connections with students. We have a 0.6 counselor, who services our middle school and elementary school students. We have two learning resource teachers (1.8 FTE), who share responsibilities across the whole school population. Speech-Language Pathology visits Carlin one afternoon a week. 98% of our student population rides a bus to school and we are lucky to have nine caring bus drivers who help all these students get to and from school safely. All these services are vital to the productive and successful days of all Carlin students, including the 56 students on IEP's and 51 students (17%) who identify as Indigenous.

***Vision:** Preparing students to become educated citizens who contribute to a dynamic, sustainable, and diverse world.*

***Mission:** Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community.*

***Values:** Belonging, Respect, Empathy, Equity, Perseverance, Reconciliation*



The Carlin PAC is extremely supportive of the school, staff, and students. These volunteers are visible members of our school community, coming regularly to serve hot lunch (two times/month paid lunches and two times/month lunches from Feeding Futures Grant). Each year, the PAC gives money to classroom teachers, library, music, and learning resource teachers to help support the purchase of classroom resources. They also give money to support field trips, which are costly as we are a rural school some distance from any activities and always require busing. The PAC’s major fundraiser is the Carlin Country Market which successfully ran again in May of 2024.

The Carlin community believes in belonging, safety, respect, being responsible, and learning. We value teamwork, doing your best, honesty, understanding, and having fun. In a rural community like Tappen, there is no community hub/center. We like to believe that the school serves that purpose. Many of our staff members, including the admin team, live in the area making Carlin truly a community school.

Carlin is one of only a few K-8 schools in School District #83 that runs both an elementary and a middle school timetable. This distinct configuration creates many opportunities and challenges. We run two bell schedules and separate lunches for middle school and elementary school. We follow both middle school and elementary teaching minutes, prep times, and class schedules. Our middle school teachers’ platoon, and most of our middle school staff teach subject-specific courses. We offer explorations to our middle school students. Our middle school staff work hard to ensure students have access to a variety of explorations/ADST courses, including but not limited to, foods, textile arts, drama, technology, entrepreneurship, woodwork, and pottery. However, we are getting back into K-8 whole school events that help our students, staff, and community feel more included in all school activities.

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:	Numeracy Goal:
Each student will develop their literacy skills and competencies to become their most capable selves. Students at Carlin will see themselves as readers and writers and be able to use their literacy skills across a multitude of subjects and settings.	Each student will develop their numeracy skills and competencies to become their most capable selves. Students at Carlin will see themselves as capable mathematicians. They will be able to use math competencies and problem-solving skills when encountering math across a variety of settings.

K-5 students at Carlin will continue to increase their reading abilities each year as evidenced by PM Benchmark data, FSA scores (where applicable), teacher observations, and student self-assessments. With a goal of 80% of our students increasing their PMB level from September data.



Middle school students will continue to increase their reading comprehension and enjoyment, as well as increase their writing capacity, especially as it pertains to non-fiction writing. This will be evidenced through report card data, FSA scores (where applicable), student self-assessments, and teacher observations. With a goal of 5% of moving into “extending” on their FSA Literacy scores.

Using SNACC data to track improvements presents challenges, this assessment covers critical concepts for each grade level and is administered in the fall (on the previous grade) and in the spring (on the current grade). This data is extremely useful to classroom teachers to guide instructional practice and plan scope and sequence. However, comparing SNACC data needs to be done on a more specific/detailed level. Carlin School has adjusted this goal for the 2024/2025 school year.



Elementary students at Carlin will increase their capacity in tackling subtraction questions. Middle school students at Carlin will increase their capacity in tackling division questions. For both goals, we hope to see an increase in the numbers of students performing at a proficient level as indicated by questions 3, 8, and 9 (division) and questions 3, 4, 6 and 7 (subtraction).

Strategies and Actions:

- UFLI in K-3 elementary classrooms and some intermediate/middle classrooms as small group support for literacy
- Syllasense guided reading sets (provided by School District #83)
- Heggerty Grade K-2
- Grade ½ pilot of Kelowna Early Learning Profile
- Literacy Footprints for guided reading
- PM Benchmarks as one point of assessment
- LRT Supported Literacy Intervention
- Guided Reading, stations, small group instruction
- One-to-One Reading grades 1-3
- LST support in K-2 classrooms
- Buddy reading (elementary/middle pairings)

Strategies and Actions:

- Mathology pilot project Grade 4/5, Grade 3, and Grade 2
- Vertical learning spaces
- Professional Development with Doug Smith, Numeracy Support Teacher, including in class support.
- Manipulatives
- Math-based wall charts/posters
- iPad and Pen for math delivery (teacher-directed)
- Daily routines in line with district suggestions
- Critical concepts
- Encouraging a mathematical growth mindset
- Relevant and relatable problem-solving tasks
- “Low floor, high ceiling” open-ended tasks to ensure entry point and accessibility for all teachers

- Socratic Circles
- Audiobooks/plays etc.
- Assistive reading technology
- EPIC books on iPad
- Writing continuum
- LRT pull outs in middle school
- Technology adaptations – speech to text, NEO
- Middle school reading assessment using the “Kamloops Assessment”
- Osmo in primary classroom

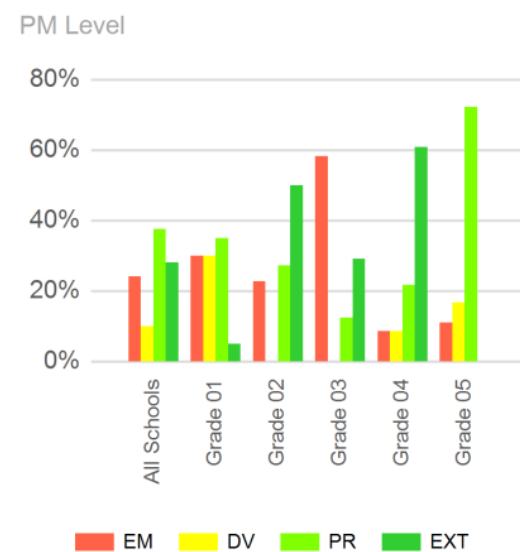
- Blending guided, experimental, and action-learning pedagogies
- District daily math problems
- Mini whiteboard work
- Math stations/games
- Guided math
- Osmo in primary classrooms

Data to Inform/Support Literacy Goal:

Insert November PMB data

PM Benchmark Data 2023/2024

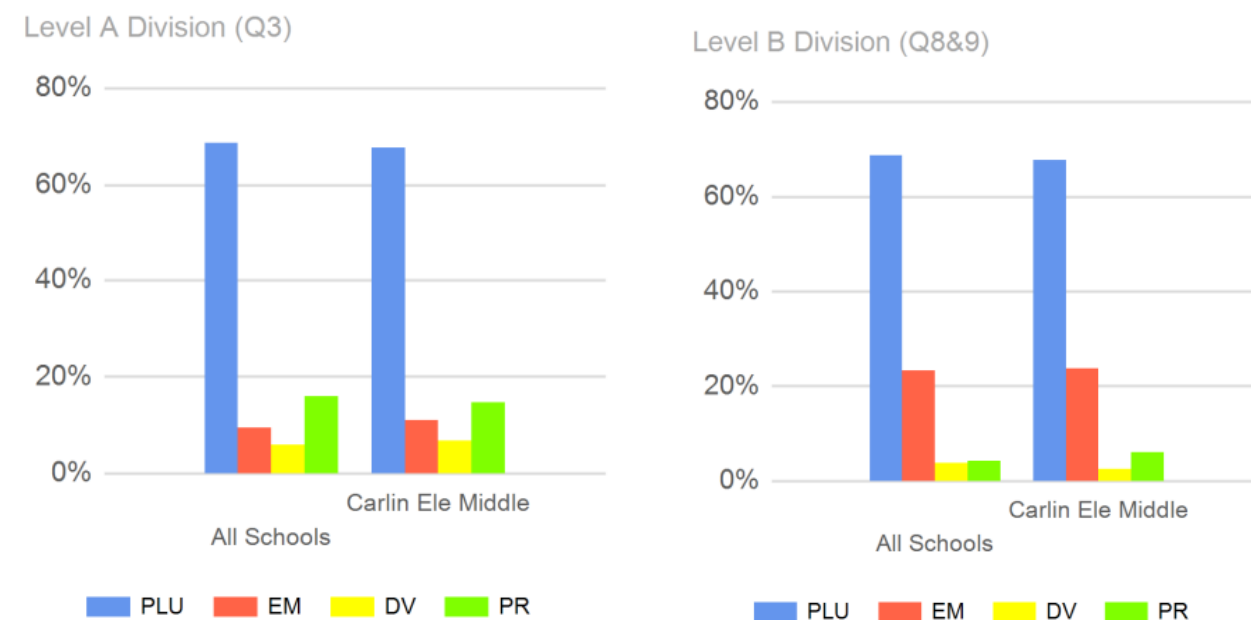
PM Benchmarks - June



Benchmark data from June 2023/2024 shows that large numbers of our students grade 1-5 are proficient or extending in their PM Benchmark level. We see a few key groups of students (grades 3, 2, and 1) who are demonstrating higher levels of emerging or developing readers.

PM Benchmark 2023/2024

Data to Inform/Support Numeracy Goal:

SNACC Data 2024/2025 (Middle School - Division)

When pulling SNACC data, the authors had trouble filtering data to its most efficient form. Please note that PLU stands for “performance level unavailable” and this could refer to several factors including student absence, presence of a math-based IEP that would lead to exemption, students completing a SNACC that did not include these questions. As previously, noted, the SNACC is based on grade level critical concepts, so the questions (and data) are not the same year to year. As a school, we are attempting to compare SNACC data based on the question/concept which means that not all students are included in the data collection. We are also, not planning any formal comparison to “all schools” but rather just looking at Carlin data on its own at this stage.

As is evident from the above graphs, Middle school students struggled with division concepts at “level B” in questions 8 and 9. However, we do have a larger number of proficient students working at “level A.” This early data indicates that students need continued practice with division concepts and teachers at Carlin are working on this in several ways, including, but not limited to, flash cards, real world problem solving, work with manipulatives and use of supports such as multiplication charts, calculators, etc.

PM Benchmarks - Fall

Group	EM	DV	PR
All Schools	30%	10%	55%
Aboriginal	45%	5%	45%
Non Aboriginal	35%	15%	45%

Looking at Indigenous specific data for Carlin, allows for a more detail into 17% of our population. This benchmark data summarizes our Indigenous population (not broken down into grades). This data shows that our Indigenous student population has approximately 10% more students reading at an emerging level. Interestingly, the number of students reading at a proficient level is close to the same as that of our non-Indigenous population. We are grateful to have a full time IEW who is actively working with reading groups in both middle and elementary. Our LST teacher works with all students K-2 who need extra reading support so many of our Indigenous readers are receiving support through this support system. It will be interesting to see how this data changes in coming years, with out IEW and LST teachers working so hard to support these learners. This is in keeping with our school and district goals of supporting all learners.

Last year, all our primary teachers (K-3) took on learning and implementing the UFLI program. This is explicit phonics instruction that helps students learn “the rules” of the English language. At the end of last year, teachers commented on the marked difference in students reading and writing skills since implementing UFLI. With the continuation of this program, a continuation of the use of Heggerty, and the start of an explicit phonics and word study program being piloted in Grade 5, we anticipate further increases in reading.

FSA Data 2023/2024

Grade	Gender	Emerging	On Track	Extending
Grade 4	Girls	12	8	1
	Boys	8	18	1
Grade 7	Girls	5	18	1
	Boys	4	19	1

Examination of FSA data shows that overall, both our grade 4’s and our grade 7’s fall within the “on track” range. As a school group, these teachers are considering ways to move these students into the “extending” range. They are working to examine what extending looks like for ELA and how to move students beyond handing in work that is “proficient” and supporting students in pushing themselves to that extending point.

Data Analysis/Narrative:

SNACC Data 2024/2025 (Elementary School - Subtraction)

Level B Subtraction (Q3&4)

Group	PLU	EM	DV	PR
All Schools	85%	5%	10%	5%
Carlin Ele Middle	65%	10%	15%	5%

Level B Subtraction (Q6&7)

Group	PLU	EM	DV	PR
All Schools	65%	10%	15%	5%
Carlin Ele Middle	65%	15%	10%	5%

As mentioned above, this year, Carlin is looking at SNACC data in a more specific and detailed way. Our Elementary students show large numbers of emerging and developing in both “level A” and “level B” subtraction questions. Our elementary teachers are working with students to increase knowledge and fluency of this critical concept.

We look forward to exploring this goal further in the coming years, as we work with SNACC data to follow these two specific critical concepts.

FSA Data 2023/2024

Grade	Gender	Emerging	On Track	Extending
Grade 4	Girls	5	16	1
	Boys	3	10	1
Grade 7	Girls	9	10	1
	Boys	8	15	1

FSA data for grade 4 & 7, shows that students need to be encouraged to push their thinking to the extending level. This may also involve teachers exploring how what “extending” looks like in mathematics. We will utilize all available district resources and professional development to do this.

Data Analysis/Narrative:

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 – <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.	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 – <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: Students will feel a sense of ownership and attachment to the school. This refers to both the inside and outside of our building, a sense of connection to staff members, and a sense of belonging in the school community. Each student will feel safe and welcome while at Carlin. This starts with teachers welcoming them to class in the morning, and office staff welcoming parents, late students, and other visitors. Student MDI data will see a 10% increase in the question, “Is school a place where you feel like you belong?” Data will be measured by student self-assessment of core competencies, future MDI and Student Learning Surveys, and observational data from our counselor, LRT, and classroom teachers regarding student development.	Student Well-Being Goal: Each student at Carlin will feel socially and emotionally supported within Carlin school. Students at Carlin will learn the importance of taking ownership, both of their actions and the spaces they use daily. Carlin students will grow to develop a sense of place and pride in their school. This will be evident both in the cleanliness, use of spaces (indoor and out), and student participation in school activities and volunteer opportunities. Student MDI data will see a 10% increase in the question, “Do you feel good about yourself?” Data will be measured by student self-assessment of core competencies, future MDI and Student Learning Surveys, and observational data from our counselor, LRT, and classroom teachers regarding student development.
Strategies and Actions: Classroom teachers, LRT, and counsellor are working on several programs based in social-emotional learning and problem-solving. Our elementary students have adopted the language of The Zones of Regulation. Some of our classrooms use mindfulness programs to support whole class and individual student regulation. These programs work to support students’ development overall and give them skills and strategies to be successful in life beyond the school walls. As of December 2023, a small number of grade 8 students and grade 4/5 students take part in senior and junior leadership. These students organize several fun days and other play-based activities for our school. Moving forward, we would like to see all students taking on a sense of ownership in the school (even in small ways like picking up garbage, keeping classrooms clean, and respecting equipment. <i>We are also working on helping staff model these behaviours and stressing the importance of school ownership and pride.</i> As of September 2023, we have started a full-year grade 8 band. Currently, this class has 25 students enrolled. This year, for the first time, they will be participating in a band festival and will be traveling with our band teacher, Mr. Larsen. Additionally, we have started running a half-year grade 7 band, from our first-semester group, three students have identified an interest in taking grade 7 band for the whole year in order to be better prepared for Band 8. This is a great	Strategies and Actions: Staff at Carlin are part of a district-led book club, “The Behaviour Code.” This will support students in both of the above goals. By working as a staff group on strategies to support behaviour and SEL staff will increase connection to both our most vulnerable students and all students. As of December 2023, a small number of grade 8 students and grade 4/5 students take part in senior and junior leadership. These students organize several fun days and other play-based activities for our school. Moving forward, we would like to see all students taking on a sense of ownership in the school (even in small ways like picking up garbage, keeping classrooms clean, and respecting equipment. <i>We are also working on helping staff model these behaviours and stressing the importance of school ownership and pride.</i> All these factors will contribute to student development as “humans” and as socially competent young people. Which will also contribute to students’ sense of well-being. - Morning affirmations - Movement breaks - Self-regulation strategies (explicitly taught)

testament to our music teacher, the fine arts, and his ability to make connections with students and make our music room a place of welcome and belonging.



All these factors will also contribute to student development as “humans” and as socially competent young people.

Data to Inform/Support Sense of Belonging Goal:

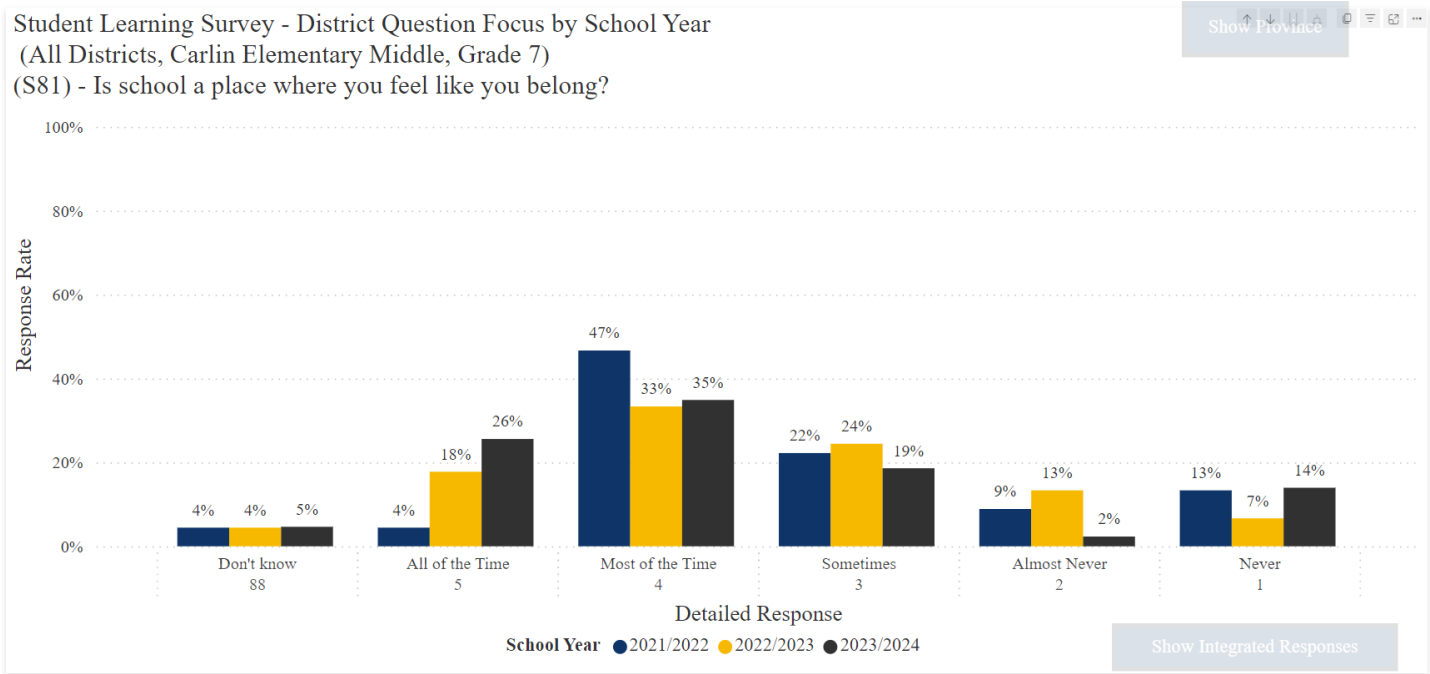
- Quiet workspaces
- Soft starts



Data to Inform/Support Student Well-Being Goal:

Student Learning Survey results from the 2023/2024 school year, students in both grade 4 and grade 7 are reporting feelings of belonging or feelings of having “four or more adults who care about them.” We can see in the Student Learning Survey data 56% of grade 7’s and 57% of grade 4’s report “four or more adults who care about them.” These numbers show an increase from previous years Student Learning Survey’s and speak to our staff’s hard work around student Social Emotional Well-Being. While this data is not extensive and does not account for those students who did not participate or those who did not answer the survey truthfully, it is clear from last years data that students are feeling more connected to Carlin as a school community and are viewing staff at the school as caring, safe adults to work with.

Student Learning Survey 2023/2024 (Sense of Belonging)



Student Learning Survey 2023/2024 (Sense of Belonging)

(Carlin Elementary Middle School, Grade 4)
Is school a place where you feel like you belong?

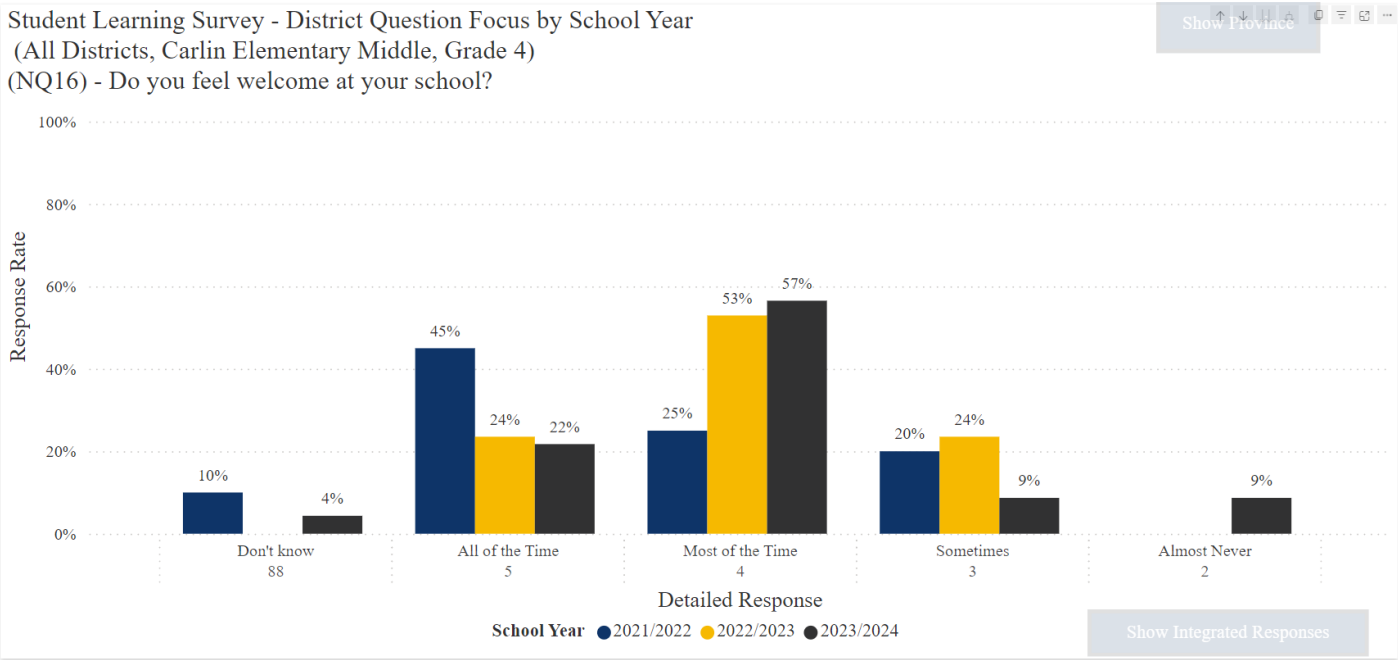


Student Learning Survey results from 2023/2024 also indicate that students at Carlin feel “welcome at school” in increasing numbers. With 57% of students in grade 4 reporting that they feel welcome at school “most of the time.” Our grade 7’s survey reported an increase in the number of students who feel welcomed at school “all of the time” from 27% in 2022/2023 to 35% in 2023/2024. Once again, the data is reflecting the success of the hard work of our staff who are focusing on ensuring student wellness and engaging in ways that students can be more connected to our school.

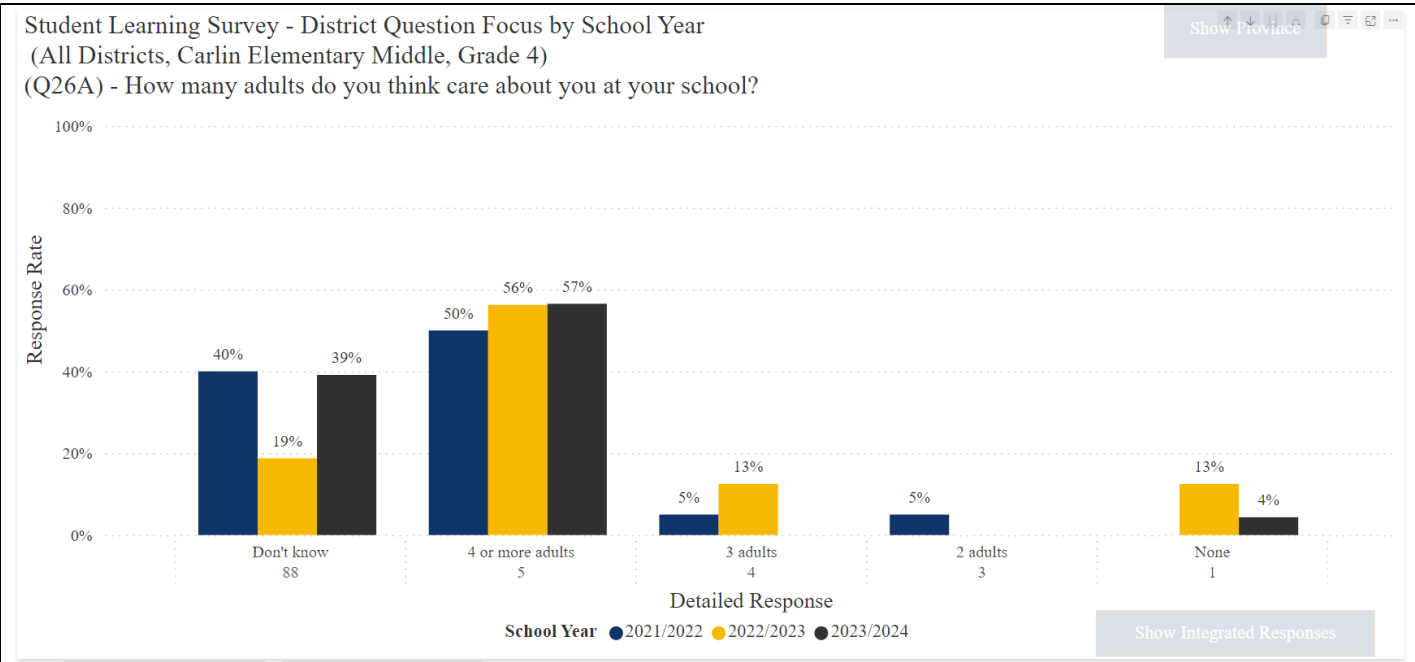
We are also working to improve staff’s sense of belonging and camaraderie at the school (although we will have no formal data to show our success). We have a teacher on staff who is working extremely hard to create social activities for the staff (and their families) that bring us together as a group. Most recently we have had Candy Apple Making and our first book club is about to begin. These collective staff activities also contribute to the overall sense of belonging. Research into mindfulness and how human brains work shows that feelings of happiness, belonging and self-worth are reflected in people when they are felt as a collective (mirror neurons).

Our school district has not participated in the MDI since 2021/2022 it would be interesting to be able to directly compare this data in the future. However, increased staff involvement in the school and increased student connection would indicate that we are trending towards improvements in feeling welcome, feeling safe, and students feeling that they are important at school. With the school district no longer using the MDI, we will move away from using this data in the future as a comparison and work with more recent data that can be collected over multiple years.

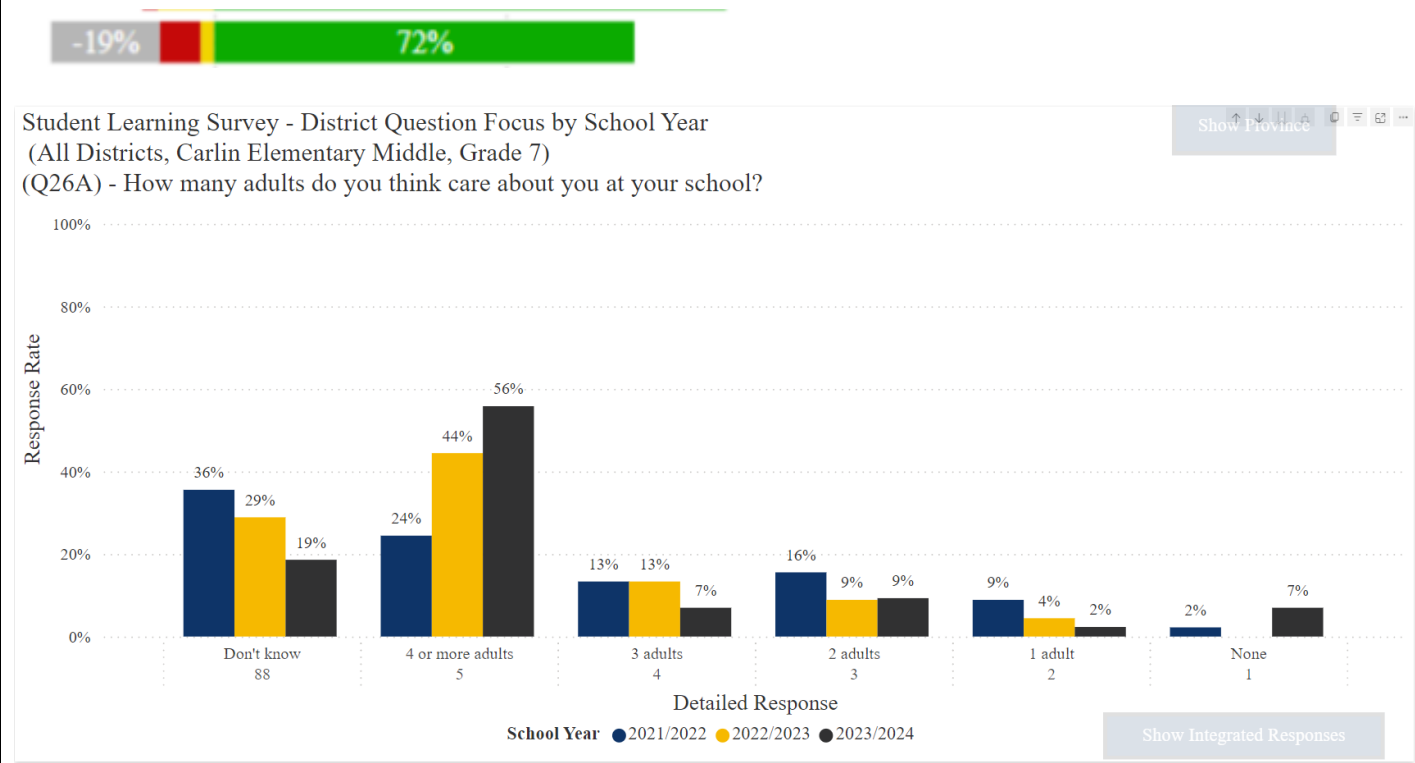
Student Learning Survey 2023/2024 (Feel Welcome)



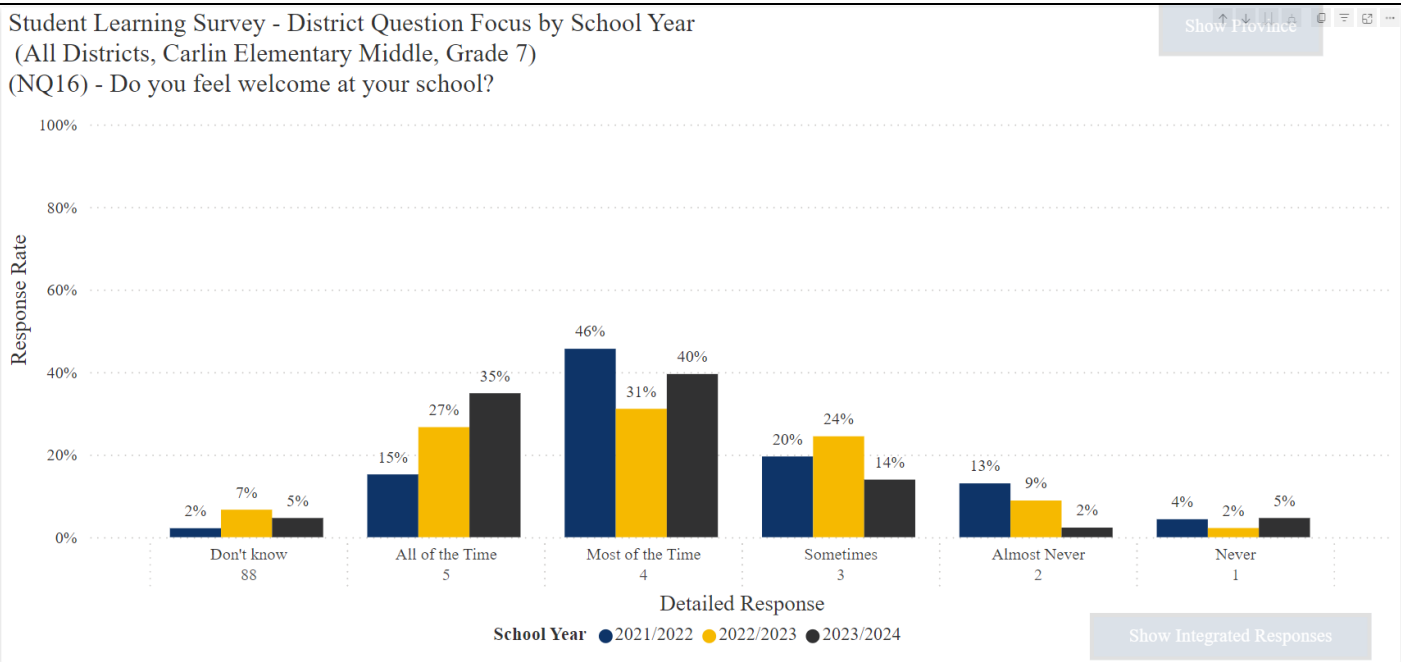
Student Learning Survey 2023/2024 (Feel Welcome)



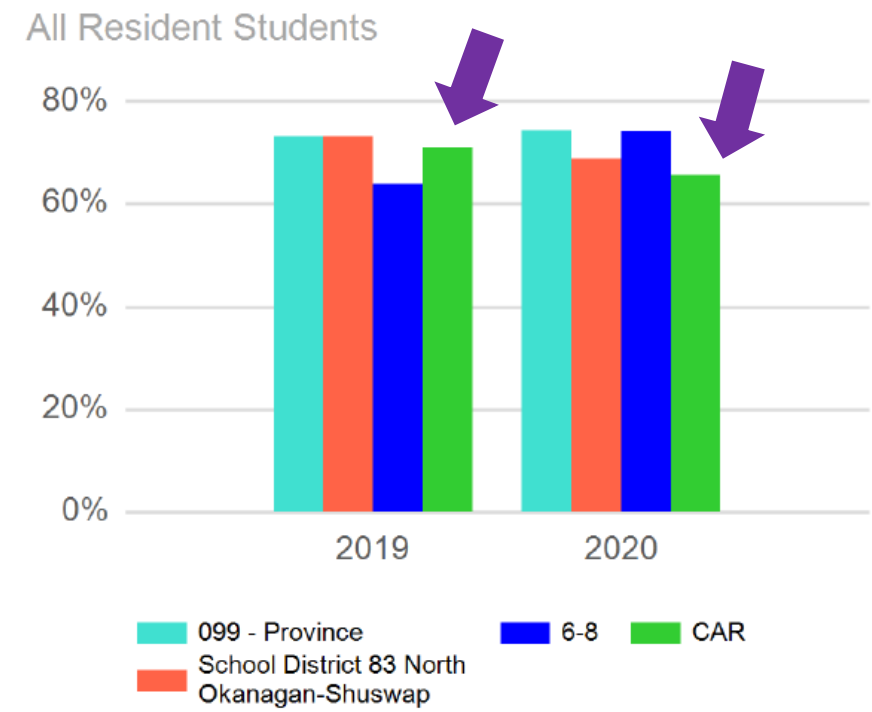
Student Learning Survey 2023/2024 (Adults who Care grade 7)



Student Learning Survey 2023/2024 (Adults who Care grade 4)



Student Learning Survey (SLS) - Feel Safe



Student Learning Survey: 2019/2020

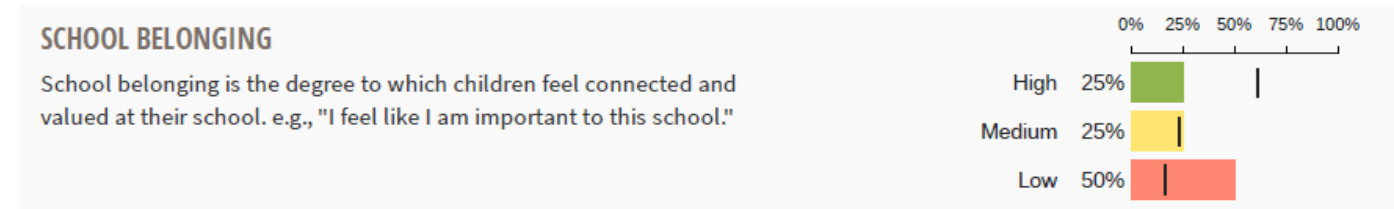
Carlin Elementary Middle School, Grade 4
How many adults do you think care about you at your school?



The above results reflect at approximately 10% increase in belonging among both grade 4’s and grade 7’s since the last collection of Student Learning Survey data in 2021/2022. Interestingly, these averages are in line with MDI data from 2021/2022, which showed 45% of students feeling that two or more adults cared about them. This may be related to different wording of the MDI questions or due to the different ranges available to select on the MDI verses the Student Learning Survey. The MDI asks, “I feel like I am important at to this school” verses “School is a place where I belong” in the Student Learning Survey. While these are different questions, they both provide a sense of student connection to the school and the adults who work there. Thus, providing a more diverse span of responses and possibly a clearer indication of student feelings on the Student Learning Survey.

The data collected in 2023/2024 also more closely aligns with MDI data from 2020/2021. This may be indicating not only an upward trend in students’ sense of belonging. MDI data would have been collected prior to the COVID 19 outbreak, so we can conclude that data is not affected by an extended absence from school in it’s “brick and mortar” form. The school district is no longer participating in the MDI so admin will look for other sources of data to compare moving forward such as Student Learning Survey data.

MDI 2020/2021:

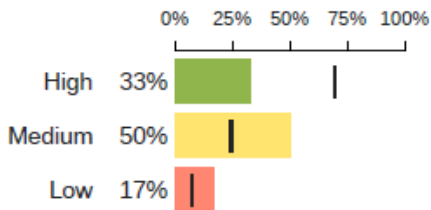


FESL Data:

MDI: 2021/2022

SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., "People care about each other in this school."



WELL-BEING INDEX

The Well-Being Index combines MDI measures relating to children’s physical health and social and emotional development that are of critical importance during the middle years. These are: Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health.

Scores from these five measures are combined and reported by three categories of well-being, providing a holistic summary of children’s mental and physical health.

MEASURES

- Optimism
- Happiness
- Self-Esteem
- Absence of Sadness
- General Health



High Well-Being (Thriving)
Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.

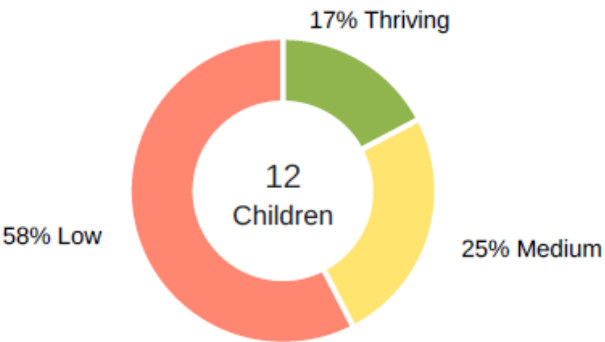


Medium Well-Being
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.

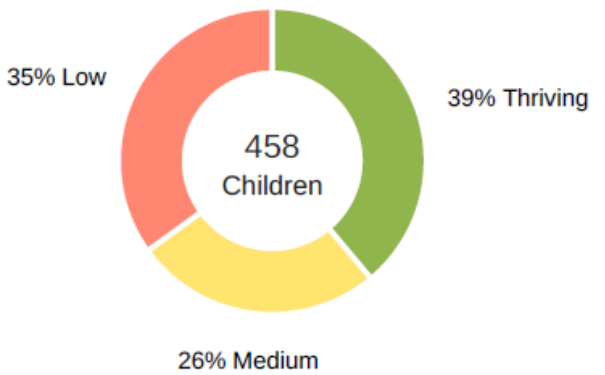


Low Well-Being
Children who score in the low range on at least 1 of the 5 measures of well-being.

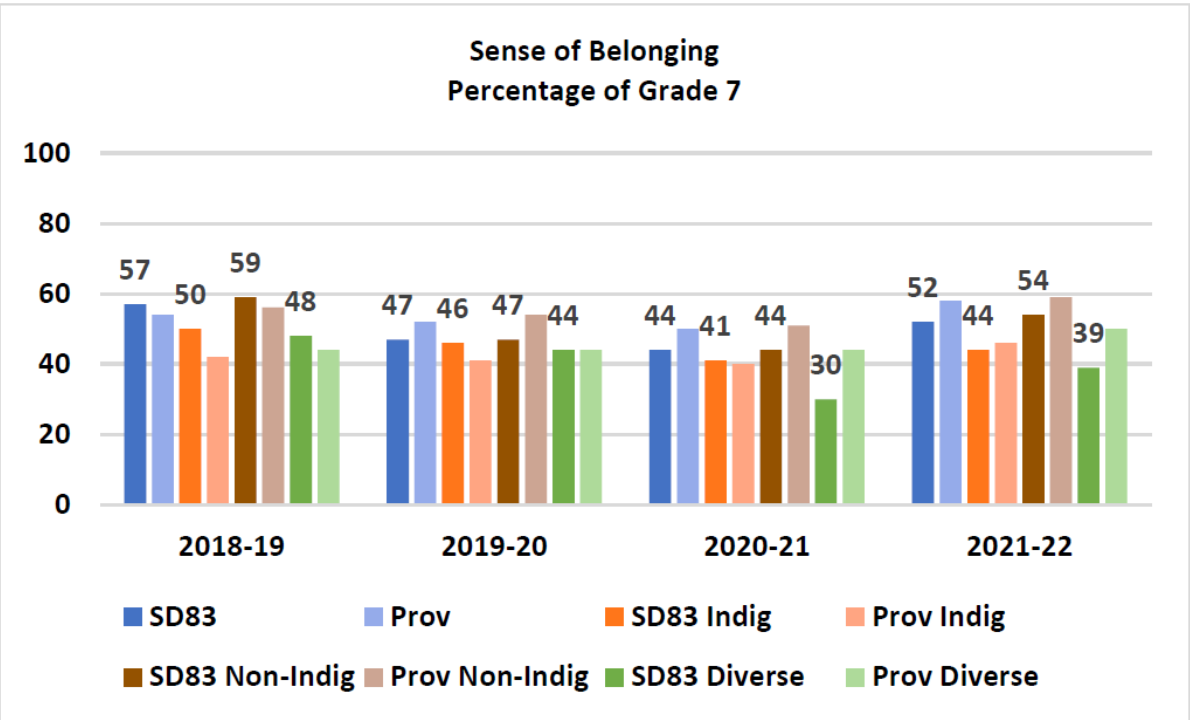
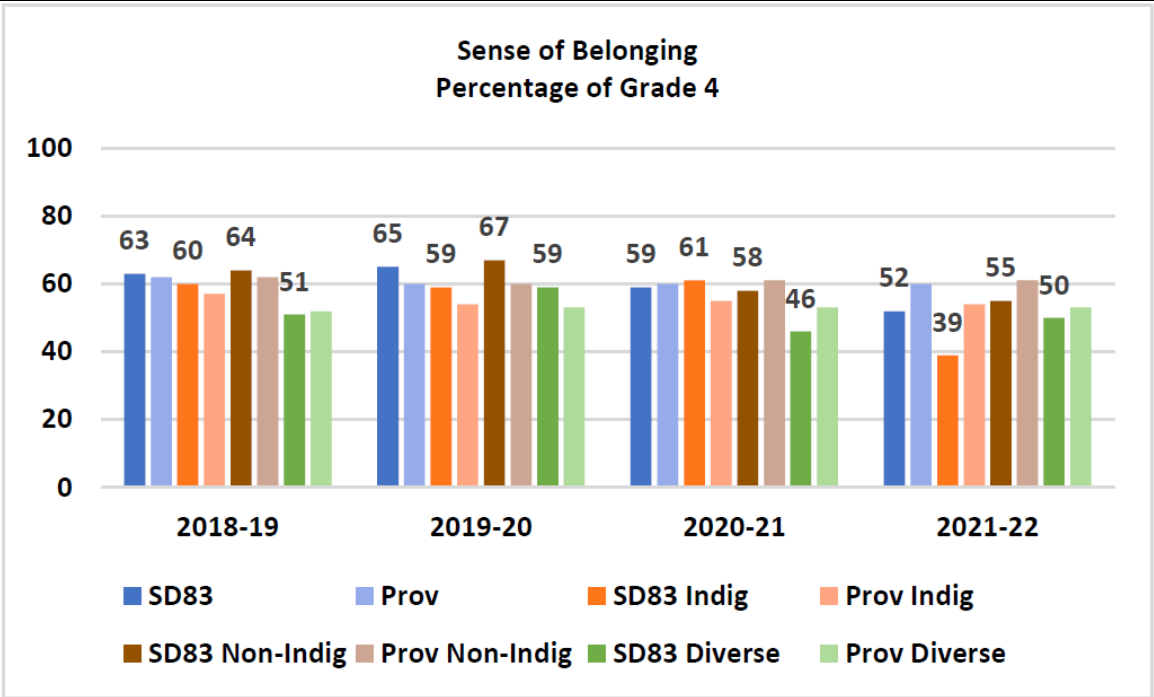
CARLIN ELEMENTARY MIDDLE



NORTH OKANAGAN-SHUSWAP



MDI: 2021/2022



Data Analysis/Narrative: The administration team at Carlin is in it’s second year together. However, multiple years of data will make for a more fulsome report in future years. We will endeavor to continue to collect and analyze data to better use it to help form decisions and instruction moving forward. We will continue to bring this data forward at staff meetings and discuss interventions, learning strategies, and best practices moving forward. We are also committed to working with staff and supporting teacher leaders who are helping to make changes/improvements at our school.	Data Analysis/Narrative: The administration team at Carlin is in it’s second year together. However, multiple years of data will make for a more fulsome report in future years. We will endeavor to continue to collect and analyze data to better use it to help form decisions and instruction moving forward. We will continue to bring this data forward at staff meetings and discuss interventions, learning strategies, and best practices moving forward. We are also committed to working with staff and supporting teacher leaders who are helping to make changes/improvements at our school.
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 – <i>Each student will develop the skills and competencies to be successful in a career pathway of their choice.</i> - 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 Carlin will have the opportunity to learn about and develop an understanding of the skills and competencies necessary to be successful in a variety of career pathways. This may include opportunities to look at a variety of careers, experience a variety of different “explorations” which may open minds to career opportunities (woodwork, foods, textiles, photography, coding, artistic endeavors), classroom visitors from a variety of people with different careers, and reading about different career pathways.	
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.
During the 2024/2025 school year, many other teachers have taken on more community inclusive Careers with several classroom teachers reaching out to the Grade 3 teacher about how this community teaching project was run. It is hoped that we can get more families in sharing their careers and have more classes involved in learning about different careers available in our community. Teachers and administration are working with George Richard, district Careers Coordinator, to involve students in more Careers based learning opportunities. We also actively post on Facebook about activities at school, in hopes of engaging families and community members virtually in our school’s daily happenings. We are excited to tackle this new school/district goal.	During the 2024/2025 school year, we have committed to setting aside time during our staff meetings to discuss and adjust this School Learning Plan so that as a “live” document it accurately reflects the activities and work being done at our school. We continue to engage with teacher leaders who are taking on active roles in our school community, including (but not limited to) leadership, athletics, team leaders, lunch and learn hosts, and taking responsibility for various parts of the school. A copy of this report in draft/PDF form is posted on our school website, has been shared with our Indigenous partners and shared with our PAC.



In the 2023/2024 school year, Grade 3 students are learning about different careers available in the community. They have done this through a series of parent “guest teachers” who have presented each of their individual careers. These have included, Registered Nurse, HVAC, Construction, Vet Tech, Fire Chief, Police Officer, and Visual Artist, just to name a few.





Grade 6-8 students take part in a variety of exploration classes that help them experience skills related to future careers and hobbies. These include textile arts, foods, computer technology, cartooning, photography, and band.