Ranchero Elementary
School Learning Plan 2026-27

School Context:

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

General School Information:

Ranchero Elementary is a rural K–8 school located on the traditional and unceded territory of the Secwepemc people, just 10 minutes south of Salmon Arm. The school serves approximately 125 students, 16% of whom identify as Indigenous, and 15% as diverse learners. Our unique K–8 structure allows us to build strong, long-term relationships with students and tailor support to individual learning needs. This is our final year as a K–8 school, with a transition to K–7 underway and two cohorts moving to secondary school. Ranchero features six core classrooms, a music room, library, and a multipurpose/breakfast room. We have a daily breakfast program and weekly, free or by donation lunch/soup program supported by the Shuswap Food Action Society. Our large gymnasium is a hub for both school and community activities. Surrounded by forest, the school embraces outdoor learning, with two dedicated outdoor classrooms, a forested trail system, and a popular sledding hill. Recreational facilities include two playgrounds, and a spacious playing field. Our school culture is enriched through monthly assembly celebrations and spirit days/events, along with a student leadership program (grades 2–8, 35% participation). Our robust extracurricular program includes musical, drama, talent and art performance opportunities, volleyball, basketball, cross-country running, and track & field. Ranchero Elementary is known for its welcoming environment, strong community ties, and commitment to fostering student success through fun, connection, compassion, and outdoor learning.

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.
- Data sources may include FSA results, PM Benchmarks, SNACC results, School-wide writes, Year End Marks, Student Learning Survey

Literacy Goal:

To Improve student literacy skills, in particular:

Students will strengthen their ability to write a well-structured sentence(s) in early grades and paragraph(s) in older grades with details.

Target 80 % or greater of students will be proficient at literacy and/or meet their IEP goals.

Numeracy Goal:

To improve number sense and critical concept skills that enable students to solve problems accurately and efficiently

Targets:
Grade K – Subitizing: instantly recognize the number of objects (subitizing) in sets up to 5 (e.g., images, objects, dots, ten frame)
Grade 1 Addition and Subtraction- Use computational and mental math strategies such as doubles (automatic recall), making groups of 10, and counting on from a starting number, for numbers up to 20
Grade 2 Subtraction to 100 – decomposition and compensation strategies.
Grade 3 Subtraction to 1000 – decomposition and compensation strategies.
Grade 4 Multiplication 2- or 3-digit numbers by 1 digit number using area model and distributive property strategies.
Grade 5 Multiplication of up to 3-digits by 3-digits using area model and distributive property strategies. AND
Division of up to 3- digits by 1-digit using repeated subtraction and decomposition strategies.
Grade 6 Fractions: including decimal fractions, fractions greater than 1 (Improper fractions) and mixed numbers
Grade 7 Integers: all operations AND
Equations and expressions: 2 step equations
Grade 8 Equations: 2 step with integer coefficients, constants and solutions AND
Fractions: all operations with fractions (includes use of brackets but not exponents)

Students will:

- *Increase speed and accuracy to recall basic math facts*

60% of kindergarten student will score proficient on subitizing on the SNACC
60% of grade 1 students will score proficient on addition with doubles SNACC

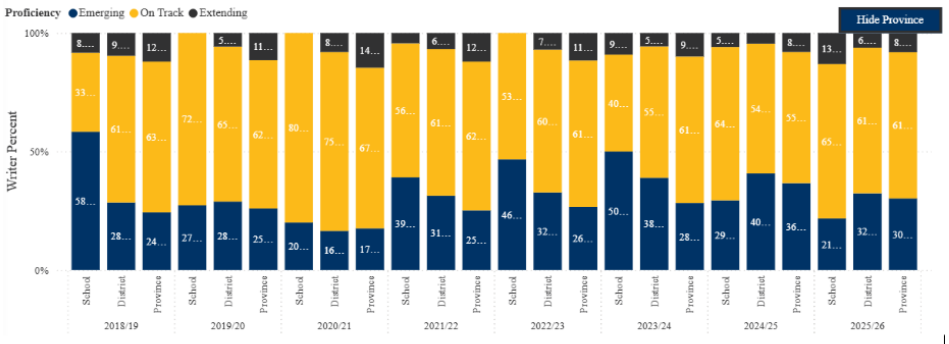
	50% of grade 2 students will score proficient on level B subtraction SNACC 50% of grade 3 students will score proficient on level A addition and subtraction SNACC 40% of grade 4 students will score proficient on level B multiplication SNACC 40% of grade 5 student will score proficient on level A multiplication and level A fractions and decimals and SNACC 30% of grade 6 student will score proficient on level A fractions and decimals and SNACC 50% of grade 7 student will score proficient on level A integers and equations and SNACC 60% of grade 8 student will score proficient on level A equations and 60 % level B fractions and SNACC
Strategies and Actions:	**Strategies and Actions:**

Writing
Educators will:
Dedicate 120 minutes per day for literacy instruction and learning
Explicitly Teach Writing Structures
• Model what a complete sentence looks like.
• Teach paragraph structure using clear frameworks:
  ○ Topic sentence
  ○ Supporting details
  ○ Concluding sentence
• Use mentor texts to identify strong examples.
 	
• Make proficiency visible-Use clear exemplars and anchor charts so students know what "proficient" looks like
• Grade 5-8 participation in SD83 Talks speech presentations
 	
Focus on writing assessment
• School wide assessment focus: personal narrative Nov. and May, for formative assessment, student self- assessment, and to indicate learning growth over the year
• Assessment tool, is Assessment is Adrienne Gear's Writing Power Nonfiction Rubric but not limited to, Adrienne Gear Powerful Writing Structure rubric for personal narrative
• Personal Narrative, BC K-8 performance standards
• Expand writing performance rubrics and standards to include SD 23
• SD 83 writing rubric K-4 aligned with learning progressions
Reading
Continue to:
• K-2 focus on phonemic awareness: Heggerty phonemic awareness program or other phonemic awareness program
• K-3 focus on phonics instruction: UFLI (explicit phonics instruction program) or other phonics program
Expand 4-6 focus on phonics instruction: Intermediate UFLI (explicit phonics instruction program) or other phonics program
Identify struggling readers in the fall, pilot Dibels 8 reading assessment for grade 1-8 students, and pprovide targeted Instruction
Increase Practice Opportunities
• Daily reading practice at the **right level**
• Repeated reading for fluency
• Structured routines (not just independent reading time)
 	
Other supports
• Literacy Support Teacher for K-2 students
• LASS One-to-One Literacy Program
• Increase school wide buddy activities around literacy theme based
	Numeracy
	Educators will:
	
	• Utilize the critical concepts Scope and Sequence for each grades K-8.
	• Use SNACC assessment results to inform teaching using fall assessment or information Ed Plan Insight data system to identify struggling learners in each class and focus on areas for growth
	• Use common numeracy language as per district critical concept documents and K-4 learning progressions
	
	Encourage student goal setting process to include a goal related to Numeracy goal areas identified
	• Use numeracy resources from SD 83 Curriculum Resource TEAM- Including daily questions, problems of the week, math Investigations, and Esti-mysteries, Coast Metro Math Project.
	• Build student capacity in problem solving through daily direct and explicit instruction and practice encouraged use of the district provided numeracy problems and Building Thinking Classrooms resources.
	• Increase consistency of instructional practices (Concrete–Representational–Abstract (CRA) framework approach, explicit teaching, common strategies) across the school
	• We saw a decline in math fact scores last year. We will investigate the possibility of implementing a school wide math fact program.
	
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Data to Inform/Support Literacy Goal:	**Data to Inform/Support Numeracy Goal:**
Grades K-8 2026 final Literacy proficiency FIN mark Writing, Speaking, Representing, Grades K-8 2026 final Literacy proficiency FIN mark Reading, Listening, Viewing, PM Benchmarks reading assessments, School Wide Write, Grades 4 & 7 Foundation Skills Assessment (FSA) Literacy, Dibels 8 K-8, UFLI Data	Student Numeracy Assessment of Critical Concepts (SNACC), Grades 4 & 7 Foundation Skills Assessment (FSA) Numeracy, Grades K-8 2027 final mark Numeracy proficiency levels

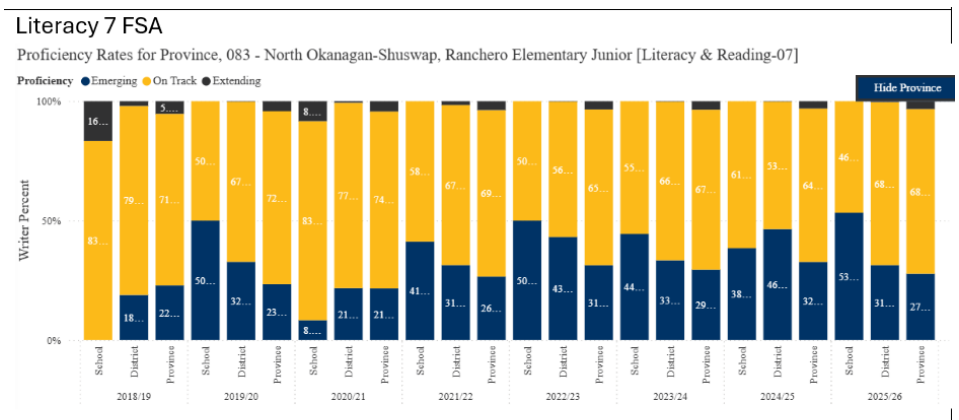
Data Analysis/Narrative:

Literacy 4 FSA



Narrative: The school showed strong early gains in reducing “Emerging” learners and increasing “On Track” performance, but since 2022 those gains have not been sustained, with increased variability and a persistent plateau in “Extending” achievement levels.

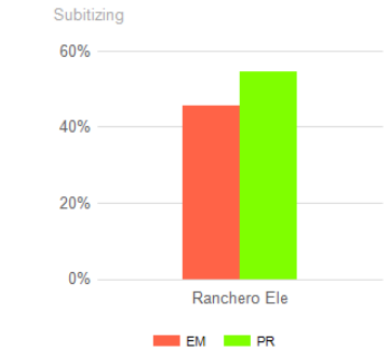
Literacy 7 FSA



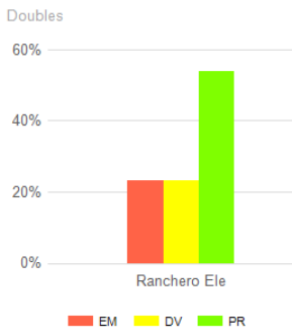
Narrative: Gr. 7 The school demonstrates moderate overall achievement with a steady “On Track” base, but there are clear concerns about sustainability and consistency. After a period of improvement, the proportion of students in the Emerging category has increased again, and there has been little growth in higher-level (Extending) achievement.
Note: Ranchero has a high level of variability due to the small sample sizes and the fact that 1 or 2 participants can significantly skew results.

Grades K-8 Literacy 2026 Final Mark Proficiency Levels

Data Analysis/Narrative:

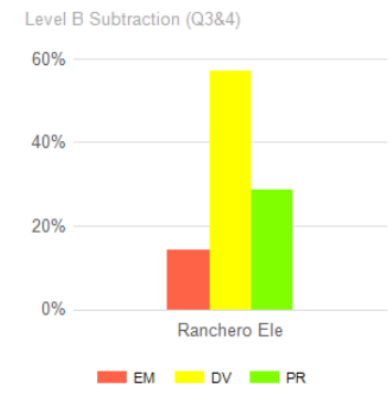


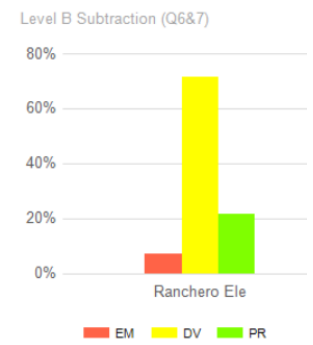
K SNACC 55% PRF in Subitizing



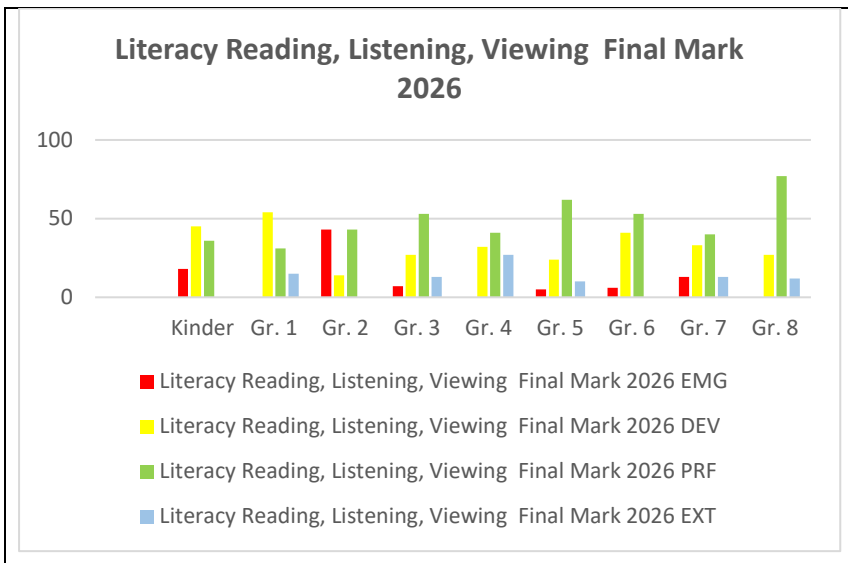
Gr 1 54% PRF in Addition with Doubles

Gr. 2 SNACC 21% PFR Level B

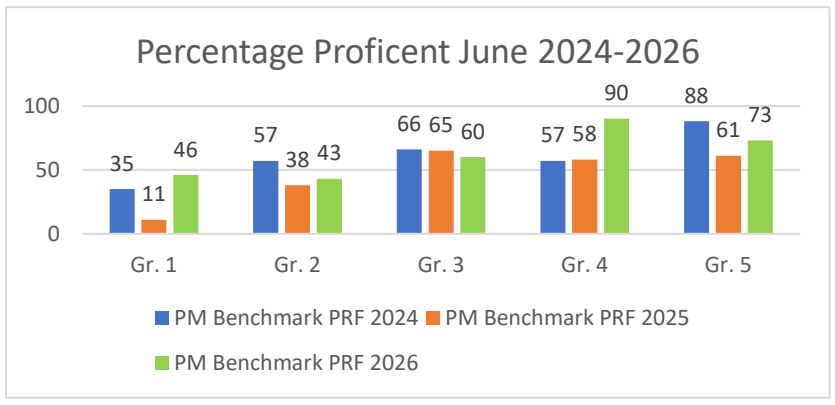




Gr. 3 SNACC 21% PRF Level B

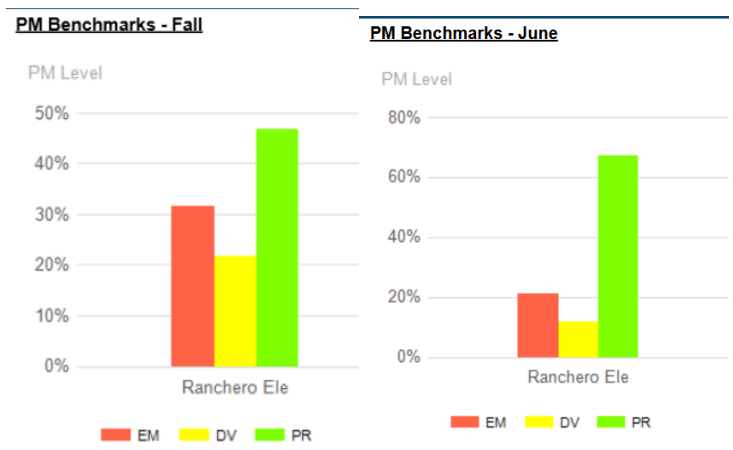


Narrative:
The 2025-26 data shows grade 3 have highest percentage of students in Emerging (44%) and lowest in Proficient/Extending (6%). Indicates a need for foundational literacy support.



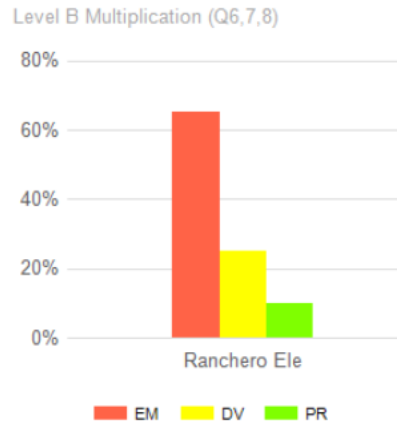
Narrative:

- PM Benchmark Reading assessment for grade 1-5 show support needed for **Early Literacy Intervention (Grades 1 & 2)**: continue with UFLI Implement targeted phonics and fluency programs.
- Focus on small group instruction and in-class reading support with LST
- Use diagnostic assessments (Dibels 8) to identify specific skill gaps.

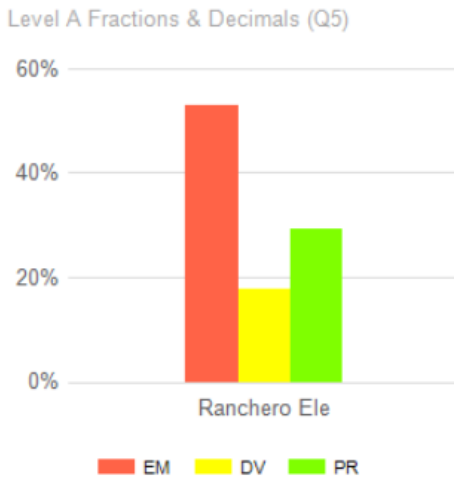


2025-26 data show improved growth from 47 % PRF to 65 % PRF K-5

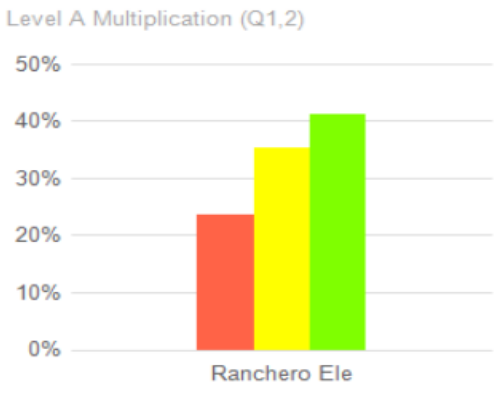
K-3 trend Across Grades 1–3, there is clear growth, with fewer students at Emerging and increased proficiency in Meaning and Style, and notable gains in Conventions in Grade 1. However, many students are moving into Developing without progressing to Proficient, especially in Form. Supporting students to move from Developing to Proficient—particularly in organization and structure—will be a key focus for 2026-27



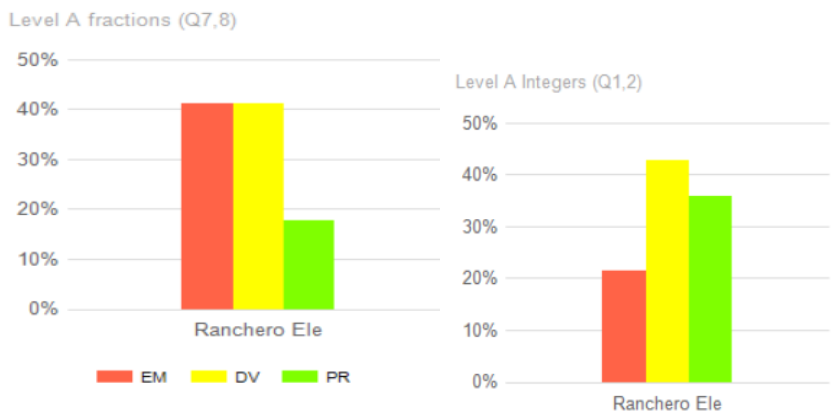
Gr. 4 SNACC 10% PFR Level B



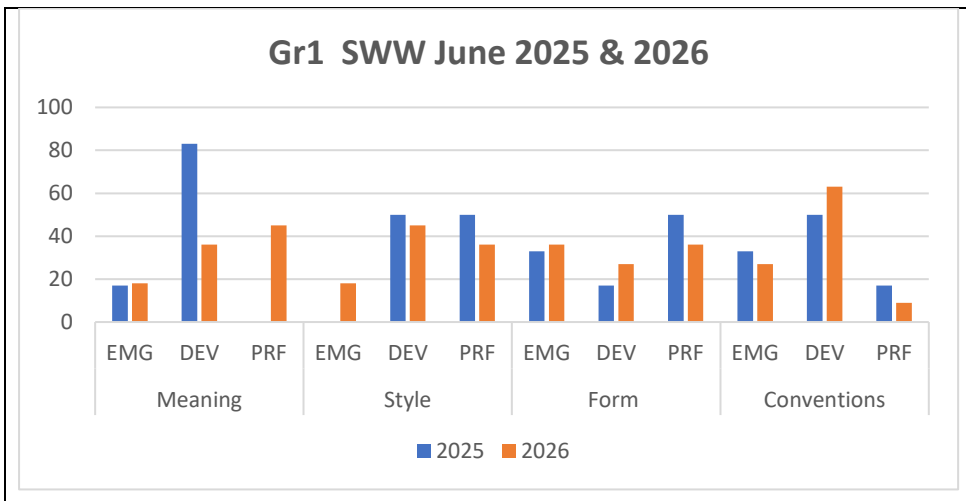
Gr.5 SNACC 29% Level A Fractions & Decimals

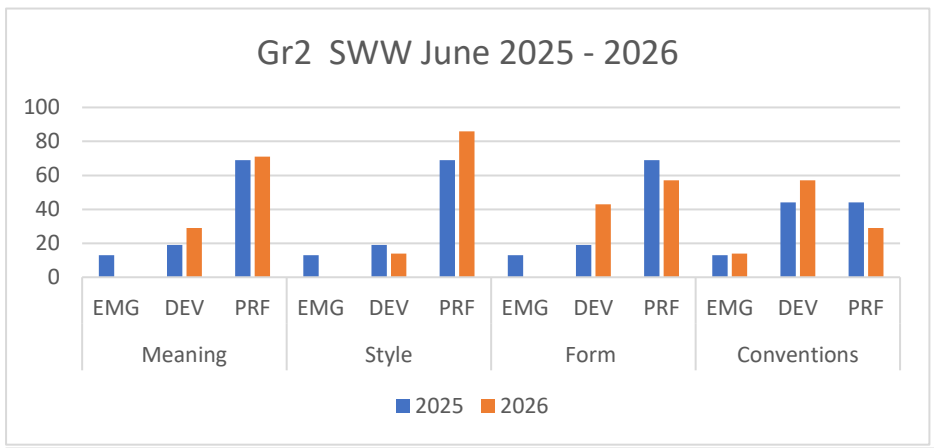


Gr. 5 SNACC 41% PRF Level A Multiplication



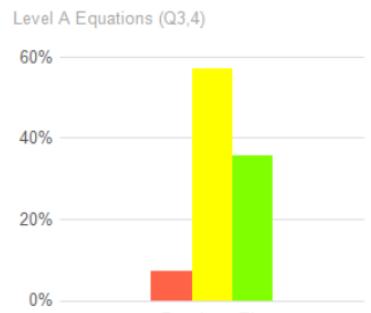
Gr. 6 SNACC 18% PRF Level A Fractions







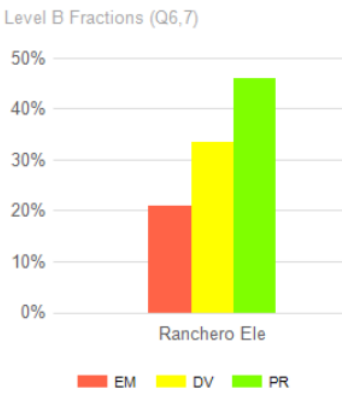
Grades 4–5 show strong growth in Meaning and improvements in Style, with fewer students at lower levels. However, a consistent trend is students remaining at Developing—particularly in Form—without progressing to Proficiency. Strengthening organization and supporting students to refine their writing to reach proficient levels will be a key focus for 2026-27

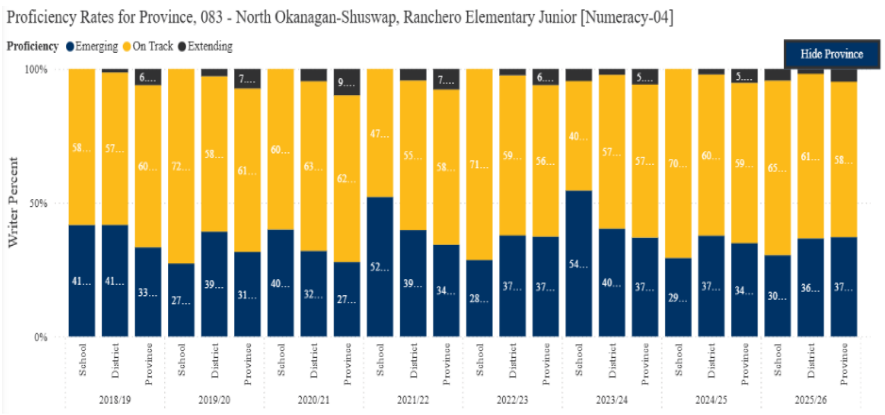


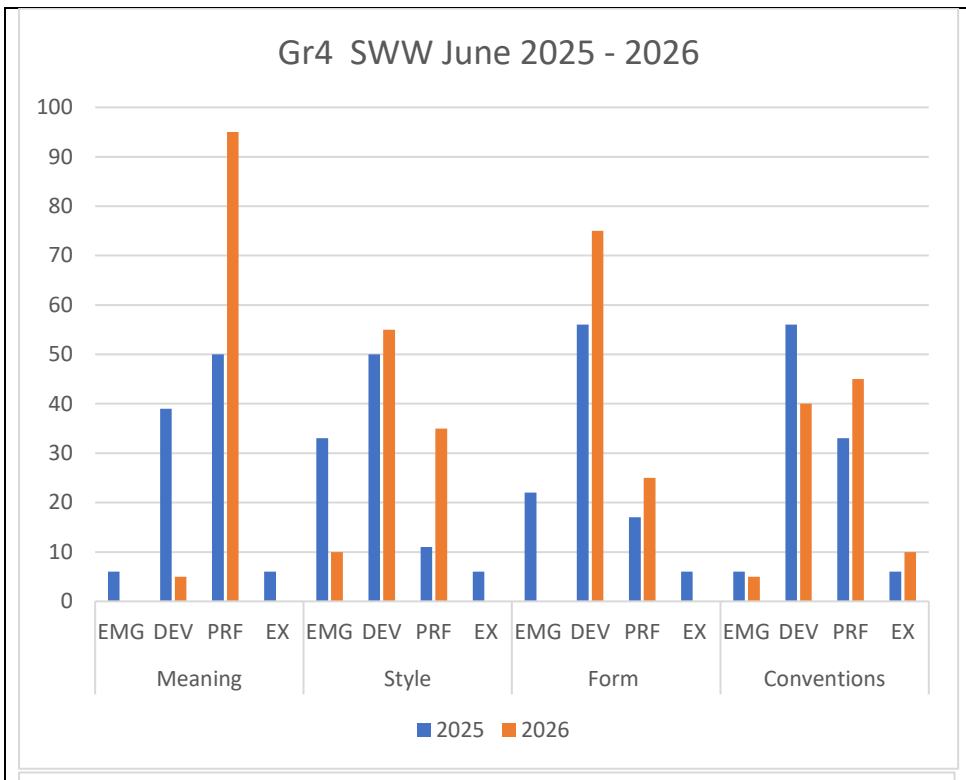
Gr. 7 SNACC 58% PRF Level A Equations

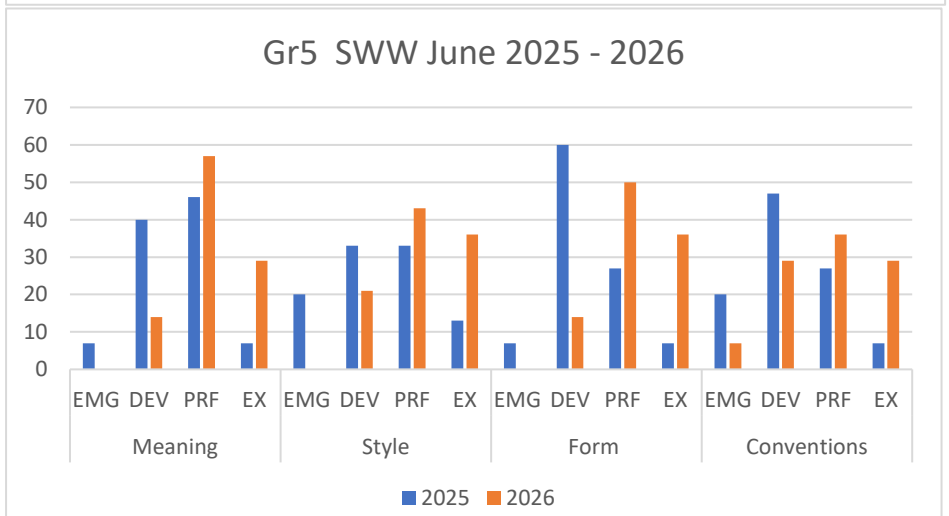
Gr. 8 SNACC 46% PRF Fractions

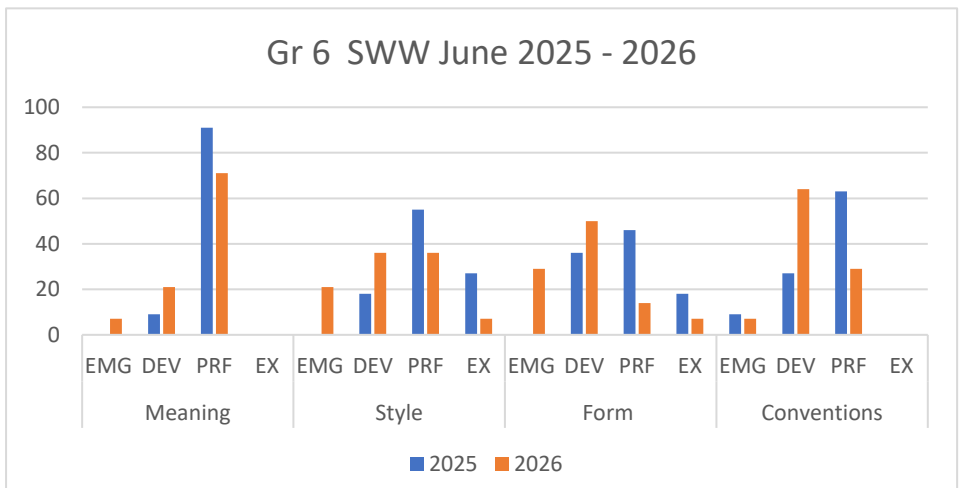
Narrative: A lack of mastery of foundational concepts is impacting students' readiness for grade-level curriculum. Teachers across grades report that many students are not yet demonstrating proficiency in essential prior-year outcomes, necessitating ongoing reteaching of prerequisite knowledge and skills. Assessment areas that show the most room for growth have been selected for learning targets.

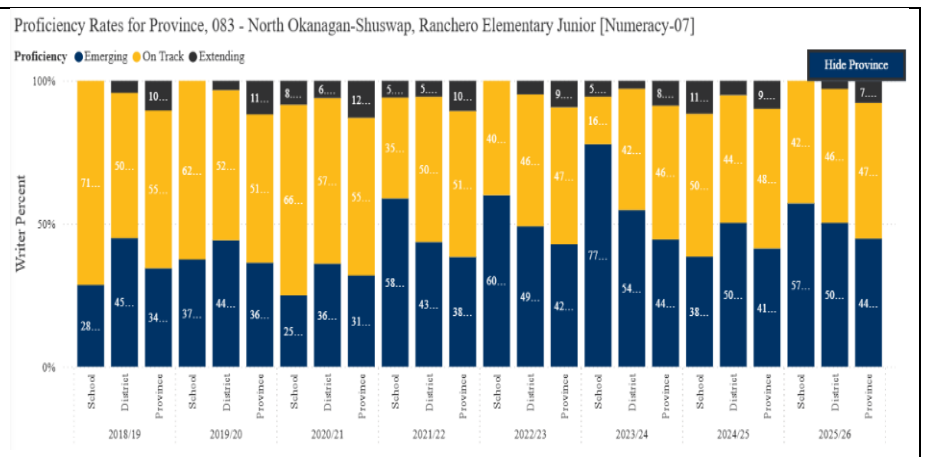






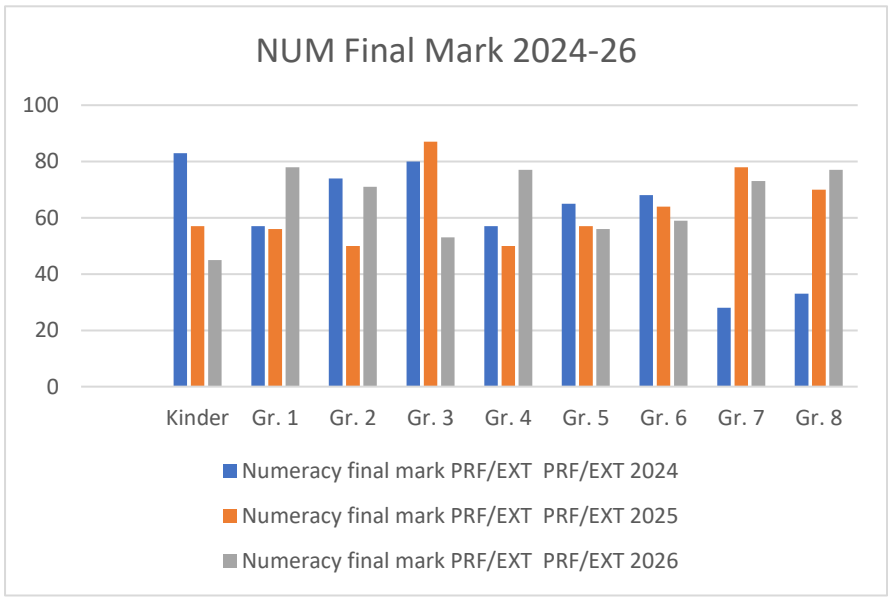




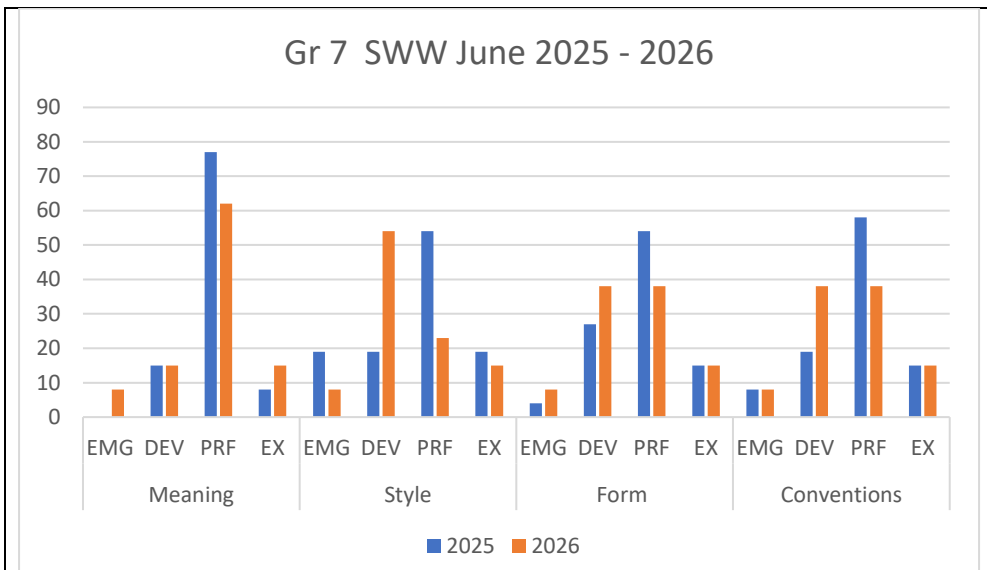


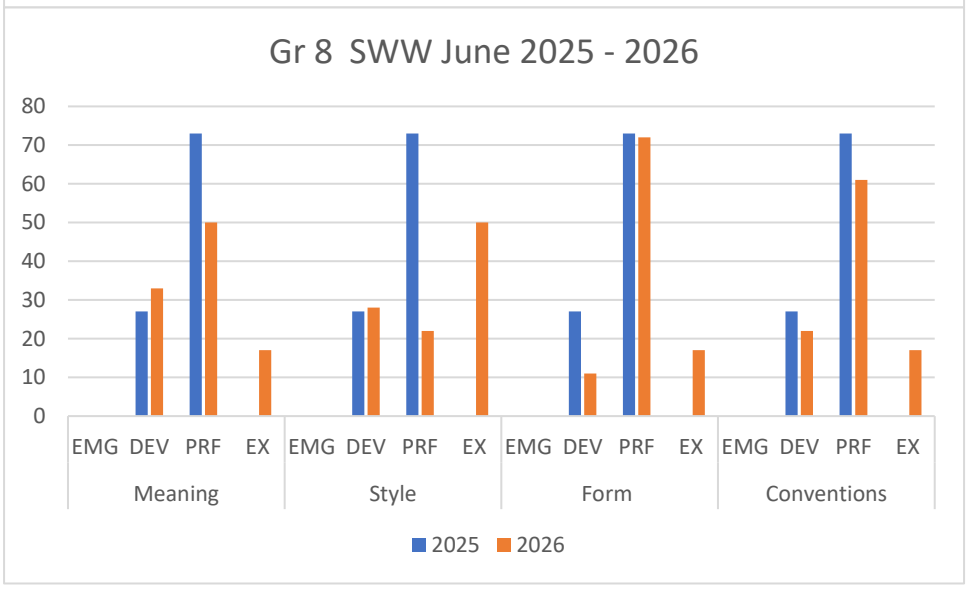
Grades K-8 Numeracy 2025 Final Mark Proficiency Levels

Narrative: while there has been some recovery and intermittent improvement in student proficiency over time, a large proportion of students remain in the Emerging category, and gains are not yet consistent. Achievement levels fluctuate across years, and there is limited growth in higher-level performance. This suggests ongoing challenges with developing and sustaining strong foundational numeracy skills, requiring continued focus on targeted instruction and early intervention.



Narrative:
Trend: Primary trends show some gaps in foundational numeracy skills, with declining or unstable results.
Intermediate trend: These grades show greater stability and some recovery, suggesting that reteaching and intervention efforts may have a positive effect. Gr 7 & 8: There is clear growth over time, suggesting that students are eventually developing numeracy skills, though likely later than expected.





Grades 6–8 show growth in both Developing and Extending levels, particularly in Style and Form. However, there is a significant decline in Proficiency across all writing areas. This indicates that while students are building and, in some cases, extending skills, fewer are demonstrating consistent proficiency. Strengthening organization and supporting students to refine their work from Developing to Proficient will be a key focus for 2026-27

Strategic Priority: Human and Social Development

- In the School Learning Plan, the **Human and Social Development** goals must be connected to the School District No. 83 Strategic Priority goal – *Each student will feel welcome, safe, and connected to peers and adults in their schools.*
- Goals must be focused on measuring a sense of belonging.
- Potential data sources may include the School District No. 83 EDI Environmental Scan, the Student Learning Survey, and student focus groups.

Sense of Belonging Goal:

Goal

Students will develop and foster a sense of self-worth, belonging, and personal initiative within a safe and caring school.

Targets

1. **Belonging**: Increase by 5% the number of Grade 4 & 7 students who say they feel they belong at school "all the time" or "most of the time" (based on the annual Student Learning Survey).
2. **Adult Connections**: Increase by 5% the number of Grade 7 students who report that **three or more adults** at school care about them (based on the same survey).

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.

Student Well-Being Goal:

Students will feel valued, connected, and confident to take initiative supported by:

- Building positive relationships among students and staff
- Encouraging student voice and choice in learning
- Promoting emotional well-being and resilience

Students will develop and foster a sense of self-worth, belonging, and personal initiative within a safe and caring school.

Targets

A 5% decrease in student responding that they feel school makes them feel stressed or worried some of the time, most of the time or all the time based on student response from the annual grades 4 & 7 student learning survey question, “Does school make you feel stressed or worried?”

Strategies and Actions:

Additional staffing .4 FTE Inclusion Support Teacher

- Embed First Peoples Principles of learning in school culture to support and offer authentic learning opportunities and resources to enhance our understandings of Indigenous culture and history- Secwepemc word of the week
- Invite knowledge keepers and elders in our school to enhance our local language and culture and provide our Indigenous students with authentic cultural connections
- Plan School wide multi-age group opportunities and activities
- School wide connection and relationship building activities first week in September, January, and first week after Spring Break
- Analyse FSA data for Indigenous Learner and Diverse Learner achievement trends to create specific goals
- Highlight stories of positive student-adult relationships in a student newspaper/blog and at assemblies
- Creating Inclusive spaces ensures classrooms and common areas reflect student diversity and interests
- Promote student-led clubs and activities that foster connection
- Expand belonging survey to include student well being and safety questions

Strategies and Actions:

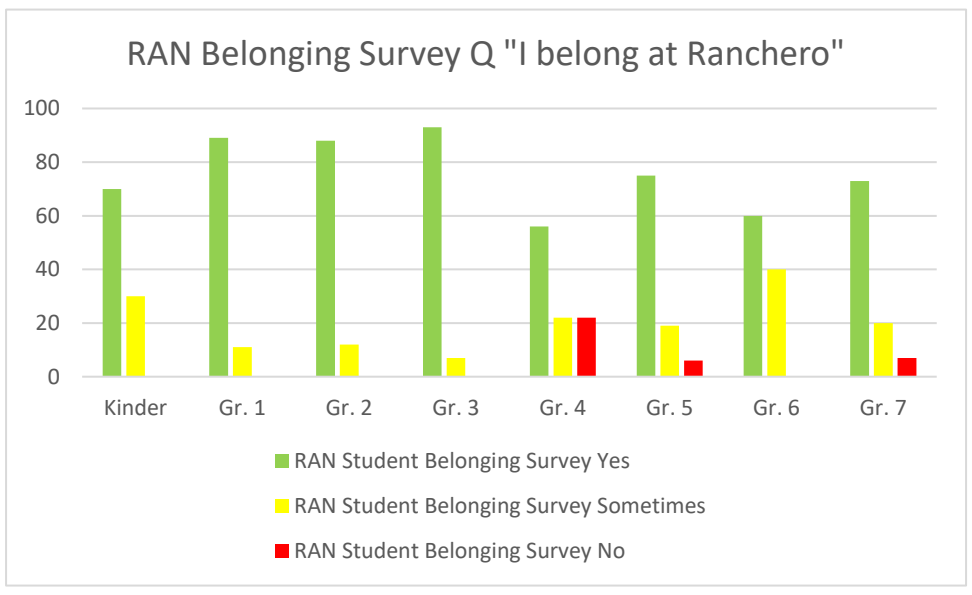
- Restorative Practices Model and Pro D to foster positive classroom and school culture
- Additional staffing .4 FTE Inclusion Resource Teacher
- Counsellor to share Go Zen and EASE (Everyday Anxiety Strategies for Educators) program with students
- WITS = Walk away, Ignore, Talk it out and Seek help.
- Exploration of school wide SEL programs Second Step Program in K-4 and Everyday Speech for older grades
- Kids In the Know program
- Zones of Regulation
- Focus upon building staff culture to promote a safe, caring, connected, and collaborative place to work
- Celebrate our success through monthly celebration and student recognition assemblies
- Souper Meal Expansion weekly meals
- School Wide Learning themes to support building positive relationships with each other connected to Adrienne Gear Powerful Understandings
- Student leadership grades 4-8
- Participation in Environmental Expo
- Outdoor Learning Opportunities
- Multi-age group learning opportunities monthly

Data to Inform/Support Sense of Belonging Goal:

- Spring 2026 Grades 4 & 7 Student Learning Survey Questions:
  "Is school a place where you feel like you belong?"
  "How many adults do you think care about you at your school?
  "Do You Feel Welcome at Your School?"
- Ranchero student K-2, 3-5, and 6-8 student belonging/well being survey measurement tool in development
- Student involvement in student leadership program

Data to Inform/Support Student Well-Being Goal:

- Ranchero student belonging/well being , survey measurement tool



Narrative:

A large proportion of students in both grades selected "Don't Know" or gave no answer, which may indicate uncertainty, disengagement, or a lack of clarity about adult support. Focus upon caring connections and building positive relationships through our monthly virtue themes is a focus for the

Data Analysis/Narrative:

Data Analysis/Narrative:

Narrative: We hypothesize that by increasing students' feelings of belonging (school community) and their sense that they are cared-for by 3 or more adults in the building, we will see a decrease in feelings that school makes them feel stressed or worried and an increase in risk-taking with their learning (resilience) and attendance. .	**Narrative: Priority focus for 2026 – 2027 is the well-being of students**

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:

Goal: To develop an awareness of careers in various settings and to understand self (skills, talents, interests)

- Participate in Careers Week Nov. 23-27
- Continue focus on student personal goals
- Ranchero leadership programs for grades 3-8
- Entrepreneur Fair Div. 1&2

Consider Interactive Classroom Chats students will learn more about different jobs through listening to volunteers talk about their work and asking them questions.
Students can draw links between what they learn at school and the world of work.

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.
• Mathematical Tasks for the Thinking Classroom • District provided numeracy resources • MyEd Insight Data review meetings with teachers • SWW collaborative marking • Gr. 3 to 7 Word Orgins Pro D- • Reclaiming Our Students Book study- 6 participants • Inclusion resource teacher training • School wide learning groups and buddy classes • Intentional community building activities and learning • Staff buddies for students who do not list a staff member who cares about them?	Develop goals and strategies and review progress staff meetings during staff meetings, Sept Inservice day CEAs are welcome to attend monthly staff meetings Share school learning plan at Nov PAC meeting