Carlin Elementary School
School Learning Plan 2026-2027

School Context:

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

Carlin Elementary School is located west of Salmon Arm, just off the Trans-Canada Highway, approximately 20 minutes from the city. For the 2026-2027 school year, the school has an enrolment of 254 students. Carlin is currently in the final phase of transitioning from an elementary/middle school to an elementary school. This year marks the last cohort of Grade 8 students; beginning next year, the school will serve students from Kindergarten to Grade 7.

The school currently has 11 classroom divisions, a music/band room, a foods and science lab, a woodworking shop (hand tools only), a Library Learning Commons, and a gymnasium.

The school grounds are extensive and heavily forested, providing valuable opportunities for outdoor learning and play. Students also have access to two large field areas and two playgrounds, one designed primarily for primary students and the other for intermediate students. While the playground infrastructure is aging, the school is committed to enhancing these spaces. Following the removal of some playground equipment in October 2024 and again in the summer of 2026 due to safety concerns, the school is actively exploring grant opportunities and working alongside the Parent Advisory Council (PAC) to create safe, accessible, and engaging play environments that meet the needs of all students.

Carlin Elementary is supported by a dedicated team of educators and support staff. Staffing includes 1.2 FTE administration (1.0 Principal and 0.2 Vice Principal), 35 hours per week of clerical support, 55 hours per week of custodial services, four lunch supervisors, one meals worker, and 14 FTE teaching staff. The school employs six Certified Education Assistants (CEAs), a 0.4 FTE Literacy Support Teacher, a 0.4 FTE Inclusion Resource Teacher, and a 1.0 FTE Indigenous Education Worker who supports students in classrooms and during break times, fostering relationships and connections throughout the school community. Additional support services include a 0.4 FTE counsellor and two Learning Resource Teachers (1.6 FTE total) who provide support across all grade levels. Speech-Language Pathology services are available at Carlin for approximately three months each school year.

As a rural school, transportation is a significant component of daily operations, with approximately 98% of students travelling by bus. Carlin is fortunate to be served by nine dedicated bus drivers who play an essential role in ensuring students arrive safely to and from school each day. These supports are particularly important in meeting the diverse needs of the school population, including 35 students with Individual Education Plans (IEPs) and 43 students who identify as Indigenous.

The Carlin PAC is a highly valued and active partner in the school community. PAC volunteers regularly organize and serve hot lunches twice monthly, in addition to lunches supported through the Feeding Futures Grant. Each year, the PAC provides funding to classrooms to enhance learning resources and contributes financial support for field trips, helping offset the additional transportation costs associated with being a rural school. The PAC's signature fundraising event, the Carlin Country Market, takes place each May and serves as both a major fundraiser and a community-building event.

At Carlin Elementary, we are committed to fostering a culture of belonging, safety, respect, responsibility, and lifelong learning. We value teamwork, personal growth, honesty, understanding, and joy in learning. As there is no central community hub in Tappen, the school plays an important role in bringing people together. With many staff members residing locally, Carlin is truly a community school, reflecting the strong connections and shared commitment of the families and community it serves.

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

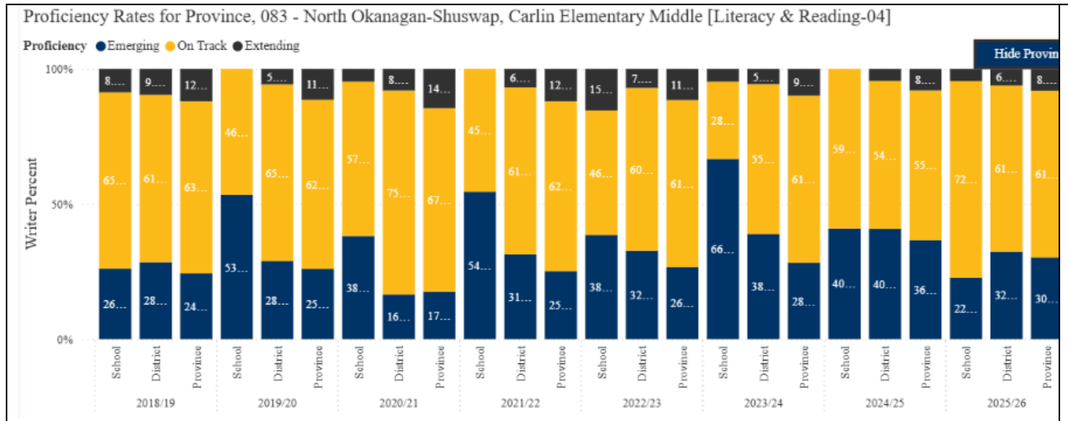
Our Mission: Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community.

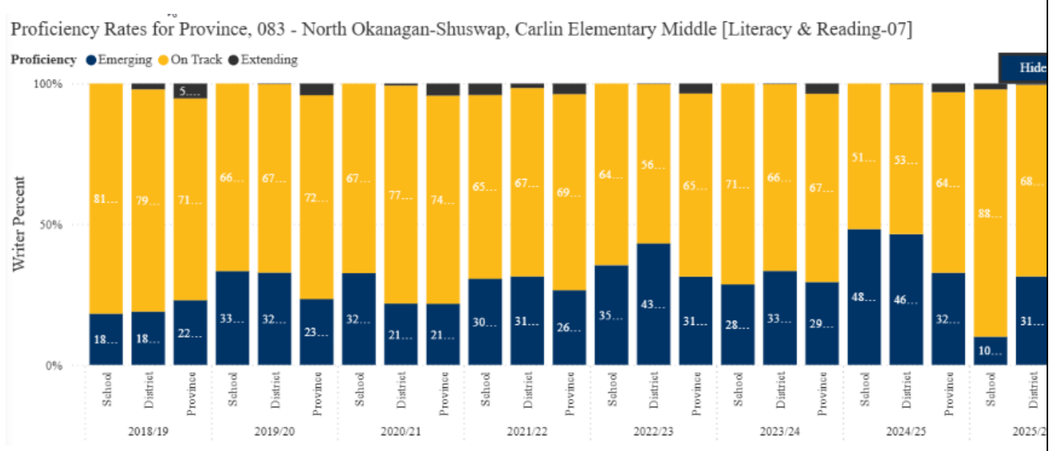
Our Values: Belonging, Respect, Empathy, Equity, Perseverance, Reconciliation

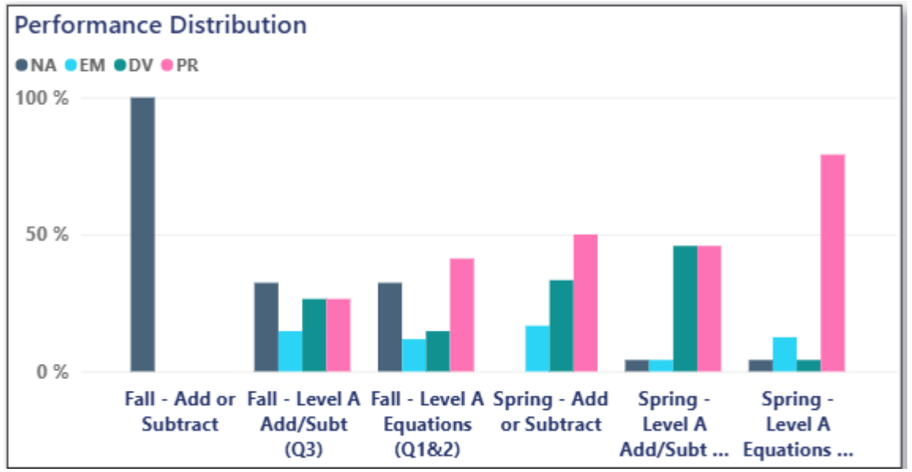
Strategic Priority: Intellectual Development

- In the School Learning Plan, the **Intellectual Development** goals must be connected to the School District No. 83 Strategic Priority goal – *Each student will develop their literacy skills, numeracy skills, and competencies to become their most capable self.*
- Goals must be specific, measurable, achievable, informed by and supported by data.
- Potential data sources may include FSA results, PM Benchmarks, SNACC results, School-wide writes, SD No. 73 Non-Fiction Writing Assessments…

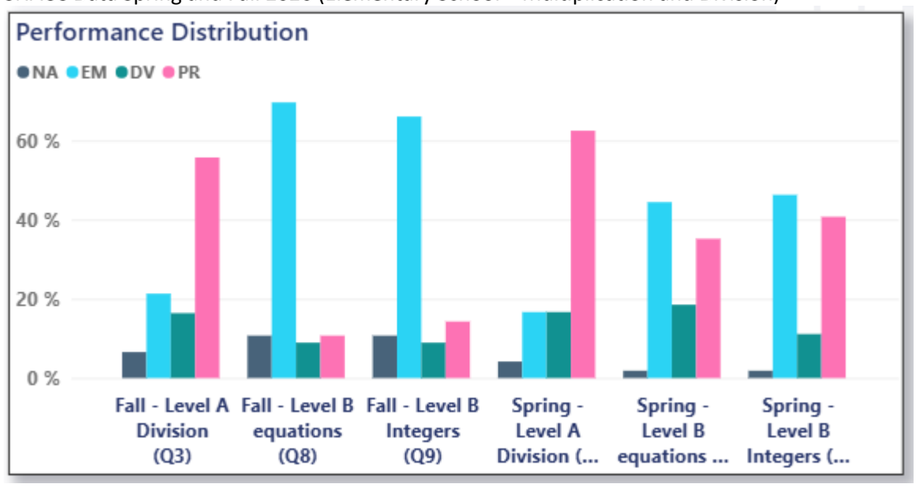
Literacy Goal:	Numeracy Goal:
Each student will develop their literacy skills and competencies to become their most capable selves. Students at Carlin will see themselves as readers and writers and be able to use their literacy skills across a multitude of subjects and settings 65% of our students will be proficient in writing demonstrating their ability to communicate ideas clearly. Students will focus on meaning, style, form and conventions. This is a first year goal at Carlin. Our students will be participating in a Fall and Spring School Wide Write and our staff will be marking the Writes in teams, utilizing District created rubrics. Our grade 7 and 8 teachers will be piloting a rubric for those grades.	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. 65% of primary students at Carlin will be proficient in subtraction questions, as evidenced through the SNACC assessment and grade 4 FSA's. 65% of intermediate students at Carlin will be proficient in division questions, as evidenced through the SNACC assessment and grade 7 FSA's. 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 1, 3, (subtraction) in the SNACC assessment
Strategies and Actions:	**Strategies and Actions:**
Implement school wide writing assessments in both the Fall and Spring. Use common language of writing traits Daily writing opportunities Osmo in primary classrooms UFLI lessons in primary classrooms	Vertical learning spaces · Manipulatives · Math-based wall charts/posters · iPad and Pen for math delivery (teacher-directed) · Daily routines in line with district recommendations · 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 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:	**Data to Inform/Support Numeracy Goal:**
	SNACC Data Spring 2025 (Primary School – Addition and Subtraction)







SNACC Data Spring and Fall 2026 (Elementary School – Multiplication and Division)



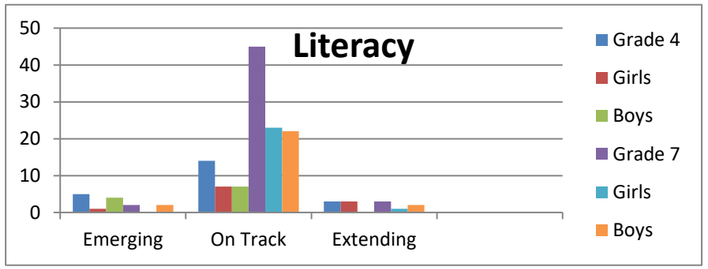
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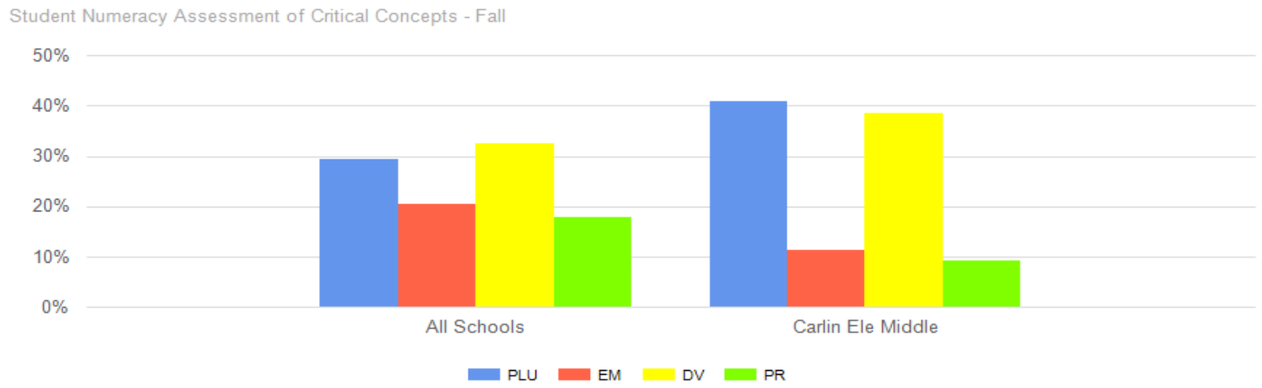
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FSA writing scores
Fall and spring School Wide Writes data when available

2024-2025 FSA Data

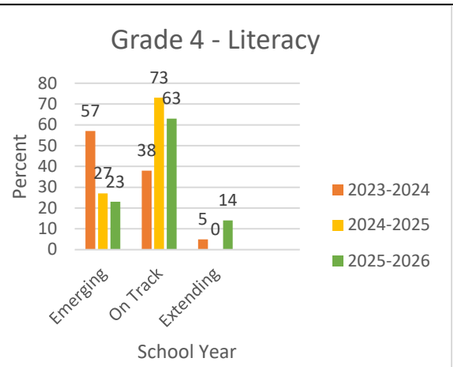


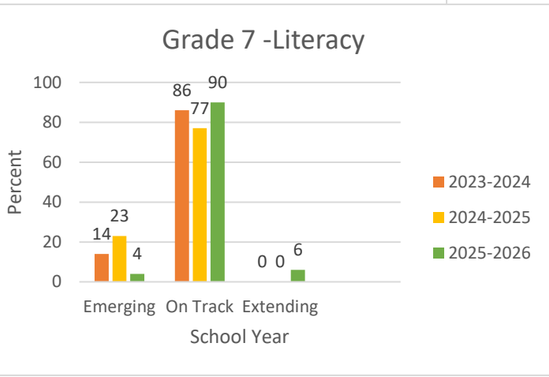


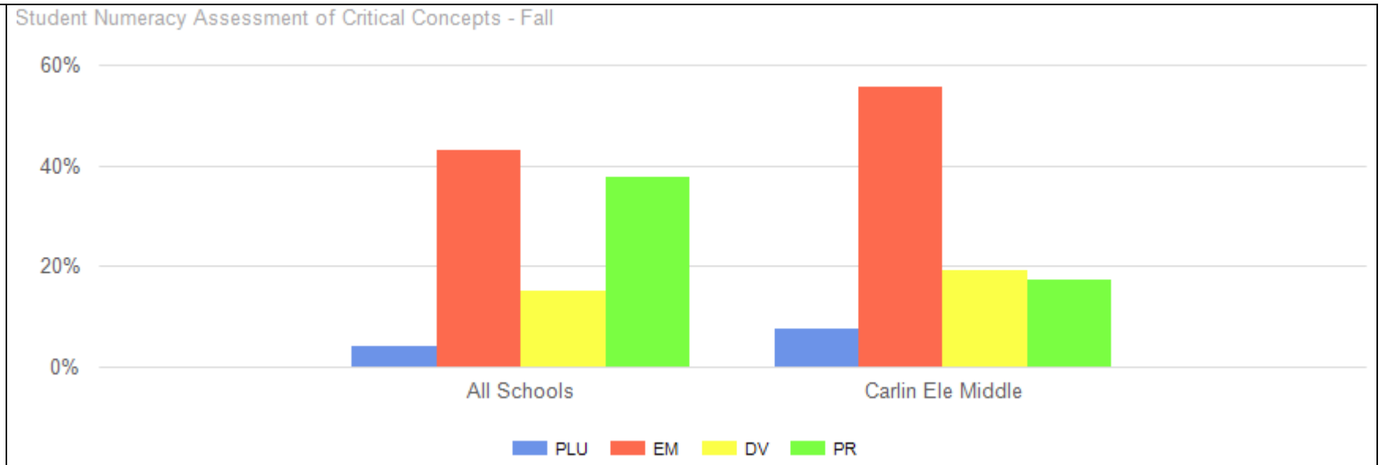
Student Numeracy Assessment of Critical Concepts - Fall

	All Schools	Carlin Ele Middle
PLU	29.42%	40.91%
EM	20.31%	11.36%
DV	32.46%	38.64%
PR	17.80%	9.09%

Subtraction – Primary (k-4)







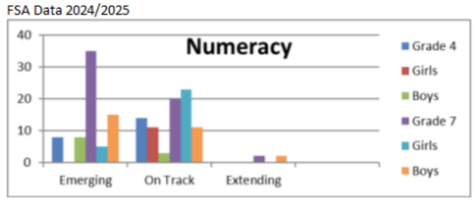
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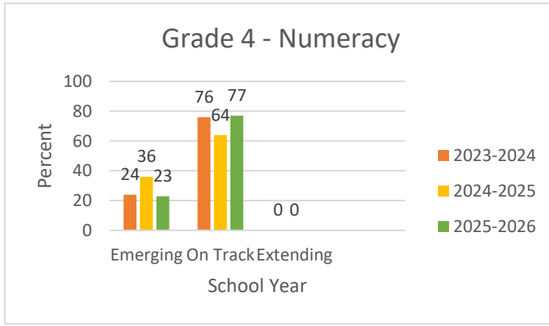
	All Schools	Carlin Ele Middle
PLU	3.96%	7.69%
EM	43.09%	55.77%
DV	15.10%	19.23%
PR	37.85%	17.31%

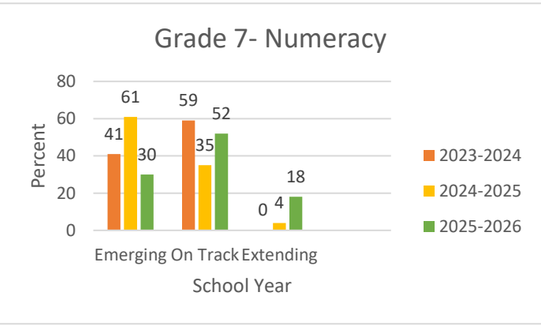
Division – Intermediate (grades 5-8)

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.

FSA Data 2024/2025







Data Analysis/Narrative:

Fall and spring School Wide Writes data when available

FSA data suggests that most of Carlin students (grade 4+7) are proficient in writing, however we have very few students in the extending range

SWW data will be added once marking is complete

Data Analysis/Narrative:

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
To support in subtraction, we have added multiplication goal. Students need to have a strong understanding of multiplication prior to being able to be strong in division.

As is evident from the above graphs, Grade 5 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. To support in division, we have added multiplication goal. Students need to have a strong understanding of multiplication prior to being able to be strong in division.

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.

Strategic Priority: Organizational Development

- 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.

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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 Learning survey and locally developed school specific questionnaire will see 80% of our students reporting that 2 or more adults care about them at Carlin.

Strategies and Actions:

Classroom teachers, LRTs, IRT and counsellors are working on several programs based in social-emotional learning and problem-solving. Our primary 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.

In 2025-2026 our grade 6-8 students have 2 opportunities to take part in school wide leadership. One was through explorations as a class and one as a lunchtime club. These students organized several fun days and other play-based activities for our school.

Tree of thanks recognizing student Panthers Pride.

Indigenous Education room available for indigenous students for cultural connection.

Extra-Curricular opportunities include a D and D Club, chess club, Floor Hockey intramurals, and Sports teams.

We have monthly school wide assemblies to promote good citizenship and to celebrate Panthers Pride

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).

Student Well-Being Goal:

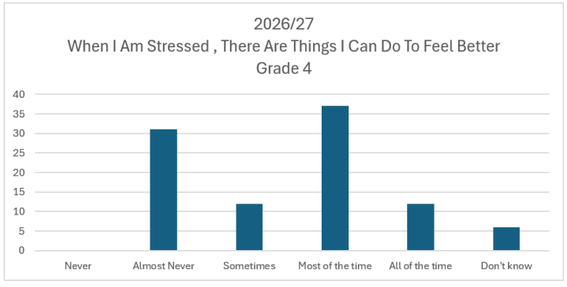
Each student at Carlin will develop strategies to support themselves when they are feeling anxious/stressed with adults and peer supports.

Students at Carlin will learn strategies that they can use to support themselves with self regulation.

Strategies and Actions:

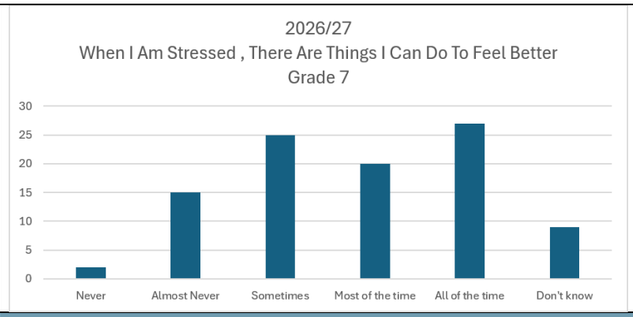
Staff are working on implementing Open Parachute and Zones of Regulation within their classes
Inclusion Resource Teacher and counsellor will support direct instruction in the classroom.

Student Learning Survey Grade 4: When I Am Stressed, There Are Things I Can Do To feel Better



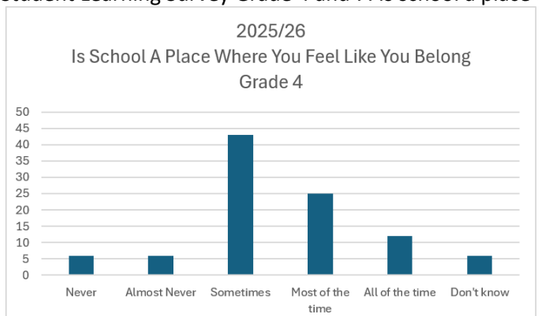
Student Learning Survey Grade 7: When I Am Stressed, There Are Things I Can Do To feel Better

We are also working on helping staff model these behaviours and stressing the importance of school ownership and pride.

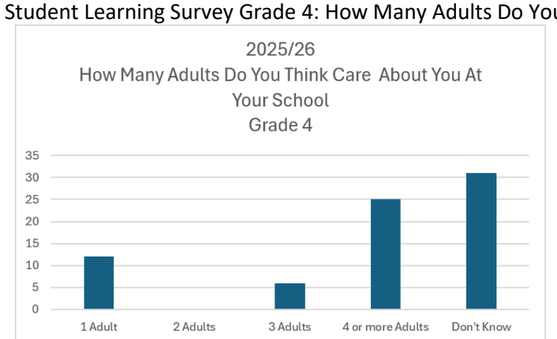


Data to Inform/Support Sense of Belonging Goal:

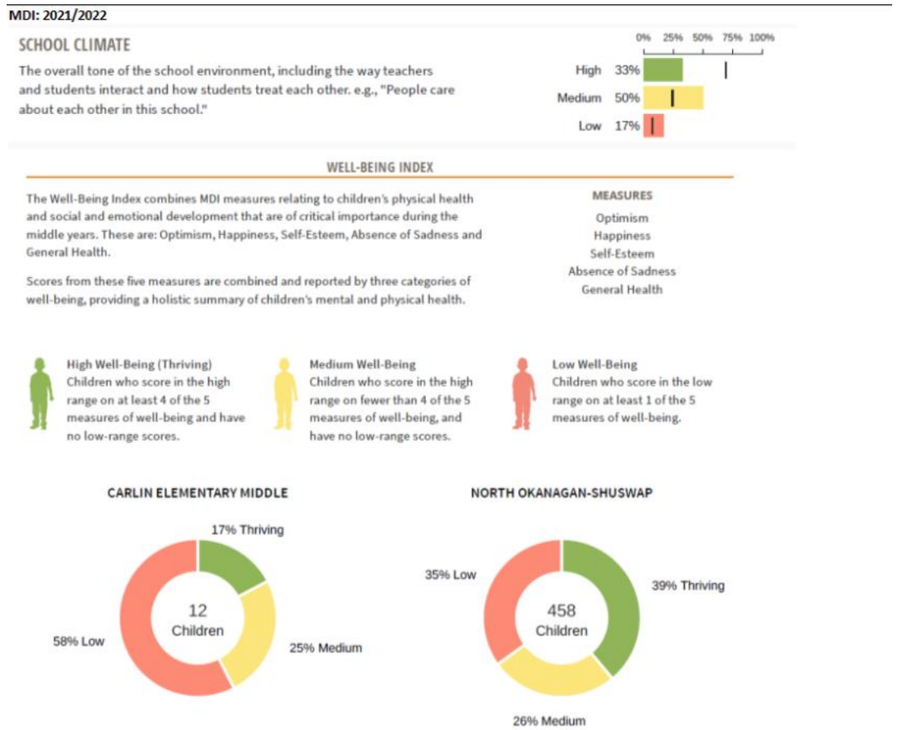
Student Learning Survey Grade 4 and 7: Is school a place where you feel like you belong?



Student Learning Survey Grade 4: How Many Adults Do You Think Care About You at Carlin



Data to Inform/Support Student Well-Being Goal:

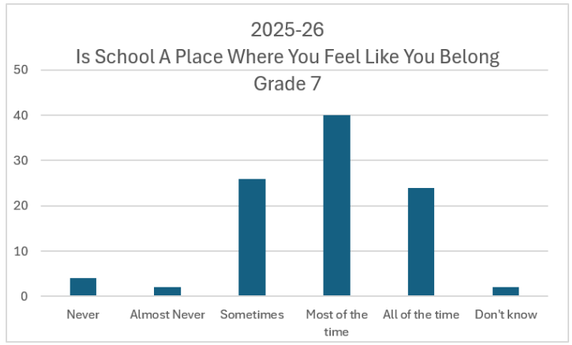


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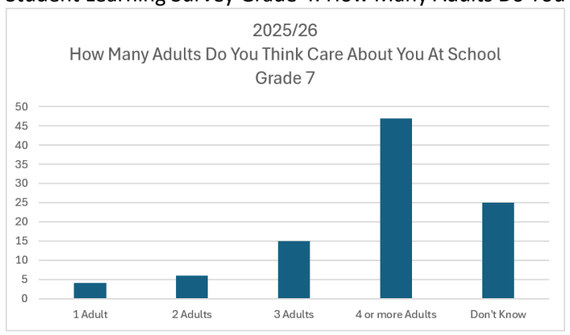
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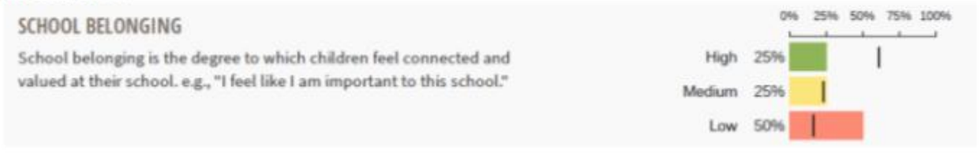
Student Learning Survey Grade 7: Is school a place where you feel like you belong?



Student Learning Survey Grade 4: How Many Adults Do You Think Care About You at Carlin



MDI 2020/2021:



Data Analysis/Narrative:	Data Analysis/Narrative:
These 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	Student Learning Survey results from 2024/2025 indicate that students at Carlin feel "welcome at school" most of the time' at an above district average. Our Grade 7's feels less welcome than district average. 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

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	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. Student Learning Survey 2024/2025 (Feel Welcome)

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:

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.
In May 2026 all grade 8 students attended a careers fair at Okanagan College where they explored careers and programs offered through the college. Later that month Indigenous students in grade 7+8 attending a career experience at Okanagan College, supported through the district. In 2026-207 our grade 7 and 8 students will have a final year of Explorations, and our primary and intermediate students have regularly scheduled ADST classes. Carlin will participate in Career programs from the district as they as they become available. George Richard, District Career Teacher will be hosting a Pro D Day in January 2027 at Carlin to support teachers in learning about Career Education in an Elementary school	During the 2025-2026 school year we 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 will continue to do this for the 2026-27 school year. 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. Consultation with school PAC on October 27, 2026. Consultation with Rightsholders on November 16, 2026.