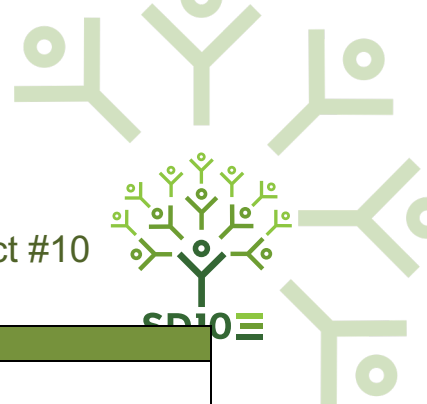


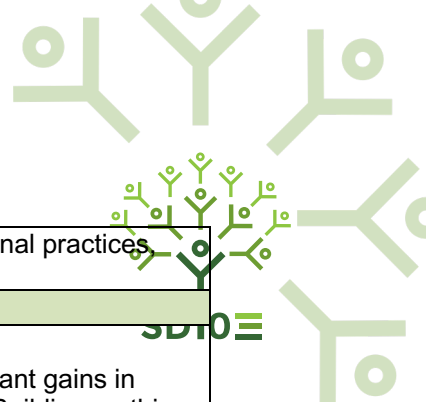
Burton Elementary School – Arrow Lakes School District #10

School Growth Plan 2026-2027



School Context
Demographics Our school serves the small, rural community of Burton, BC, with three multi-grade classrooms. This structure fosters strong relationships among students, staff, and families while requiring intentional planning to ensure consistent, responsive instruction and support across grades and learning needs. Thirty-seven percent of our student population identify as Indigenous learners, and eleven percent are designated with diverse needs.
Strategic Plan Priority:
Our work aligns directly with the SD10 Strategic Plan's Competency Priority, challenging our students to build their competency in numeracy. Targeted individualized instruction based on assessment data will ensure that all students are empowered to build on their assets and strengths.
Numeracy Inquiry and Goal:
The core inquiry of our plan can be summarized in the following Theory of Action: IF educators establish a coherent K–7 numeracy scope and sequence based on the BC Numeracy Learning Progressions that reinforces foundational skills while explicitly teaching students how to interpret, represent, solve, and communicate their thinking about word problems, THEN students will develop stronger numeracy skills, mathematical reasoning, conceptual understanding, and confidence in applying their learning to a range of problems and contexts, LEADING TO improved numeracy achievement across the school. The school will build on its strong overall student achievement in numeracy, aiming to raise the school-wide Spring Assessment average from the baseline score of 2.83 to 2.95 or higher in June 2027.
Strategies and Actions:
Our focus will be on sustaining the significant gains already demonstrated while continuing to identify and respond to areas where individual students or cohorts require additional support. Staff will use ongoing assessment evidence, collaborative professional learning, and targeted instructional strategies to maintain student growth across grades and numeracy strands. To achieve our goals, educators will: 1. Collaboratively adopt and implement a coherent K–7 numeracy scope and sequence based on the BC Learning Progressions that identifies essential foundational skills, concepts, and learning progressions at each grade level. 2. Explore and implement a common numeracy resource, such as Mathology, to support consistent instructional practices, concept sequencing, and opportunities for students to develop and apply mathematical understanding. 3. Provide explicit and ongoing instruction in foundational numeracy skills, including number sense, computation, fluency, and flexible strategies, ensuring that students have the prerequisite skills necessary to successfully access more complex mathematical tasks. 4. Establish a consistent school-wide approach to teaching word problems, explicitly teaching students to: ○ understand and identify the important information in a problem; ○ represent their thinking using pictures, models, manipulatives, numbers, and equations; ○ select and apply appropriate strategies; ○ explain and justify their mathematical thinking; and ○ evaluate whether their answer is reasonable. 5. Use mathematical discussions, number talks, manipulatives, visual representations, and multiple strategies to develop students' mathematical reasoning, communication, and conceptual understanding. 6. Use formative assessment and student work samples to identify gaps in foundational skills and problem-solving abilities and provide timely, targeted instruction.



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7. **Collaborate** regularly to examine student evidence, share effective instructional practices and adjust instruction in response to identified student needs.

Data to Inform/ Support Goal:

Strengths

For the past two years, our school goals have focused on literacy, resulting in significant gains in reading and writing as demonstrated through FSA and classroom assessment data. Building on this success, our **2026–2027 school goals and professional development will focus on numeracy**. Numeracy data demonstrates several areas of strength. **Primary FSA results have improved significantly**, with the percentage of Grade 4 students assessed as Emerging decreasing from **40% to 0% over three years**, with all students now in the On Track or Extending categories. Classroom assessment results for Grades K–3 have also remained relatively strong, though they fluctuated from 2.74 in 2024 to 3.33 in 2025 and 3.10 in 2026, indicating an opportunity to build greater consistency in our improvement cycle. Intermediate students have also demonstrated substantial growth, with Grade 7 FSA results increasing from **33% On Track/Extending in 2024 to 84% in 2025**. Additionally, **Indigenous learners are outperforming non-Indigenous learners**, averaging **3.10 compared with 2.60** in 2026. Together, these results highlight the positive impact of targeted instruction, assessment-informed practice, and responsive supports, while providing a strong foundation for continued numeracy improvement.

Data Analysis Review and Reflection:

Short-Term Implementation Review – December

- Evidence of the K–7 numeracy scope and sequence being implemented.
- Teacher collaborative planning and use of common numeracy resources.
- Monthly review of goals at Southern Zone Staff Meetings, and teacher reflections.
- Evidence of students using mathematical language, representations, and strategies to explain their thinking.

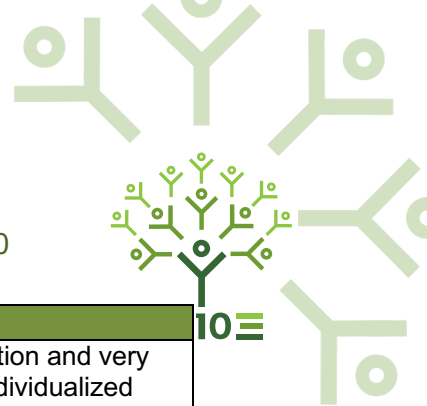
Mid-Cycle Student Review – April

- Agreement on and implementation of common formative numeracy assessments.
- Student work samples, with particular attention to word-problem solving.
- Evidence of student ability to represent, solve, and explain mathematical problems.
- Progress-monitoring data for students receiving targeted numeracy support.
- Mid-year review of Primary and Intermediate numeracy averages.

End-of-Year Evidence – June

- Spring Assessment results, with the goal of maintaining the school-wide average above the 2.95 baseline.
 - Primary Spring Assessment average, with a goal of 3.15 or higher.
 - Intermediate Spring Assessment average, with a goal of 2.85 or higher.
 - Intermediate FSA Assessment: 80% of students at “On Track” or “Extending”.
 - Student work samples demonstrating growth in mathematical reasoning and word-problem solving.
 - Qualitative teacher reflections regarding the effectiveness of the K–7 scope and sequence and common numeracy resources.
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Edgewood Elementary School – Arrow Lakes School District #10
School Growth Plan 2026-2027



School Context
Edgewood serves a small, rural community with a multi-grade classroom configuration and very small class sizes. This context creates strong opportunities for close relationships, individualized instruction, and targeted support for individual student needs. Our school will continue to monitor individual student achievement and ensure that all learners have equitable access to appropriate instruction, support, and opportunities for success. We currently have no students identifying as Indigenous, and fifty percent of our students are designated with diverse needs.
Strategic Plan Priority:
Our work aligns directly with the SD10 Strategic Plan's Competency Priority, challenging our students to build their competency in numeracy. Targeted individualized instruction based on assessment data will ensure that all students are empowered to build on their assets and strengths.
Numeracy Inquiry and Goal:
The core inquiry of our plan can be summarized in the following Theory of Action: IF educators establish a coherent K–7 numeracy scope and sequence based on the BC Numeracy Learning Progressions that reinforces foundational skills while explicitly teaching students how to interpret, represent, solve, and communicate their thinking about word problems, THEN students will develop stronger numeracy skills, mathematical reasoning, conceptual understanding, and confidence in applying their learning to a range of problems and contexts, LEADING TO improved numeracy achievement across the school. The school will build on its strong overall student achievement in numeracy, aiming to improve the school-wide Spring Assessment average from the baseline score of 2.83 to an average of 2.95 or higher in June 2027.
Strategies and Actions:
Our focus will be on sustaining the gains demonstrated while continuing to identify and respond to areas where individual students or cohorts require additional support. Staff will use ongoing assessment evidence, collaborative professional learning, and targeted instructional strategies to maintain student growth across grades and numeracy strands. To achieve our goals, educators will: 1. Collaboratively adopt and implement a coherent K–7 numeracy scope and sequence based on the BC Learning Progressions that identifies essential foundational skills, concepts, and learning progressions at each grade level. 2. Explore and implement a common numeracy resource, such as Mathology, to support consistent instructional practices, concept sequencing, and opportunities for students to develop and apply mathematical understanding. 3. Provide explicit and ongoing instruction in foundational numeracy skills, including number sense, computation, fluency, and flexible strategies, ensuring that students have the prerequisite skills necessary to successfully access more complex mathematical tasks. 4. Establish a consistent school-wide approach to teaching word problems, explicitly teaching students to: ○ understand and identify the important information in a problem; ○ represent their thinking using pictures, models, manipulatives, numbers, and equations; ○ select and apply appropriate strategies; ○ explain and justify their mathematical thinking; and ○ evaluate whether their answer is reasonable. 5. Use mathematical discussions, number talks, manipulatives, visual representations, and multiple strategies to develop students' mathematical reasoning, communication, and conceptual understanding.



6. Use **formative assessment** and student work samples to identify gaps in foundational skills and problem-solving abilities and provide timely, targeted instruction.
7. **Collaborate** regularly to examine student evidence, share effective instructional practices, and adjust instruction in response to identified student needs.

Data to Inform/ Support Goal:

The small number of students means that year-to-year assessment results can vary considerably, making it difficult to draw broad conclusions or identify reliable trends from individual cohorts. **FSA data** indicates relatively strong foundational numeracy skills across primary and intermediate. While the small number students who wrote the FSA limits the conclusions that can be drawn from the results, numeracy results indicate that **the majority of students** were assessed as **On Track** in both 2024 and 2025.

Our **Spring Assessment data provides a broader, more reliable indicator of achievement** because it incorporates classroom assessment and multiple standardized assessment measures. Over the past three years, the overall numeracy average has been **2.57 on a four-point scale**, indicating room for continued growth. Intermediate students averaged **2.40**, while primary students averaged **2.67**. These results suggest a need to strengthen numeracy achievement across the school, with particular attention to supporting continued development as students transition into the intermediate grades.

Data Analysis Review and Reflection:

Short-Term Implementation Review – December

- Evidence of the K–7 numeracy scope and sequence being implemented.
- Teacher collaborative planning and use of common numeracy resources.
- Monthly review of goals at Southern Zone Staff Meetings, and teacher reflections.
- Evidence of students using mathematical language, representations, and strategies to explain their thinking.

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- Agreement on and implementation of common formative numeracy assessments.
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- Student work samples demonstrating growth in mathematical reasoning and word-problem solving.
- Qualitative teacher reflections regarding the effectiveness of the K–7 scope and sequence and common numeracy resources.

