



Carlin Elementary Middle School

School Learning Plan 2025-2026



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 299 students for the 2025-2026 school year. We have Elementary 126 students (grade K-5) and 173 Middle School students (grade 6-8). Currently, there are 14 divisions (8 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 (9-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). The upper playground is dated, and we are hoping that it will be replaced in the coming years. We have swing sets and a Gaga Ball Pit. PAC is considering creating another outdoor learning space and has funds earmarked for playground upgrades. In October 2024 some of our playground equipment was 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, 15.7 FTE of classroom teacher time. We have 9 CEAs on staff. We have a 0.4 Literacy Support Teacher position, currently filled by our vice principal. We have a 1.0 Indigenous Education Worker, who works 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. We have two learning resource teachers (1.8 FTE), who share responsibilities across the whole school population. Speech-Language Pathology visits Carlin apx 2 times a month. 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.

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 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 2025.

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 the only aK-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 half 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,

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

we are creating opportunities for more K-8 whole school events that help our students, staff, and community feel more included in all school activities. This year we have started monthly whole school assemblies that support student recognition for being good citizen’s and talking about upcoming school wide activities	
<div>Strategic Priority: Intellectual Development</div> <div><ul style="list-style-type: none">• In the School Learning Plan, the Intellectual Development goals must be connected to the School District No. 83 Strategic Priority goal – <i>Each student will develop their literacy skills, numeracy skills, and competencies to become their most capable self.</i>• 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...</div>	
Literacy Goal:	Numeracy Goal:
<p>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</p> <p>50 % of our grade 4 and 7 students will be proficiency across all grades by enhancing their ability to communicate ideas clearly and creatively using appropriate forms, conventions</p> <p>This is a first-year goal, this year we are hoping to add a mid year school wide write to be better able to understand and refine this goal for the upcoming year.</p> <p>We will be gathering data to support this goal through school wide writes this year.</p>	<p>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.</p> <p>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 made a slight adjustment this goal for the 2025/2026 school year</p> <p>Elementary students at Carlin will increase their capacity in tackling subtraction questions Middle school students at Carlin will increase their capacity in tackling multiplication and division questions.</p> <p>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, (addition and subtraction).</p>

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.

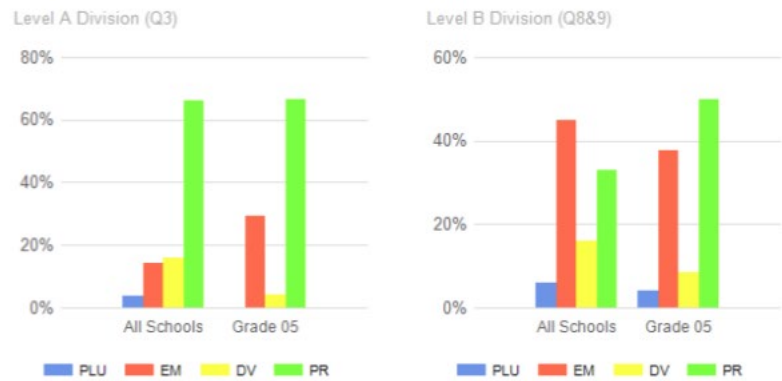
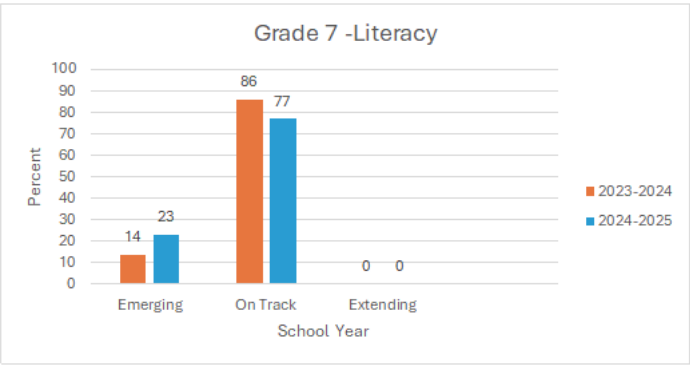
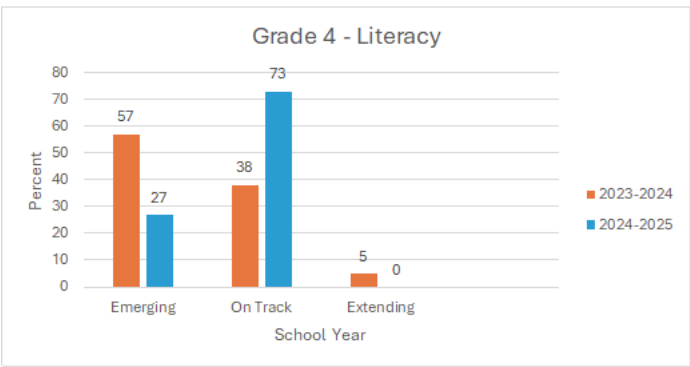
Our Values: Belonging, Respect, Empathy, Equity, Perseverance, Reconciliation

<div>Strategies and Actions:</div> <div>Implement school wide writing assessments Use common language of writing traits Daily writing opportunities</div>	<div>Strategies and Actions:</div> <div>Vertical learning spaces · 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 · Blending guided, experimental, and action-learning pedagogies · District daily math problems · Mini whiteboard work · Math stations/games · Guided math · Osmo in primary classrooms</div>																																																		
<div>Data to Inform/Support Literacy Goal:</div> <div>FSA writing scores</div> <div><div><div>FSA Results Grade 7 2024-25</div><table><tr><th>Score</th><th>Number of students</th></tr><tr><td>1</td><td>32</td></tr><tr><td>2</td><td>10</td></tr><tr><td>3</td><td>1</td></tr><tr><td>4</td><td>0</td></tr></table></div><div><div>FSA Results Grade 4 2024-25</div><table><tr><th>Score</th><th>Number of students</th></tr><tr><td>1</td><td>22</td></tr><tr><td>2</td><td>0</td></tr><tr><td>3</td><td>0</td></tr><tr><td>4</td><td>0</td></tr></table></div></div>	Score	Number of students	1	32	2	10	3	1	4	0	Score	Number of students	1	22	2	0	3	0	4	0	<div>Data to Inform/Support Numeracy Goal:</div> <div>SNACC Data Spring 2025 (Elementary School – Addition and Subtraction)</div> <div><div><div>Level B Subtraction (Q3&4)</div><table><tr><th>Category</th><th>PLU</th><th>EM</th><th>DV</th><th>PR</th></tr><tr><td>All Schools</td><td>~1%</td><td>~20%</td><td>~40%</td><td>~35%</td></tr><tr><td>Grade 02</td><td>~1%</td><td>~8%</td><td>~35%</td><td>~58%</td></tr></table></div><div><div>Level B Subtraction (Q6&7)</div><table><tr><th>Category</th><th>PLU</th><th>EM</th><th>DV</th><th>PR</th></tr><tr><td>All Schools</td><td>~4%</td><td>~18%</td><td>~38%</td><td>~40%</td></tr><tr><td>Grade 03</td><td>~1%</td><td>~28%</td><td>~28%</td><td>~45%</td></tr></table></div></div> <div>SNACC Data Spring and Fall 2025 (Middle School – Multiplication and Division)</div>	Category	PLU	EM	DV	PR	All Schools	~1%	~20%	~40%	~35%	Grade 02	~1%	~8%	~35%	~58%	Category	PLU	EM	DV	PR	All Schools	~4%	~18%	~38%	~40%	Grade 03	~1%	~28%	~28%	~45%
Score	Number of students																																																		
1	32																																																		
2	10																																																		
3	1																																																		
4	0																																																		
Score	Number of students																																																		
1	22																																																		
2	0																																																		
3	0																																																		
4	0																																																		
Category	PLU	EM	DV	PR																																															
All Schools	~1%	~20%	~40%	~35%																																															
Grade 02	~1%	~8%	~35%	~58%																																															
Category	PLU	EM	DV	PR																																															
All Schools	~4%	~18%	~38%	~40%																																															
Grade 03	~1%	~28%	~28%	~45%																																															

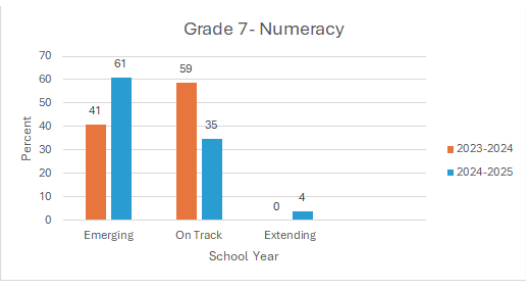
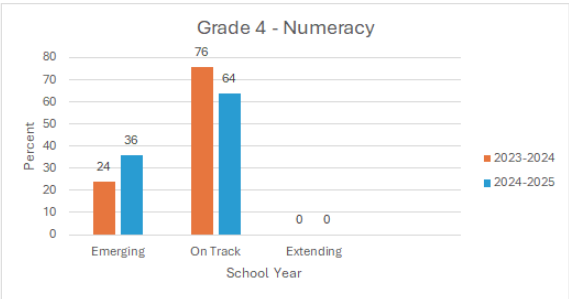
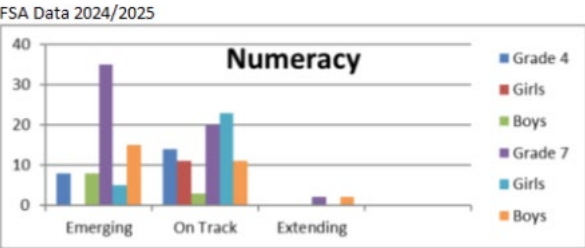
Our Vision: Preparing students to become educated citizens who contribute to a dynamic, sustainable, and diverse world.

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



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:

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

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

	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 <ul style="list-style-type: none">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: Organizational Development <ul style="list-style-type: none">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:	Student Well-Being Goal:
<p>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.</p> <p>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.</p> <p>Student MDI data will see a 10% increase in the question, “Is school a place where you feel like you belong?”</p>	<p>Each student at Carlin will feel socially and emotionally supported within Carlin school.</p> <p>Students at Carlin will learn the importance of taking ownership, both of their actions and the spaces they use daily.</p> <p>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?”</p> <p>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.</p>
Strategies and Actions:	Strategies and Actions:
<p>Classroom teachers, LRTs, and counsellors are working on several programs based in social-emotional learning and problem-solving. Our elementary students have adopted the</p> <p>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</p>	<p>Staff at Carlin were part of a district-led book club, “The Behaviour Code.”</p> <p>Staff are working on implementing Open Parachute and Zones of Regulation within their classes</p>

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

support students’ development overall and give them skills and strategies to be successful in life beyond the school walls.

As of September, our grade 6-8 students have 2 opportunities to take part in school wide leadership. One through explorations as a class and one as a lunchtime club. These students organize several fun days and other play-based activities for our school.

We have monthly school wide assemblies to promote good citizenship and we are one 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. We are also working on helping staff model these behaviours and stressing the importance of school ownership and pride.

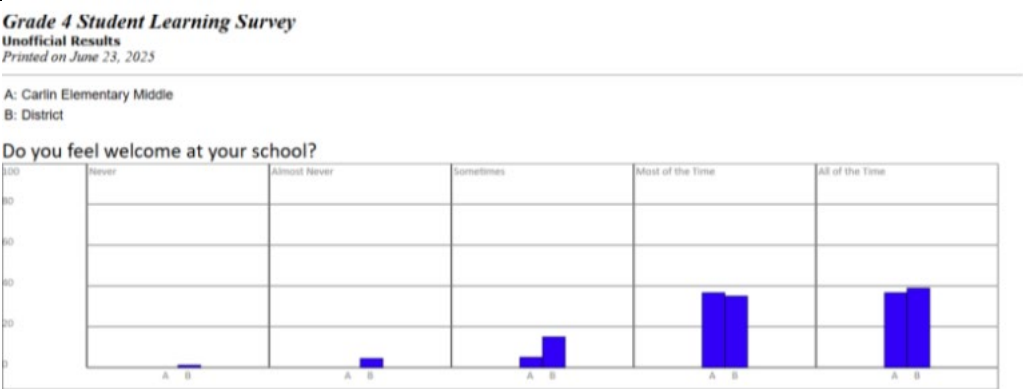
Data to Inform/Support Sense of Belonging Goal:

Student Learning Survey 2024/2025 (Sense of Belonging)



Student Learning Survey 2024/ 2025(Sense of Belonging) (Carlin Elementary Middle School, Grade 4) Is school a place where you feel like you belong?

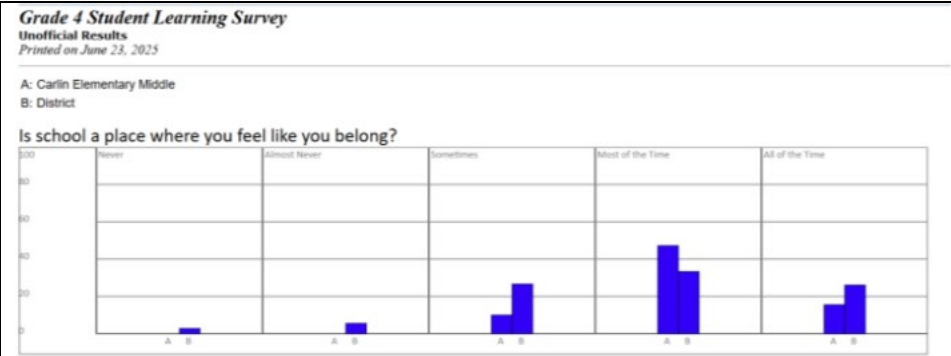
Data to Inform/Support Student Well-Being Goal:



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.

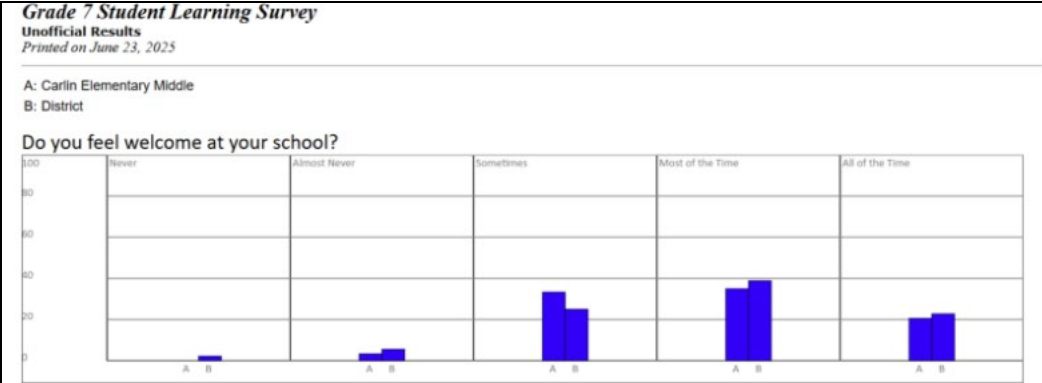
Our Values: Belonging, Respect, Empathy, Equity, Perseverance, Reconciliation



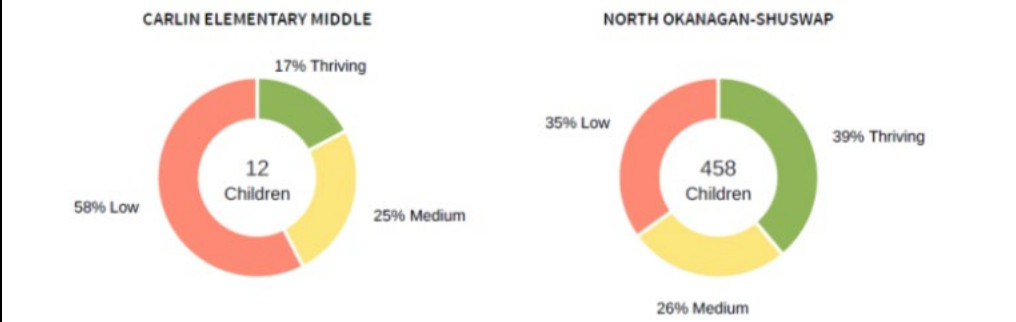
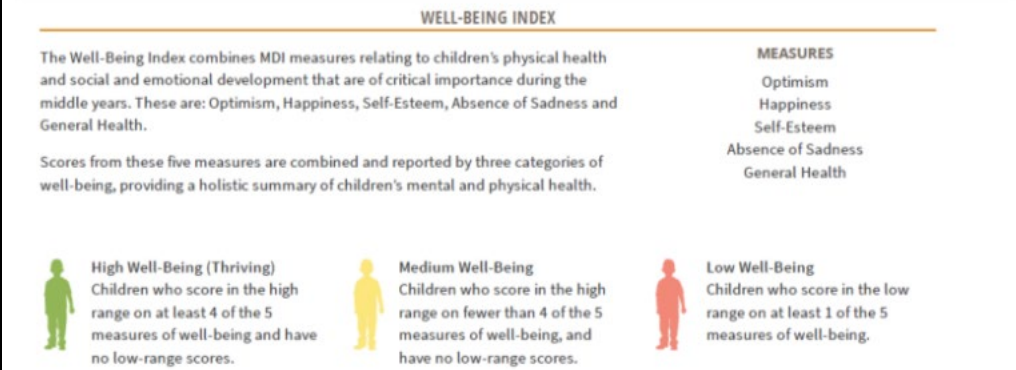
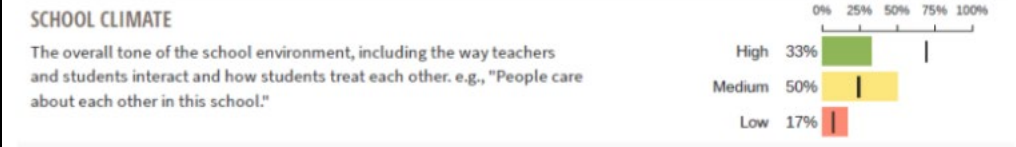
Student Learning Survey 2024/2025 (Adults who Care grade 4)



Student Learning Survey 2024/2025 (Adults who Care grade 7)



MDI: 2021/2022



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

<div>MDI 2020/2021:</div> <div><div>SCHOOL BELONGING</div><div>School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."</div><div><div><div>0%25%50%75%100%</div><div>High25%</div><div>Medium25%</div><div>Low50%</div></div></div></div>	
<div>Data Analysis/Narrative:</div> <p>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 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</p>	<div>Data Analysis/Narrative:</div> <p>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 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)</p>
<div><div>Strategic Priority: Career Development</div><div><div><div>•</div><div>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></div></div><div><div>•</div><div>In the elementary/middle years, schools should be implementing strategies to help student learn about potential career pathways and providing opportunities for career exploration.</div></div></div><div><div>Strategies and Opportunities for Career Development:</div><p>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.</p></div></div>	

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

Resources and Professional Learning	School Learning Plan Consultation Process
Identify specific learning, resources, or initiatives at the school and/or district level that will build staff capacity to work toward school goals.	Please describe the consultative process with rights holders and stakeholders in the development of this School Learning Plan.
<p>During the 2024/2025 school year many classes took a community inclusive Careers experiences. It is hoped that during the 2025-26 school year we can get more families to share their careers and have more classes involved in learning about different careers available in our community.</p> <p>In May 2025 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’</p> <p>Carlin will participate in Career programs from the district as they as they become available.</p>	<p>During the 2025/2026 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.</p> <p>Parent representatives and our Indigenous partners will be invited to participate in the development of the Learning Plan</p> <p>A copy of this report in draft/PDF form is posted on our school website, will be shared with our Indigenous partners and shared with our PAC.</p>

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