



Savona
Elementary
School
Annual

School Learning Plan 2026-2027

Revised September 2026



Acknowledgement

Secwepemcúl'ecw yi7élye ell, re tmicws re Tk'emlú'semc n7élye.
School District No. 73 (Kamloops-Thompson) acknowledges that it is on the territory of the Secwepemc Nation, specifically the territory of the Tk'emlups te Secwepemc People

Kamloops School District No. 73 is located within the traditional territory of the Secwépemc people and includes the seven Secwépemc First Nations Bands:

- Tk'emlúps te Secwépemc
- Whispering Pines/Clinton Indian Band
- Skeetchestn Indian Band
- Simpcw First Nation
- Adams Lake Indian Band
- Little Shuswap Lake Indian Band
- Neskonlith Indian Band

Our school partners with Skeetchestn Indian Band through our [Local Education Agreement](#) and the [Aboriginal Education Enhancement Agreement](#)

CONTEXT

Savona Elementary sits on the shores of beautiful Kamloops Lake in the community of Savona, forty-two kilometers west of Kamloops. The school was established in 1894, and the original schoolhouse that is still used as a classroom today was built in the mid 1900's. Within the school community, there is a strong sense of history, unity, pride, purpose, and accomplishment. Currently, the school enrolls fifty-one students from Kindergarten through Grade Seven. There are three teachers, one principal, one secretary, one custodian, and two CEAs. The principal was appointed in September 2025, so was new to the school last year.

Indigenous students make up about 14% of our school population; there are five students on the Nominal Role from The Skeetchestn Indian Band. 75% of our students travel to school by bus, arriving from the Watson Road area and the Deadman Creek Valley. The school has five regular sized classrooms - with one of those classrooms being used as a multipurpose room. We also have a library (that is in the process of Legacy Grant Upgrades), and a small gymnasium. We are able to visit the TNRD Library weekly that is across the street from the school. Multi-grade classes are the norm at Savona Elementary, and at present we have a K/1, 2/3/4, and a 5/6/7 class.

Savona Elementary also houses the Savona Early Learning Center which offers full-time care for children aged 1-6 (in the basement), a pre-k all-day program (classroom upstairs) and offers before and after school care for school-aged children (classroom upstairs). There is a desire by the principal to have the Daycare more included in school events to help improve the transition of students to kindergarten.

Savona parents are active and valued participants who support our school goals. They actively fundraise and volunteer their time for the betterment of the school. Stakeholder support for the school is exceptional. Savona Elementary is viewed as the hub of the community and is used by community groups.

We are a proud member of the South Kamloops Secondary Family along with all the other feeder elementary schools for SKSS. SKSS was kind enough to host all feeder schools with a link crew activity and school tour which reduced nervousness in the transition to high school for our students and created an excitement to attend SKSS next year. As a staff, we work diligently and with a focus to help our students garner the skills, attributes and knowledge to prepare them for secondary school and beyond.

Learning Goal

INTELLECTUAL DEVELOPMENT

To develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.

DISTRICT GOAL:

Every learner will develop competencies and skills to succeed academically.

DISTRICT OUTCOME:

Students will meet or exceed literacy/numeracy expectations for each level.

SCHOOL GOAL:

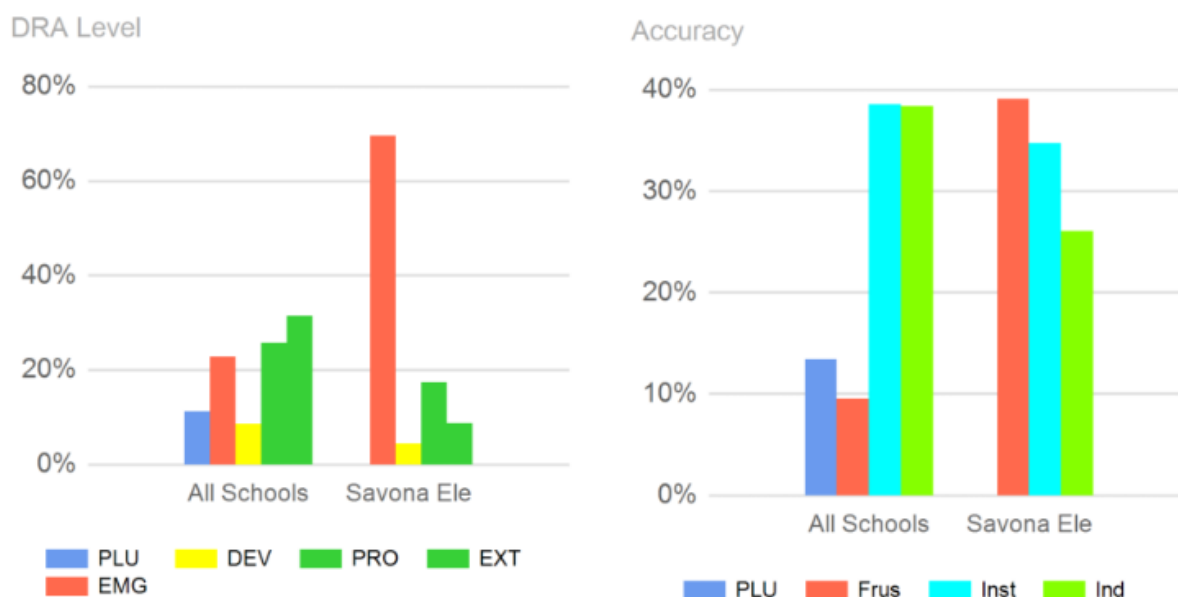
Through developing students' competencies, students will improve Literacy achievement and develop and move forward from where they are at.

SCHOOL RESULTS ANALYSIS:

When analyzing our data, one must remember that we have very small cohorts. Small cohorts do not mean accepting a culture of under-achieving. Strengths and weaknesses are just magnified over a small scale. Smaller cohorts do allow for a more intimate analysis of individual results versus cohort results. Our data is showing that there is work that needs to be done with our Primary cohorts. This work involves Literacy, but also regulation so that students are in the mind frame to learn and grow.

PRA Data and Analysis – Grades 1 to Grades 3 (All)

Savona Elementary PRA data is below District data for Grade 1 and Grade 2 students. We do start to see more students in the proficient range by Grade 3, but these results are still relatively inconsistent.



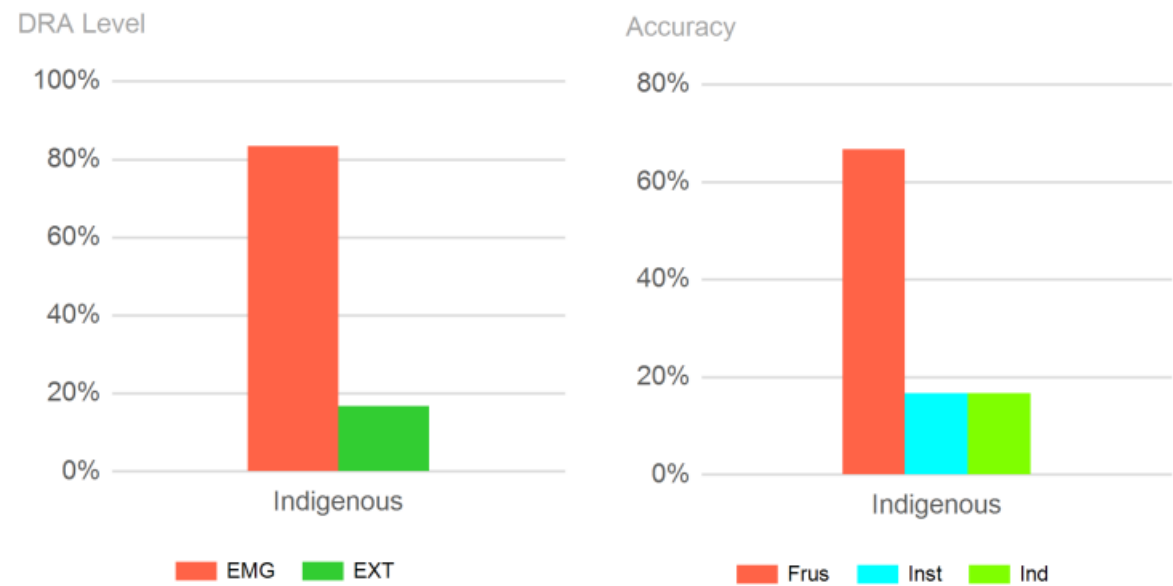
	Performance	All Schools		Savona Ele	
DRA Level	PLU	384	11.29%		
	EMG	777	22.84%	16	69.57%
	DEV	293	8.61%	1	4.35%
	PRO	877	25.78%	4	17.39%
	EXT	1071	31.48%	2	8.70%
Accuracy	PLU	457	13.43%		
	Frus	324	9.52%	9	39.13%
	Inst	1314	38.62%	8	34.78%
	Ind	1307	38.42%	6	26.09%

PRA Data and Analysis – Grade 1 to 3 (Indigenous)

Savona is committed to improving results for our Indigenous Learners.

Indigenous Learners are largely in the Emerging range for Literacy.

Primary Reading Assessment - PRA Spring (Post)



	Performance	Indigenous	
DRA Level	EMG	5	83.33%
	EXT	1	16.67%
Accuracy	Frus	4	66.67%
	Inst	1	16.67%
	Ind	1	16.67%

Universal Screener – DIBELS (Kindergarten)

This is the first year of using the DIBELS Universal Screener. We are hoping to use this data and review it frequently to help guide classroom instruction to improve Primary Literacy results by targeting specific areas of deficit.

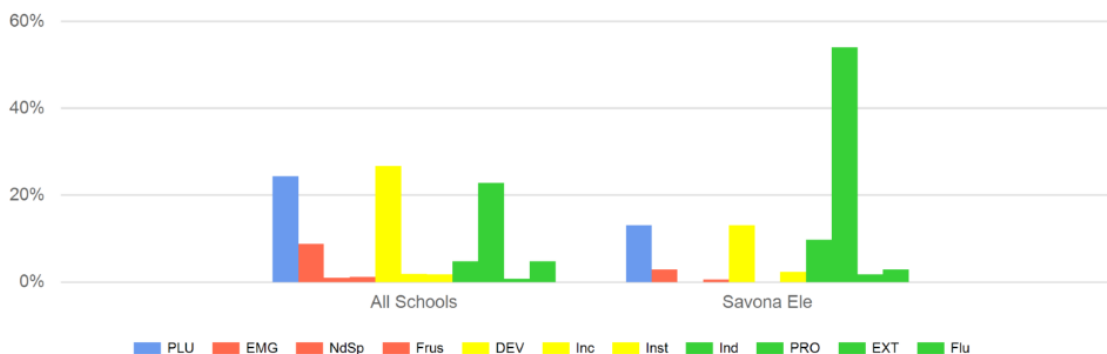
Dibels Assessment - Dibels End



NFRA Data and Analysis

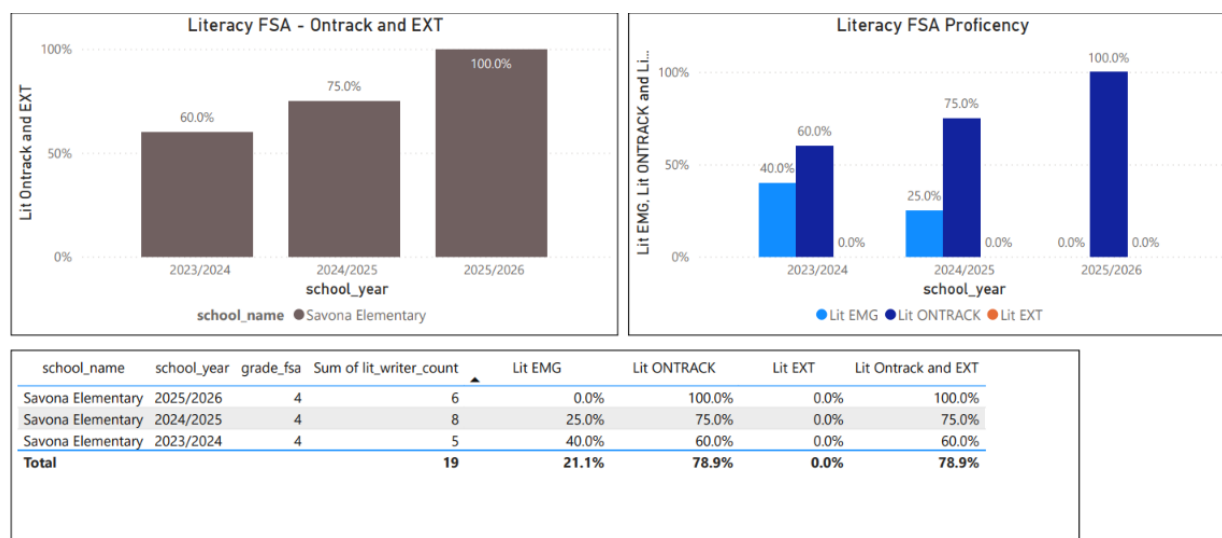
Savona Elementary's Non-Fiction Reading Assessment Data is strong compared to district results.

Nonfiction Reading Assessment - NFRA FALL



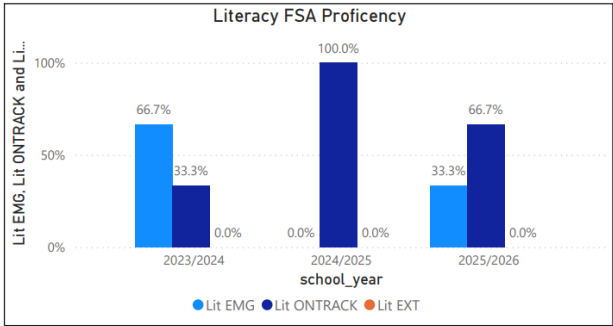
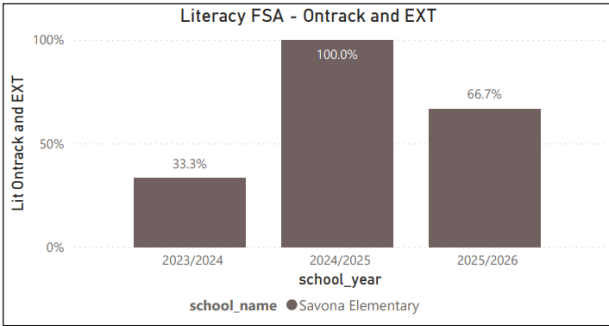
FSA Results

The FSA results for Grade 4, have all students 'on track.' Our Grade 4 Cohort is a strong group of motivated and connected students.

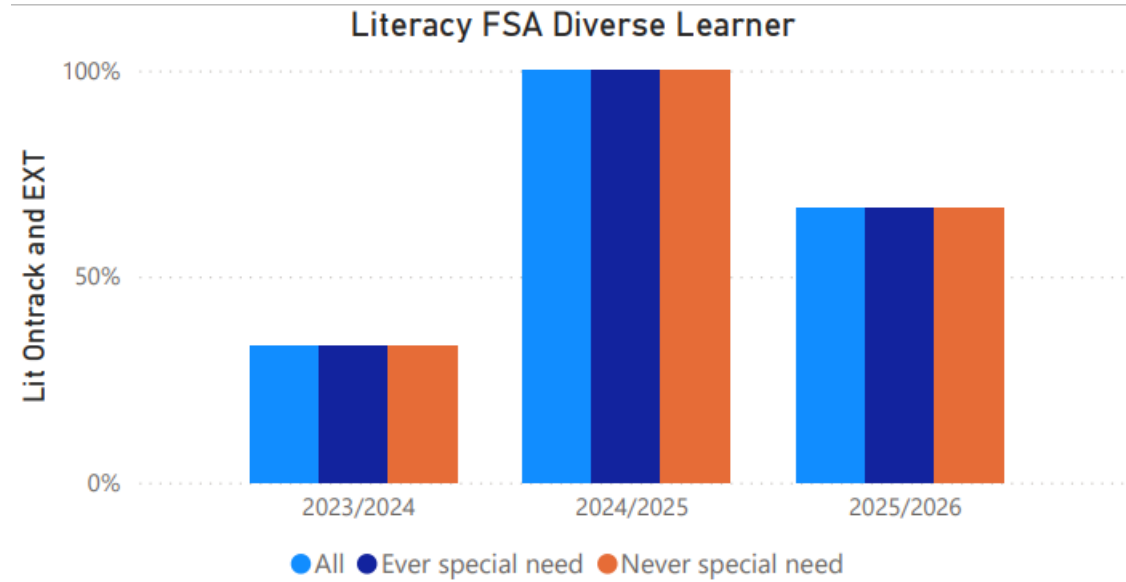


We do not have any students that identify as Indigenous in our Grade 4 cohort. We also do not have any Diverse Learners in our Grade 4 cohort.

Our Grade 7 Cohort does have some Diverse Learners. They worked hard and made strong individual gains despite the FSA results. These individual gains are not necessarily reflected in FSA results.

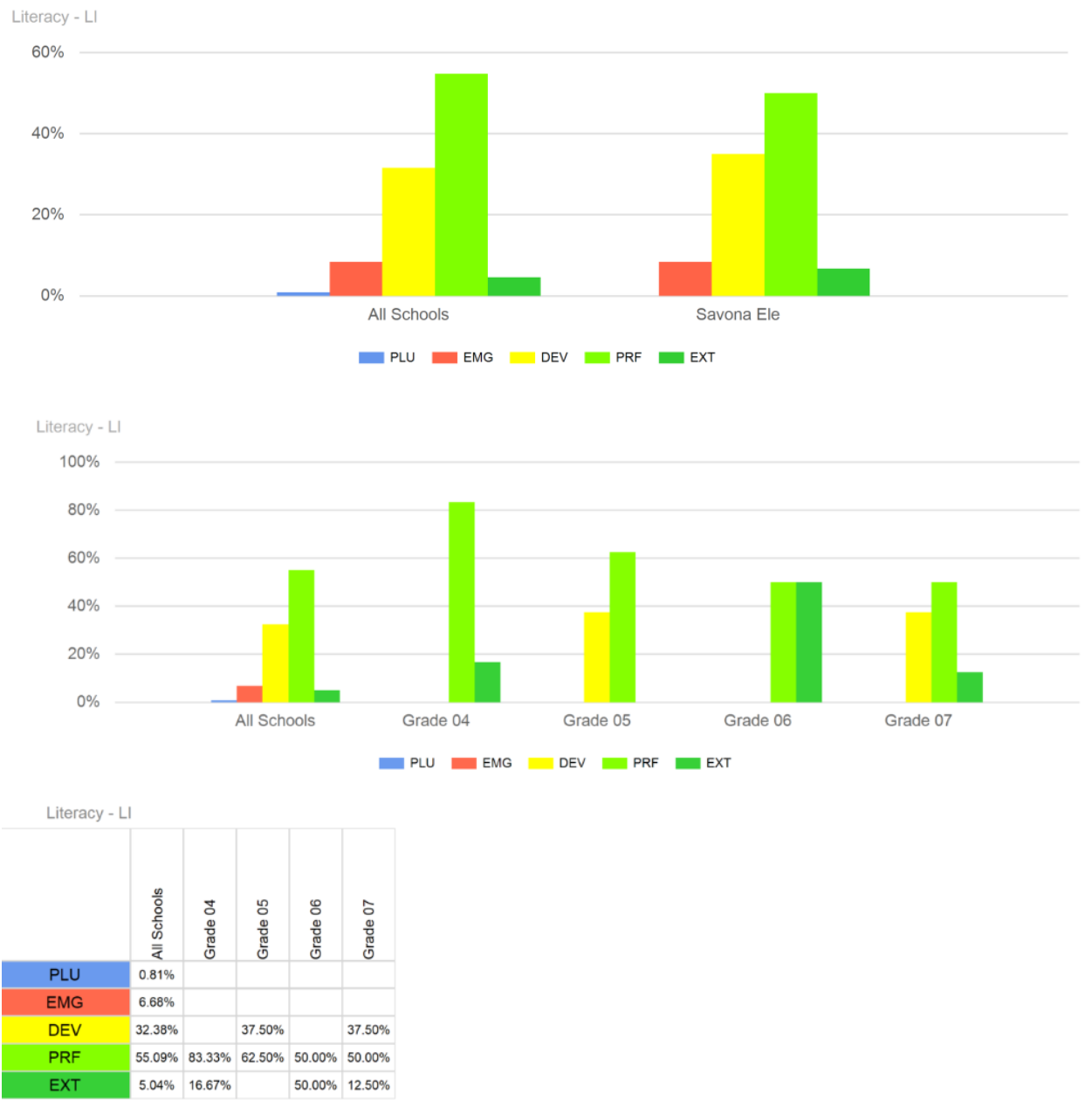


school_name	school_year	grade_fsa	Sum of lit_writer_count	Lit EMG	Lit ONTRACK	Lit EXT	Lit Ontrack and EXT
Savona Elementary	2024/2025	7	4	0.0%	100.0%	0.0%	100.0%
Savona Elementary	2025/2026	7	6	33.3%	66.7%	0.0%	66.7%
Savona Elementary	2023/2024	7	6	66.7%	33.3%	0.0%	33.3%
Total			16	37.5%	62.5%	0.0%	62.5%

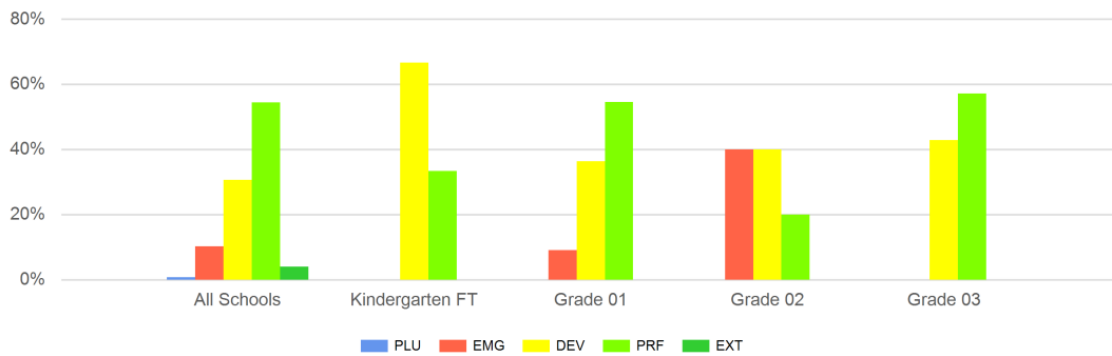


Language Arts Final Marks Data and Analysis

There seems to be a trend with Language Arts Final marks data over the years that shows a higher percentage of our Primary students achieving DEV as compared to district results.



Literacy - LI



Literacy - LI

	All Schools	Kindergarten FT	Grade 01	Grade 02	Grade 03
PLU	0.77%				
EMG	10.19%		9.09%	40.00%	
DEV	30.59%	66.67%	36.36%	40.00%	42.86%
PRF	54.42%	33.33%	54.55%	20.00%	57.14%
EXT	4.03%				

AREAS TO CELEBRATE IN LITERACY:

- Success in Numeracy has allowed for the school to shift its focus more to Literacy.
- The school library has had an upgrade (School Legacy Grant and Micro Grant). It is becoming a more welcoming space that will hopefully improve reading motivation. Work has also been done in the library to make it a more calming and welcoming space for students to work in if the classroom space is not working for them at a particular moment in time.
- Grade 4 FSA results have 100% of students being Proficient or Extending.
- Non-Fiction Reading Assessment data is strong.
- Emerging and Developing scores in Primary Grades seem to achieve Proficient or Extending by Intermediate Grades.
- Winner of a District prize of a box of books after our DEAR (Drop Everything and Read Session).

AREAS TO GROW:

- General Kindergarten to Grade 3 Literacy skill acquisition
- Improving results for Indigenous and Diverse Learners
- Grade 1 PRA results
- Grade 2 PRA results

- Grade 3 PRA results
- Effectiveness and efficiency of support models and interventions
- Differentiating Literacy Instruction (in multi-graded classrooms)
- More explicit teaching of regulation strategies and growth mindset strategies to maximize the learning that can take place in the classroom.

SCHOOL STRATEGIES:

To improve in literacy, we will:

- Complete assessments and review the data in a meaningful and progressive (forward thinking) way.
- In our Primary classes, the following strategies will be used:
 - Shift resources to Sunform and UFLI
 - Small group literacy interventions minimum four times per week with multiple adults supporting and leading groups
 - Implementation of 'Read to Self' with support provided for weekly student check-ins
 - Push-in intervention from Principal who is also LART
 - Principal who is also Teacher Librarian will take classes for a library literacy block a week and this will also be time for teachers of focus on more vulnerable learners, or providing enrichment
- Implementation of a balanced approach to Literacy in all classrooms
- Communication with families about how to realistically support Literacy at home (newsletters, open houses, and parent sessions)
- Commitment to getting a 'Come Read with Me' Program going in the school
- Commitment to celebrating National Literacy Days and events at school

To improve classroom practices:

- Know all learners
- Allow for student voice
- More systematic approach to assessing where students are at
- Professional Development will be focused on Literacy
- Staff meeting time, once a month, will be devoted to Literacy development
- The principal will act as an Instructional Leader
- Upgrade resources, as necessary
- Focus on research-based classroom practices
- Work with experts in the district (coordinators)

To improve in grade-to-grade transitions, we will:

- Attend the Link Crew tour and event put on by SKSS for our Grade 7 students.
- Have daily literacy times scheduled to accommodate the reading needs of all Primary students and then all Intermediate students. Students, regardless of grade or class will be mixed and grouped depending on 'where they are at.'
- host a Literacy themed SPARK session in the Spring
- Be systematic about setting up school wide expectations, so students know what to expect each year (SOARS).
- Arrange new classroom visits. If students are nervous about the upcoming year, we will facilitate classroom visits.
- Continue Monthly DEN Groups allow students to work with different staff members, therefore, allowing students to become familiar with all staff members. This helps students understand that all staff are trusted adults who care.

To improve Aboriginal student learning, we will:

- Apply First Peoples' Principles of Learning
- Work alongside the District Indigenous Team (including Outreach Worker)
- Invite in Indigenous Community Members or District Staff.
- Attend events at Skeetchestn School to help break down barriers between the two communities.
- Honour Indigenous themed days and celebrations throughout the year.
- Collaborate with Skeetchestn Community School (for various events).
- Teach the Seven Grandfather teachings October through May and link them to the Core Competencies.
- Distribute Intermediate student awards named after four Grandfather teachings - Coyote, Salmon, Eagle, Bear

Evidence and Next Steps:

- Consistent assessment of Primary students' Literacy development in six-week cycles
- Analysis of Intermediate students' Literacy development through the FSA and NFRA
- Use data to guide instruction and interventions
- School Based Team Meeting and parent communication to address academic concerns
- Establish Literacy and Intervention groups
- Principal will be creative to provide collaboration time for teachers and work with the Pro-D committee to ensure there are on-going learning opportunities for teachers and run intervention groups alongside teachers

Wellbeing Goal

Feeling Welcome/Safe/Sense of Belonging/Two or More Adults Who Care

HUMAN & SOCIAL DEVELOPMENT

To develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, acceptance and respect for the ideas and beliefs of others.

DISTRICT GOAL:

Every learner will feel welcome, safe, and connected to their environments (district-school-classroom).

DISTRICT OUTCOME:

Students will feel welcome, safe, and connected to their school.

SCHOOL RESULTS ANALYSIS:

Attendance, for some students, is a concern at Savona. There are some explainable reasons for these absences, including farming schedules and routines. Parents also have a commitment to having their children in activities beyond school, including rodeo, musical lessons, and sports. We do have a few students who are absent more because of a lack of connectedness and engagement to school. When at school, there are some students who say that they want to go home. There is some negative talk from students about school. Students are typically with the same teacher for two to three years, which can have some pros and cons.

SCHOOL GOAL:

Students will Increase their social and academic connectedness by improving engagement, open-mindedness, and attendance. We want students feeling heard, listened to, and validated by caring adults (personal initiative).

Student Absence Report

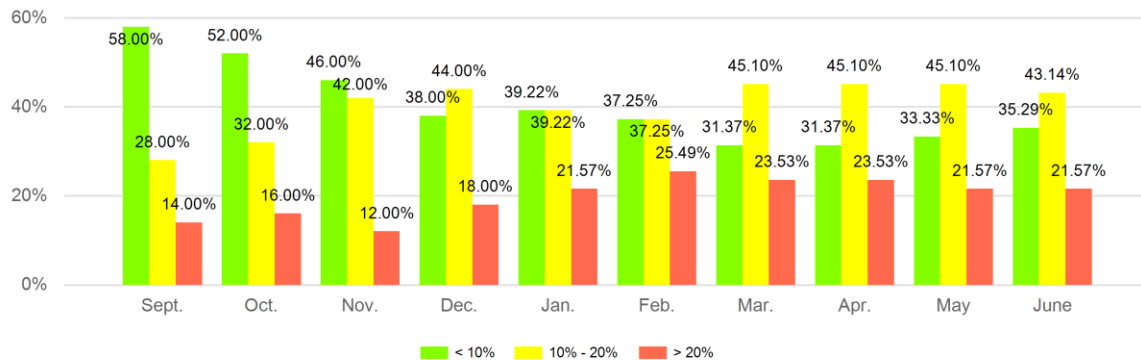
Student attendance is a strong indicator of student success. As part of our school goal moving forward, a goal would be to gain some data regarding if attendance is related to students' feelings about connection to the school and engagement in school. Savona has students who miss a fair amount of school.

Absences

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
< 10%	58.00%	52.00%	46.00%	38.00%	39.22%	37.25%	31.37%	31.37%	33.33%	35.29%
10% - 20%	28.00%	32.00%	42.00%	44.00%	39.22%	37.25%	45.10%	45.10%	45.10%	43.14%
> 20%	14.00%	16.00%	12.00%	18.00%	21.57%	25.49%	23.53%	23.53%	21.57%	21.57%

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
< 10%	29	26	23	19	20	19	16	16	17	18
10% - 20%	14	16	21	22	20	19	23	23	23	22
> 20%	7	8	6	9	11	13	12	12	11	11

Absences By Month and Range



School Inquiry Data Collection

The school is in the early stages of trying to determine students' level of engagement. Staff ranked students on a four-point scale. The scale does need some refinement, but it does serve as a starting point for tracking and analysis.

- 1 = Emerging (not engaged in learning tasks)
- 2 = Developing (somewhat engaged in learning tasks)
- 3 = Proficient (engaged in learning tasks)
- 4 = Extending (engaged and goes beyond)

Task Completion:

	K	1	2	3	4	5	6	7
EMG	2	0	4	0	0	0	0	0
DEV	2	1	2	5	0	2	0	0
PRF	2	4	0	2	3	4	2	4
EXT	0	4	0	0	2	1	2	2
Total	6	9	6	7	5	7	4	6
% PRF Or EXT	33%	89%	0%	29%	100%	71%	100%	100%

Task Engagement / Behaviour Attitude:

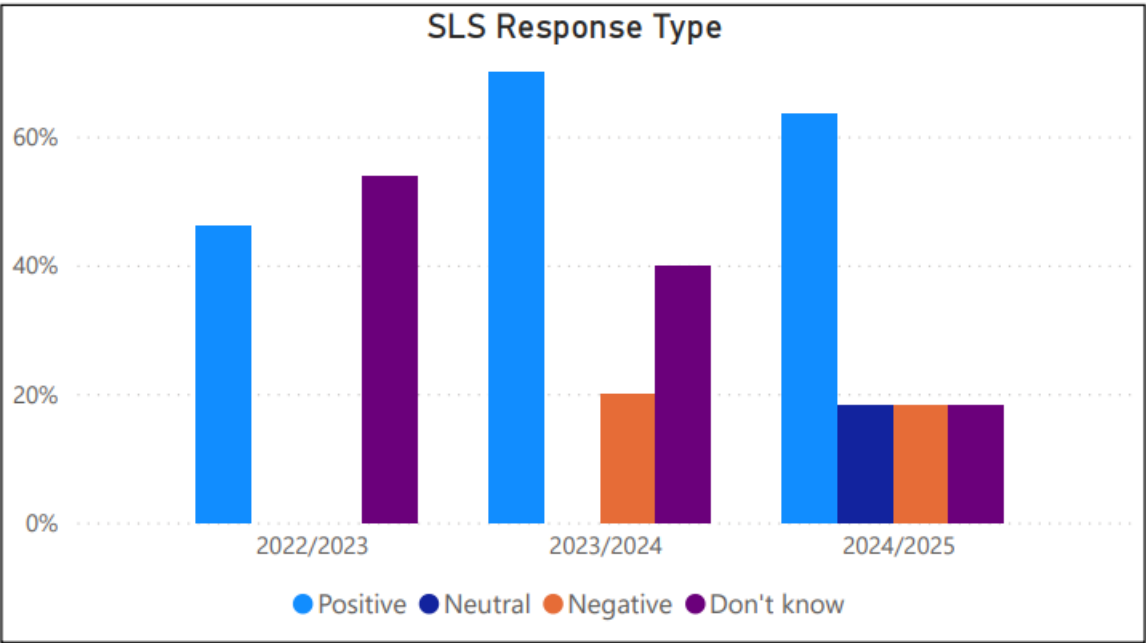
	K	1	2	3	4	5	6	7
EMG	2	0	3	0	0	0	0	0
DEV	2	1	2	5	0	2	0	0
PRF	2	4	1	2	2	5	3	5
EXT	0	4	0	0	3	0	1	1
Total	6	9	6	7	5	7	4	6
% PRF Or EXT	33%	89%	17%	29%	100%	71%	100%	100%

Staff identified students who are not necessarily engaged or on task with their learning.

Inquiry Question: Do we need to think about the tasks we are asking students to complete?

Adults Who Care – SLS

This data is important as student voice is important. Feeling like adults at school are invested and care can be a factor in how motivated students are to perform. As adults, we know that adults all care, but student perspective is important.



Areas to Celebrate:

- There is a feeling of belonging at Savona Elementary, so the well-being goal has been expanded to a personal initiative / engagement goal.
- There are some cohorts that demonstrate engagement, attendance, and perseverance.
- There are students, especially in our Intermediate grades, who challenge themselves to go beyond expectations.
- School leadership opportunities have been provided.
- The gardening initiative provided opportunities for students who need more hands-on learning experiences (made possible because of a Micro-Grant opportunity).
- Many field trips and activities to bring students together (food experience field trip).
- Many opportunities were provided to students, with some highlights being sports teams (volleyball, basketball, and flag football) and a restaurant food experience.

AREAS TO GROW:

- Add more student voice
- Refine teacher survey questions and revisit and analyze throughout the year
- Add opportunities for more choice and voice with students
- Add regulation breaks to students' schedules
- Communication and involvement from families

SCHOOL STRATEGIES:

- Open-mindedness theme day (growth mindset)
- Student surveys
- Refinement of staff data tracking
- Student Engagement Iceberg (thinking deeply / feeling safe to participate / intellectual curiosity / ownership of learning)
- Core Principles for student engagement
- Know each learner and what interests them and provides them joy
- Team building days (fun) that have students wanting to come to school
- Food
- BOKS and soft starts
- Schedule student breaks with purpose and teaching and intention
- Focus on the OECH high-quality teaching model (ensuring cognitive engagement; crafting quality subject content; providing social-emotional support; fostering classroom interaction; and using formative assessment and feedback).
- Begin conversations regarding a shift in balance to a more student-centered approach that is more active and progressive.

STREET DATA STRATEGY:

Provide your current equity-centred inquiry question:

- If we develop and use a Literacy scope and sequence for Grades K-7 at Savona Elementary...then we will be able to facilitate more seamless grade to grade transitions.

Identify which cohort of learners (at the margins) the staff is prioritizing:

- The goal is to develop a list of learning standards for each grade that are essential for the transition to the next grade. Each student's learning of each standard will be tracked and recorded. The students not displaying fulsome learning of each standard will then receive additional intervention.
- Hence, the students in the margins will be the ones that do not display sufficient proficiency in any given prioritized learning standard.

State one or two actions taken by staff to understand these learners' school experience:

- Teacher discussions of goals set by students:
 - What is your motivation for setting that goal?
 - What do you hope to accomplish by achieving that goal?
 - Reviewing progress of goals multiple times per school year.

Share how you have used, or plan to use, this information to create positive change:

- We hope to improve Literacy skills in those students that struggle with letters, phonic, phonemes, or reading.
- This would help achieve our wellness goal of self-worth, as many students often voice frustration with Literacy, and you can see how their body language changes as well as their tone.
- Discussions around appropriate interventions and classroom/school strategies to assist in this learning.
 - CEA use
 - LART involvement
 - Teacher based interventions
 - Resources and activities