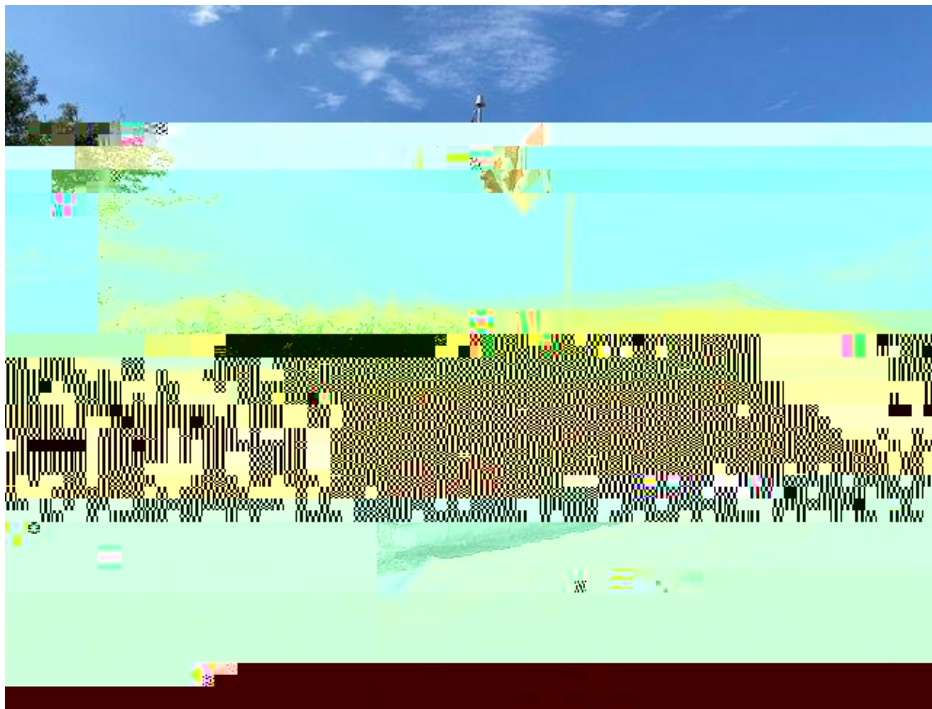


Update:



Annual School Learning Plan 2023-2024

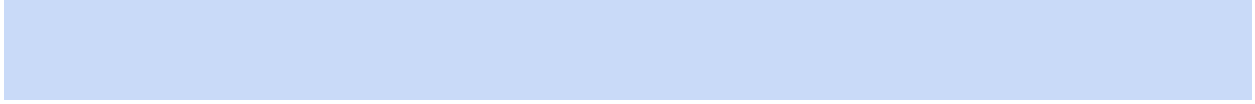


Secwepemcúl'ecw yi7élye ell, re tmicws re Tk'emlú'semc n7élye.
School District No. 73 (Kamloops-Thompson) acknowledges that it is on
the territory of the Secwepemc Nation, specifically the territory of the
Tk'emlups te Secwepemc People

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 Tk'emlúps te Secwépemc through [our Local Education Agreement](#) and the Aboriginal Education Enhancement Agreement.



Indigenous students scored 17% higher than our non-indigenous student population in Literacy

Our Literacy levels require further improvement to meet District averages
Our indigenous students are still scoring approximately 30% behind our non-indigenous students in Numeracy

Our indigenous students will have parity with our non-indigenous students and meet or exceed district averages for the Foundation Skills assessment in literacy and numeracy

To improve in literacy/numeracy, we will (classroom practices):

Further develop UDL strategies in classrooms

Provide ***focused literacy instruction*** throughout the grades at Arthur Hatton, supported by LART and other school staff. This may also include Sc tá

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Brain Based Literacy

Daily 5

Jolly Phonics (increased focus on this in the last year with our grade 1 teachers)

Reading Power (Intermediate focus)

Home reading library (Primary)

Phonological Awareness

Number talks book

Increase the number of math manipulatives available (magnetic numbers/dots, whiteboards, fraction tiles/circles, 10 frames, cards)

Vertical spaces

Numeracy collaboration with Brock Middle

Review specific sub-populations who are needing targeted strategies and consider what those strategies are by working with the School Learning Team...

Class review at the beginning of the year and identify where the needs are

Transition meetings for IEP students

Class placement meetings

Multi-age activities

SBTM's

review the strategies in the Local Education Agreements and Aboriginal Education Enhancement Agreement and include those strategies that staff agree will have the most impact.

Have AEW's work closely with our indigenous students in classes during literacy time

Regularly review PRA scores and ensure extra support is given to students who are not showing expected progress

Support families by teaching literacy and numeracy games and activities that families can do with their children

Take students on field trips to the library and teach them how to sign out books and enroll in their reading clubs/programs

Support students in having access to appropriate reading materials at home

School wide activities to help build positive school culture
Having a variety of outside equipment
Continue to implement our Positive Behaviour Support system

Transition planning for diverse and at-risk students
Continue to utilize buddy classes to build relationships with students and teachers

Build upon our Growth Mindset work through a staff book study of Brene Brown's, "The Gifts of Imperfection."
Complete professional learning on aspects of this book to help us build our understanding.
Complete an FBA for students who are struggling with their behaviours

- o Regular collaboration between staff members, parents and administration to support this goal area

Continue to incorporate First People's Principles of Learning

Training on growth mindset and the purchase of "The Growth Mindset Coach" by Annie Brock and Heather Hundley
Feeding students as necessary and supporting the food programs in our school
Providing school wide activities that support school connectedness
Providing incentives that support the development of our PBIS initiatives and Check in-Check out program
Purchasing necessary fidget and sensory tools
Having sufficient playground and PE equipment available for our students to utilize

review the strategies in the Local Education Agreements and Aboriginal Education Enhancement Agreement and include those strategies that staff agree will have the most impact.
Have AEW's work closely with our indigenous students and continue to provide a culture club as well as boy's and girl's club
Have family nights to bring families into the school
Access our Aboriginal counsellor to support our students needing extra support
Utilize our Aboriginal Resource Teacher to work intensely with some of our struggling indigenous readers and track their progress to see growth
Ensure all students have access to appropriate reading materials at home

Met on June 21st with staff to discuss goals and potential strategies, resources and professional learning necessary

Will meet in September and regularly throughout the year to further develop our ideas and check in on our progress

- September staff meeting - planned for a 'Meet the Teacher' Hot Dog evening to develop community connection

Analyze the work on the DEWRS survey, as well as the student learning survey to see where we are making a difference

Work with small groups of students to further analyze the data from the above surveys, and look for suggestions from them for how we can move our work forward