

September 19th, 2022



*Aberdeen*  
Annual School Learning Plan 2022-2023

Final Draft Due: **September 30**

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## Acknowledgement

Secwepemcúl'ecw yi7élye ell, re tnicws 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.



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## CONTEXT

Aberdeen Elementary is nestled on the beautiful slopes of Aberdeen and on the traditional territories of the Secwepemc peoples. Aberdeen Elementary was established in 1981 and ever since has been an integral part of the Aberdeen community. We anticipate growing to over 500 students with the new catchment changes being established for September 2022 which will include the addition of four portables. Grade 7 students leaving Aberdeen transition primarily to South Kamloops Secondary School although some transition to Sahali Secondary. Administrators meet monthly in our Family of Schools teams to further deepen connections for our community. Aberdeen has the best views of the district - we are the learners of the high lands (C.wisenk re tmicw te qelmucw = the people of the high land).

The school provides both Neighbourhood and Montessori learning opportunities which makes it the only dual-track elementary school in the School District. Aberdeen provides a variety of opportunities for all learners, such as: Battle of the Books, Young Authors, Young Artists, and Heritage Stamp. We also provide numerous opportunities to participate on sports teams and intramurals. Our Student Advisory Council (SAC) is made up of intermediate students from both programs and is essential for community building plans and activities. We have a dynamic Music Education Program that permeates the culture of our school. This includes a strong primary music program and an outstanding grade 7 Band program.

Aberdeen is transitioning to a more diverse population with increased complex needs. Our current enrollment is 435. 10% of our students arrive by bus every day from Knutsford, 13.5% of our population identify as Indigenous, 10% of our students have IEPs, 21% receive some form of Learning Assistance support and 6% receive ELL support.

This past year has been one of transitions: moving from operating within varied pandemic regulations to opening back up; moving from a stable staff to 13 new staff (to the district, profession, school) this year and another 12-15 new staff for 2022/2023; moving from an established administration team to a new team including three different VPs in three years; moving from traditional assessment practices to one with a student centred lens through which we are planning, teaching and assessing (i.e. Class Reviews with a focus on RTI & UDL practices); moving from letter grades to the use of the proficiency scale for reporting; from focussing on academic progression to one which fundamentally focusses on staff and student wellness through a focus on Social Emotional Learning (SEL) understandings and practices.

Although we have been able to make progress in most academic areas, it is not yet reflective of what we are capable of as a whole (staff, students, & parent/guardian community). The journey ahead will be exciting and full of further learning joy and challenges.

At Aberdeen, we seek to align with the District's Mission & Vision statements and Strategic Learning Plan, with a focus on the key goals of building strong Literate, Numerate and Self-Regulated students. This presents the cornerstone to the learning success for all students.

### **Learning Partner Engagement Process**

Throughout the upcoming year, we hope to engage our learning partners in the ongoing development and fine tuning of our school plan in the following ways:

- During PAC meetings, highlight different strategies being used to support our goals
- Providing opportunities for parents/guardians to give feedback and provide suggestions
- Publishing monthly newsletters highlighting activities and ideas associated with our Numeracy and Wellness goals
- Highlighting learning successes, community building activities and celebrations on our website and facebook sites
- Creating parent/guardian engagement sessions i.e. PAC/Admin team morning 'meet and greets' and specific afternoons/evenings focussed on numeracy, literacy and wellness topics that engage the whole family in activities
- Continuing to provide parent/guardian year-end surveys to our Indigenous families to increase opportunities to improve, authentically, the Indigenous voice
- Accessing District Curriculum coordinators and experts in the field to support staff development
- Continuing to access the expertise of our AEW, Anthony Michel, who leads us all in our journey to deepen our understanding of the First People's Principles of Learning and how to authentically engage in this learning here at Aberdeen. His work will be instrumental in helping us collaborate with additional local Aboriginal partners.

# 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 RESULTS ANALYSIS:**

### Literacy:

This year's FSA data unfortunately combined reading and writing results together. Aberdeen's data (87%) shows positive results compared to district data (74%) in literacy. This indicates a decline from previous year and the drop to below 90% is concerning. The 4-year trend provides strong positive results once again compared to the district data: Aberdeen shows results in the 90% range both at grade 4 & 7. 100% of grade 4 & grade 7 Indigenous students, compared to Non-Indigenous students (grade 4 = 95%; grade 7 = 91%), are reading proficiently at/or above in our 20/21 FSA data. For grade 4's, this is the same when comparing our diverse to non-diverse students for this year. There were no diverse students who wrote the FSA in grade 7 for data comparison. Writing FSA results show lower results overall when compared to reading, although still above district. We begin to see gaps in achievement here when comparing Indigenous to Non-Indigenous students. At grade 4, only 75% (compared to 90%) of our Indigenous students are writing proficiently or above while only 33% (compared to 92%) of our diverse learners are proficient writers. NFRA results from Fall 2021 are showing only 37% of intermediate students are proficient or extending. Our Spring 2022 School Wide Write data (K-7 participants) is contrary to the FSA results in that it is showing 63% of students proficient or extending. If we were to have a literacy goal, writing would still be the area that needs improvement.

### Numeracy:

When analyzing the current FSA data, it is evident that our Numeracy results have been slowly decreasing over time and grades. When in grade 4, our current grade 7's were showing 93% proficient or extending while they currently are showing a drop to 58%. For our Indigenous students, trends show we are doing better than District rates, and when we compare, for instance, grade 4 Aberdeen Indigenous (70%) to Non-Indigenous students (56%) we are showing steady results although still trending down over a four year snapshot. For our Diverse students, although trends show we are again doing better than District rates, comparing Aberdeen Diverse (50%) to Non-Diverse students (59%), we are trending lower in both our grade 4 & 7 cohorts and this is reflective over time. DNA data shows similar trends so far.

### Overall:

Taking all this data into consideration, it is evident that moving forward into the 22/23 school year, it is in the area of numeracy that we are most in need to focus in general and when we take into consideration specific Indigenous and Diverse learners results.

### **SCHOOL GOAL:**

Students need to demonstrate a strong sense of elementary math and how these ideas are connected. They need these skills to be efficient and accurate numeracy problem solvers.

#### ***Targets:***

“At the end of each grade, students will be able to ... “

We intend to use resources provided by Katie McCormack to guide our target setting (see appendix). Since 2019, our staff has worked extensively with Katie and are familiar & connect with her philosophical approaches to all things math/numeracy related. Targets will be intentionally set in September 2022 with staff based on the essential Curriculum Math Content outline Katie has created.

Our thinking with this approach is that before we can have teachers teaching numeracy skills, teachers need to know how to assess and support students where they are at fundamentally with their math skills and be able to apply these skills to the numeracy cycle. What are the fundamental math skills that are necessary to improve our numeracy understandings? We need to provide a fundamental developmental math assessment to build student numeracy skills and assess these using the District Numeracy Assessment. Currently, students are missing the necessary fundamental math skills needed to be numerate. The comparison to literacy for this is that you can't have literate students (who comprehend various sources of literacy with connections, understandings, etc) without strong fundamental literacy blocks (phonemic awareness and phonics skills) in place first.

### **AREAS TO CELEBRATE:**

#### Literacy:

Our FSA reading results are overall still strong (although a dip below 90% has occurred) for all students, Indigenous Students, & diverse students over time. In particular, our grade 4 & grade 7 Indigenous students are surpassing district & provincial reading expectations and are doing better than their non-indigenous counterparts in reading.

#### Numeracy:

According to FSA numeracy results, our grade 4 & 7 students are consistently above district data results in all areas (all students, Indigenous students, diverse students) and over time. In particular, our Indigenous students in grade 4 & 7 are surpassing district expectations and are doing better than their Non-Indigenous counterparts.

## **AREAS TO GROW:**

### Literacy:

Our FSA writing results show our Indigenous students and Diverse students are below their peers at Aberdeen with significant gaps showing in these results. Additionally, our NFRA results from Fall 2021 are showing only 37% of intermediate students being proficient or extending in writing.

### Numeracy:

Overall (i.e. for all students), our numeracy results have been trending lower in general compared to literacy results and over time. Although our diverse students in grade 4 & 7 numeracy FSA results are showing greater success than the district, when compared to their non-diverse peers at Aberdeen, they are almost 10% less successful.

## **OBJECTIVES:**

If we focus on accurately knowing where each student's mathematical knowledge begins through a targeted math assessment, we will be able to provide targeted instruction/intervention to support positive gains for all students. Once established, these basic skills can then be applied to numeracy challenges.

\*\*We believe this focus for all students will create proficiency in math for all students.

## **SCHOOL STRATEGIES:**

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

- implement the use of a Fall and Spring *Foundational Developmental Math Assessment* (K-7) to determine needs, instructional practices, RTI.
- begin the year by focusing on a positive math disposition (for staff and students)
- use the *District Numeracy Assessment* (DNA) in the Fall and Spring to measure growth, determine needs and inform practice (currently used at the Gr. 3 and 6 level with plans to extend this to other intermediate grade levels)
- use the DEWRS survey questions specific to math to support progress
- use the *Developmental Math Progression Checklist* to target instruction for at risk learners
- compile and compare Fall/Spring data and further disseminate the data to look at Indigenous and Non-Indigenous students
- develop an Empowerment Committee for Vulnerable Students to monitor progress, and develop and implement an active RTI model
- Math Word Wall usage in classrooms to build common language and strategies across the school
- clearly communicate the district and school calendar and processes for numeracy data collection (FSA, DNA, DEWRS, Math Assessment) through the Aberdeen Year at a Glance
- numeracy/math will be highlighted to parents through newsletters, math videos, student samples
- New Kindergarten Orientation - ensuring that in the weeks leading up to this event that there is a Numeracy specific information session with resources and informational videos is made available to families & that during the event itself, a numeracy specific station exists for family participation.

- participate in the District Numeracy sessions including having a gr. 3 and gr. 6 lead teachers again if the initiative continues
- continue to support the use of manipulatives, math toolkits, and whiteboards in math at all grade levels and financially support this using learning resource funds
- build a classroom and school culture with a “Mathematical Mindset” ie. Jo Boaler/ Carol Dweck
- implement a Math Week in the Spring
- continue use of the MathUp program by the five teachers with licenses

To improve classroom practices, we will (PD strategies):

- offer onboarding opportunities for new staff (an Onboarding Google Classroom, opportunities for in class training and team teaching with the District Math Resource Teacher, LDP Candidate or a colleague, and mentorship opportunities)
- as part of our Staff Onboarding, we will offer eight voluntary after school sessions for any staff (Teachers, Administration, Aboriginal Education Workers) who would like to learn about school practices including one math session
- invite Katie McCormack to present (ie. “Basic Skills All Math Students Require”, UDL, DI) through inservice and professional development
- continue with the Math Minds Committee for professional growth
- provide staff meeting inservice and collaboration time to build common practices, explore resources, develop common math language and focus on school goals
- use and continue to update the Staff Professional Numeracy Google Classroom which contains shared resources, past professional development materials, Math Minds Meeting minutes
- request District Inclusive Ed.Support Teacher, Deanna Brady present to staff: The Response to Intervention Model and the Classroom Teacher’s Role
- request District Principal of Information Managements and Analytics, Jake Schmidt present to staff: Creating a Culture of Data
- provide training at support staff meetings
- offer voluntary professional development book club based on math theme

**Support for transitions:**

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

- Early learning/intervention (K/1)
  - Offer side by side mentoring support for teachers new to our school and wanting support in the implementation of assessments, teaching, RTI supports, etc.
  - Based on data collected from grade level math assessment, targeted small group intervention via teachers implementing small group in-class guided math, support staff supports during math time, LART supports
  - Invite District Curriculum coordinators and resource teachers, Aboriginal support teachers & District Inclusive Ed support teachers in for additional resources and support specific to this area of need.

- provide training with Katie McCormack about the developmental progression of math skills and understanding including the Number Sense Trajectory
- use data from the school, district and provincial Math and Numeracy Assessments to guide our instructional practices
- Primary to intermediate
  - in the Spring, grade 3 & 6 students may complete practice Foundational Skill Assessments
  - common math language (ie Math Word Walls) and common practices (ie. operation strategies) will support the transition between classrooms
- Grade 7 - High School
  - Utilizing our LART, SFC & AEW: providing time to ensure this transition for more vulnerable students is done with success in mind and support plans clearly in place.
  - Reference *Basic Skills all Math Students Require* throughout and at the end of the year
  - Use and offer the Math Assessment data to the high school

The specific subpopulation who are needing targeted strategies would be our Diverse learners/learners who are not accessing grade level content.

- *The Developmental Math Progression Checklist* will be used and the data will be shared with the upcoming teacher and LARTs to indicate foundational starting points for student learning
- Targeted intervention support via LART, CEAs, AEW to get ‘in addition to’ practice
- Invite District Curriculum coordinators and resource teachers, Aboriginal support teachers & District Inclusive Ed support teachers in for additional resources and support specific to this area of need.
- Ensuring RTI, UDL and differentiated instruction is accurately defined and implemented at all grade levels by all staff
- Ensuring it is well defined, based on data, who our Level 2 & 3 students needing intervention are and prioritize additional supports based on this data.
- Ensuring staff continue to use and refer to their classes individual data so they know who needs what specific supports; how to create targeted small groups for intervention/instruction

**We believe the strategies outlined above directly align with and support the Numeracy and Transition strategies in the District Strategic Plan.**

### **Resources**

To improve in learning, we are continuing to ensure that our resources meet our students’ needs.

- Curriculum resources:
  - Targeting our learning resources for next year to specific inquiry, pro-d specific to our school plan goals
  - Ensuring all classes & teachers have the necessary tools, manipulatives and resources needed

- Looking at investing in a math intervention program such as “Do the Math”
- Human resources:
  - Inviting district personnel in whenever possible to support both students and staff moving forward
  - Continuing to contract Katie McCormack for supports, inservices and pro-d specific to the work she already started with staff prior to retiring
  - Ensuring LART supports are targeted and specific to Level 2 & 3 students in need
- Field trips:
  - Providing ‘learning on the land’ opportunities where math/numeracy concepts can be authentically practiced, reviewed, learned.

### **Evidence and Next Steps**

Plan to be revised:

- As assessments are implemented and data is added to EdPlan Insight, this plan will be reviewed (see below) and revised as necessary. Additionally, as we get feedback from staff, students and parents moving forward, their ideas, if feasible, will also be part of the revised plan.
- Assessments used for this goal area moving forward:
  - Fall DEWRS
  - Fall FSA
  - Fall & Spring DNA
  - Winter Student Learning Survey
  - School based:
    - Fall & Spring Foundational Developmental Math Assessment

Plan to be reviewed:

- September staff meetings: 19 & 26
- September Support Staff meetings: 12 & 26
- October 4th: PAC meeting
- October Student Advisory Council meeting
- October 7th: School newsletter
- November staff meeting & support staff meeting
- February staff meeting & support staff meeting
- March PAC meeting
- May staff meeting & support staff meeting
- June PAC AGM
- Additionally, time will be taken throughout the school year intentionally with the leadership team here at Aberdeen (P, VP, LDP, LART, AEW) - with a specific focus on our most vulnerable learners. This group may meet monthly and be called the: Empowerment committee. Additional staff may take part if interested.
- As well, once between September - February & again between March - June, an update and an opportunity to provide feedback will be provided specifically to our Indigenous families; a report will also be made to the Education Band Coordinator for the Tk'emlups te Secwepemc Band specific to our nominal roll students.

# Wellbeing Goal

## Sense of Belonging

### **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:**

- *86% of our students feel they belong to the school community – from our Dec. 2021 School SEL survey. This is also supported by the School Learning Survey where only 66% of our grade 4 & 7 students feel a sense of school belonging: 71% for Indigenous students; 67% for Diverse students. Our DEWRS results reflect similar information with 64% of participating students (grade 4-7) report having a positive sense of belonging; 65% for Indigenous students who participated. Our grade 4's have a 10% higher sense of belonging than our grade 5, 6, & 7's which are below Canadian Norms for these grade groups.*
- *73% of staff feel they belong at our school – from our teacher SEL PILOT survey*

*When looking at the staff results specifically, as a SEL committee, we decided that we needed to drill down further and define 'belonging' and not assume what people need to feel like they belong. As a result, we conducted a 1 question, qualitative survey that asked for clarification (see appendix). Moving forward, we want to do the same with our students. We want to be a "100% school" where all staff and all students feel like they belong to the Aberdeen learning community. With results like these and knowing how a sense of belonging is fundamental to wellness and ultimately academic success at school, we are dropping our previous goal (i.e. to help all learners focus and reach their potential through brain-centered management and the corresponding teaching strategies i.e. brain learning, resilience, growth mindset, etc.) for something more specific to what the data is telling us.*

### **SCHOOL GOAL:**

Students & staff will demonstrate respectful and inclusive behaviour to create a sense of belonging for all.

**AREAS TO CELEBRATE:** When considering our SLS results, we are consistently above both province and district results, although below Canadian norms. Our diverse students also show above district results and non-diverse student results. In our school SEL survey (K-7 results) 86% of our students do feel they belong.

## **AREAS TO GROW:**

### **With regards to Student Learning Survey:**

- All students' sense of belonging is too low.
- Aberdeen Indigenous students are showing below the district results. There is a significant discrepancy between Indigenous and Non-Indigenous sense of belonging at our school.
- We wonder what is attributing to the sense of belonging decreasing as students get older.

### **With regards to our Staff SEL Survey:**

- Only 73% of staff feel they belong at our school.

In consideration of all the above, we have considerable growth to tackle for both staff and students' sense of wellness.

## **SCHOOL STRATEGIES:**

- To improve sense of belonging, we will (classroom practices):
  - create emotionally healthy learning environments through the use of SEL, Mental Health Literacy and Trauma Informed Practices (providing onboarding, inservice, collaboration, and shared staff resources and spaces to facilitate successful implementation)
  - implement UDL, RTI and differentiated practices to honour all learners
  - embed First Peoples' Principles of Learning into our curriculum and school culture
  - Indigenize the school in all aspects and spaces of learning i.e. change from clans to bears; grizzly bear to black bear; highlanders to people from the high lands; Scottish family crests above doors to bear paw emblems
  - continue with monthly meetings of the SEL Committee
  - Create the Empowerment Committee for Vulnerable Learners
  - follow a PBIS model including a year long theme, collaborative startup week in September, behaviour matrix (RoarS) and tracking of unexpected behaviours
  - implement classroom based SEL practices (2022 SEL Pilot resources to be shared with staff, MindUP, Staff MindUP, EASE, KITK, Spirit Buddies, W.I.T.S.) and provide SEL tools and spaces
  - include student voice through the intermediate Student Advisory Committee (SAC). Among other leadership opportunities, they will choose the monthly Grandfather's Teaching, and theme days
  - Class Review RTI Meetings in the Fall and if possible, a review in February after the progress report has gone home
  - encourage all classrooms to have a Buddy Class for purposeful shared learning and coaching
  - participate in the *One Book One School* year long family/community book club
  - New Kindergarten Orientation - ensuring that in the weeks leading up to this event that there is a SEL specific information session with resources and informational videos made available to families & that during the event itself, a SEL specific station exists for family participation.
  - invite classrooms to join the Kind Kids Club
  - share SEL practices with families through newsletters, PAC meetings, etc.

- offer extra-curricular activities
- offer Primary and Intermediate Indigenous Groups at lunch hour with the Aboriginal Education Worker
- offer LART Lunch Hour groups for diverse learners, students in need of additional social/emotional connections and supports
- provide Tech Groups for diverse learners
- honour the First Peoples' Principles of Learning and Aboriginal worldview and perspectives
- have school connectedness as a focus in health and career education
- To improve classroom practices, specific to a sense of belonging, we will (PD strategies):
  - provide extensive in person and online onboarding for new staff
  - invite Restorative Practices Trainer, Cammy Plummer, to continue her work with staff in learning to implement Circles and Restorative Practices
  - continue the ongoing work done by our Aboriginal Education Worker that specifically focuses on connection to each other, the land and culture
  - continue to provide training on Trauma Informed Practices (Jenna Ewert support if possible)
  - invite Deana Brady in to share about RTI beliefs and practices
  - provide training on Competency Based IEPs
  - continue to offer voluntary professional development Book Clubs
  - continue to provide and update an SEL Staff Google Classroom
  - provide staff with collaboration time to focus on school goals
  - Lunch and Learn opportunities with Dr. Jody Carrington's *Teachers These Days* Online Workshops
  - implement grade based platooning to further promote connections between classes

The specific subpopulation who are needing targeted strategies would be Indigenous Students who are not feeling the same sense of belonging as Non-Indigenous peers.

- Targeted intervention support via LART, CEAs, AEW to get 'in addition to' practice
- Invite District Curriculum coordinators and resource teachers, Aboriginal support teachers & District Inclusive Ed support teachers in for additional resources and support specific to this area of need.
- Ensuring RTI, UDL and differentiated instruction is accurately defined and implemented at all grade levels by all staff
- Ensuring it is well defined, based on data, who our Level 2 & 3 students needing intervention are and prioritize additional supports based on this data.
- Ensuring staff continue to use and refer to their classes individual data so they know who needs what specific supports; how to create targeted small groups for intervention/instruction
- To improve staff's sense of belonging, we will
  - include Spirit Buddies at staff meetings

- provide onboarding for new staff
- create shared spaces to gather
- provide opportunities for collaboration, team teaching, platooning, mentorship
- provide numerous opportunities to have staff voices heard through the distributed leadership offered with the many staff committees (ie. SEL, Empowerment for Vulnerable Learners, Math Minds, Early Literacy, Learning Resource Committee)

## **Resources**

To improve in learning, we are continuing to ensure that our resources meet our students' needs.

- Curriculum resources:
  - Targeting our learning resources for next year to inquiry/pro-d specific to our school plan goals
  - Ensure LART has programs & resources necessary to support
  - Ensure staff are trained with EASE, Mind-Up, Zones of Regulation, SuperFlex, etc. programs
- Human resources:
  - Inviting district personnel in whenever possible to support both students and staff moving forward i.e. Jenna Ewert who led us this year in the SEL Pilot
  - Accessing more intentionally the Aboriginal Education teachers and their areas of expertise
  - Accessing through the district Worry Dragons support
  - Ensuring LART supports are targeted and specific to Level 2 & 3 students in need of social/emotional/behavioural support
- Field trips:
  - Providing 'learning on the land' opportunities where concepts (connection to the land and each other) can be authentically practiced, reviewed, learned.
  - School wide field trips such as the whole school going together to the Salmon Run at Adams River
- To improve wellbeing, we are allocating our financial resources towards:
  - School wide field trip
  - Ensuring staff, students and classrooms have the tools and resources needed to self-regulate, connect and belong to school, land and each other
  - Completing the staffroom renovation so staff have a comfortable place that they are interested in meeting and connecting with each other
  - Ensuring that monies are available for our snack/lunch program for students
  - Through the SEL committee, continuing to plan staff wellness & connection activities regularly throughout the year

**We believe the strategies outlined above directly align with and support the Human & Social Development strategies in the District Strategic Plan.**

## Evidence and Next Steps

Plan to be revised:

- As assessments are implemented and data is accumulated, this plan will be reviewed (see below) and revised as necessary. Additionally, as we get feedback from staff, students and parents moving forward, their ideas, if feasible, will also be part of the revised plan.
- Assessments used for this goal area moving forward:
  - Fall DEWRS
  - Winter Student Learning Survey
  - School based:
    - January SEL Staff Survey
    - June SEL Student Survey
    - Intermediate Indigenous Student Year End Survey & all Indigenous Families Year End Survey
    - Student Core-Competency Self-Reflection

Plan to be reviewed:

- September staff meetings: 19 & 26
- September Support Staff meetings: 12 & 26
- October 4th: PAC meeting
- October Student Advisory Council meeting
- October 7th: School newsletter
- November staff meeting & support staff meeting
- February staff meeting & support staff meeting
- March PAC meeting
- May staff meeting & support staff meeting
- June PAC AGM
- Additionally, time will be taken throughout the school year intentionally with the leadership team here at Aberdeen (P, VP, LDP, LART, AEW) - with a specific focus on our most vulnerable learners. This may meet monthly and be called the: Empowerment committee. Additional staff may take part if interested.
- As well, once between September - February & again between March - June, an update and an opportunity to provide feedback will be provided specifically to our Indigenous families; a report will also be made to the Education Band Coordinator for the Tk'emlups te Secwepemc Band specific to our nominal roll students.

## CULTURAL & IDENTITY GOAL

**Aberdeen will not be taking on a specific Cultural & Identity goal this year. We will refer to and follow the district report on this goal.**

### CULTURAL & IDENTITY DEVELOPMENT

To develop a sense of identity in individuals and cultural safety and humility in communities.

**DISTRICT GOAL:** Every learner will feel safe and thrive personally and culturally.

**DISTRICT OUTCOME:** Learners will have educational experiences that are free of racism, discrimination, sexism, harassment, and homophobia.

**DISTRICT OBJECTIVE:** Establish a baseline of awareness with students, staff, and parents about cultural safety and humility.

**SCHOOL STRATEGIES:** Although not specifically pursuing this goal, safety for all students plays a part in our specific well-being goal = belonging. We also actively engage and take part in celebrating a diverse spectrum of cultural based days:

- Orange Shirt/National Truth & Reconciliation Day
- World Educator Day
- Pink Shirt Day
- Equity Month
- Black Shirt Day
- National Indigenous People's Day
- The Missing Memorial Day
- Day of Suwewtwew
- Pride Day
- MMIW Day
- May the Fourth Be With You Day
- We would like to reconnect with the District Powwow in Spring of 2023; and celebrate/recognize other cultural days/events such as Lunar New Year

#### **Evidence and Next Steps**

Not applicable for the 22-23 school year.