

Update: Sept 18, 2022



Arthur Hatton Elementary Annual School Learning Plan 2022-2023



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

CONTEXT

Arthur Hatton is a Kindergarten-Grade 6 school in the Norbrock Family of Schools. We are home to 259 students, of which 96 are aboriginal, 25 are on inclusive education plans and 12 are English language learners. We are currently piloting both the Just B4 preschool as well as the after school “Seamless Day” childcare program. We also have a Strong Start program which further supports our pre-school families.

A fundamental belief of the school staff is to build a positive school climate that allows students to feel safe and able to learn. Our staff accepts learners for who they are and without judgment. We are located in one of the lowest socio-economic areas of the city and therefore have many families in vulnerable situations. We have many supports and structure in place to facilitate success. We hand out 35 Starfish backpacks each week, feed up to 40 students every morning with the PowerStart breakfast program, and support multiple families with the lunch program. We work closely with multiple agencies to build resiliency for our diverse learners.

At our school we have two Aboriginal Education Workers as well as a Shuswap Teacher who support both the learning as well as the cultural development of our aboriginal learners. Through our aboriginal boys and girl’s groups, culture clubs, family dinners and extensive in-class work we connect our students to their culture.

Our School Vision is:

The 3 New Rs:

Nurturing **R**esilience

Encouraging **R**esponsibility

Cultivating **R**espect

“Education is a human-centered enterprise. We cultivate the minds, hearts, and emotional well-being of students and staff.”

Learning Goal

Literacy: Students will become more proficient in literacy which will also result in improved achievement in numeracy through a greater understanding of problem solving and language related to numeracy.

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:

In the 2021-22 school year, our Grade 4 students were 18% below the district average in the Foundation Skills Assessment in Literacy. In Numeracy, we were even further below at 36% below the district average. In order to improve in these areas we believe that we need to focus on developing our student's literacy, as we expect this will also have a positive effect on our numeracy scores as students will find it easier to read and understand the questions being presented to them. Unless students have a strong foundational basis in literacy, they will struggle to achieve in numeracy.

SCHOOL GOAL:

Our students will meet District averages in Literacy as assessed through the Primary Reading Assessments and the Foundational Skills Assessment by 2027. In turn, our numeracy scores will improve to within 10% of the District average on the Foundational Skills Assessment by 2027

AREAS TO CELEBRATE:

- As a school our literacy scores have been improving year over year since 2017
- Our indigenous students' scores have been increasing year over year as well

- A specific area to notice is how well our diverse students have done
 - There has been year over year growth since 2017-18
 - In 2020-21 our diverse students were 100% on track
 - Please note that these are small numbers of students and as such, may fluctuate more dramatically year to year than other demographics

AREAS TO GROW:

- Our indigenous students are still scoring approximately 10 points behind our non-indigenous students

OBJECTIVES:

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

SCHOOL STRATEGIES:

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

- Further develop UDL strategies in classrooms
- Continue to implement literacy groups, small group instruction
- Develop common language and concepts across grades in literacy and numeracy
- Continue to have LART support our diverse learners and provide push in support
- to utilize the numeracy assessment developed by Arthur Hatton staff

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

- Provide focused collaboration at staff meetings (coaching time, professional conversations)
- Dedicate two professional days to focus on literacy/numeracy
- staff learning (professional articles/book resource study)
- regular check-ins on classroom practices
- staff driven professional learning
- Collaborate strategies for interesting cases (teach by committee)
- Teaching using consistent resources
- Work with the Literacy coordinator team to further develop strategies

Resources to Consider:

- Using Heggerty Phonological Awareness kits
- LLI kits
- PM Benchmarks
- Brain Based Literacy
- Orton Gillingham
- Daily 5

- Jolly Phonics
- Reading Power
- Home reading library
- Intermediate leveled reading
- Phonological
- Number talks book
- Increase the number of math manipulatives available (magnetic numbers/dots, whiteboards, fraction tiles/circles, 10 frames, cards)
- Vertical spaces

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

- Review specific sub-populations who are needing targeted strategies and consider what those strategies are by working with your 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

To improve Aboriginal student learning, we will... (Use Local Education Agreement and Aboriginal Education Enhancement Agreement)

- 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
- Have family nights to teach literacy and numeracy games and activities that families can do with their children
- explain how you are working with your local First Nation (Education Band Coordinator, families) to meet the needs of Aboriginal students.
- Take students on field trips to the library and teach them how to sign our books and enroll in their reading clubs/programs
- 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

Evidence and Next Steps

- Met on June 15th 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

Primary Reading Assessments will be collected 4 times throughout the year. After they are collected we will meet as a group and review our goals and objectives.

Wellbeing Goal

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

At Arthur Hatton, we will create a positive school climate that leads to a culture of resiliency.

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 GOAL:

At Arthur Hatton, we will create a positive school climate that leads to a culture of resiliency.

SCHOOL RESULTS ANALYSIS:

[data appendix](#)

AREAS TO CELEBRATE:

- At Arthur Hatton we have a strong sense of belonging (8% above the district avg)
- Students feel welcome at our school (6% above average)
- Indigenous students at our school feel significantly more welcome than both the district average, and non-indigenous students at our school
 - 90% in 2020-21 (compared to 61% and 60% respectively)
- Diverse students at our school feel significantly more welcome than both the district average, and non-diverse students at our school
 - 100% in 2020-21 (compared to 66% and 71% respectively)

AREAS TO GROW

- In 2020-21 we had a significant dip in students feeling like adults cared about them; although we still have a positive five year trend; we were 14 points below the district average
- In 2020-21 we were only 1% above the district avg for feeling safe at school; this is a drop from our 5 year trend where we have been 6% above average
- An area for us to think about is that our indigenous students have a strong sense of belonging (80%); but only 47% of our non-indigenous students have the same sense of belonging; it will be important that all students develop a sense of belonging in our school

SCHOOL STRATEGIES:

- Further investigate why non-indigenous students do not feel a sense of belonging to the school through small focus groups
 - Further develop strategies that will positively impact all student's sense of belonging
- Continue with our check in and check out program
- Continue to teach resilience through developing a growth mindset
- Continue to teach mindfulness and utilize trauma informed practices
- Provide sensory tools to students as necessary (portable sensory stations available) alternate seating, fidget, timers, etc.
- Provide many opportunities for students to build relationships with the adults in the building outside of regular instruction time (ex. intramurals, extra-murals, lunch club, culture club, boys and girl's club,
- Provide adult mentors for our at risk students
- Use of our SET room to help with student self regulation
- Provide students with food when/if needed
- School wide activities to help build positive school culture
- Having a variety of outside equipment
- Continue to implement our Positive Behaviour Support system

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

- Meet in May, June and September with in-coming/out-going teachers
- Utilize Den groups to provide opportunities for students to meet outside of regular classroom groups
- Continue to utilize buddy classes to build relationships with students and teachers

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

- Learn about Growth Mindset strategies as outlined in “The Growth Mindset Coach” by Annie Brock and Heather Hundley
- Complete professional learning on aspects of this book to help us build our understanding
- Bring in a guest speaker to support us with developing growth mindset in our students
- Complete an FBA for students who are struggling with their behaviours
 - Regular collaboration between staff members, parents and administration to support this goal area
- Continue to incorporate First People’s principles of learning
- School and Community Garden Project

To improve wellbeing, we are allocating our financial resources towards...

- 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

To improve Aboriginal student learning, we will... (Use Local Education Agreement and Aboriginal Education Enhancement Agreement)

- 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

Evidence and Next Steps

- Met on June 15th 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
- 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