



Arthur Stevenson Elementary School
Annual School Learning Plan 2022-2023

Revised September 21, 2022



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

Arthur Stevenson Elementary School partners with Tk'emlúps te Secwépemc through our Local Education Agreement and the [Aboriginal Education Enhancement Agreement](#).

CONTEXT

Arthur Stevenson School Vision

I'm kind and curious
I'm in control of me.
I'm working hard each day
To be the best that I can be!

Always Seeing Everyone's Success

Arthur Stevenson Elementary School is a Kindergarten to Grade 7 school that is located in the heart of Westsyde and a part of the Westsyde Family of Schools. Arthur Stevenson has approximately 315 students within 15 divisions. The school population includes 68 students who are of Aboriginal Ancestry and 35 students with Inclusive Education Plans.

Our diverse group of students comes to us with a wide variety of talents, abilities, skills, and needs. Our school staff works hard to respond to these diversities by providing engaging learning opportunities that allow for student success. They advocate for their students by finding services or programs that will enhance their classroom practices. In addition, the staff attends professional development sessions, collaborates with one another, and models professionalism, caring, and compassion.

Arthur Stevenson is a PBIS school. During the 2019-2020 school year, the social responsibility matrix (R.O.C.K. S.) was revised and students continue to learn about being socially responsible citizens. ASES students are given the opportunity to participate in many exciting events and programs throughout each school year. These include:

- School Athletics - cross-country running, volleyball, basketball, track and field, flag football
- After School and Lunch Programs - fine arts club, Cobra Hockey League, cooking program, SOGI club, Diversity club
- Classroom Experiences - hands-on learning opportunities, Aboriginal passions projects, technology-driven activities, talent shows, class collaboration projects, outdoor learning opportunities, and more

Arthur Stevenson students are encouraged to think critically and creatively while interacting in a socially responsible way.

In addition to working within their school community, we have had a goal within our Family of Schools to promote and encourage collaboration between teachers within the Westsyde Family of Schools.

Learning Partner Engagement Process

Throughout the 2021-2022 school year, staff and parents were kept apprised of the new District Strategic Plan with the intent that they will revise their school goals during the 2022-2023 school year. Arthur Stevenson school staff spent time discussing the gains that we made with our school goals from the previous School Learning Plan and possible changes that may need to be made.

Throughout the 2022-2023 school year, our staff, parents, Aboriginal community members, and students will be provided with the opportunity to look at our learning data (DEWRS, Student Learning Survey, Foundation Skills Assessment, District Numeracy Assessment, Nonfiction Reading Assessment, Primary Reading Assessment, and Kindergarten Survey) as well as our Local Education and the Aboriginal Education Enhancement Agreements to help steer our discussions to determine new school goals.

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:

As described below in the Areas of Growth, it is important for us to continue to focus on literacy and numeracy for All Students as well as for our Diverse Students. Our PRA data shows that our students are above the district average at the grade one and two levels for all students as well as for our Aboriginal students. Our grade 3 PRA data shows that our students are slightly below the district average. There is still room for improvement. Our FSA data for grade 4 shows that our students are above district average in literacy and numeracy. Our 2021/2022 grade 7 FSA data shows that our

students are below district and provincial average in reading and numeracy. This is concerning because this particular group of grade 7s was above the provincial average when they were in grade 4. We feel that this is linked to our students' sense of belonging and the value they place on school outcomes. Finally, our Diverse students are not performing as well as the non-Diverse students.

SCHOOL GOAL:

All students will develop competencies to meet or exceed literacy and numeracy expectations for each level.

AREAS TO CELEBRATE:

Foundational Skills Assessment:

Reading:

- 95% of All Students at the grade 4 level are On Track or Extending.
- There are 2% more Indigenous students at the grade 4 level performing On Track or Extending than non-Indigenous students.

Writing:

- 100% of Indigenous Students in grade 7 are On Track or Extending.

Numeracy

- 70% of All Students at the grade 4 level are performing On Track or Extending. This is as good as or better than the District/Province.
- More Grade 7 Indigenous students are On Track or Extending than the non-Indigenous students at the school level and in comparison to All Students at the District level.

Primary Reading Assessment:

- 62% of all Grade 1 and 62% of Grade 2 students are proficient or extending. This is higher than the district average.
- Our Aboriginal students are performing better than the District average for Aboriginal students.

AREAS TO GROW:

Foundational Skills Assessment:

Reading:

- All students at the grade 7 level are performing poorer than all students at the district and provincial levels.
- Diverse students at the grades 4 and 7 level are performing poorer than non-diverse students at the school and district levels.
- Indigenous students at the grades 4 and 7 levels are performing poorer than non-Indigenous students at the school and district levels.

Writing:

- Less students from the subgroups All, Indigenous, and Diverse Students are On Track or Extending as compared to the District and Province at the grades 4 and 7 levels (with the exception of grade 7 Indigenous students).
- 57% of Indigenous Students and 50% of Diverse Students are On Track or Extending.

Numeracy

- There are fewer Indigenous students at the grade 4 level who are On Track or Extending.
- 0% of Diverse Students at the grade 4 level are On Track or Extending.

Primary Reading Assessment:

- Less grade 3 All Students and Aboriginal Students are performing at the Proficient or Extending levels than the District.

OBJECTIVES:

All students will meet or exceed literacy and numeracy expectations.

SCHOOL STRATEGIES:

To improve in literacy, we will:

- Provide Learning Assistance support during class lessons as well as intensive literacy instruction for specific students to ensure all students are reading at grade level by the end of grade 3.
- Use proficiency-based and formative assessments to identify appropriate interventions and guide classroom instruction.
- Provide diverse learning opportunities featuring multi-level resources that promote joyful reading, thoughtful written responses, and interesting conversations.
- Provide easy access to Aboriginal reading materials (guided reading books, literature circle books, picture books, etc.).
- Embed First Peoples Principles of Learning into project tasks (ie. Aboriginal storytelling with Blue Bots, critical thinking discussions around Aboriginal read alouds).

To improve in numeracy, we will:

- Provide diverse learning opportunities that ensure an entry point for all learners that promotes positive mathematical mindset and computational understanding.
- Continue work on redesigning numeracy lessons to include Cognitive Guided Instruction.
- Engage in number talks at all levels to develop computational fluency while use thinking skills to transform their understanding to new levels.
- Implement effective numeracy approaches using real life problems so that students can interpret, apply, solve, analyze, and communicate.
- Participate in the District Numeracy Project
- Use proficiency-based and formative assessments to identify appropriate interventions and guide classroom instruction.
- Implement strategies from Local Education Agreements and the Aboriginal Education Enhancement agreement.

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

- Build collaborative planning time into the schedule - prep schedule, staff meetings, and release time.

- Participate in the District Numeracy Project
- Encourage discussions around best practices in literacy instruction at staff meetings.
- Encourage staff to participate in literacy and numeracy offerings put on by the District on professional development days.

To improve Aboriginal student learning, we will use the Local Education Agreement and the Aboriginal Education Enhancement Agreement

- Link lessons to the First Peoples Principles of Learning by ensuring that:
 - Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness to the land, the spirits and the ancestors).
 - Learning involves patience and time.
 - Learning recognizes the role of Indigenous knowledge.

Evidence and Next Steps

In May 2022, teaching staff reviewed data (District Numeracy Assessment, Primary Reading Assessment, Nonfiction Reading Assessment, Foundational Skills Assessment, DEWRS, and Student Learning Survey) to discuss next steps for the remaining two months of school and moving into the next school year.

Further consultation will begin in the Fall of 2022 with staff (teaching, support, AEW), students, parents/PAC, and Indigenous community members.

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:

Our DEWRS and Student Learning Survey data shows that all students are significantly below the Canadian norms.

It is important for us to focus on our sense of belonging. Our low sense of belonging may negatively impact motivation, sense of community, and lack of respect. Although we have been focusing on this area, it is an area of great need. Our previous goal was: *Each student will use self-regulation tools and strategies to demonstrate expected behaviour in all school settings.*

SCHOOL GOAL:

All students will feel welcome, safe, and connected to their school.

AREAS TO CELEBRATE:

Student Learning Survey Data:

- o Feeling Welcome, School Belonging, and Adults Who Care
 - o All students are below the province and district in all areas (except school belonging where they are 1% higher than the province)
- o Feeling Welcome, School Belonging, and Adults Who Care
 - o Indigenous students are higher than the district average
 - o Indigenous students are higher than our non-Indigenous students
- o Adults Who Care
 - o Diverse students are higher than the district average
 - o Diverse students are higher than non-Diverse students

AREAS TO GROW:

Student Learning Survey Data

- Feeling Welcome and School Belonging
 - Diverse student population is lower than the district and non-diverse students

DEWRS data shows that our students are significantly lower than the Canadian norm.

SCHOOL STRATEGIES:

To improve feeling welcome, safe, and connected to our school, we will:

- Teach social-emotional skills to support mental health, physical well-being, and student success.
- Provide opportunities for Diverse students to be a part of social groups such as the GSA club and Social Butterflies.
- Create opportunities for inclusive community consultation and support.
- Visibly acknowledge and celebrate diversity in our learning environments.

To improve classroom practices, we will:

- Implement targeted professional learning at staff meetings and on professional development days on:
 - Mental health literacy,
 - Diversity,
 - Indigenous World Views,
 - Inclusive Practices

To improve Aboriginal student learning, we will:

- Implement strategies in Local Education Agreements and the Aboriginal Enhancement Agreement.
- Ensure the First Peoples Principles of Learning are at the forefront of our teaching and learning. Most specifically:
 - Learning requires exploration of one's identity
 - Learning involves recognizing the consequences of one's actions.
 - Learning ultimately supports the wellbeing of the self, the family, the community, the land, the spirits, and the ancestors.
- Provide opportunities for Indigenous students to be a part of Boys' and/or Girls' groups.

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

- Purchasing literacy resources and other learning materials that ensure students from diverse backgrounds are visible.

Evidence and Next Steps

Staff will engage in discussions to develop a plan to monitor progress with this goal by mid October.