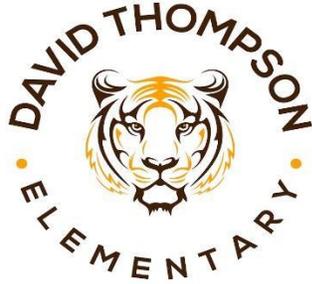


Submitted September 20th, 2022 Changes in Blue Italics



David Thompson Elementary
Annual School Learning Plan 2022-2023

September 30



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 and Whispering
Pines/Clinton Indian Band through our Local Education Agreement,
([Tkemlups-LEA](#) and [WPCIB-LEA](#)) and the [Aboriginal Education
Enhancement Agreement](#).

CONTEXT

David Thompson Elementary School (DT) continues to offer a strong academic program delivered by a very experienced, dynamic, and dedicated staff. We consider ourselves leaders and learners in innovative practice. A strong, active, and involved parent support group (PAC) creates and supports student opportunities and a strong sense of community. Finally, we offer a well-balanced elementary experience for all students to grow and excel academically and socially.

Historically, DT has had several catchment changes that have affected enrollment numbers. The closure of Westsyde Elementary in 2006, resulted in steadily increasing enrollment at DT. By the 2018/19 school year, DT's population had grown to over 450 students resulting in the school operating at 140% capacity. The reopening of Westsyde Elementary eased the population with 40% of students leaving DT. We are expecting 40 students to be joining the DT family for the 2022/23 school year with the Westmount Elementary catchment changes.

DT works closely with the other members of Westsyde Family of Schools. We have a strong connection to Westsyde Elementary as many of the staff and students are our former DT members. DT and Westsyde also share an Aboriginal Education Worker and often collaborate activities and guests. As we are in close proximity to Westsyde Secondary, we have had student performances and have shared equipment in the past. We are looking forward to rebuilding that relationship with restrictions being lifted.

Staff will continue to work together on the School Learning Plan at regular staff meetings and professional development. PAC will be consulted at monthly meetings and the parent community will be made aware of progress through newsletters and on our school website. Leadership students will guide and provide the team building activities that take place approximately twice a month. Assemblies to introduce the new matrix and follow up activities will take place in the fall of 2022. We will continue to reach out to the SD Aboriginal team to ensure that our matrix is consistent with Secwepemc traditions and values.

Similar to the District Mission statement, David Thompson will strive to have learning opportunities and environments to support students through our school goals. We plan to build connections and relationships that are meaningful through the revamping of our matrix. This will also provide opportunities to promote emotional and psychological well-being for all students and staff.

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 a staff, we analyzed the literacy and numeracy data from the [data appendix](#) and decided that we were going to focus on literacy. We have several concerns around the drop from those areas to celebrate at the Grade 4 level compared to the Grade 7 data. As DT has gone through enrollment changes, our baseline for collecting accurate data is the group of Grade 4's from the 2019/2020 school year. We hope to track the Grade 4's from the baseline year along with the four following years to establish an upward trend when they are in Grade 7.

SCHOOL GOAL:

Through developing students' competencies, students will meet or exceed literacy expectations.

AREAS TO CELEBRATE:

FSA Results:

- **Grade 4 Literacy 2021/2022 was 11% higher than District**
- **Grade 4 Reading and Writing 2020/2021 was 9% and 10% higher also**
- **Grade 7 Indigenous Learners above District average**

AREAS TO GROW:

FSA Results:

- Grade 7 Literacy 2021/2022 was 8% less than District
- Grade 7 Reading and Writing 2020/2021 was 1% and 8% lower also

OBJECTIVES: to be worked on in the fall

SCHOOL STRATEGIES: to be worked on in the fall

Evidence and Next Steps

The evidence regarding the FSA's, *NFRA* and Primary Reading Assessment will be analyzed at as the results are released.

Teachers will use the results to guide the areas where there are challenges.

Parents will be notified of at PAC meetings and celebrations of success will be shared in newsletters.

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:

Over the past 3 years, the sense of belonging has gone declined from 64% to approximately 40%. Feeling welcome, safe and having adults that care have consistently been above the District average with the exception of 2020/2021 with all areas being slightly below the average. As we do not have enough years to track for trends, we will be monitoring cohorts as they progress throughout the years.

SCHOOL GOAL:

Students will show growth in their ability to solve problems in peaceful ways, persevere through challenges, and by positively contributing to an inclusive culture and increasing their sense of belonging to the DT community.

AREAS TO CELEBRATE:

Student Learning Survey

- Feeling welcome is above the District average
- Indigenous students responded 21% higher than the District average regarding adults who care

AREAS TO GROW:

Student Learning Survey

- 49% of students have a sense of belonging (which is on par with the District but all staff felt this was an area to grow)
- Our diverse learners are lower than the non-diverse students in all areas

SCHOOL STRATEGIES:

- To improve sense of belonging, we will involve students in finalizing the matrix
- To improve classroom practices, we will have the committee explain, plan and implement the matrix so that all staff are aware
- To improve wellbeing, we are allocating our financial resources towards creating the matrix utilizing the HGEC print shop

Evidence and Next Steps

As a staff, we have been working on revamping the matrix. The working committee has planned to roll out the new matrix in the fall. We need to be sure that we are connecting our goals with the District goals. The fall of 2022/2023 will be focusing on the alignment of goals. We will then begin the process of connecting students to the change. The PAC has been aware of the upcoming changes for the past several months.

The working committee met to discuss the alignment of images. In the Spring of 2022 we formulated a plan using the Competency poster images. As we want our plan to coincide with the District's images of the Seven Grandfather's Teachings, we are going to adjust accordingly. Due to the negative connection to the term matrix, we have decided to use the wording Paw Path. We are using four of the Seven Grandfather's Teachings with a paw print in the middle which will have a hearth fire. The paw print represents belonging - which will be at the focal point of and the connection to Coyote (mindful), Swan (compassion), Bear (bravery), and Beaver (Wise).

Parents will be notified at PAC meetings and through monthly newsletters.

We will use the DEWRS along with qualitative data such as interviews and events.