



# **AE Perry Elementary**

## **Annual School Learning Plan 2022-2027**

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## 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 learning plan is closely aligned with the Aboriginal Education Enhancement Agreement. We collaborate with families and with our community partners, using strategies from the Aboriginal Education Enhancement Agreement, to improve outcomes for Aboriginal learners.

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<b>CULTURAL &amp; IDENTITY DEVELOPMENT</b>	
<b>CULTURAL SAFETY GOAL (District)</b>	
A district report will be available in the district learning plan. You may choose to include it in your school learning plan and share how you will be involved in learning about cultural safety.	
<b>CAREER DEVELOPMENT (Integrated)</b>	
Key strategies to ensure that every student graduates and transitions grade-to-grade are integrated into the learning and wellbeing goals.	
<b>SYSTEMS DEVELOPMENT (Integrated)</b>	
Key strategies for resource allocation are integrated in the learning and wellbeing goals.	

## CONTEXT

A.E. Perry Elementary is a warm, welcoming, multicultural school, located on the North Shore of Kamloops and is part of the North Shore Family of Schools. We have 330 students in 15 classrooms. Within our student population we have 40 students with IEPs (Inclusive Education Plans) and 29 students identified as English Language Learners. We welcome 104 students who are identified with Aboriginal ancestry, which makes up about 30% of our student population. We also have a large South Asian community from which we draw upon to make up our school community. We were also fortunate to welcome Ukrainian and Syrian refugee families, who enrich our school community.

Our staff are committed to providing a safe and caring space for our students and to provide the best learning environment possible. This includes a principal, a vice-principal, a secretary, 15 classroom teachers, a prep teacher, 2 Learning Assistance Resource Teachers (LARTs), a Teacher Librarian, a Librarian Assistant, 6 Certified Education Assistants, 2 Aboriginal Education Workers, and 3 custodians. In addition, we access the expertise of district staff to provide wrap-around support for our students, including a School and Family Consultant, an Aboriginal Family Counsellor, Aboriginal Youth Outreach Workers, Inclusive Support Teacher, Speech-Language Pathologist, and School Psychologist.

A.E. Perry is fortunate to offer many community and social programs to our students and families. We have a Strong Start Program, which provides space for our preschool aged students and families to attend programs in a social setting, readying them for kindergarten and beyond. A.E. Perry takes advantage of a District Meals program, which provides a lunch free of charge to students from families who cannot afford to pay, or on a reduced payment plan for families who are able to contribute a minimal fee. We are fortunate to work with the school district to offer free after-school programs several times a year, which are highly attended by our school population. There is also a Strings program offered to the students in Grades 4 - 6.

Staff and students have worked to develop the ASK Matrix, where students focus on being Accountable, Safe, and Kind school-wide. Positive student behaviour has been recognized by giving ASK Feather Slips. Staff, led by our Social Emotional Learning team, have developed lessons, activities, and challenges to teach and practice targeted expected behaviour to our students throughout the school year.

Despite the fact that A.E. Perry is considered a "vulnerable" school, with a considerable number of our families accessing social and community services and programs, our students regularly come to school with smiles on their faces and ready to learn. Our caring and supportive families, students and staff make A.E. Perry a wonderful school community.

### **A.E. Perry Vision of a Learner:**

At A.E. Perry, we believe that ALL students can learn when their social, emotional and physical needs are met. Our students are given meaningful opportunities to be creative and flexible in order to develop higher order thinking to become respectful global citizens.

# 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:** Data shows that our school is below the district average in both Literacy (Reading and Writing) and Numeracy. Through staff consultation and data analysis, we agreed that a focus on Literacy, specifically in reading, would have the greatest impact on student learning and success. By targeting reading readiness and phonemic awareness, students' writing will naturally improve as their strategies of language continue to develop. This will also be the case with the problem-solving strands of numeracy: as students are better able to decode and comprehend, they will be better able to apply these skills to problem-solving skills. Please see the [data appendix](#) as a reference and the most recent FSA data below.

Foundation Skills Assessment (FSA)						
Grade and Category	School	District	School compared to District	School Trend	District Trend	School Trend Compared to District Trend
	2022-23	2022-23	2022-23			2/5 year Trend
Gr 4 Literacy	78%	75%	3%	68%	75%	-7%
Gr 4 Numeracy	66%	63%	3%	56%	67%	-10%

## SCHOOL GOAL:

Literacy: Each learner will demonstrate growth in Reading.

## AREAS TO CELEBRATE:

When looking at the 2022-23 FSA results shown above, there has been considerable growth compared to the data from the years prior.

More notable, though, was the progress seen at street level throughout our school in our primary-aged students, due to consistent literacy education and intervention. In addition to the early years teachers using district-vetted programs, like Jolly Phonics and Heggerty, our grade 2 and 3 students took part in Literacy Groups, where students received daily literacy instruction and support at their individual level. This targeted intervention has already made a difference for our lowest-leveled readers, both in the pride they feel when reading, as well as their ability to build on learned strategies.

### **AREAS TO GROW:**

While data shows that our students performed well compared to students across the district in 2022-23, the real test will be to see if this is the start of a longer upward trend for our students or if this is an isolated instance. Looking at the 5 year trend, we still have work to do in making consistent gains.

Related to this, we are still working on ways to develop cohesiveness in our intermediate grades so that the hard work done in the primary grades can continue. This work includes using targeted interventions and supports for our struggling readers, and developing a common literacy goal between our intermediate classes.

### **OBJECTIVES:**

- 1) To reduce the number of students, including Indigenous and neurodiverse learners, who are Emerging and Developing in reading.
- 2) Students will make connections to reading that are relatable and interesting to them that increase the enjoyment of reading

### **SCHOOL STRATEGIES:**

In order to achieve our Literacy Goal we will work on the following strategies:

#### Objective 1 Strategies:

- Develop a scope and sequence (Essential Learning Standards)
- Develop a common language for consistency between classes and grades
- Ensure common resources, including a wide range of Indigenous and high-interest, low-level materials, are readily available for teaching and learning
- Practice common teaching strategies using Jolly Phonics, Heggerty Phonemic Awareness, Phonics Companion, Orton Gillingham, Bridge the Gap
- Primary teachers and LART, using a push-in model of support, provide reading instruction at the same time daily to target reading intervention for learners

- LARTs using Tier 3 intervention strategies to target our most struggling readers
- LARTs will focus on language development for our ELL learners

#### Objective 2 Strategies:

- Opening the library at lunch three days a week for enjoyment reading (supervised by Library Assistant)
- Culture Club - lunchtime Indigenous teachings, introducing myths, legends, language
- Fun Classroom-Based Activities - flashlight Fridays, dress like a character, etc.
- Accessibility to reading for our struggling or reluctant readers: Epic Readers, Google Read & Write, graphic novels

#### Professional Development Strategies:

- Using District Coordinators to assist and model teaching strategies in the classroom setting
- Primary teachers taking part in the Phonics Companion pilot program
- Sharing strategies and successes at staff meetings
- School-focused professional development opportunities on Pro-D days

#### Allocating Financial Resources:

- Using our Learning Resource budget to purchase additional Jolly Phonics resources for all Kindergarten classes
- Using our Learning Resource budget to purchase resources for the primary literacy sessions
- Using the library budget to increase teacher and student resources that align with our Literacy goal in reading

### **EVIDENCE OF NEXT STEPS:**

#### Staff Consultation, Collaboration, and Professional Development:

- November 9 Staff Meeting: Introducing the Library Reading Club (Monday - Intermediate, Wednesday - Primary, Friday - Buddy Reading)
- December 5 Pro-D Day: Primary Literacy Collaboration
- February 3 Pro-D Day: Building reading resources and activities, sharing learning, assessment
- May 10 Staff Meeting: Looking at the Provincial and District Literacy Data - What does the data tell us? What does it not tell us? What Street Data can we use to paint a picture?
- May 29 Pro-D Day: Literacy Collaboration sessions

- June 7 Staff Meeting: Literacy Reflections - Primary and Intermediate breakout sessions with 3 guiding questions (what are you currently doing, strategies, what do you need help on, next steps)

Parent Engagement:

- September 20 PAC Meeting: School Learning Plan Goal Review
- October 13: Come Read With Me
- November Newsletter: SLP Goals and District Strategic Plan Values Survey
- December Newsletter: District Strategic Plan Values Survey
- April 19: SPARK Session #1 - Literacy focus
- April 26: Family Reading Day
- May 15 PAC Meeting: Reporting on the Family Reading Day and how it connects with both our literacy goal and our well-being goal



# 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.

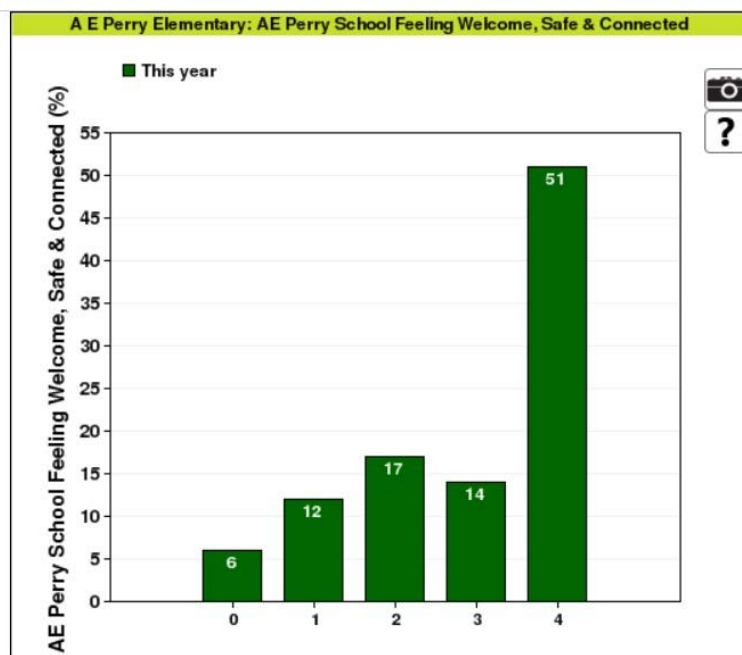
**DISTRICT GOAL:** Every learner will feel welcome, safe, and connected to their environments (district-school-classroom).

**DISTRICT OUTCOME:** Students will feel welcome, safe, and connected to their school.

**SCHOOL RESULTS ANALYSIS:** There are a few areas of data analysis that are important to providing direction and guidance to our Wellbeing goal. The DEWRS survey, which is completed by all of our intermediate students, and the Student Learning Survey, which is completed by our grade 4 students and parents. We know that in order for our group of diverse learners to experience academic, social, and emotional success they need to feel safe and connected to the adults in our building. This connection and sense of belonging will give space for our students to grow academically. The [data appendix](#) will show specific results pertaining to A.E. Perry.

## DEWRS Survey - Fall 2022

Survey Question: Think of all the adults who work at our school. How many adults do you have a positive connection with?



Student Learning Survey (SLS)						
Grade and Category	School	District	School compared to District	School Trend	District Trend	School Trend Compared to District Trend
	2021-22	2021-22	2021-22			5 year Trend
Feel Welcome	65%	68%	-3%	75%	67%	8%
Sense of Belonging	41%	53%	-12%	55%	52%	3%
Feel Safe	70%	74%	-4%	68%	72%	-3%
Adults Care	59%	69%	-10%	73%	68%	5%

**SCHOOL GOAL:** All learners will feel a sense of belonging and have positive connections within our school community.

**AREAS TO CELEBRATE:**

We tailored a question in the DEWRS survey in the fall to ask our students about the adults they have a positive connection with at A.E. Perry. 82% of students in grades 4-6 identify having 2 or more trusted adults, with 51% of students having 4 or more. Most of our A.E. Perry students are very well connected to adults within the school.

Since this fall survey, our staff spent a great deal of time digging deeper into how we can reach all students so they have a better sense of belonging and have more or better connections within the school. We renamed the 4 pods in our school to connect them with the animals of the Seven Grandfather Teachings, and then taught them about the attributes and values of each animal. This has given students a greater sense of belonging and connection to peers and place.

Our SEL Committee worked closely with Jenna Ewert (District Coordinator of Social Emotional Learning) to build community within our school. We provided more opportunities for students to connect with each other and with different adults - opening of the library at lunch time 3 days per week and inviting primary students to participate in lunchtime games in the gym. We ended the year with articulating our staff definition of Belonging so that we can start the next school year with this focus.

**AREAS TO GROW:**

If 82% of our students have a positive connection with adults at A.E. Perry, then 18% do not feel they have that positive connection. We have two wonders about this. A.E. Perry sees many new students throughout the year. Is it possible that when they took the survey in the fall that some students did not know two or more adults to have a connection with, or is there a disconnect with a group of students? Alternately, is there

a definition barrier or lack of understanding about what the question is asking? Regardless, we know that we need to find purposeful and meaningful ways to build relationships to deepen positive connections with all of our students. Our staff is committed to this and already does a commendable job. We have school-wide plans to re-introduce and redefine what Belonging looks like at A.E. Perry and weave this into our everyday work.

### **OBJECTIVES:**

- 1) All students, including Indigenous and neurodiverse learners, will have connections with 2 or more trusting adults.
- 2) Students will learn and utilize strategies to support their ability to establish and maintain positive relationships.

### **SCHOOL STRATEGIES:**

In order to achieve our Wellbeing Goal we will work on the following strategies:

#### Objective 1 Strategies:

- All adults will build a connection with students, both in the classroom and outside during recess and lunch
- Classes will buddy up to build cross connections around the school
- AEWs will continue to host a lunch hour Culture Club
- Aboriginal Boys and Girls Groups will build further trust and connections
- Staff volunteers will run sports programs in the gym
- Librarian Assistant will host the Library Reading Club
- Vice Principal will host primary games in the gym during winter months, using older students to help build further student connections
- After school sports, art, and strings programs will be offered to extend connections beyond the school day
- District and community support systems (Power Start, counseling, outreach, etc.) will provide further connections for our vulnerable students

#### Objective 2 Strategies:

- Teaching from the A.E. Perry ASK Matrix and reinforcing positive behaviour using Feather Slips
- Using the Mood Meter, piloting the Second Step Program, or other social-emotional programs to teach strategies to identify and regulate feelings, emotions, and a sense of belonging
- The Social Emotional Learning (SEL) Committee will work on areas of school-wide focus and reinforcement

- Using class meetings and Spirit Buddies as a means to identify, articulate and share emotions
- Using the LART Room and sensory rooms for breaks to help students regulate and co-regulate their emotions
- Aboriginal Boys and Girls Groups will provide a safe space for learning about the Seven Grandfather Teachings

#### Professional Development Strategies:

- Using District Coordinators to assist and model teaching strategies in the classroom setting
- Seeking opportunities for staff to learn more about trauma-informed practice, FASD, and other important areas that impact student learning, behaviour and development
- Sharing SEL Committee discussions, strategies and projects at staff meetings
- School-focused professional development opportunities on Pro-D days

#### Allocating Financial Resources:

- Using CommunityLINK funding to promote school-wide expectations. For example: purchasing classroom outdoor equipment to promote fair and cooperative play
- Using CommunityLINKS funding to support students who need breakfast, lunches and snacks
- Using Project Wild grant money for outdoor learning opportunities and materials to build staff and student knowledge of learning on the land
- AEWs using Aboriginal funding and awarded grants to support Boys and Girls Groups
- Providing teacher release time to take the CASEL *Leading Schoolwide SEL* sessions

### **EVIDENCE OF NEXT STEPS:**

#### Staff Consultation, Collaboration, and Professional Development:

- October 26 Staff Meeting: Pod Collaboration - building connections with students in the different classes within each pod
- November 9 Staff Meeting: Looking at the DEWRS Data to see what our students are saying about Well-being. What can we do to build better connections with our students?
- November 23 Staff Meeting: Seven Grandfather Teachings - Focus for each month, as they tie in with the 4 pods

- February 1 Staff Meeting: Defining Social Emotional Learning and connecting SEL with students, planning for Random Acts of Kindness
- March 1 Staff Meeting: Building School Community
- April 12 Staff Meeting: Identifying stressors and strategies for self care
- May 10 Staff Meeting: Looking at the Provincial and District Well-being Data - What does the data tell us? What does it not tell us? What Street Data can we use to paint a picture?
- June 21 Staff Meeting - Defining Belonging as a staff to create common language
- June 30 Year End Planning - Planning the first week of September 2023 to include belonging
- SEL Committee Meetings: December 6, January 10, February 7, March 7, April 4, May 2, June 6
- CASEL Sessions: January 24, February 7, 21, March 7, May 23 Follow-up
- Assemblies to introduce, review, and ensure staff are working cohesively towards consistent school-wide messaging: September 6, January 3, April 5
- Pod Gatherings - Lessons and School Community Building: October 5, January 9, February 1, April 21, May 15

#### Student Feedback on Impact:

- Prepare to review DEWRS results with staff and debrief with students. What do students have to say about their connections with adults?

#### Parent Engagement:

- September 20 PAC Meeting: School Learning Plan Goal Review
- September 27: Mug and Muffin Open House
- October - June Newsletters: AE Perry Matrix information
- October 20: Parent-Teacher Conferences
- October 17 PAC Meeting: Introducing the renaming of the 4 Pods in an effort to build school community
- November Newsletter: SLP Goals and District Strategic Plan Values Survey
- November 21 PAC Meeting: Discussing the results of the DEWRS Survey, relating to Well-being
- December Newsletter: District Strategic Plan Values / Christmas Hampers
- December 7 and 8: Christmas Concert
- December 16: Family Carol Sing-along
- May 11: SPARK Session #2 - Physical Literacy
- May 26: Multicultural Day - Celebrating culture and community
- June 8: SPARK Session #3 - SEL
- June 9: Year End Family BBQ
- June 28: Grade 6 Moving On Ceremony