

Update: September 19, 2023



Arthur Hatton Elementary
Annual School Learning Plan 2023-2024



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 266 students, of which 81 are aboriginal, 33 are on inclusive education plans and 17 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 structures in place to facilitate success. We hand out 35 Starfish backpacks each week, fed up to 15 students every morning this past year with the PowerStart breakfast program, and support up to 80 families a day 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 Language/Culture 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 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 2022-23 school year, our Grade 4 students were 35% below the district average in the Foundation Skills Assessment in Literacy. In Numeracy, we were 21% 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:

- The number of students on track or extending in Numeracy increased by 14% between 2021/22 and 2022/23.

- Indigenous students scored 17% higher than our non-indigenous student population in Literacy

AREAS TO GROW:

- Our Literacy levels require further improvement to meet District averages
- Our indigenous students are still scoring approximately 30% behind our non-indigenous students in Numeracy

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
- Provide ***focused literacy instruction*** throughout the grades at Arthur Hatton, supported by LART and other school staff. This may also include volunteers.
 - This will include the creation of shared resources
 - Collaboration time for teachers to share strategies and assess progress
 - Use PRA data to gauge progress and support choices of instructional strategies
- Continue to develop common language and concepts across grades in literacy and numeracy

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
- Professional Learning with Katie McCormack and Carole Fullerton

Current Resources and Planning:

- Using Heggerty Phonological Awareness kits
- LLI kits
- PM Benchmarks

- Brain Based Literacy
- Daily 5
- Jolly Phonics (increased focus on this in the last year with our grade 1 teachers)
- Reading Power (Intermediate focus)
- Home reading library (Primary)
- Phonological Awareness
- Number talks book
- Increase the number of math manipulatives available (magnetic numbers/dots, whiteboards, fraction tiles/circles, 10 frames, cards)
- Vertical spaces
- Numeracy collaboration with Brock Middle

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 the 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
- Support families by teaching literacy and numeracy games and activities that families can do with their children
- Take students on field trips to the library and teach them how to sign out books and enroll in their reading clubs/programs
- Support students in having access to appropriate reading materials at home

Evidence and Next Steps

- Met on June 21st 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
 - September staff meeting - goals reviewed with all staff and with the Arthur Hatton Parent Advisory Committee
- Primary Reading Assessments will continue to be collected 4 times throughout the year, in October, December, March, and May. 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:

- In 2021-22 there was a significant increase in students reporting that adults cared about them. Last year we were below the district average and are now above district average.
 - All Students – 29% increase from 52-81%
 - Indigenous Students – 8% increase from 70-78%
 - All Diverse students (100%) feel that the adults in the school care
- Students feel welcome at our school (4% above provincial and 8% above district averages)
 - Indigenous students at our school feel significantly more welcome than both the district average, 89% in 2021-22 (compared to 62% and 69% respectively)
- Diverse students at our school feel significantly more welcome than both the district average, and non-diverse students at our school
 - 100% in 2021-22 (compared to 62% and 69% respectively)

AREAS TO GROW

- In 2021-22 we were 18% below the district average for feeling safe at school. This was a 16% drop for us.
- An area for us to think about is, *sense of belonging*, as indigenous and non-indigenous students both showed a drop in this area. This continues a downward trend from 2020-21 and we are now below the district average.
 - Indigenous students from 80% to 56%
 - Non-indigenous students from 47% to 29%

SCHOOL STRATEGIES:

- Further investigate why non-indigenous and indigenous students do not feel a sense of belonging to the school through street data from small focus groups
 - develop strategies that will positively impact all student's sense of belonging
- 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 sensory/break 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

- Transition planning for diverse and at-risk students
- Continue to utilize buddy classes to build relationships with students and teachers

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

- Build upon our Growth Mindset work through a staff book study of Brene Brown's, "The Gifts of Imperfection."
- Complete professional learning on aspects of this book to help us build our understanding.
- 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

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 21st 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
 - September staff meeting - planned for a 'Meet the Teacher' Hot Dog evening to develop community connection
- 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