



Arthur Stevenson Elementary School Annual School Learning Plan 2023-2024

Draft September, 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

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

CONTEXT

Arthur Stevenson Elementary School Vision

You Belong Here!

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 310 students within 14 divisions. The school population includes 52 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.

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. During the 2023-2024 school year, staff and students will connect this matrix to Indigenous Grandfather Teachings as part of bringing the SD73 5-Year Strategic Plan to life at Arthur Stevenson.

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. Students may also volunteer in scorekeeping to support school athletics.
- After School and Lunch Programs - Art club, Intramurals including the Cobra Hockey League, cooking program, SOGI club, Yoga Club, Bracelet Club, Chess Club, Leadership Club, Aboriginal Drum Making, and Classroom Lunch and Office Monitor volunteering
- Classroom Experiences - hands-on learning opportunities, Aboriginal passions projects, technology-driven activities, talent presentations, 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 2023-2024 school year, our staff, parents, Aboriginal community members, and students will continue to have 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 and Indigenous Students. Our PRA data shows that our students are above the district average at the grade one and three levels for All Students as well as for all our Aboriginal students. Our grade 2 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 for our Indigenous Students. Our 2022/2023 grade 7 FSA data shows that our Indigenous Students are above district

average in literacy and numeracy. However, the opposite is true of our grade 7 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:

Literacy:

- Grade 7 Indigenous Students at Arthur Stevenson are performing better than their Non-Indigenous peers at our school as well as performing better than other Indigenous students in the district at the same grade level.
- Indigenous students in Grade 4 at Arthur Stevenson are performing better than Indigenous students at the same grade level in the district.
- While still below the district average, the differential between our All Students in Gr 7 compared to All Students in Gr 7 throughout the district is reducing.
- 68% of All Students at the grade 4 level On Track or Extending (a statistic similar to last year).

Numeracy:

- Grade 7 Diverse Students at Arthur Stevenson are performing significantly above the district average at the same grade level for Diverse Students (33% higher).
- Grade 7 Diverse Students at Arthur Stevenson are performing 7% higher than their Non-Diverse peers at the grade same level.
- Grade 7 Indigenous Students at Arthur Stevenson are performing 10% higher than the district average for Grade 7 Indigenous Students.
- More Grade 4 and 7 Indigenous students are On Track or Extending than the Indigenous students at the District level.
- The ½ year trend for our All Students in Grade 4 students is improving despite performing slightly less than the district average.
- The differential between district All students in Grade 7 and our All students is showing a narrowing of the gap from -6% to -1%.

Primary Reading Assessment:

- 89% of all Grade 1 and 90% of Grade 3 students are proficient or extending. This is significantly higher than the district average.
- Our Aboriginal students are performing better than the District average for Aboriginal students

AREAS TO GROW:

Foundational Skills Assessment:

Literacy:

- Although they are performing higher than their Indigenous peers across the district, our Indigenous students at the grade 4 level are performing poorer than Non-Indigenous students at our school.
- In Grade 4, less Diverse Students are On Track or Extending as compared to the District for Diverse students as well as Non-Diverse students at our school.

Numeracy

- There are fewer All Students, Indigenous Students and Diverse Students at the grade 4 level who are On Track or Extending compared to their peers at Arthur Stevenson and District average for each of these sub-groups (except when we compare our Indigenous Students to the Indigenous Students across the district).
- 0% of Diverse Students at the grade 4 level are On Track or Extending.

Primary Reading Assessment:

- In 2021-2022, less grade 2 All Students are performing at the Proficient or Extending levels than the district average for All Students in the same grade.

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.
- As a result of the PRA and FSA data, we will invite literacy helping teachers to assist classroom teachers of the current grade 4 and 5 cohorts by co-creating interventions in literacy. PVP and LARTs can assist as needed with assessing progress after co-created interventions. Furthermore, we will arrange for follow up assessments later in the year to review the interventions and the impact those interventions are having.
- 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 using 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.
- As a result of the FSA data, we will invite numeracy helping teachers to assist classroom teachers of the current grade 5 cohort by co-creating interventions in numeracy. PVP and LARTs can assist as needed with assessing progress after co-created interventions. Furthermore, we will arrange for follow up assessments later in the year to review the interventions and the impact those interventions are having.
- Implement strategies from Local Education Agreements and the Aboriginal Education Enhancement agreement.

To improve classroom and school-wide 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.
- CEAs will be given time (by Admin and LARTs) at the beginning of each term to connect with the teachers of the students they support.

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

- Promote the 7 Grandfather Teachings school-wide with monthly themes and assemblies.
- 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 2023, 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 2023 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 our students are significantly below the Canadian norms (except with data shown with our grade 7 students with respect to Feeling Safe at school, Academic Rigor and Effective learning Time which were at, or slightly above, the Canadian norm). It is important for us to continue to focus on our sense of belonging. For the 2023/2024 school year, we aim to promote a new school motto - "You Belong Here!". The impact of our work to bring this motto to life, we hope, will be felt by all members of our school community, including staff, parents, visitors, and most importantly of all our students.

SCHOOL GOAL:

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

AREAS TO CELEBRATE:

Student Learning Survey Data:

- o Feeling Welcome:
 - o Number of All Students at Arthur Stevenson reporting “All of the time” or “Most of the time” has continued to increase (Spring 2021 = 53%, Spring 2022 = 65%, Spring 2023 = 70%)
- o School Belonging:
 - o Number of All Students at Arthur Stevenson reporting “All of the time” or “Most of the time” has continued to increase (Spring 2021 = 44%, Spring 2022 = 48%, Spring 2023 = 52%)
- o Feeling Safe:
 - o Number of All Students at Arthur Stevenson reporting “All of the time” or “Most of the time” has continued to increase (Spring 2021 = 64%, Spring 2022 = 68%, Spring 2023 = 71%)
- o Adults Who Care:
 - o Students reporting 2 or more Adults they “would go to to share good news or get help when they have a problem” has remained fairly steady (Spring 2021 = 56%, Spring 2022 = 57%, Spring 2023 = 56%)

AREAS TO GROW:

Student Learning Survey Data

- o Adults Who Care
 - o The results (as listed above), while steady over time, are not representative of where the staff would like to see be reported in the future.

DEWRS data shows that our students are still lower than the Canadian norm (except with data shown with our grade 7 students with respect to Feeling Safe at school, Academic Rigor and Effective learning Time which were at, or slightly above, 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.
- Seek input and funding from PAC to improve the accessibility of our playground for students with diverse abilities.
- Visibly acknowledge and celebrate diversity in our learning environments.
- To determine which students are “at the margins” and how best the school can support them individually with our school’s Well-Being goal, the administration will conduct listening sessions with students identified as not connected to staff

via the 2X10 strategy as well as Indigenous and Diverse students.

To improve classroom and school-wide practices, we will:

- Focus on explicit teaching of social emotional strategies to connect our R.O.C.K.S. matrix, 7 Grandfather Teachings and W.I.T.S. in classrooms and on the playground (Admin will train CEAs to model and teach this at recess and lunch).
- Continue with the 2X10 Strategy with all staff (including regular itinerant staff) and .
- Admin directed Pro-D will focus on de escalation training (Crisis Development model framework, Communication skills, Responding to Defensive Behaviour and restorative conversations).
- Promote new school motto - "You Belong Here!"
- Listening Circle (Staff) - results indicate the need for LARTs/Admin to run targeted social skills student groups
- 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.
- Invite Elders to spend time in our school sharing stories that matter to them.
- 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:

- Provide honoraria to Elders who commit to spending time with students at our school and sharing their cultural experiences with us.
- 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.