



*David Thompson Elementary*  
**Annual School Learning Plan 2023-2024**

**Revised September 2023**

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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 partners with Tk'emlúps te Secwépemc and Whispering  
Pines/Clinton Indian Band through our Local Education Agreement,  
([TK'EMLUPS-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 2018/2019 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 and then dropped to 220 by 2021/2022. We grew to 280 for the 2022/2023 with the addition of Westmount Elementary catchment changes and a large Kindergarten population.

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 continuing to build that relationship.

Staff will continue to work together on the School Learning Plan at regular staff meetings and professional development. PAC was consulted and updated 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. Two Pro D's and five assemblies helped to introduce the new Paw Path Plan. We will have aligned our virtues with the School District and the 7 Grandfathers Teachings.

Similar to the District Mission statement, David Thompson will strive to have learning opportunities and environments to support students through our school goals. We have continued to build connections and relationships that are meaningful through the revamping of our Paw Path. This also provides 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 5 year trend was 5% higher than District trend
- Grade 4 and 7 Indigenous Learners above District average
- Grade 4 and 7 Diverse Student Learners above District average

### **PRA Results**

- Grade 2 average and Aboriginal Students above the District average
- Grade 3 average above the District average

## **AREAS TO GROW:**

### **FSA Results:**

- Grade 7 Literacy 5 year trend was 8% less than District trend
- Grade 7 Literacy 2022/2023 below both District and Provincial average

### **PRA Results**

- Grade 1 below District average both total and Aboriginal
- Grade 3 Aboriginal students below District

## **OBJECTIVES:**

1. Increase Aboriginal and Non-Aboriginal learners' literacy proficiency to meet or exceed district literacy rates - measure Grade 1, 3 and 7 to compare with last year's established growth areas for our school (Using Primary Reading Assessments, NFRAs, and FSAs to measure growth).

## **SCHOOL STRATEGIES:**

To improve in literacy, we will:

- focus on the five strands: comprehension, fluency, phonemic awareness, phonics, vocabulary
- LART small group and whole class intervention support as needed
- Teachers will use common strategies across Kindergarten - Grade 2 (Heggerty)

To improve classroom practices, we will do the following for Professional Development:

- Really Great Reading Workshop (free tutorials online):  
<https://www.reallygreatreading.com/workshops>
- District literacy professional development opportunities

To improve in grade-to-grade transitions, we will:

- Offer SPARK programming for future Kindergarten students in the Spring
- Peer reading through Big Buddies
- Use of One to One Reading to support at-risk students
- Come Read with Me for Grade 1's to support parents/guardians in learning strategies
- Family Literacy Night
- In-class AEW support for Indigenous learners during literacy lessons

To improve in learning, we are ensuring that our resources meet our students' needs:

- Decodable Readers
- Books on audio and Adapted materials at student level

## **Evidence and Next Steps**

- Consistent Assessment of primary students reading levels
- NFRA, FSA, Primary Reading Assessment data
- Weekly School base team meetings to address academic concerns

## 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:

According to the SLS, from 2019/2020 to 2021/22, the sense of belonging has declined from 64% to 43%. 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. The 2022 fall DEWERS data indicates that 74% of students have a strong sense of belonging. The data from the 2022/2023 SLS will have to be examined in the fall to determine if the DEWERS is correct.

### 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**

- 43% of students have a sense of belonging which is 10% below District average
- Our Indigenous learners are lower than the non-diverse students in all areas

## **SCHOOL STRATEGIES:**

- Utilize assemblies to teach and reinforce Paw Path beliefs - DTES version of a Behaviour Matrix which include The Seven Grandfather Teachings to develop character and valued based education
- Provide check-ins for students identified as needing SEL support
- Mug and Muffin, Family Game night, Bingo and Bannock
- Greeting students at the door each morning
- Provide opportunities for SOGI, Sports, Arts, Cultural, and Diversity Clubs with the purpose of having students feel included
- Introduce behaviour tracking systems to staff to allow for data collection

To improve classroom practices, we will:

- In-school SEL teacher to support students and colleagues as needed
- Provide in school Worry Dragon curriculum through our School and Family Consultant
- Meet regularly with our Aboriginal Counsellor regarding strategies of engaging and supporting our Indigenous students and families
- September Pro-D focus on regulation strategies both in and out of the classroom
- SEL support from SFC and designated in-school support teacher

To improve in grade-to-grade transitions, we will:

- Work together with similar grade classrooms
- Build relationship for our students with teachers who they may get the following year
- Understand that student behaviours are a means of communication
- Use common language among grade levels

To improve Aboriginal student learning, we will:

- Implement social groups
- Connect students with medicine wheel teachings
- Ensure Aboriginal Education Workers (AEW) and staff members are connecting and fostering relationships with Aboriginal students

- Have AEWs provide consistent scheduling to connect with every classroom, and with Aboriginal students within those classrooms

To improve well-being, we are allocating our financial resources towards:

- Supporting students with food and snacks throughout the day
- Providing space for students to have time and space in a dignified manner

### **Evidence and Next Steps**

- Complete DEWRS twice a year
- Our school goals will also be shared at our PAC meeting, where input and feedback will be invited from families
- Student and Parent Satisfaction Survey
- Exit survey at the end of the year for families asking what they would like to see the next year
- Paper copy of students responding to surveys related to adults involved in their lives at DTES. This will help determine which students we need ensure have connections