

Revised September 15, 2023



*Haldane 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 [Adam's Lake](#), [Neskonlith](#) and [Little Shuswap](#) peoples through our Local Education Agreements and the [Aboriginal Education Enhancement Agreement](#).

## CONTEXT

Haldane Elementary School is situated in the Village of Chase 45 minutes East of Kamloops. We service 3 Aboriginal Peoples: Neskonlith, Little Shuswap Lake, and Adams Lake. The surrounding area includes Pritchard, Turtle Valley, and Squilax. Our Aboriginal population varies between 35-40 percent annually. Haldane has 249 students in 12 divisions from Kindergarten to Grade 6. Many of our students include those of a diverse socio-economic background.

Haldane has a diverse population of learners and we strive to provide supports in many ways for each student. We have 1.70 FTE Learning Assistance time, divided between a full time and a part time LART. Literacy, Numeracy, and Social-Emotional assistance has been put into place to offer additional programming for our diverse students. We share our Secwepemctsin Language and Culture teacher with Chase Secondary School and have 2 Aboriginal Education Workers. A district Aboriginal Counsellor and an Aboriginal Consultant come to our school once per week to lead Aboriginal Boys and Girls groups and provide student support. We have a Teacher Librarian who is at the school twice per week, and a Library Assistant, shared with CSS. Currently, we have 5

Certified Educational Assistants supporting students in classrooms and throughout the school. We have a 0.50 Vice-Principal, who teaches PHE, as well as provides check-ins with some of our most vulnerable students, on top of her administrative duties. Our school is very fortunate to offer a well-attended Strong Start Program for families that have children who are not yet of age to attend Kindergarten.

Haldane Elementary works very closely with our partner high school, Chase Secondary. Due to the fact that both schools sit in close proximity to each other, we are able to offer a seamless transition for our students heading off to high school in grade 7. Project work, joint sports (including our grade 7 students in our track and field) and volunteer opportunities help to connect our high school students to our elementary students. Both Haldane and Chase Secondary are also a part of the Valleyview Family of Schools which includes: Marion Schilling, Juniper, RLC/Westwold, Dallas, Ralph Bell Elementaries and Valleyview Secondary.

Haldane Elementary's Mission and Vision focuses on the well being of students and staff in order to support learning. We believe in creating a school culture where both students and staff feel connected to themselves, their learning, each other, their culture and the community. We believe that by having these connections all members of our community, staff, students and parents will feel safe to take risks that improve the quality of their learning. This aligns nicely with the district's focus on "supporting learning opportunities and environments which inspire students to thrive", and "fostering educated and resilient citizens empowered to contribute to a diverse, inclusive, caring and sustainable society". (District Strategic Plan 2022-2027, pg. 5)

Each year, we meet with members of our community to gather insights and feedback on this plan. We discuss our goals and share relevant information/data with our band education managers, school PAC (parent advisory council) and staff throughout the year. Student voice is also gathered through year end self assessments of the core competencies and the new CBIEP (Competency - based Individual Education Plans) for our diverse learners. Due to the fact that this plan is meant to be an evolving document, we revisit the plan with our partner groups and community often as our needs change and we grow as learners.

# 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.

**SCHOOL GOAL (2021/2022):** To improve number sense and strategies that can be applied to real life situations.

In 2021-2022, our school worked on the following learning goal to improve literacy/numeracy/competencies:

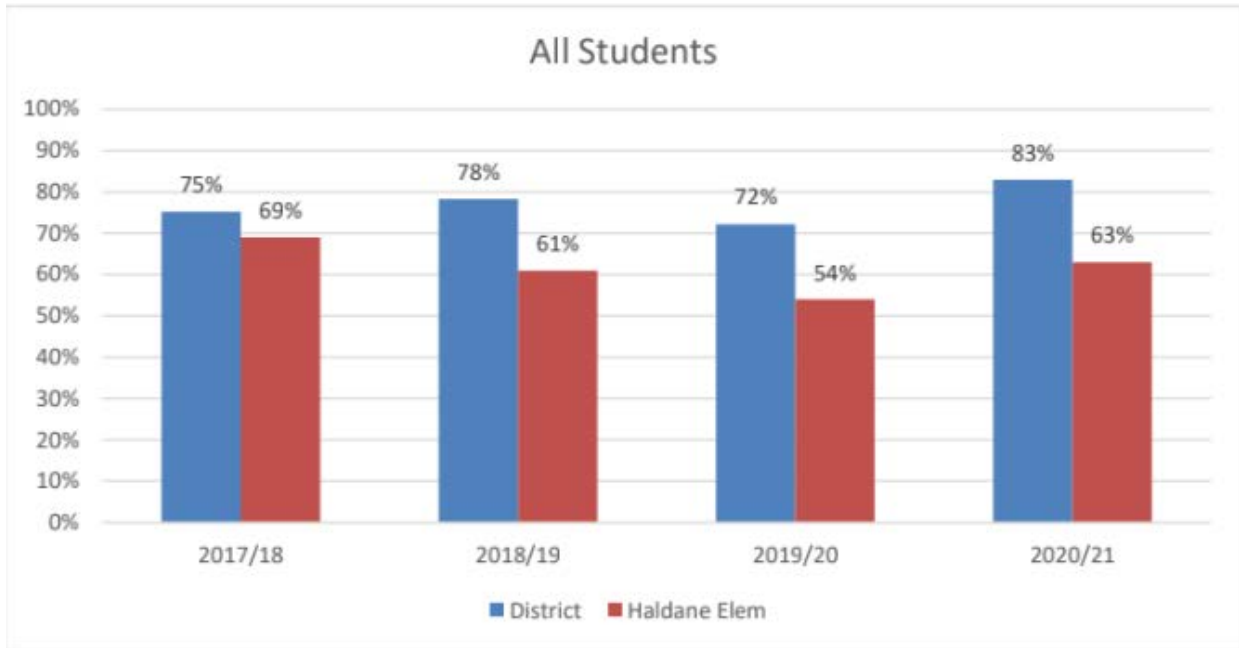
**NUMERACY:** Students will meet or exceed numeracy expectations for each level.

Staff focus on a universal design for learning in numeracy, and a year long Professional Development focus on numeracy has shown an increase in student performance in measures like the FSA and District Numeracy Assessment over the last few years. Student performance has room for improvement still, but gains have been noted.

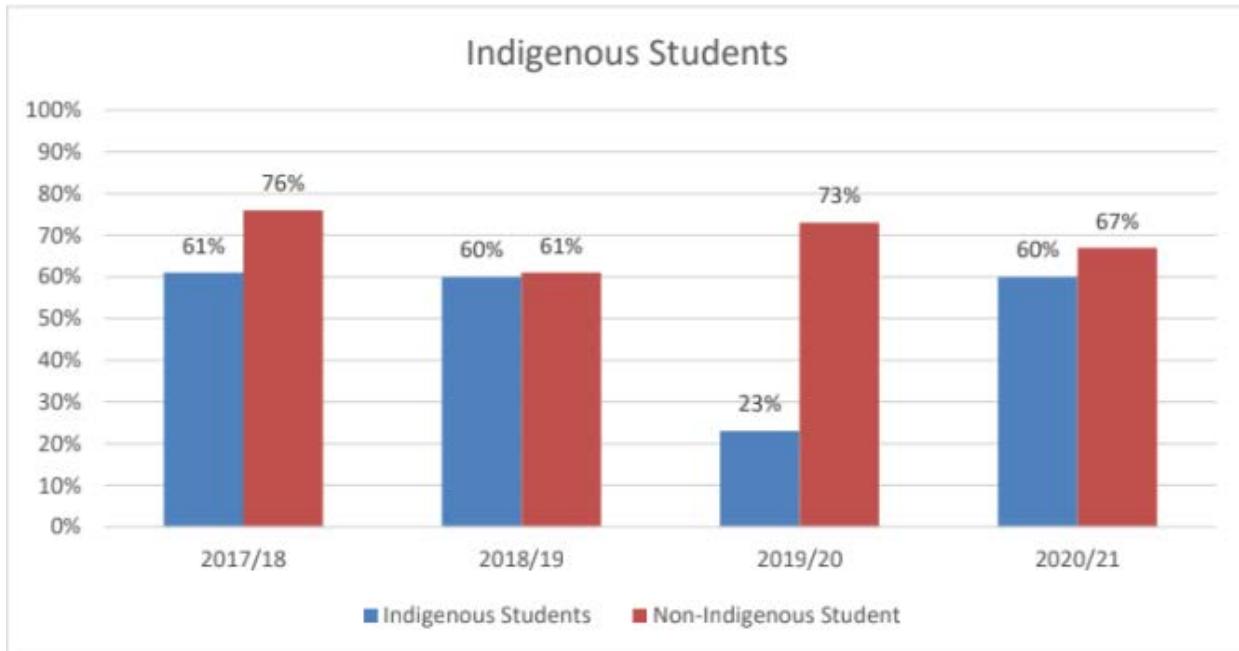
### **SCHOOL RESULTS ANALYSIS:**

After reviewing our school data for this year, it became clearly evident that we are struggling with literacy results. We see our students sitting below the Provincial and District levels in overall literacy measures. When we dig further, we see that specifically our students are lower performing in Reading. As well, our Indigenous learners are performing below our Non-Indigenous learners at most grade levels.

*FSA - District vs School - Grade 4 Literacy (Reading)*



*FSA - School Indigenous vs School Non-Indigenous - Grade 4 Literacy (Reading)*



**SCHOOL GOAL (2022/23):** Through developing students' competencies, students will meet or exceed literacy expectations.

Sub Goal: Students will meet or exceed reading expectations at each level.

Sub Goal: Aboriginal students and Non-Aboriginal students will meet or exceed literacy expectations.

**AREAS TO CELEBRATE:**

- A look at our literacy results in terms of writing, shows an overall student strength in this area
- We also note that our diverse learners are performing well in writing and even outperformed our non-diverse learners in Grade 4 of last year

**AREAS TO GROW:**

- Overall, our results in reading are quite low for all of our learners
- Specifically we see our lowest results for our primary learners in reading
- Indigenous learners are performing below our non-indigenous learners

**SCHOOL STRATEGIES:**

To improve in literacy we will:

- Continue to use our One to One reading program - one session focused on Intermediate, one on Primary
- Enhance our opportunities for students to access RTI and phonemic awareness interventions through LART reading groups
- Continue to engage in buddy reading (older/younger) for support and modeling
- Focus on using LLI (Leveled Literacy Interventions) in our LART groups and within classes as universal supports

To improve classroom practices through Professional Development, we will:

- Ask our curriculum support team to come in and work with staff on reading interventions and class practices
- Create some “in school” mentorship for our newer teachers to work with our more experienced staff - observing literacy lessons and small group approaches
- Plan our school based professional development days around workshops/ presenters who can offer us research based literacy (reading) strategies
- Focus on presenting school wide programs to support literacy development - (ie. Jolly Phonics)

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

- Focus on improving results for our Primary readers, as we see the lowest data scores in this group
- Support our learners who are leaving Primary, into intermediate grades by trying to continue to build in a primary/intermediate grade split and target reading interventions for our grade three students who need supports before intermediate

- Offer “push in” learning supports for our upper primary students to increase classroom time and independence, as well as our intensive small group interventions

To improve Aboriginal student learning, we will:

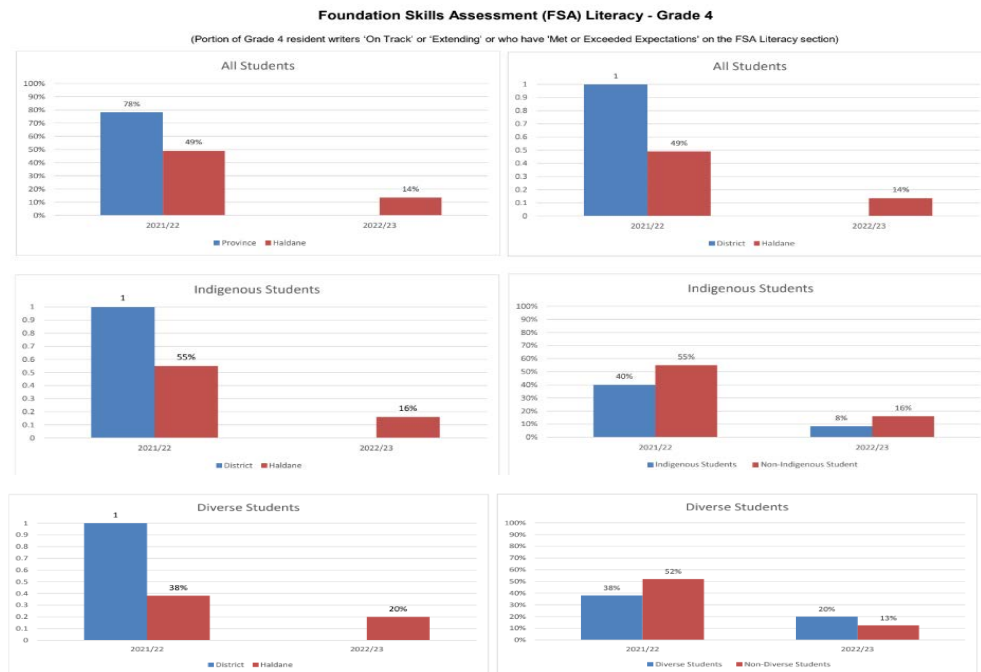
- review the strategies in the Local Education Agreements and Aboriginal Enhancement Agreement and include those strategies that staff agree will have the most impact
- Focus on traditional ways of knowing and cultural values imbedded in all that we do through resources and the modeling of aboriginal staff
- Continue to offer traditional language opportunities
- Continue to build connection and a positive self identity

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

- Curriculum resources at Haldane vary, depending on staff approach and age of students. In order to align supports in Reading, we have focused on Leveled Literacy interventions for our LART teachers and have these resources in circulation through our primary classrooms as well.
- This year our primary staff all attended the Jolly Phonics workshop and have implemented this program through all of the primary grades to have a continuity of focus and growth
- Haldane employs many amazing staff! We have teachers with years of experience and teachers who are new to the craft. Our experienced teachers are committed to our community and school and help to guide our new teachers and connect them as well. Support staff and district staff are all truly committed to the needs of our students and model kindness and compassion. Many of our staff members live in our community and are a part of our students’ lives in school and out. Many of our staff also have indigenous heritage and help to guide us in our ways of knowing and cultural connections. Human resources are the heart of a school and are key to making students feel connected enough to learn to their best potential.
- Many extracurricular activities at Haldane engage students in district level sports, and enhanced learning opportunities. Students participate in team sports like Volleyball, and basketball and individual sports like track and field with various Kamloops schools. We also join opportunities like district Young Author’s Conference, and Young Artists, as well as aboriginal opportunities like this year’s School District PowWow.

- Many Field trips at Haldane focus on the outdoors and providing opportunities for our students that enhance their learning. As a rural community school, we enjoy connecting to the land, moving our bodies and hands on learning. Field trips to our various outdoor learning environments help our students to feel grounded. To add additional learning opportunities we also take our students into Kamloops a few times in the year to expose them to larger community events.

## Evidence and Next Steps



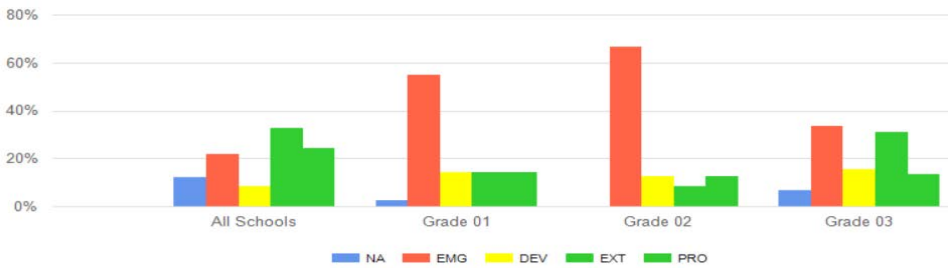
Review of our various data sets took place in mid May this year. As an administrative team we first looked at our assessments and noted areas of growth and concern. We then drilled down into the data to see our subset of students and ensure we were clear on the needs of our diverse student population. We then reviewed this data again at our June 7th staff meeting and received input from staff to continue our focus on literacy (Reading). We celebrated the improvements and how we have aligned our resources and approach.

We noted that although our FSA results were lower than we had hoped, we saw an increase, anecdotally, in students' enjoyment of reading and ability to persevere. We also celebrated the strengths of our diverse learners in grade 4, who outperformed their non-diverse counterparts in literacy this year. We suspect this is because of our Flex Room strategies that helped these learners to access learning at their level, learn to

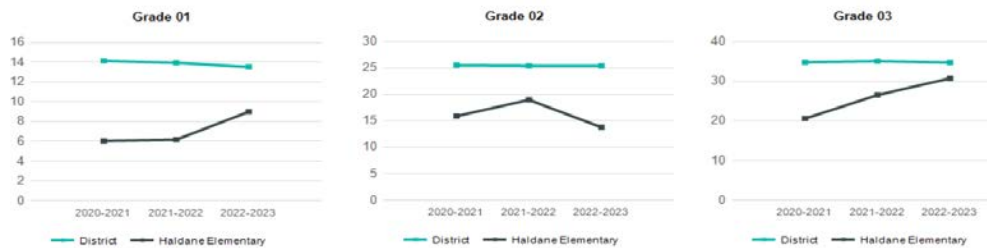


regulate their bodies and to integrate successfully back into their classroom environments in a more focused, “ready to learn” way.

Primary Reading Assessment - PRA June

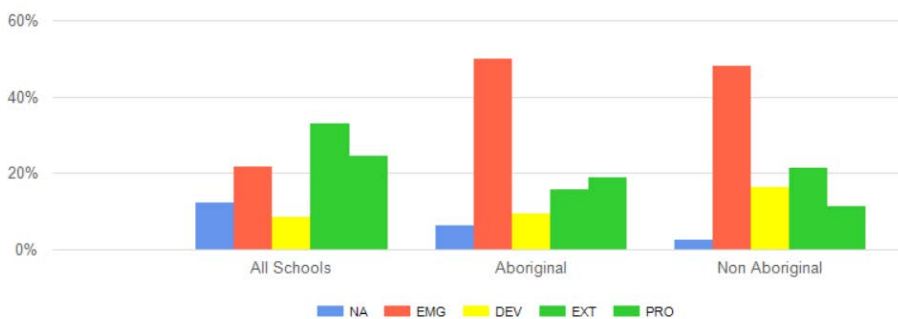


PRA - PRA June - DRA Level



When we looked at our Primary Reading Assessments, we were encouraged to see an upward trend for most of our students. We also noticed, anecdotally, that our students really connected to some of our new programs, like Jolly Phonics. Teachers noted enthusiasm and focus during these lessons. We did, however, also notice a decline within our grade 2 group, so did some digging to determine what was happening. We discovered that the decline was mostly connected to a classroom that had many teacher changes and some inconsistency in programs and approaches. These students have been flagged for extra support next year, to ensure they have a consistent resource and program to support their learning.

Primary Reading Assessment - PRA June



We were pleased to see that our primary readers, when disaggregated into Aboriginal/ Non Aboriginal, showed close to parity. Reading results in the “Emerging” category were

still higher than we would like, but our “Proficient” and “Extending” readers were statistically close.

The plan was shared with our Parent Advisory Council (PAC) on May 31st where we also reviewed the data and shared our plan to continue our focus on Reading. This news was well received by PAC.

Our next steps are to review the plan again in the fall with our staff and PAC, as well as our band education managers to outline our strategies for the 2023/24 school year and receive feedback. This will be an ongoing process, as we evolve through the year, so we will have the School Learning Plan as a standing agenda item for PAC, staff and CAAC (Chase Aboriginal Advisory Council) meetings.

## Wellbeing Goal

Feeling Welcome/Safe/Sense of Belonging/ Two or More Adults Who Care

### **HUMAN & SOCIAL DEVELOPMENT**

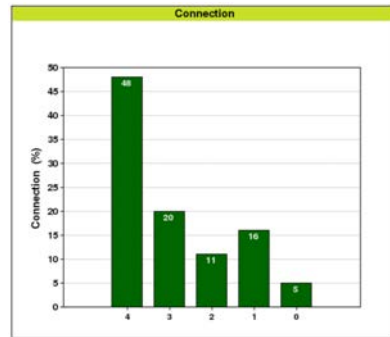
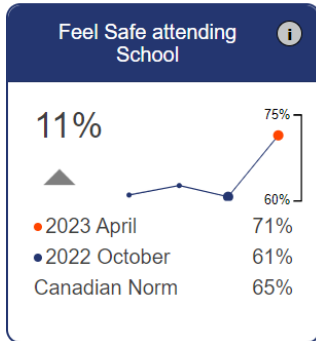
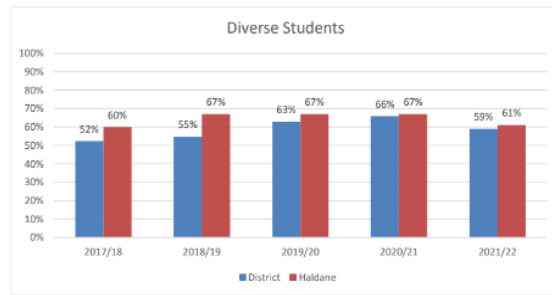
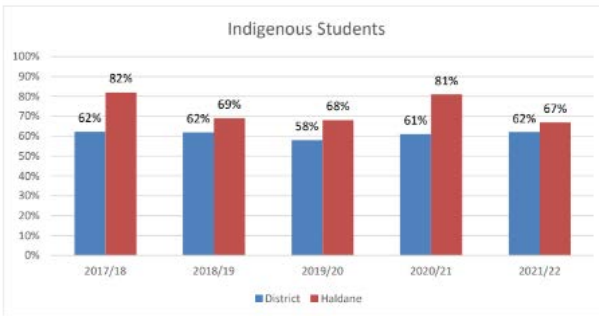
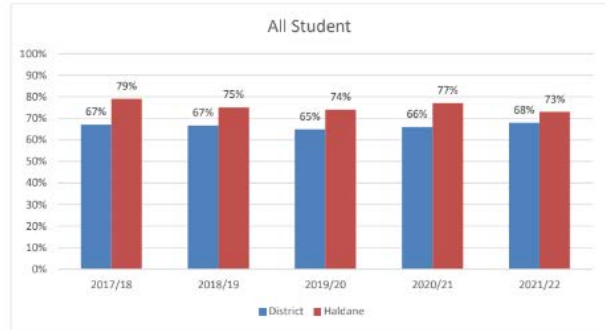
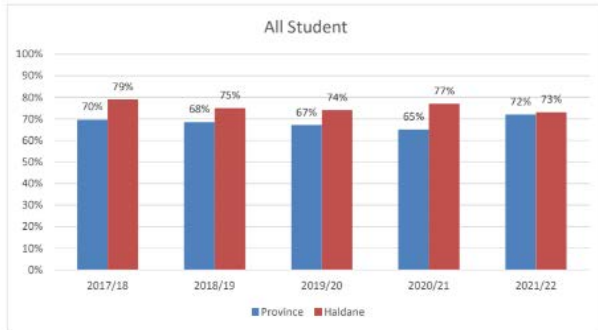
To develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, acceptance and respect 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:** When we look at our School Learning Survey data, we see that Haldane is above provincial and district measures in the areas of students feeling welcome at school, feeling like they belong and feeling safe at school. In order for students to be successful learners, we know they need to feel safe and connected. We have been working for a number of years now on these things and will continue to do so with this focus in mind.

### Student Learning Survey (SLS) - Feel Welcome



**SCHOOL GOAL:** Students will improve personal social skills, self regulation and their ability to connect to self and others.

**AREAS TO CELEBRATE:** Over the last few years, we have actually seen strong results in our students’ overall sense of belonging and connectedness. We are pleased to see these gains, and have set our sights on this improvement to continue. When we look deeper into the data, we see that our indigenous students are actually above the district on the measures of “Feeling Welcome” and “Feeling Safe”. We also notice that almost all learners report feeling connected to an adult at school.

## **AREAS TO GROW:**

- Despite strong results in these well being areas, we want to continue to keep our kids safe and connected at Haldane. This will be on-going work.
- Most learners report feeling connected to at least one adult here at school, but our focus is on determining the small number of students who don't have an adult connection and to correct this.

## **SCHOOL STRATEGIES:**

To improve students feeling welcome and safe in classrooms we will :

- Continue to teach social, emotional, and self regulation strategies within each classroom (Zones of Regulation, TILT, Mind Up)
- Direct teaching within the classrooms of acceptance and tolerance of all
- School wide activities and cross grade partnerships to promote modeling and connectedness
- Continue to offer morning, recess and lunch food programs to support a positive learning environment and help students connect to peers and adults
- Continue to use our "Flex Room" for students to learn social skills, self regulation and proactive behaviours - room is offered to all who need it and is used throughout the day to supplement classroom learning

To improve classroom practices through professional development, we will:

- Continue to offer school wide professional development that is focused on trauma informed practices
- Staff book clubs to help focus our knowledge of mental health and supports for kids - this year's book was "Hold on To Your Kids", by Gordon Neufeld and Gabor Mate
- Ongoing reviews and staff discussions around our PBIS practices and goals (standing staff meeting agenda item)

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

- Continue to model regulation and connection strategies through buddy classes - primary students learning from our intermediates to help with the grade 3-4 transition
- Continue to collaborate with our nearby high school to model regulation and connection for the high school transition
- Continue with grade 6 tours and transition program so our students know what is expected of them and can feel comfortable before attending high school

- Continue with our Kindergarten orientation program to help our preschool students transition to Kindergarten and feel welcome in our school

To improve Aboriginal student learning, we will:

- Continue to implement strategies from our Local Education Agreements and the Aboriginal Enhancement Agreement to increase and honour Indigenous ways of knowing to support a culture of inclusion and acceptance
- Continue to imbed Indigenous culture within our classrooms
- Maintain strong relationships with our community and Indigenous families - Chase Aboriginal Advisory Council meetings, Aboriginal Year End BBQ, regular meetings with Band Education Liaisons

To improve wellbeing, we are allocating our financial resources towards:

- Trauma informed literature and books for our staff book club
- PBIS materials, posters, tools for classrooms
- Regulation, social emotional and mental health tools/information for our Flex Room for student use throughout the day

## **Evidence and Next Steps**

Review of our various data sets took place in mid May of this year. As an administrative team we first looked at our data sets and noted areas of growth and concern. We then drilled down into the data to ensure we were clear on the needs of our diverse student population. The analysis of this data is noted above in the “Areas to Celebrate” and “Areas to Grow” sections. We reviewed this data again at our June 7th staff meeting and received input from staff to support a continued focus on building student connection and feelings of safety.

The plan was shared with our Parent Advisory Council (PAC) on May 31st. This news was well received by PAC and they were pleased to see the maintained results we have in social responsibility over the past few years.

Our next steps are to review the plan again in the fall with our staff and PAC, as well as our band education managers to outline our strategies and receive feedback. This will be an ongoing process, as we evolve through the 2023/24 school year, so we will have the School Learning Plan as a standing agenda item for PAC, staff and CAAC (Chase Aboriginal Advisory Council) meetings.

## CULTURAL & IDENTITY GOAL

### CULTURAL & IDENTITY DEVELOPMENT

To develop in communities cultural safety and humility, and in individuals, a sense of identity.

#### **CULTURAL SAFETY OUTCOME:**

Students, parents, and staff will strive to address power imbalances inherent in the education system and shape a district community that is free of racism, discrimination, sexism, harassment, and homophobia.

**GOAL:** Every learner will thrive personally and culturally.

**SCHOOL STRATEGIES:** Our school is committed to celebrating diversity and inclusion. We have a strong staff who work hard at identifying biases, barriers and gaps in our own and students' experiences. Our Indigenous team models culturally responsive activities and sensitivities, while working hard to connect our students to each other and themselves. Our school wide behaviour matrix is based on the medicine wheel and was created by staff and our community partners to reflect Indigenous ways of thinking and knowing. Staff leads help to create safe spaces for all students that promote inclusion and acceptance, like lunch clubs with some of our neuro diverse learners and peers, and the Rainbow club. We also focus on professional development to enhance our understanding of inclusion and how our practice, language and assumptions can impact cultural safety. In practice, this looks like using gender neutral language, imbedding diverse families/people examples into curriculum, visual representations of our culturally diverse students (signs in secwepemctsin, posters with diverse ethnicities) and celebrating culturally diverse moments/events.

#### **Evidence and Next Steps**

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input from staff to support a continued focus on cultural safety. The plan was shared with our Parent Advisory Council (PAC) on May 31st.

Our next steps are to review the plan again in the fall of 2023 with our staff and PAC, as well as our band education managers to outline our strategies and receive feedback. This will be an ongoing process, as we evolve through the year, so we will have the School Learning Plan as a standing agenda item for PAC, staff and CAAC (Chase Aboriginal Advisory Council) meetings.