

Revised September 15, 2023



Pacific Way 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

<https://my.sd73.bc.ca/en/schools/resources/Aboriginal-Education/2016-22-Enhancement-Agreement.pdf>

and the Aboriginal Education Enhancement Agreement

<https://my.sd73.bc.ca/en/resources/Agreements/Local-Education-Agreement-2015-2020-FINAL.pdf>

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CONTEXT

Pacific Way Elementary is a caring and dynamic school community. Built 21 years ago, Pacific Way has become a hub within the growing area of upper Aberdeen, regularly hosting community soccer, playgroups, and sledding. Pacific Way Elementary is a Kindergarten to Grade 7 school with 365 students. Our school population includes 30 aboriginal students and 25 students with diverse needs. These students are supported by 24 teachers, 5 CEAs and 1 Aboriginal Educational Worker. The staff at our school work together as a team to provide a learning environment that is inspiring and need-fulfilling.

This plan has been developed by our teachers and administrators. We have looked at data and have come up with goals and strategies as a group. Teachers have also volunteered to be part of an improvement group in their area of interest. These three learning leadership groups are literacy, numeracy and increasing engagement of reluctant learners/boys. Each group will develop strategies for their area of interest which they will then share with the rest of the staff so we can all apply the learning and see student improvement. Additional consultation will take place throughout the 2022-2023 school year.

We have a strong PAC that is committed to supporting the school. We will present this plan to our PAC annually so they can provide feedback to our plan as it develops.

We are part of the Sahali Secondary and K to 12 family of schools which is made up of Sahali Secondary, Kamloops School of the Arts, @KOOL, and three other elementary schools along with Pacific Way. As a group, we form a dynamic partnership which aims to support educated and resilient citizens who contribute to diverse, inclusive, caring communities.

School Vision

In a safe, connected and compassionate community, all learners have the opportunity to grow, be valued and belong.

Pacific Way's vision connects to the District Strategic Plan through its focus and commitment to supporting learning opportunities and environments which promote connection, equity, well-being, and sustainability.

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: After analyzing our data and consulting with the staff and the community, we have determined that engagement of learners is an area of challenge. Though results of district data indicate success overall, review of school level data (report cards, interims, and anecdotal data) show that we have a significant portion of our learners, particularly males in the intermediate grades, who are emerging or developing in both literacy and numeracy. This has led our school community to question how we can improve the overall engagement of our learners.

SCHOOL GOAL: Students will improve reading and numeracy proficiency.

OBJECTIVES:

- *Students will be proficient or extending in literacy and numeracy.*
- *Every student will be reading at grade level by the end of grade 3.*

SCHOOL STRATEGIES:

To improve in literacy/numeracy, we will (classroom practices):

- Incorporate Universal Design for Learning strategies into the classroom
- Engagement strategies
- Support primary years students through high-intensity reading intervention program

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

- Creation of three Learning Leadership groups which will develop strategies and best-practices which will then be shared
 - Literacy Learning
 - Numeracy Learning
 - Increasing Engagement Learning

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

- Define what Emerging, Developing, Proficient and Extending means for each grade level in literacy and numeracy. We will then cross check with the grades above and below to ensure that expectations between grades are gradual and consistent.

To improve Aboriginal student learning, we will:

- Build relationships with our Aboriginal learners and families that prompt connection to the school
- Create learning opportunities that are reflective of the First Peoples Principles of Learning, Aboriginal Worldviews, and the Seven Grandfather Teachings.

EVIDENCE:

PRA	Grade	EMR	DEV	PRO
Oct	Gr 1	7/62	11/62	44/62
June	Gr 1	8/66	8/66	50/66
Oct	Gr 2	5/44	6/44	33/44
June	Gr 2	6/46	1/46	39/46
Oct	Gr 3	6/57	3/57	48/57
June	Gr 3	4/60	0/60	56/60

At the end of grade 3 in June 2023, only 4 students were not reading at grade level out of 60. Those students were part of small group interventions. One is an ELL learner, another is a category D. We will keep working with those 4 students.

Report cards Numeracy	Grade	EMR	DEV	PRO	Ext
Jan	Gr 1	3/63	3/63	49/63	8/63
June	Gr 1	1/66	3/66	53/66	9/66
Jan	Gr 2	2/45	3/45	31/45	9/45
June	Gr 2	1/47	1/47	35/47	10/47
Jan	Gr 3	2/58	5/58	34/58	17/58
June	Gr 3	2/59	3/59	51/59	3/59
Jan	Gr 4	0/47	4/47	40/47	3/47
June	Gr 4	1/49	3/49	41/49	4/49
Jan	Gr 5	0/41	2/41	38/41	1/41
June	Gr 5	0/43	5/43	35/43	3/43
Jan	Gr 6	2/48	6/48	39/48	1/48
June	Gr 6	4/48	5/48	37/48	2/48
Jan	Gr 7	5/39	10/39	18/39	6/39
June	Gr 7	6/41	8/41	17/41	10/41

AREAS TO CELEBRATE (FSA Results):

- Grade 4 literacy is 13% above the district.
- Grade 7 literacy is 20% above the district.
- Grade 4 diverse students are 6% above the district in literacy.
- Grade 7 Indigenous students are 19% above the district in literacy.
- Grade 7 diverse students are 24% above the district in literacy.
- Grade 4 numeracy is 20% above the district.
- Grade 7 numeracy is 31% above the district.
- Grade 7 Indigenous students are 38% above the district in numeracy.
- Grade 7 Diverse students are 49% above the district in numeracy.

AREAS TO GROW:

- Pacific Way Indigenous students are 27% below the district in Grade 4 literacy.
- Non-diverse students compared to diverse students are 9% below in numeracy.
- Non-indigenous students compared to indigenous students are 9% below in numeracy.
- Non-indigenous students compared to indigenous students are 14% below in literacy.
- Non-diverse students compared to diverse students are 19% below in literacy.

NEXT STEP:

Literacy

Staff development

- Resources – buy cookie sheets
- Research resources – decodable books for younger grades, for example Sylla Sense
- Continue Book Study – Shifting the Balance
- Implement and use Heggerty for full year
- Track progress and gains for specific students – Michelle Hill can pull data
- Implement changes to our professional practices with a focus on decoding/encoding (phonemic awareness, knowledge of grapheme-phoneme correspondences, accuracy and automaticity with reading and spelling words and text)
- Implement use of Heggarty to support phonological awareness provided resources are available
- Collaborate with Librarian to see how we can partner together to do literacy activities during her Wednesday collaborating days

Numeracy

- Administration of primary assessment (sometime between September and October 15, again in January and again in June) ***We need to make sure teachers do this in September or October of 2023 (reminder and some instruction at an early staff meeting)**
- Develop intermediate assessment based on the feedback from the primary assessment
- Intermediate assessment to be ready to administer in the second term (April - June)
- Identify areas of weakness and bring in an expert to present activity (ies) at a professional development or staff meeting

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:

- 86% of grade 4 students know rules and expectations.
- 88% of grade 7 students know rules and expectations.
- 68% of grade 4 students feel they belong.
- 75% of grade 7 students feel they belong.
- 78% of grade 4 students feel welcome.
- 80% of grade 7 students feel welcome.
- 88% of grade 4 students feel safe.
- 86% of grade 7 students feel safe.

SCHOOL GOAL: Students will develop and foster a sense of self-worth, belonging, and personal initiative.

Looking at our data, we decided to keep working on our PBIS and maintain our matrix but that improving student social emotional (engagement) was our priority. When teachers looked at their classroom data, they realized that achievement was decreasing as students got older.

AREAS TO CELEBRATE:

Girls' achievement has been consistent over the years. They are able to maintain their level of achievement as they are getting older. In the same vein, we have very few girls' office referrals.

AREAS TO GROW:

Looking at boys' achievement over time, teachers realized that boys are getting disengaged as the years go on. At the primary level all students are achieving well, but as students get older we can see a discrepancy between boys and girls. We can also see a big discrepancy between boys and girls for office referrals.

SCHOOL STRATEGIES:

We have formed a school learning leadership group to develop some strategies to improve in this area. These groups will meet every staff meeting and report to the rest of the staff every third staff meeting to keep everybody informed.

- To decrease office referrals for boys.
- To increase boys' engagement in classroom activities.
- Will start the 23-24 school year with Den Groups.
- Will start the 23-24 school year with a school wide project.

EVIDENCE

Student Learning Survey

Question	Grade	School	District
Is school a place where you belong?	4	68%	65%
	7	75%	56%
Do you feel welcome at your school?	4	78%	75%
	7	80%	68%
Do you feel safe at school?	4	88%	79%
	7	86%	72%

It was surprising to see our grade 4 students scoring lower than our grade 7 students in feeling that they belong and feeling welcome. Looking at the difference between school and the district, our grade 4 students are on par with the district while our grade 7 students are 19% and 12% above district average.

The raw data shows that 1 student in grade 4 and 1 more student in grade 7 never feel they belong, never feel welcome and never feel safe at school. The biggest problem with this data is that we don't know who those students are. We will review this data in

the fall to come up with a plan. Part of our action plan might be to do a survey where we can track students so we can help those students out.

Teachers completed a sociogram of their classroom. Students identified who they were connected to in their classroom. Teachers looked at the results and focused on the students who had less than 2 connections in their classroom.

Next year, we want to use the data from the sociograms to see changes in connections throughout the school year (December to June).

Teachers completed a survey with four questions to see what is used in the school:

1- "How would a student in your class know that you value and appreciate them?"

2- "Share 3 strategies that you feel are the best way to foster a culture of self worth and belonging in your classroom."

3- "How do you know students are engaged in their learning?"

4- " After conducting the sociogram, how did the results change your method of instruction or methods of interacting with "vulnerable" students?"

The results were that teachers intuitively work on belonging but there is no common approach. Next year we are restarting multi age Den groups. Teachers will use this time to do some PBIS lessons.

NEXT STEP

Building our skills

- Looking at Trauma informed practices
 - Book study – "Reclaiming our students"
 - Pro D to offer – TBA
- Evaluate and invest in self-regulation strategies/programs
 - Play is the Way?
 - Circles of Restitution?
 - Discipline with Dignity?
- Connect with Health Co-Ordinator
- Re-surveying teachers and students
- Relooking at sociograms from year 1 – are those kids still on the fringe?
Who's on the fringe now?
- Use sociograms as data.
- Survey students where we can identify students to help them.

CULTURAL & IDENTITY GOAL

CULTURAL & IDENTITY DEVELOPMENT

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

DISTRICT GOAL: Every learner will feel safe and thrive personally and culturally.

DISTRICT OUTCOME: Learners will have educational experiences that are free of racism, discrimination, sexism, harassment, and homophobia.

DISTRICT OBJECTIVE: Establish a baseline of awareness with students, staff, and parents about cultural safety and humility.