

Update: September 16, 2024



Arthur Hatton Elementary
Annual School Learning Plan 2024-2025



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 7 school in the Norbrock Family of Schools. We are home to 305 students, of which 97 are Aboriginal, 39 have their learning guided by a Competency Based Inclusive Education Plan, and 20 are English Language Learners. Arthur Hatton hosts the “Just B4 Preschool” as well as the after school “Seamless Day” childcare program. We also provide “Strong Start”, a program, which further supports our pre-school families.

A fundamental aim 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 40 Starfish backpacks each week, feed up to 21 students every morning with our in-house 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 the learning and 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 2023-24 school year, our Grade 4 students were 14% below the district average in the Foundation Skills Assessment in Literacy. Though still not at parity, we have significantly closed the gap since the 2022-23 school year where our Grade 4 students were 35% below the district average. Comparatively, Numeracy scores have maintained approximately 20% below the district average. Though gains are not yet showing in Numeracy, we do believe that long term focus on improving Literacy skills will support growth in Numeracy.

In order to improve in both of 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:

- Arthur Hatton closed the gap in Literacy Foundation Skills between ourselves and the district by 21% over the 2023-24 year.
- The number of Indigenous learners on track or extending in Literacy at Grade 4 increased by 17%
- Numeracy increased by 15% between 2022-23 and 2023-24.
- The number of Indigenous learners on track or extending in Numeracy at Grade 4 increased by 16%

AREAS TO GROW:

- Our Literacy levels require further improvement to meet District averages.
- Our indigenous students are still scoring approximately 10% 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
 - Professional development in Math and Literacy with a focus on UDL
 - Math session at HGEC on September 23rd
 - Reach out to district coordinators to support UDL learning across subjects
- 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 and the District Phonics Assessment to gauge progress and support choices of instructional strategies
- Continue to develop common language and concepts across grades in literacy and numeracy
- Accessed an 'Assessment through Inquiry' grant to have 2 teachers and Vice-Principal visit Parkcrest to see Science of Reading strategies in action and discuss implementation with the rest of the primary teaching staff
 - Continue this inquiry in 2024-25 to further develop instructional strategies, through:

- Ongoing collaboration and having participants lead discussions and coaching about what they learned/best practices
- Support adoption of Science of Reading strategies through mentoring and small group intervention
- Pilot the Number Sense Assessment in grades 1, 2, and 3 for a second year
 - Completed in the 2023-24 year

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
- Teaching using consistent resources
- Work with the District Literacy Team to further develop strategies
- Professional Learning with the Numeracy and Literacy teams to support growth and competencies
 - September Pro-D at HGEC for Numeracy
 - In-school Pro-D on Literacy (date TBD)
- Offer release time/TTOC support to collaborate on assessment and the results of assessment to forward best practices

Current Resources and Planning:

- Focus on the Science of Reading using UFLI Foundation
- District Phonics Assessment
- District Scope and Sequence for Literacy (currently in development)
- Using Heggerty Phonological Awareness kits
- LLI kits
- PM Benchmarks
- Jolly Phonics
- 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

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

- Review specific subpopulations 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 Phonics Assessments and PRAs to 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 26th 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
- The District Phonics Assessment will be used multiple times in the year in conjunction with Primary Reading Assessments in June to assess student progress and guide instructional strategies and additional support.
- Plan collaboration and mentor time into staff meetings

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 increased success in the classroom, lower behavioral referrals, and lead to a culture of resiliency within the school community.

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 increased success in the classroom, lower behavioral referrals, and lead to a culture of resiliency within the school community.

SCHOOL RESULTS ANALYSIS:

Arthur Hatton continues to be a school of growth and change. In 2022, we had only 19 students in grade 4 complete the DEWRS survey while in 2024 we grew to 34 students able to complete the survey, 50% of which identify as Indigenous. In comparing these two years via the OurSCHOOL Survey data for the 2023-24 year, we see a 6% decrease in students reporting that they felt a sense of belonging at Arthur Hatton and a 21% decrease in students reporting that they felt safe. These two indicators, along with only 60% of students reporting that they felt there were places in the school where they [could] go when they need support from adults, highlights a need for us to refocus on building a positive climate. Additionally, through anecdotal comments and reporting from teachers, our diverse population continues to strive to increase self-confidence. We believe that by refocusing as a school on building resilience in learning, confidence in self, and positivity in our community, we can trend upwards in the coming school year in students feeling welcome, safe, and connected to their school.

AREAS TO CELEBRATE:

*Data pulled from Appendices only accessible to 2022-23 year

- Diverse learners reported that Adults Care at a rate of 6% above the District average
- Indigenous learners report Adults Care at a rate nearly on par with the District average at 65% versus SD73s 68% rate.
- Students Feel Safe at our school (3% above the district and 1% below the provincial averages)
- Indigenous students at our school Feel Welcome at a rate of 5% above the district and 3% above the provincial averages.
- Non-indigenous students Sense of Belonging increased from 29% to 80%

AREAS TO GROW

*Data pulled from Appendices only accessible to 2022-23 year

- Students Feeling Welcome decreased by 5% overall with a dramatic difference in students with diverse abilities who only felt welcome at a rate of 50%
- Indigenous students reported a Sense of Belonging at a 1% decrease over the 2021-22 year which continues a downward trend in this area from 2020-21
- Pulling from the raw data (OurSCHOOL Survey website), Feeling Safe this past year (2023-24) has decreased to 56% from 77% in 2022-23.
- Collecting anecdotal data with regards to the definitions of safety, resilience, and positive culture - what does that mean to our students? Families? Teachers? Staff?
 - Equity question possibility

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)
- 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
- Ongoing Spirit days, 'Fun Lunch Fridays', schoolwide moral building contests

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
 - Return to The Growth Mindset Coach by Annie Brock and Heather Hundley for staff meeting discussions and school-wide learning
 - Work on Growth Mindset in Buddy classes and/or Den Groups
- 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...

- 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
- Access our Aboriginal counselor 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 26th 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' 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