



# *Arthur Stevenson Elementary School* Annual School Learning Plan 2024-2025

**Draft September, 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

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 300 students within 14 divisions. The school population includes 55 students who are of Aboriginal Ancestry and 37 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 2022-2023 school year, the Well Being goal was supported by staff through implementation of the 2X10 Strategy (school wide intervention tool aimed to keep the quality of staff and student relationships at the centre of the work). In the 2023-2024 school year, staff and students continued with the focus on building positive relationships through the utilization of the 2X10 strategy while also connecting the social responsibility matrix (R.O.C.K. S.) that was revised in the 2019-2020 school year 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, and intramural sports (COBRA hockey league - CHL). 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, Board Games 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 including giving back to their community.

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**

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. While the goals remained the same several new strategies were implemented during that year and further plans were discussed for bringing a new school motto “You Belong Here” to life for the 2023-2024 school year.

Throughout the 2024-2025 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. While we are making some solid gains in literacy, particularly in primary, we can see that numeracy is still where we need to focus our efforts. To this point, PRA data shows that our students are above the district average at the grade one, two and three levels for All Students as well as for all our Aboriginal students. Our grade 2 and 3

students made a small gain from their results in 22/23. Even though we have a small number of aboriginal students at ASES, it is important to note that these students scored “proficient” and “extending” at a much higher rate than the district rates. Moreover, the aboriginal students in grade 4 scored much higher than the district and provincial FSA literacy and numeracy scores. Alternatively we see that our Grade 4 All Students scored much lower than all learners in numeracy over a three year period and that our grade 7 students have dropped 3% over three years and are now sitting below the district and provincial averages. We have already begun some school-wide math initiatives with the “Math Genius of the Week”. However, for next year we also incorporate “Lunch and Learns” to enhance teacher professional development in math.

### **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:*

- Gr 7 results showed that Aboriginal students at Arthur Stevenson achieved above both district and provincial averages.
- Gr 7 Aboriginal learners this year at Arthur Stevenson achieved 12% higher than Non-Aboriginal learners at Arthur Stevenson.
- Gr 7 results showed that Diverse learners at Arthur Stevenson achieved 10% higher than last year's Diverse learners at Arthur Stevenson.
- The 3 year average for Gr 4 Diverse and Aboriginal students at Arthur Stevenson increased significantly by 32% and 19% respectively.
- Gr 4 FSA results for Aboriginal students at Arthur Stevenson showed significantly higher achievement than Aboriginal students in Gr 4 in the district and provincial levels by 16% and 24% respectively.
- Gr 4 FSA results for Diverse Learners at Arthur Stevenson showed higher achievement for Diverse Learners in Gr 4 in the district and provincial levels by 3% and 4% respectively.

##### *Numeracy:*

- Gr 4 FSA results showed an increase in 3 year averages for both Diverse Learners and Aboriginal Learners at Arthur Steveson by 13% and 1% respectively.
- While All Learners at Arthur Sevenson demonstrated low achievement in FSA scores, Aboriginal and Diverse Learners at Arthur Stevenson demonstrated higher achievement than Aboriginal and Diverse Learners in the district and the province.

- Math Genius of the Week: This is a new school wide initiative started in January 2024 to help Arthur Stevenson students talk more about math and to get excited about it. Students have the opportunity to submit solutions (and show their work) for 4 problems of various difficulty ranging from grade K/1 to grade 6/7 in difficulty. Students who submit their solutions are entered into a draw for a prize and get to have their picture up in the hallway for the upcoming week. In total there were 185 submissions with the most (88) from grade 2 students. The highest percentage of participation was 38% in grade 3.

*Primary Reading Assessment:*

- Gr 1 students this year demonstrated a 6% increase in students who achieve proficient or extending compared to last year's Gr 1 cohort,
- Gr 2 students this year demonstrated an increased achievement by 8% when compared to their PRA results last year when they were in Gr 1 last year.
- A successive and steady improvement among this year's Gr 3 cohort achieving proficiency or extending was demonstrated over the past 3 years with 89% of students in this cohort achieving proficient or extending when they were in Gr 1, 91% in Gr 2 and, this year, 94% as Gr 3s).
- Aboriginal students at Arthur Stevenson in Grades 1, 2 and 3 this year scored "Proficient" at a much higher rate than the district average for Aboriginal students.
- Aboriginal students at Arthur Stevenson in Grades 2 and 3 this year achieved "Extending" at a much higher rate than the district average for Aboriginal students.

**AREAS TO GROW:**

*Foundational Skills Assessment:*

*Literacy:*

- All Gr 4 Learners achieved 6% less than their All Learner peers at both the district and provincial levels and demonstrated a 6% decrease in 3 year average..
- Non-Aboriginal Learners at Arthur Stevenson demonstrated a 14% decrease in the 3 year average among Gr 4s on the FSA.
- Gr 7 FSA 3 year averages have decreased this year in all groups (All learners -5%, Aboriginal -2%, Non-Aboriginal -5%, Diverse -2% and Non-Diverse -7%).

*Numeracy:*

- Gr 4 FSA 3 year average for All Learners dropped by 19%.
- Gr 7 FSA 3 year average for Non-Aboriginal Learners remains static (no change)

*Primary Reading Assessment:*

- The previous year's Gr 3 cohort (now in grade 4) has consistently demonstrated low achievement in reading and we see this trend has continued into Gr 4 as per FSA results in Literacy.

**OBJECTIVES:**

All students will meet or exceed literacy and numeracy expectations.

**SCHOOL STRATEGIES:**

*To improve in literacy, we will:*

- For grade 4 and 5 students, we will utilize pre/post assessments and strategic literacy interventions with support of district LRT and strategies learned at the September staff pro-d focused on the *Shifting the Balance* resource session.
- Encourage Home Reading Program with small prize incentives.
- 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, critical thinking discussions around Aboriginal 'read alouds').
- Promote our classes' Home Reading Programs, we will create a home reading contest with a draw for prizes!

*To improve in numeracy, we will:*

- We will utilize pre/post assessments and strategies recommended by district numeracy resource teachers with grade 4 and 5 teachers.
- Conference with each teacher to review plans to support struggling learners, and work collaboratively with teachers on the progress of those plans (including the review of instructional minutes allocated in math).
- 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.
- Administration will provide lunch and learn meals for primary and intermediate teachers to collaborate on addressing the identified “Areas to Grow”.
- Continue with the “Math Genius of the Week” contest that awards prizes at all skill levels!
- 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 and in district workshops.
- 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:*

- Implement strategies in Local Education Agreement and the Aboriginal Education Enhancement Agreement.
- Promote the 7 Grandfather Teachings school-wide with monthly themes and assemblies.
- Involve students in Land Acknowledgements at assemblies (including the use of personal photos of landscapes from across the region).
- Continue to foster an interest in local Aboriginal language through direct teaching at assemblies and posters with spelling, meaning and phonemic pronunciation of Secwepemctsin words.
- 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 2024, 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 2024 with staff (teaching, support, AEW), students, parents/PAC, and Indigenous community members. Additionally, the administration will use a lens of *Inquiry Cycles* that takes successful strategies from a pull-out LART for Gr 4 students with diverse needs employed last year and apply those strategies to a push-in model with All Students from that same cohort this year.

## 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:

During the 2023/2024 school year, we promoted a new school motto - "You Belong Here!". The impact of our work to bring this motto to life can be seen in a number of ways through the DEWRS and Student Learning Surveys. Our DEWRS data compared to last year show an improvement in closing the gaps when compared to Canadian norms. There were also notable areas in which our students reported experiences rated better than Canadian norms such as sense of belonging, feeling safe at school and having positive teacher-student relationships. Student Learning Survey data showed marked improvement in areas of feeling welcome at school, feeling safe at school and the number of adults who students feel care about them at school.

### SCHOOL GOAL:

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

### AREAS TO CELEBRATE:

*Student Learning Survey Data:*

- Feeling Safe:
  - Number of All Students at Arthur Stevenson reporting “All of the time” or “Most of the time” has continued to increase by 3-4% per year since 2021 (Spring 2021 = 64%, Spring 2022 = 68%, Spring 2023 = 71%, Spring 2024 = 75.3%)
- Feeling Welcome:
  - 3 year average for the number All Students in Gr 4 and 7 at Arthur Stevenson reporting “All of the time” or “Most of the time” has increased by 5% (Spring 2021 = 53%, Spring 2022 = 65%, Spring 2023 = 70%, Spring 2024 = 70%)
- Adults Who Care:
  - Students reporting 2 or more Adults Who Care has increased steadily over the past 4 years with a notable increase of 4% this year (Spring 2021 = 56%, Spring 2022 = 57%, Spring 2023 = 58%, Spring 2024 = 62%)

**DEWRS Data:**

- Sense of Belonging at School:
  - 68% of students in Grades 4, 5, 6 and 7 reported feeling accepted and valued by their peers and others at school which is 6% higher than the Canadian norm. It should be noted that this data is collected later in the school year and from a larger sample size of students (145 students) than the Student Learning Survey (77 students in Grades 4 and 7 only).

**AREAS TO GROW:**

**Student Learning Survey Data:**

- Sense of Belonging at School:
  - Results reported a 3% decrease in students in Gr 4 and 7 (sample size of 77) experiencing a sense of belonging at school “All of the time” or “Most of the time” (Spring 2024 = 51%). Consideration needs to be given for how students feel about their sense of belonging at school at the time of this survey (mid to late winter).

**DEWRS Data:**

- Shows that our students report lower than the Canadian norm with regards to several aspects in this survey despite the differential when compared to Canadian norms decreasing in many aspects.
  - Notable exceptions are an overall significant increase in students at Arthur Stevenson reporting Feeling Safe at school (68%) compared to Canadian norm (62%) and Students in Gr 4 at Arthur Stevenson report rating a greater feeling of positive teacher-student relationships (8.5/10) than the Canadian norm (8.3/10).

## **SCHOOL STRATEGIES:**

*To improve feeling welcome, safe, and connected to our school, we will:*

- To identify the students who aren't feeling safe, welcome and a sense of belonging at school, the administration will utilize a survey for students in gr 4-7s in which only PVP will know student identities and follow up with those students to learn more about their perspectives and how the school can make changes to better support them.
- Teach social-emotional skills to support mental health, physical well-being, and student success:
  - Implementing a school wide strategy for teaching empathy using *Kindness In the Classroom* curriculum and mindfulness techniques.
  - Foster a school culture of giving back to our community through an initiative called *Beyond Ourselves* in which classes will be encouraged to research, volunteer, raise awareness and/or fundraise for a charitable organization.
- Provide opportunities for Diverse students to be a part of social groups such as the GSA club and various clubs aimed at bringing staff and students together who share similar passions and hobbies.
- 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:*

- Continue to promote our school motto - "You Belong Here!"
- Focus on explicit teaching of empathy (*Kindness in the Classroom* unit themes) 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 teachers and CEAs to model and teach this at recess and lunch).
- Establish "Kindness Challenges" empathy contest with weekly assignments and draw for prizes!
- Continue with the 2X10 Strategy with all staff (including regular itinerant staff).
- Admin will revisit de escalation training (Crisis Development model framework, Communication skills, Responding to Defensive Behaviour and restorative conversations) during staff meetings.
- 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:*

- Highlight Aboriginal Education initiatives/ideas from ABED LEAD sessions and Standard 9 at Staff Meetings.
- Maintain and further develop our practice of class presentations on the 7 Grandfather Teachings at monthly assemblies.
- Make specific reference to FPPL in one to one conferences with teachers.
- 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.
- Continue to highlight the connections students make to the 7 Grandfather Teachings at monthly assemblies and to display artifacts that represent students' learnings with respect to Indigenous cultures and ways of knowing.
- Continue to promote local Aboriginal language by highlighting new words at monthly 7 Grandfather Teaching Assemblies and during the morning announcements.
- 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**

In May 2024, teaching staff reviewed data from DEWRS, and Student Learning Surveys 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 2024 with staff (teaching, support, AEW), students, parents/PAC, and Indigenous community members. Moreover, the administration will seek to learn more from the students who do not feel a sense of

belonging, connection to adults or feel safe at school through formal and informal collection of feedback from students.