

David Thompson Elementary
Annual School Learning Plan 2024-2025

Revised Sept 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 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 on 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. We continue to grow student understanding of expected behaviour through Paw Path assemblies, group activities and reinforcement systems. We 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:

With the 2023/2024 came an administrative change, with a new principal being assigned. Throughout the year, the staff have reviewed our School Learning Plan, becoming familiar with our literacy data over the last few years. The staff are committed to improving all learners' literacy outcomes through a number of practices including collaborating to have consistency of programs and practices for Tier 1 intervention, adjusting schedules to allow for intensive Tier 2 interventions, and continuing with and expanding existing Tier 3 interventions.

We have identified concerns about the drop in 2 - 5 year trend of our grade 7 students in 2022/2023. However, we recognize the learning disruption caused in this cohort's Grade 4 year due to the loss of in-class instruction during the pandemic. Also of interest will be comparing this year's current Grade 7's who were in Grade 4 in 2020/2021, during the 2nd school year of the pandemic; this cohort was not able to access small group LART support for most of the year.

With the enrollment change that occurred with Bachelor Heights students joining our school in 2022/2023, we are adjusting our data collection comparison group to look at the Grade 4's of that school year; we will track these students through to Grade 7 in the 2025/2026 school year.

Grades 1 and 3:

In Grade 1, we see an increase to 50% (from 37% last year), in students achieving at Proficient and Extending; these scores are just under district averages. In Grade 3, we see a decrease to 53% (from 75% last year); our proficient readers scoring just under district averages and our extending readers scoring just over the district average.

Primary Reading Assessment - June						
Positive Response Rate	2020/21	2021/22	2022/23	2023/24	3 Year Avg	3 Year +/-
David Thompson Gr 1	34%	54%	37%		46%	-27%
District Gr 1	44%	62%	53%		58%	-31%
David Thompson Indigenous Gr 1	17%	25%	20%		23%	-13%
District Indigenous Gr 1	34%	30%	41%		36%	-15%
	2020/21	2021/22	2022/23	2023/24		
David Thompson Gr 2	71%	70%	67%		69%	-35%
District Gr 2	58%	66%	61%		64%	-33%
David Thompson Indigenous Gr 2	50%	60%	33%		47%	-30%
District Indigenous Gr 2	44%	47%	49%		48%	-24%
	2020/21	2021/22	2022/23	2023/24		
David Thompson Gr 3	48%	83%	75%		79%	-42%
District Gr 3	58%	71%	66%		69%	-36%
David Thompson Indigenous Gr 3	50%	50%	50%		50%	-25%
District Indigenous Gr 3	43%	72%	57%		65%	-36%

All students in DTES

Primary Reading Assessment - PRA June

	All Schools	Grade 01	Grade 02	Grade 03
PLU	16.41%			31.15%
EMG	20.41%	34.00%	26.92%	9.84%
DEV	7.25%	16.00%	30.77%	4.92%
PRO	25.65%	22.00%	30.77%	21.31%
EXT	30.28%	28.00%	11.54%	32.79%

Indigenous Students

Primary Reading Assessment - PRA June

	All Schools	Aboriginal	Non Aboriginal
PLU	16.41%	12.90%	14.15%
EMG	20.41%	41.94%	16.04%
DEV	7.25%	9.68%	15.09%
PRO	25.65%	25.81%	22.64%
EXT	30.28%	9.68%	32.08%

Diverse Learners (Spec Ed)

Primary Reading Assessment - PRA June

	All Schools	Non-Sped	Sped
PLU	16.41%	12.28%	21.74%
EMG	20.41%	17.54%	43.48%
DEV	7.25%	15.79%	4.35%
PRO	25.65%	24.56%	17.39%
EXT	30.28%	29.82%	13.04%

Grades 4 and 7:

In Grade 4, we see an increase in overall scores up to 80% from last year's 74%. While our Indigenous learners dropped from 100% to 75% within our school, we are still scoring above the district average, with our Diverse learners scoring 10% lower than district averages.

In Grade 7, we see an increase in overall scores up to 82% this year, up from last year's 61%. Both Indigenous and Diverse learners saw an increase from last year and are above district averages.

Literacy Foundation Skill Assessment Grade 4							
Positive Response Rate	2021/22	2022/23	2023/24	2024/25	2025/26	3 year avg	3 year +/-
David Thompson All	85%	74%	80%			80%	-3%
David Thompson Indigenous	100%	100%	75%			92%	-13%
David Thompson Non-Indigen	85%	73%	81%			80%	-2%
David Thompson Diverse	100%	0%	50%			50%	-25%
David Thompson Non Diverse	85%	74%	84%			81%	-1%
SD73 All	74%	75%	72%			74%	-1%
SD73 Indigenous	60%	60%	66%			62%	3%
SD73 Diverse	54%	56%	60%			57%	3%
Province ALL	75%	74%	72%			74%	-2%
Province Indigenous	60%	59%	58%			59%	-1%
Province Diverse	59%	59%	59%			59%	0%

Literacy Foundation Skill Assessment Grade 7							
Positive Response Rate	2021/22	2022/23	2023/24	2024/25	2025/26	3 year avg	3 year +/-
David Thompson All	65%	61%	82%			69%	9%
David Thompson Indigenous	67%	50%	100%			72%	17%
David Thompson Non-Indigen	65%	64%	79%			69%	7%
David Thompson Diverse	na	100%	50%			75%	#VALUE!
David Thompson Non Diverse	65%	60%	89%			71%	12%
SD73 All	73%	69%	73%			72%	0%
SD73 Indigenous	63%	60%	65%			63%	1%
SD73 Diverse	52%	45%	51%			49%	-1%
Province ALL	74%	68%	71%			71%	-2%
Province Indigenous	47%	38%	55%			47%	4%
Province Diverse	57%	54%	51%			54%	-3%

SCHOOL GOAL:

Through developing students' competencies, students will meet or exceed literacy expectations.

AREAS TO CELEBRATE:

FSA Results:

- Grade 4 Literacy for "All" and "Indigenous" were above district scores for the 2023/2024 school year (80% vs 72% and 75% vs 66%)
- Grade 4 Literacy for "All" 3 year average was 6% higher than District trend (2023/2024)
- Grade 4 Literacy for "Indigenous" 3 year average was 30% higher than District trend
- Grade 7 Literacy for "All" and "Indigenous" were above district scores for the 2023/2024 school year (82% vs 73% and 100% vs 65%) though we continue to lag in the 3 year average for the 'All' category

- Grade 7 Literacy for “Indigenous” 3 year average was 9% higher than District trend (2023/2024)
- Grade & Literacy for “Diverse” 3 year average is 26% higher than the District trend

PRA Results

- Grade 1 students increase to 50% (from 37% last year), in students achieving at Proficient and Extending
- Grade 3 students in the Extending area are just over the district average (33% vs 30%)
- Indigenous students are on par with district average for students in Proficient range

AREAS TO GROW:

FSA Results:

- Grade 4 Literacy for “Diverse” 2023/2024 is 10% lower than District score and the 3 year average is 7% below
- Grade 7 Literacy for “All” 3 year average was 3% less than District trend

PRA Results

- Grade 1 below District average for both “Proficient” and “Extending”
- Grade 3 below District average for “Proficient”
- Indigenous students score below district in “Extending”
- Diverse learners score below district in “Proficient” and “Extending”

OBJECTIVES:

1. Increase Aboriginal, Non-Aboriginal and Diverse learners’ literacy proficiency to meet or exceed district literacy rates - measure Grade 1, 3, 4 and 7 to compare with last year’s established growth areas for our school (Using Primary Reading Assessments and FSAs to measure growth).

SCHOOL STRATEGIES:

To improve in literacy, we will:

- Focus on the five strands: comprehension, fluency, phonemic awareness, phonics, vocabulary
- Introduced a Tier 2 approach to literacy intervention for Grades 1 and 2 this year: a teacher, LART, Principal, and trained CEA run intervention groups; increasing

the time and intensity of instruction beyond the core reading program for students who did not make adequate progress in the general classroom

- Expanding to include K - 3 next year; starting mid-September and running in 6 week cycles
- Teachers will use common strategies across Kindergarten - Grade 3 (Heggerty/UFLI)
- Commit the September Pro-D to finding common language and approaches in literacy for primary and intermediate students
- Increase LART targeted intervention to intermediate students by utilizing the new 0.2 LART position assigned to us for this school year
 - Assign a CEA to work with LART to continue and maintain support throughout the week
- 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
- In-class AEW support for Indigenous learners during literacy lessons

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

- Dedicate the September Pro-D for teachers to collaborate on common resources and language being used across primary and across intermediate classes
- Continue to send teachers to district literacy professional development opportunities
- Engage the literacy support teachers from the HGEC to provide pro-d and team teach in classrooms
- Provide collaboration time for teachers to focus on developing their literacy teaching skills

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

- Offer SPARK programming for future Kindergarten students in the Spring
- Peer reading through Big Buddies
- Provide collaboration time in June for teachers to learn about next year's incoming students from current teachers - share successful strategies and supports for individual students
- Provide collaboration time in September for teachers to learn more about current students from last year's teacher - share successful strategies and supports for individual students

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

- Investing in more leveled readers
- Decodable Readers
- Books on audio and Adapted materials at student level
- Use of Heggerty in primary classes
- Use of UFLI in primary classes

Evidence and Next Steps

- Consistent Assessment of primary students reading levels
- FSA and Primary Reading Assessment data
 - PRA data will be assessed regularly (every 2 - 6 weeks) as we work through our 6 week intervention cycles for Grades 3 - Kindergarten.
- Weekly School based team meetings to address academic concerns
- Principal role will be to provide collaboration time for teachers, work with the Pro-D committee to ensure we have ongoing learning opportunities for teachers, run intervention groups alongside teachers.

Wellbeing Goal

Sense of Belonging

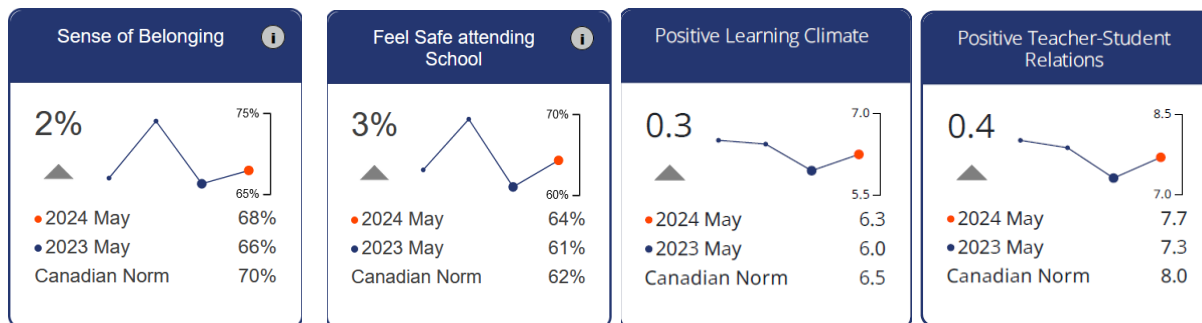
HUMAN & SOCIAL DEVELOPMENT

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:



This year, the staff have worked hard to address the previous declines in the sense of belonging, safety, positive learning climate and positive teacher-student relations.

According to the SLS, from 2019/2020 to 2021/22, the sense of belonging had declined from 64% to 43%. We are proud to celebrate the small increases we have seen across the board in these areas.

SCHOOL GOAL:

Students will feel a sense of belonging to the community at David Thompson Elementary.

AREAS TO CELEBRATE:

Student Learning Survey

- Proud of our Indigenous population results and our diverse learners
- Closing the gap to get closer to the Canadian norm for sense of belonging
- Surpassing the Canadian norm for sense of safety at school
- Student leadership opportunities provided
- Extra curricular activities provided including sports and ASSAI
- Staff participated in a professional development on Girls with ADHD and ASD and felt that helped them to better connect with students

AREAS TO GROW:

Student Learning Survey

- Continue growth in the area of Sense of Belonging specifically to meet or exceed the Canadian norm for sense of belonging
 - There is an assumption that if this area grows the other 3 areas of Feeling Safe, Positive Learning Climate and Positive Teacher Student Relations will also grow
- Access further professional development to help staff understand working with students with neuro-diversities
 - Work with the Pro-D committee to find community support agencies and/or Provincial Outreach Programs to present to and work with staff

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 with trusted adults for students struggling with sense of connection/belonging
- Provide check-ins for students identified as needing SEL support
- 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
 - Access ASSAI programming
- Maintain behaviour tracking systems to staff to allow for data collection
- Work with the Pro-D committee to find community support agencies and/or Provincial Outreach Programs to present to and work with staff
- Work with the staff at staff meetings to decide on a Street Level data collection to find the specific students not feeling a sense of belonging - choose Street Data approach to gather this information and implement approach (empathy interview, student case study, listening-campaign . . .)

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 SEL teacher
- Meet regularly with our Aboriginal Counsellor regarding strategies of engaging and supporting our Indigenous students and families
- SEL support from SFC and designated in-school SEL support teacher to run researched-based Tier 1 programs

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

- Work together with similar grade classrooms
- Understand that student behaviours are a means of communication
- Use common language among grade levels
- Provide collaboration time in June for teachers to learn about next year's incoming students from current teachers - share successful strategies and supports for individual students
- Provide collaboration time in September for teachers to learn more about current students from last year's teacher - share successful strategies and supports for individual students
- Do transition work with priority learners in June, exposing them to their September teacher and classroom; allowing time to build relationships with upcoming teacher

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 to take co-regulation and self-regulation breaks as needed

Evidence and Next Steps

- Complete DEWRS twice a year and Student Learning Survey once per year
- Our school goals will be shared at our PAC meeting, where input and feedback will be invited from families
- 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