

Updated September 13, 2024



George Hilliard Elementary
Annual School Learning Plan 2024-2029



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
- Skwlax te Secwepemculecw Indian Band
- Neskonlith Indian Band

Our school partners with the Tk'emlups te Secwepemc peoples through our Local Education Agreements and the [Aboriginal Education Enhancement Agreement](#).

CONTEXT

George Hilliard was originally opened in 1961 and has a long, positive history in the Brocklehurst community. Many families in the area have roots at the George Hilliard building and we are looking forward to welcoming them back to the newly reopened school. George Hilliard Elementary is part of the Norbrock Family of Schools. Students attend here before moving on to Brocklehurst Secondary School.

George Hilliard is a small, K-7 school with a population of approximately 170 students. We have a diverse population of learners and we strive to provide supports in many ways for each student. We have a full time Learning Assistance teacher and offer daily Literacy, Numeracy, and Social-Emotional assistance for our learners. Our Aboriginal Education worker offers cultural activities to our Indigenous students several times a week and a district Aboriginal Counsellor comes to our school to provide student support. We have a Teacher Librarian who is at the school twice per week, and a Library Assistant on alternate days. Currently, we have 3 Certified Educational Assistants supporting students in classrooms and throughout the school.

George Hilliard students are actively involved in a variety of district initiatives such as Young Authors, Young Artists, Heritage Fair stamp contest, Battle of the Books and

school sports. School level opportunities such as intramurals, leadership development, and SOGI club help to foster student interests and connectedness.

George Hilliard 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 school community 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 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 RESULTS ANALYSIS:

In our first year of opening, we will be looking closely at data as it comes in. Kindergarten surveys, Primary Reading Assessments, Non-fiction Reading Assessments, numeracy assessments and FSAs will help to inform our directions. To

start, however, we will look at focusing on literacy and Social Responsibility as initial goals.

AREAS TO CELEBRATE:

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AREAS TO GROW:

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SCHOOL GOAL (2024/25): Through developing students' competencies, students will meet or exceed expectations in reading.

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

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

SCHOOL STRATEGIES:

To improve in literacy we will:

- Implement a One to One reading program
- Enhance our opportunities for students to access RTI and phonemic awareness interventions through LART reading groups
- Engage in buddy reading (older/younger) for support and modeling
- Focus on using Reading Recovery, Science of Reading and Jolly Phonics 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/ Reading Recovery/Science of Reading)

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

- Focus on improving results for our Primary readers to build a strong foundation for our learners
- 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 teacher/ indigenous staff modeling
- Prioritize on the land learning and community connections
- Continue to build connection and a positive self identity through cultural offerings as per the enhancement agreement

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

- Curriculum resources at George Hilliard 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 teacher and will have the Reading Recovery, Science of Reading and Jolly Phonics resources in circulation through our primary and intermediate classrooms as well.
- George Hilliard employs teachers with years of experience and teachers who are new to the craft. Our experienced teachers are committed to our community and school and will help to guide our new teachers and connect them as well. Support staff and district staff are all truly committed to the needs of students and model kindness and compassion. 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 George Hilliard will engage students in district level sports, and enhanced learning opportunities. Students will participate in team sports like Volleyball, and basketball and individual

sports like track and field. We will also join opportunities like district Young Artists, Young Authors, Heritage Fair, as well as aboriginal opportunities like the School District's PowWow.

- Many Field trips at George Hilliard will focus on the outdoors and providing opportunities for our students that enhance their learning. As a small, family school with a large outdoor area, we will enjoy connecting to the land, moving our bodies and hands on learning. Field trips to various outdoor learning environments and Kamloops cultural activities will help our students to feel grounded and connected to our larger community.

Evidence and Next Steps

A first review of our various data sets will take place in November . As a school team we will look at our assessments and note areas of strengths and concern. We will then drill down into the data to see our subset of students and ensure we are clear on the needs of our diverse student population. We will review this data again in January and again in March to see if our goals of literacy/social responsibility make sense with the data we are seeing. If our data shows different needs, we will look at revising our school goals for our second year of opening.

The plan will be shared with our Parent Advisory Council (PAC) early in the fall and again, after our data point checks to ensure we are keeping our community in the loop. By the end of the year, we will finalize our goals moving into our second year and share this with PAC and our larger parent community, to help align intentions and efforts.

This will be an ongoing process, as we evolve through the years, so we will have the School Learning Plan as a standing agenda item for PAC and staff 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.

GOAL: Every learner will feel welcome, safe, and connected to their environments (district-school-classroom).

OUTCOME: Students will feel welcome, safe, and connected to their school.

SCHOOL RESULTS ANALYSIS: We will look at our School Learning Survey data, after our FSA's and Student Learning surveys are completed in our first year of opening. As well, we will have our intermediate students engage in the district's DEWRS survey in the fall and again in the spring, to assist us in gathering information around student connectedness and belonging. In order for students to be successful learners, we know they need to feel safe and connected. This goal will be an extremely important one as we reopen George Hilliard and work towards creating a new school culture with students who have previously been attending other community schools.

AREAS TO CELEBRATE:

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AREAS TO GROW:

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SCHOOL GOAL: All students will feel a sense of belonging and have positive connections to our school community (staff and students).

SCHOOL STRATEGIES:

To improve student belonging and connection in classrooms we will :

- 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
- Offer morning, recess and lunch snack programs to support a positive learning environment and help students connect to peers and adults
- Develop school “buddy classes” and leadership programs to help connect students to each other

To improve classroom practices through professional development, we will:

- Offer school wide professional development that is focused on fostering and building connections for our learners
- 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:

- Model regulation and connection strategies through buddy classes - primary students learning from our intermediates
- Whole staff approach to our students - all staff getting to know students and participating in school wide events so students know teachers they may be transitioning to
- Grade 7 tours and transition program so our students know what is expected of them and can feel comfortable before attending Brocklehurst Secondary for grade 8
- Kindergarten orientation program (SPARK) 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 - Aboriginal Year End luncheon, showcasing Indigenous cultural activities throughout the school and in newsletters

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

- Trauma informed literature and information for our staff
- PBIS materials, posters, tools for classrooms
- Regulation, social emotional and mental health tools/information for our “Sensory Space” for student use throughout the day

Evidence and Next Steps

A first review of our various data sets will take place in November . As a school team we will look at our DEWRS assessment and note areas of strengths and concern. We will then drill down into the data to see our subset of students and ensure we are clear on the needs of our diverse student population. We will review this data again in March to see if our goals of fostering belonging/connection make sense with the data we are seeing. If our data shows different needs, we will look at revising our Social/Emotional goal for our second year of opening.

The plan will be shared with our Parent Advisory Council (PAC) early in the fall and again, after our data point checks to ensure we are keeping our community in the loop. By the end of the year, we will finalize our goals moving into our second year and share this with PAC and our larger parent community, to help align intentions and efforts.

This will be an ongoing process, as we evolve through the years, so we will have the School Learning Plan as a standing agenda item for PAC and staff 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. As a staff we will work hard at identifying biases, barriers and gaps in our own and students' experiences. We will endeavor to model culturally responsive activities and sensitivities, while working hard to connect our students to each other and themselves. Our school wide behaviour matrix will be created by staff and our community partners to reflect inclusive ways of thinking and knowing. Staff leaders will 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 a "Rainbow club". We will 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 (showcasing work, crafts, etc) and celebrating culturally diverse moments/events.

Evidence and Next Steps

As a school team we will monitor our efforts towards inclusion and cultural responsiveness by discussing this at staff meetings (on going) and reflecting on our current practice. We will reflect on data gathered through the DEWRS survey and Student Learning Survey on cultural diversity, knowledge and representation.

Review of this goal 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 and staff.