



AE Perry Elementary

Annual School Learning Plan 2022-2027



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

CONTEXT

A.E. Perry Elementary is a warm, welcoming, multicultural school, located on the North Shore of

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: Data shows that our school is below the district average in both Literacy (Reading and Writing) and Numeracy. Through staff consultation and data analysis, we agreed that a focus on Literacy, specifically in reading, would have the greatest impact on student learning and success. By targeting reading readiness and phonemic awareness, students' writing will naturally improve as their strategies of language continue to develop. This will also be the case with the problem-solving strands of numeracy: as students are better able to decode and comprehend, they will be better able to apply these skills to problem-solving skills. Please see the [data appendix](#) as a reference and the most recent FSA data below.

| Foundation Skills (FSA) | | | | | | |
|-------------------------|---------|----------|-----------------------------|--------------|----------------|---|
| Grade and Category | School | District | School compared to District | School Trend | District Trend | School Trend Compared to District Trend |
| | 2022-23 | 2022-23 | 2022-23 | | | 2/5 year Trend |
| Gr 4 Literacy | 78% | 75% | 3% | 68% | 75% | -7% |
| Gr 4 Numeracy | | | | | | |

SCHOOL GOAL:

Literacy: Each learner will demonstrate growth in Reading.

AREAS TO CELEBRATE:

When looking at the 2022-23 FSA results shown above, there has been considerable growth compared to the data from the years prior.

LARTs using Tier 3 intervention strategies to target our most struggling readers
LARTs will focus on language development for our ELL learners

Objective 2 Strategies:

Opening the library at lunch three days a week for enjoyment reading
(supervised by Library Assistant)

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: There are a few areas of data analysis that are important to providing direct

instruction. The data shows that students are not feeling welcome, safe, and connected to their school. This is a concern for the district and the school. The data also shows that students are not feeling welcome, safe, and connected to their school. This is a concern for the district and the school. The data also shows that students are not feeling welcome, safe, and connected to their school. This is a concern for the district and the school.

SCHOOL GOAL: All learners will feel a sense of belonging and have positive connections within our school community.

a definition barrier or lack of understanding about what the question is asking? Regardless, we know that we need to find purposeful and meaningful ways to build relationships to deepen positive connections with all of our students. Our staff is committed to this and already does a commendable job. We have school-wide plans to re-introduce and redefine what Belonging looks like at A.E. Perry and weave this into our everyday work.

OBJECTIVES:

- 1) All students, including Indigenous and neurodiverse learners, will have connections with 2 or more trusting adults.
- 2) Students will learn and utilize strategies to support their ability to establish and maintain positive relationships.

SCHOOL STRATEGIES:

In order to achieve our Wellbeing Goal we will work on the following strategies:

Objective 1 Strategies:

- All adults will build a connection with students, both in the classroom and outside during recess and lunch
- Classes will buddy up to build cross connections around the school
- AEWs will continue to host a lunch hour Culture Club
- Aboriginal Boys and Girls Groups will build further trust and connections
- Staff volunteers will run sports programs in the gym
- Librarian Assistant will host the Library Reading Club
- Vice Principal will host primary games in the gym during winter months, using older students to help build further student connections
- After school sports, art, and strings programs will be offered to extend connections beyond the school day
- District and community support systems (Power Start, counseling, outreach, etc.) will provide further connections for our vulnerable students

Objective 2 Strategies:

- Teaching from the A.E. Perry ASK Matrix and reinforcing positive behaviour using Feather Slips
- Using the Mood Meter, piloting the Second Step Program, or other social-emotional programs to teach strategies to identify and regulate feelings, emotions, and a sense of belonging
- The Social Emotional Learning (SEL) Committee will work on areas of school-wide focus and reinforcement

