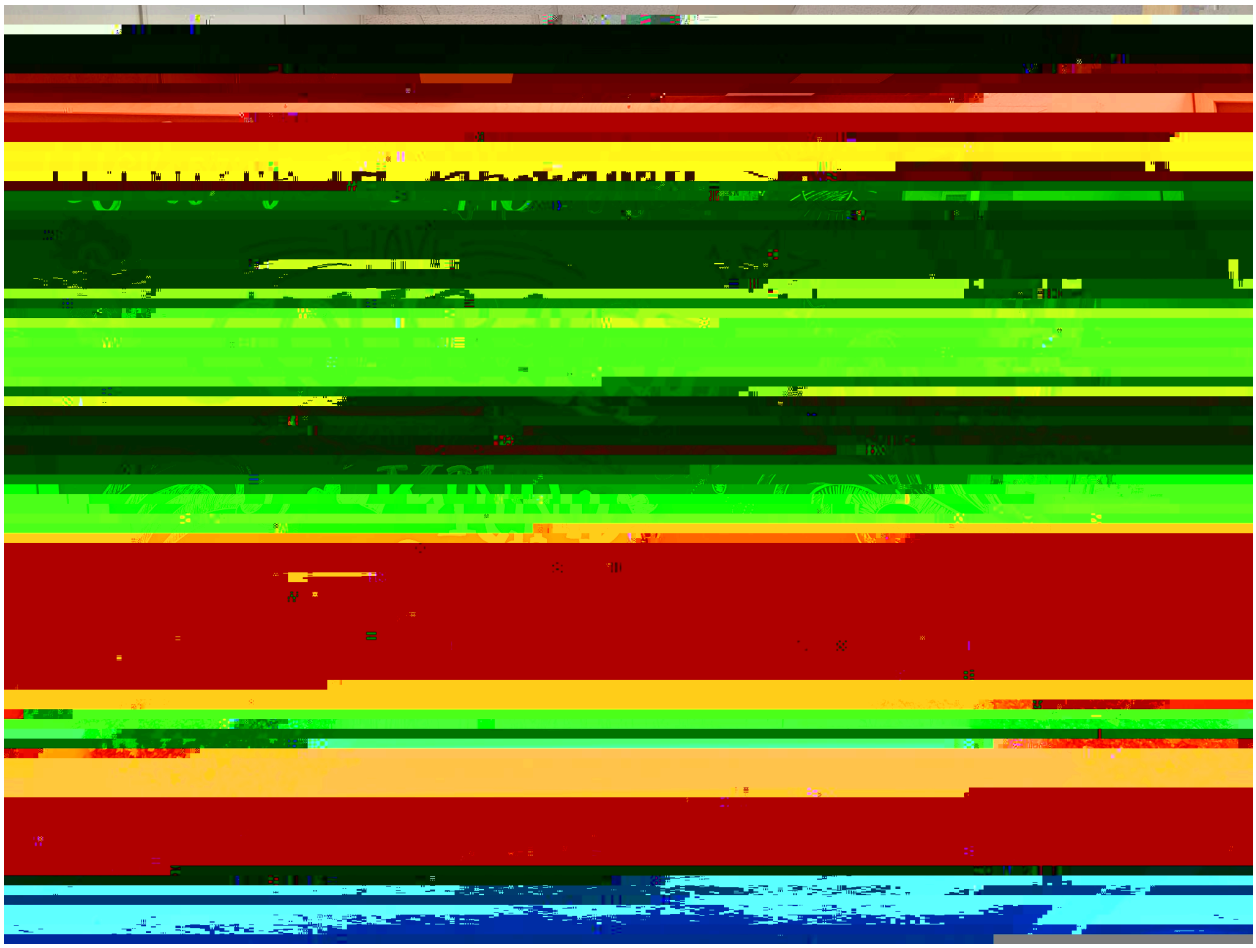
AS OF SEPTEMBER 15, 2023

Aberdeen Elementary

Annual School Learning Plan 2022-2027

Principal: Carol DeFehr Vice Principal: Kristen Crawford

UPDATED REVIEW DUE: SEPTEMBER 19, 2023 for 2023-2024



Acknowledgement

Secwepemc¼lûecw yi7®lye ell, re tmicws re Tkûeml¼ûsemc n7®lye.
School District No. 73 (Kamloops-Thompson) acknowledges that it is on the territory of the Secwepemc Nation, specifically the territory of the Tkûemlups te Secwepemc People

Kamloops School District No. 73 is located within the traditional territory of the Secw®pemc people and includes the seven Secw®pemc First Nations Bands:

- Tkûeml¼ps te Secw®pemc
- 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 Tkûeml¼ps te Secw®pemc through our Local Education Agreement and the Aboriginal Education Enhancement Agreement.

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CONTEXT

Aberdeen Elementary is nestled on the beautiful slopes of Aberdeen and on the traditional territories of the Secwepemc peoples. Aberdeen Elementary was established in 1981 and ever since has been an integral part of the Aberdeen community. Grade 7 students leaving Aberdeen transition primarily to South Kamloops Secondary School although some transition to Sahali Secondary. Administrators meet monthly in our Family of Schools teams to further deepen connections for our community. Aberdeen has the best views of the district - we are the learners of the Highlands (C.wˀsenk re tmicw te qelmucw = the people of the high land). At Aberdeen, we seek to align with the Districtûs Mission & Vision statements and Strategic Learning Plan, with a focus on the key goals of building strong Literate, Numerate and Self-Regulated students. Our students follow the expectations under our PBIS RoaRS Matrix

- Accessing District Curriculum coordinators and experts in the field to support staff development
- Continuing to access the expertise of our AEW, Anthony Michel, who leads us all in our journey to deepen our understanding of the First Peoples Principles of Learning and how to authentically engage in this learning here at Aberdeen.
- Parents are invited to Open Houses to
Christmas Concerts, Talent Shows, and th
special projects.

[redacted]

Learning Goa

INTELLECTUAL DEVELOPMENT
To develop the ability of students to analyze critica
and acquire basic learning skills and bodies of kn
lifelong appreciation of learning, a curiosity about t
for creative thought and expression.

DISTRICT GOAL: Every learner will develop comp
academically.

AREAS TO CELEBRATE:

- According to FSA numeracy results, our grade 4 & 7 students are consistently above district data results in all areas (all students, Indigenous students, diverse students) and over time.
- Diverse students in grades 4 and 7 have both seen improvements in FSA numeracy scores since the 2021/2022 school year.

AREAS TO GROW:

- Overall, our numeracy results have been trending downwards.
- Although our Indigenous and diverse students in grade 4 & 7

- September 25, 2023 Professional Learning

        - Invite District Curriculum coordinators and resource teachers, Aboriginal support teachers & District Inclusive Ed support teachers in for additional resources and support specific to this area of need
        - Provide training with Stacey Kaczur (DNRT) about the developmental progression of math skills and understanding including the Number Sense Trajectory
        - Use data from the school, district and provincial Math and Numeracy Assessments to guide our instructional practices
- Primary to Intermediate:
        - In the Spring, grade 3 & 6 students may complete practice Foundational Skill Assessments
        - Common math language (i.e., Math Word Walls) and common practices (i.e., operation strategies) will support the transition between classrooms
- Grade 7 to High School:
        - Utilizing our LART, SFC & AEW: providing time to ensure this transition for more vulnerable students is done with success in mind and support plans clearly in place.
        - Use and offer the Math Assessment data to the high school

Support for Diverse Learners:

- Targeted intervention support via LART, CEAs, AEW to get in addition to practice *we need more LART time in Numeracy set aside for this
- Invite District Curriculum coordinators and resource teachers, Aboriginal support teachers & District Inclusive Ed support teachers in for additional resources and support specific to this area of need.
- Ensuring RTI, UDL and dif

- Ensuring all classes & teachers have the necessary tools, manipulatives and resources needed
- Consult and collaborate with District Numeracy team and Director of Curriculum and Instruction, Lisa Carson to look at investing in a Math Intervention Program such as

- Fall DEWRS
- Fall FSA
- Fall & Spring DNA
- Winter Student Learning Survey
- School based:
  - Fall & Spring ***District Number Sense Assessment*** (1-3)

Plan to be reviewed in 2023-2024:

- September staff meetings: 5th
- September NID: 25th
- September Support Staff meetings: 12 & 26th
- October 3rd: PAC meeting
- October Student Advisory Council meeting
- September to June: School newsletter Numeracy Section
- November staff meetings: 20 & 27th & support staff meeting
- January staff meetings: 15 & 29th
- January PAC Meeting (in preparation for Mid Year Review): 9th
- February PAC Meeting (present and share presentation for Mid Year Review): 6th
- February staff meetings: 12 & 26th & support staff meeting
- March PAC meeting (follow up and feedback from Mid Year Review): 5th

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:
Our DEWRS results show 70% of participating students (grade 4-7) report having a positive sense of belonging, which is below the Canadian norm of 77%. 65% for Indigenous students who participated. Our grade 6 students were the only cohort who indicated they felt a higher sense of belonging than the Canadian norm at Aberdeen Elementary. The Ministry Student Learning Survey shows Aberdeen students almost consistently feel welcome, have a sense of belonging, feel safe, and have adults that care when compared to District averages. In 2021/2022, Diverse students at Aberdeen showed significant increase to their sense of belonging when compared to both the district (82% to 48%) and non-diverse students (82% to 66%).

SCHOOL GOAL:
Students & staff will demonstrate respectful and inclusive behaviour to create a sense of belonging for all.

AREAS TO CELEBRATE:

- When considering our SLS results, we are consistently above both province and district results, although below Canadian norms
- We surveyed the parents as part of our Street Data collection in December and 94% of parents feel their child has a positive sense of belonging at Aberdeen
- According to the Student Learning Survey, our Aboriginal and diverse students show above district results results in School Belonging, 14% and 34% respectively
- Montessori program classroom environments where children show academic choice pace

AREAS TO GROW:

- According to the Student Learning Survey, Canadian norm of sense of belonging at school is 77% and Aberdeen is 70%
- Application of the Universal and Essential Supports as outlined on CBIEPîs
- Consistency of the utilization of tier one UDL strategies between classrooms and teachers

With regards to Student Learning Survey:

- All students' sense of belonging is too low

- ŏ Aberdeen Indigenous students are showing below the district results. There is a significant discrepancy between Indigenous and Non-Indigenous sense of belonging at our school
- ŏ We wonder what is attributing to the sense of belonging decreasing as students get older

SCHOOL STRATEGIES: To improve students sense of belonging:

Classroom Practices (may include some or all of the following):

- ŏ Create emotionally healthy learning environments through the use of SEL, Mental Health Literacy and Trauma Informed Practices (providing onboarding, inservice, collaboration, and shared staff resources and spaces to facilitate successful implementation)
- ŏ Complete a Student-Staff connection activity where students identify at least two adults they are connected to at Aberdeen to identify who the marginalized students are
- ŏ Implement UDL, RTI and differentiated practices to honour all learners embed First Peoplesĵ Principles of Learning into our curriculum and school culture Indigen-Ň culture

- Offer Primary and Intermediate Indigenous Groups at lunch hour with the Aboriginal Education Worker
- Offer LART Lunch Hour groups (art club, soft starts) for diverse learners, students in need of additional social/emotional connections and supports
- Check In/Check outs with the Principal and Vice Principal
- Continue with Parent Open House to Celebrate Learning- potentially twice a year (November and April)

Professional Development Strategies (we will):

- Provide extensive in person and online onboarding for new staff
- Continue to encourage Restorative Practices learned through Trainer, Cammy Plummer, to implement Circles and Restorative Practices
- Continue the ongoing work done by our Aboriginal Education Worker that specifically focuses on connection to each other, the land and

- Continue to provide and update an SEL Staff Google Classroom
- Provide staff with collaboration time to focus on

- Continue to highlight the School District SEL Monthly Newsletter
- Continue to encourage accessing the

- As assessments are implemented and data is accumulated, this plan will be reviewed