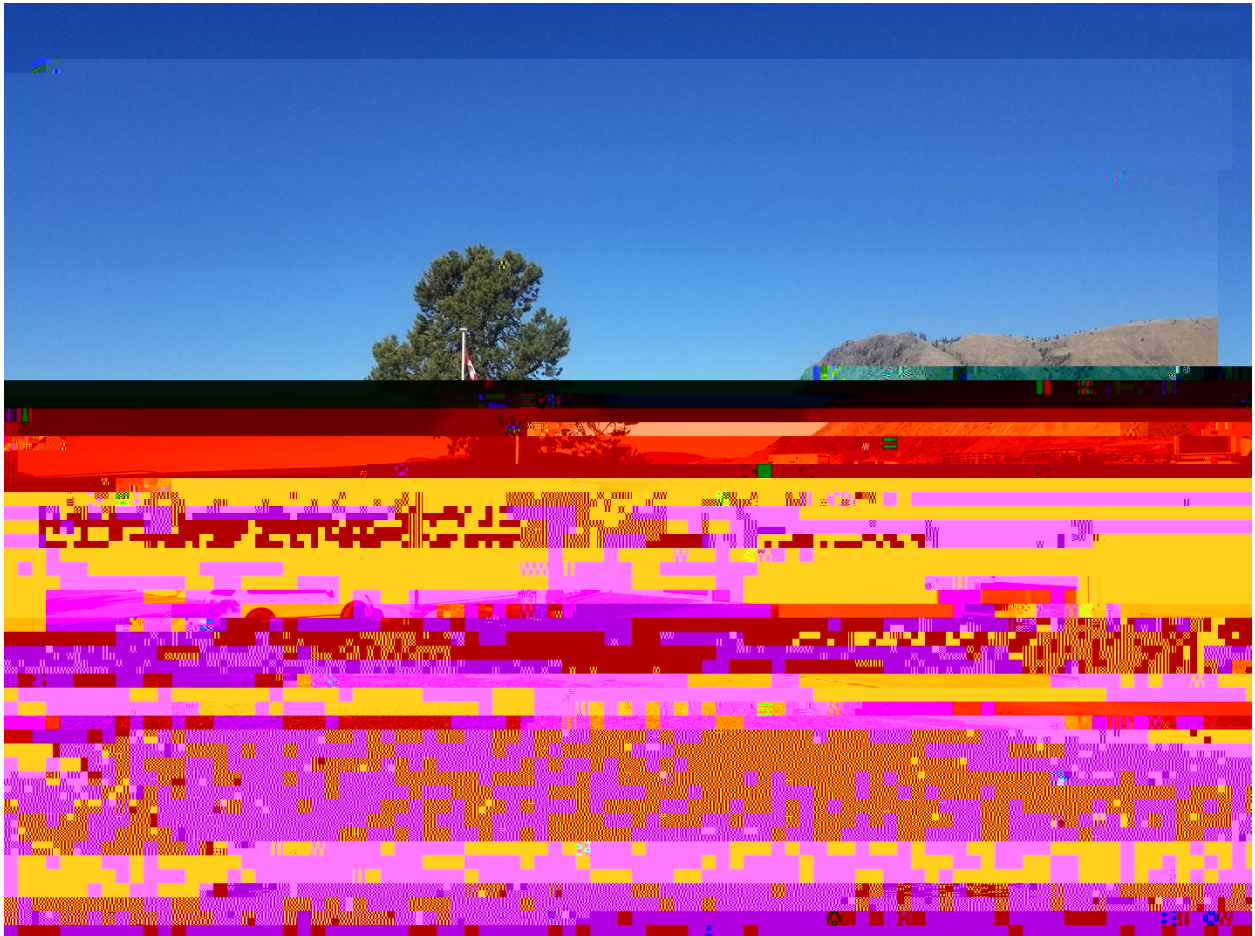


Annual School Learning Plan 2022-2027




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 through our [Local Education Agreement](#) and the [Aboriginal Education Enhancement Agreement](#).





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.

Every learner will develop competencies and skills to succeed academically.

Students will meet or exceed literacy/numeracy expectations for each level.

Please refer to Evidence and Next steps.

Students will be proficient or exceeding in literacy for each grade level.

We are excited to acknowledge that we have seen a decrease in each grade level, except kindergarten and grade 6, in the number of students developing or emerging in reading. The blue represents the percentage of students developing or emerging on the January progress reports. The red represents the percentage of students developing or emerging in June. (Progress Report Data - 2023). - see chart on page 4

all primary students are proficient in reading by the end of grade 3
all intermediate students are proficient in reading by the end of grade 7

every student will have a year's worth of growth in reading
All Aboriginal and Non-Aboriginal primary students will be proficient in reading by grade 3. All Aboriginal and Non-Aboriginal intermediate students will be proficient in reading by grade 7.

To improve in literacy, we will (classroom practices):
Guided reading groups in grade 1, 2 and 3 classrooms
Reading support in intermediate classrooms

- o CEAs, LART and principal will support in guided reading in the primary classes
- o CEAs, LART and principal will provide reading support in intermediate classes as needed
- o



Also, students were asked:

Strongly Agree	39%
Agree	35%
Neither Agree or Disagree	19%
Disagree	4%
Strongly Disagree	4%

Majority of intermediate students see themselves as having strong reading skills. We want to build on this enthusiasm and belief to build on the love of reading and increase their abilities. We also want to look at the 8% that are struggling with believing they are not readers.

In addition to the strategies presented above, as a staff, we discussed a few more strategies would like to implement for next year:

1. Increase resources
 - a. More Jolly Phonics resources
 - b. Explore more reading programs
 - c. Audio books
 - d. Literacy games
 - e. Decodeable books
2. Reading programs
 - a. Explore more reading programs
 - b. Create common teaching practices in primary and intermediate classes
3. Staff Collaboration
 - a. Use common language/strategies in primary and intermediate classes
 - b. Increase the love of reading in our students
 - c. NFRA marking collaboration
4. Community Reading
 - a. DEAR - school wide several times a year
 - b. Adults from the community to provide reading time
 - c. Blg Buddy reading





Students were asked: "Connection is a sense of belonging to a community, to your school. Connection involves your level of trust with adults and your personal relationships in your school community. There are places I can go in my school when I need support from adults. "

Connection Question	
Snapshot	May 2023
Always	41%
Usually	26%
Sometime	21%
Rarely	9%
Never	3%

According to this survey, many of our students have a strong connection to adults.

I also connected with a small group (~25 students) to review the DEWRS and gain more information.

Another playground	Students are not being kind to other students Make a mistake and mean to them Calling names for no reason Being mean to everyone
Sports day – 6/7 plan games for the primary games – Freezies	Leaving old friends at previous schools. Students are fine with it now.
Soccer nets	
Every second Friday – popcorn every 2 nd	
More equipment – tether balls, tri-basketball hoop, bigger basketballs, better hoops	
Music class	
Snack shack	

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W n Bn

Four squares/Hopscotch

Couch

We surveyed our parents this spring and some of their responses were:

None so far, my kids are happy and they like the school, teachers, and they make friends already.

We had such a great experience at [previous school] and I'm sad for him. He has hated his grade 6 year at RB.

We have felt like we belonged and were instantl we i] andk]

I hope it gets better as the upper students (who remember their old school) move on. Not at this time! I think we had a pretty great year considering it was our first year!

More theme days!

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