



# Annual School Learning Plan 2023-2024

Revised September 2023



## **Acknowledgement**

Secwepemcúl'ecw yi7élye ell, re tmicws re Tk'emlú'semc n7élye.  
School District No. 73 (Kamloops-Thompson) acknowledges that it is on

## 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 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. Two Pro D's and five assemblies helped to introduce the new Paw Path Plan. We will 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.





Consistent Assessment of primary students reading levels  
NFRA, FSA, Primary Reading Assessment data  
Weekly School base team meetings to address academic concerns

## **Wellbeing Goal**

Sense of Belonging

### **HUMAN & SOCIAL DEVELOPMENT**

## **AREAS TO GROW:**

### **Student Learning Survey**

- 43% of students have a sense of belonging which is 10% below District average
- Our Indigenous learners are lower than the non-diverse students in all areas

## **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 for students identified as needing SEL support

Mug and Muffin, Family Game night, Bingo and Bannock

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

Introduce behaviour tracking systems to staff to allow for data collection

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 School and Family Consultant

Meet regularly with our Aboriginal Counsellor regarding strategies of engaging and supporting our Indigenous students and families

September Pro-D focus on regulation strategies both in and out of the classroom

SEL support from SFC and designated in-school support teacher

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

Work together with similar grade classrooms

Build relationship for our students with teachers who they may get the following year

Understand that student behaviours are a means of communication

Use common language among grade levels

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 in a dignified manner

### **Evidence and Next Steps**

Complete DEWRS twice a year

Our school goals will also be shared at our PAC meeting, where input and feedback will be invited from families

Student and Parent Satisfaction Survey

Exit survey at the end of the year for families asking what they would like to see the next year

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