



Updated Sept 2026

Aberdeen Elementary

Annual School Learning Plan 2022-2027

Principal: Justin deVries

Vice Principal: Andrea Dwyer

***Our theme this year is
“We Can do Hard Things”***



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'emlups 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'emlups te Secwépemc through our [Local Education Agreement](#).



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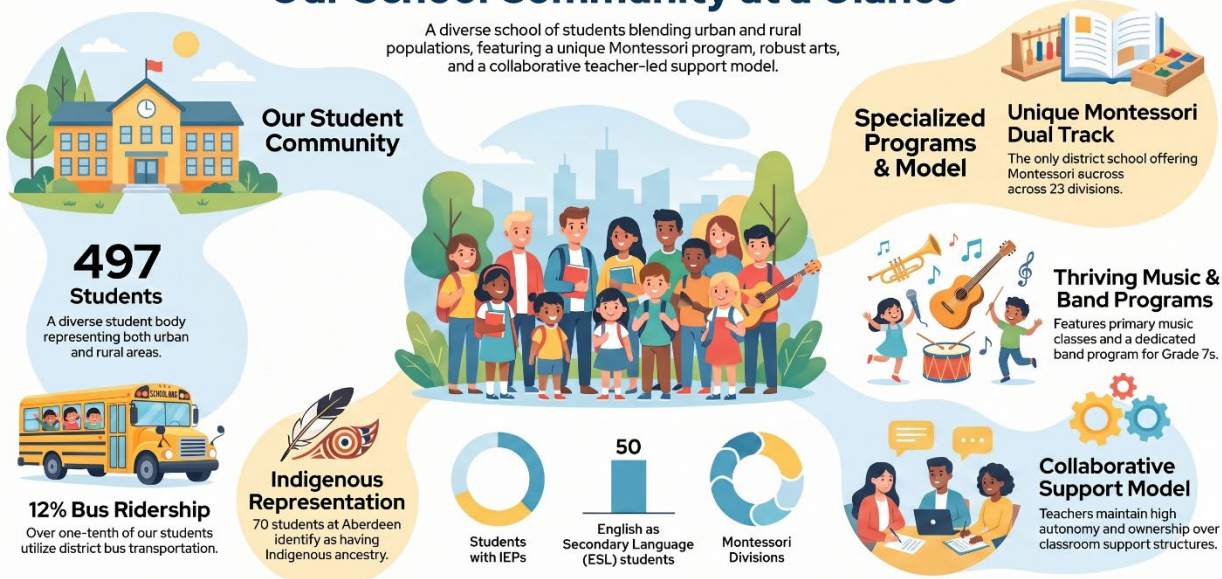
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CONTEXT

Aberdeen Elementary is nestled in the beautiful slopes of Aberdeen and on the traditional and unceded territory of the Secwépemc peoples. Aberdeen has the best views of the district and naturally lends itself to housing the learners of the Highlands (C.wísenk re tmicw te qelmucw = the people of the high land). Aberdeen Elementary was established in 1981 and serves as an integral part of the Aberdeen community. Grade 7 students leaving Aberdeen transition primarily to South Kamloops Secondary School with a small minority transitioning to Sa-hali Secondary. At Aberdeen, we seek to align with the District's Mission & Vision statements and Strategic Learning Plan with a focus on supporting the development of students who are educated, resilient and empowered. Our students follow the expectations under our PBIS RoaRS Matrix (Respectful, Responsible and Safe). Our theme for this school year is "We Can Do Hard Things."

Aberdeen Elementary: Our School Community at a Glance

A diverse school of students blending urban and rural populations, featuring a unique Montessori program, robust arts, and a collaborative teacher-led support model.



Learning Partner Engagement Process

In the upcoming school year we will engage our learning partners in the ongoing development and fine-tuning of our school learning plan in the following ways:

- In November, individual interviews will be hosted with all staff members to create an opportunity to share insights, concerns and hopes for our learning community
- PAC will be asked for ongoing feedback throughout the year offering a broad parent lens to emerging plans and initiatives.
- Families will be kept informed and input is invited through regular newsletters and weekly updates.
- Concerts and other celebrations of learning will showcase student growth and achievement. These events also offer informal opportunities for parents, students and teachers to reflect on educational experiences. In some cases, these events will be open to the broader Aberdeen community.
- Open houses will provide an avenue for families to engage with staff and experience the learning environment alongside students.
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Learning Goal

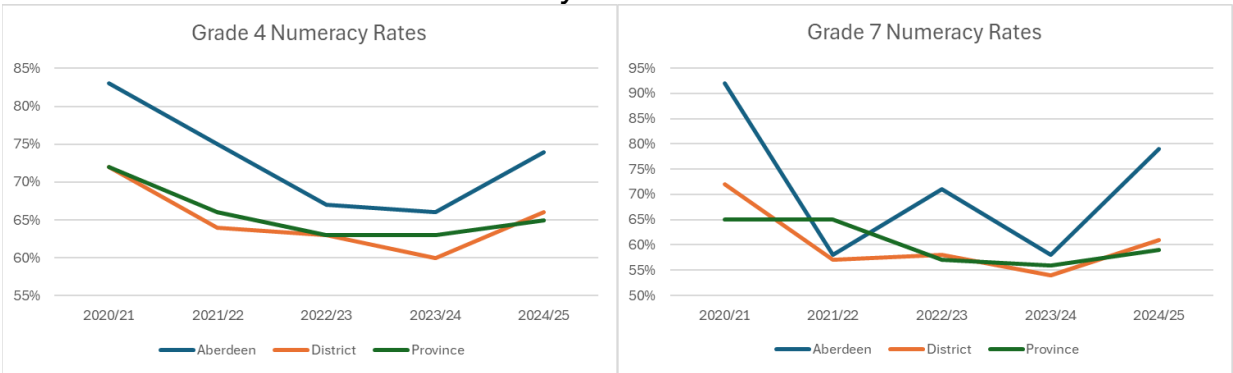
INTELLECTUAL DEVELOPMENT

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.

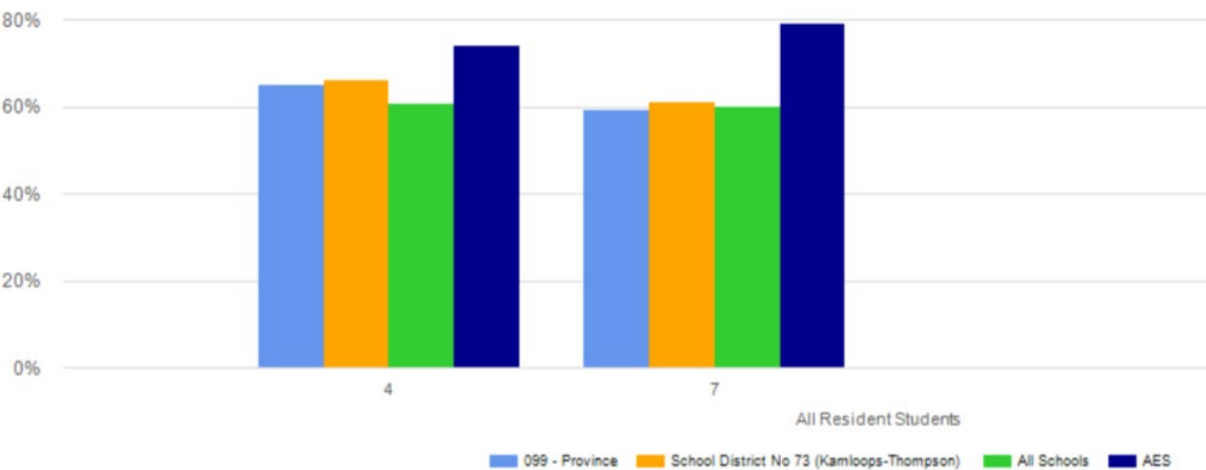
DISTRICT GOAL: Every learner will develop competencies and skills to succeed academically.

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

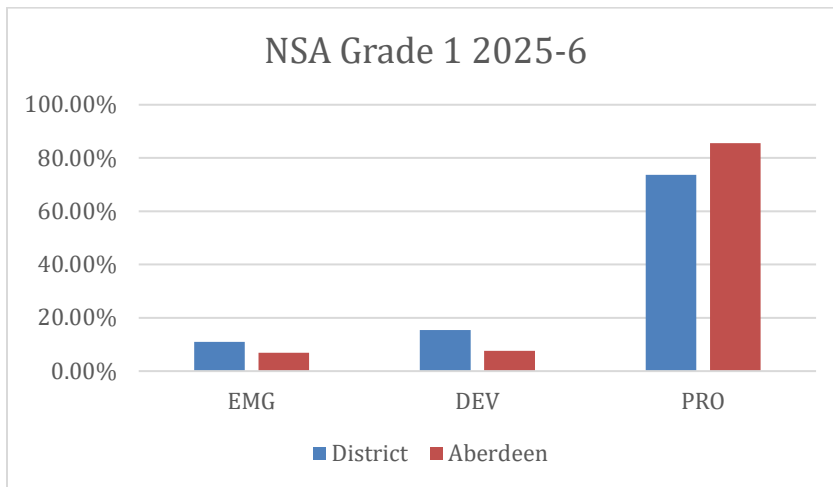
SCHOOL RESULTS ANALYSIS:
Foundation Skill Assessment: Numeracy Results:



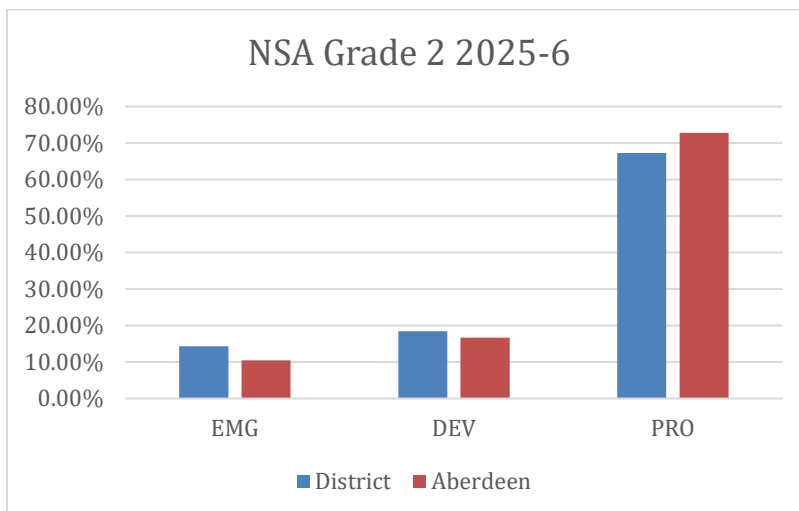
FESL Provincial Assessments - Numeracy Comparison



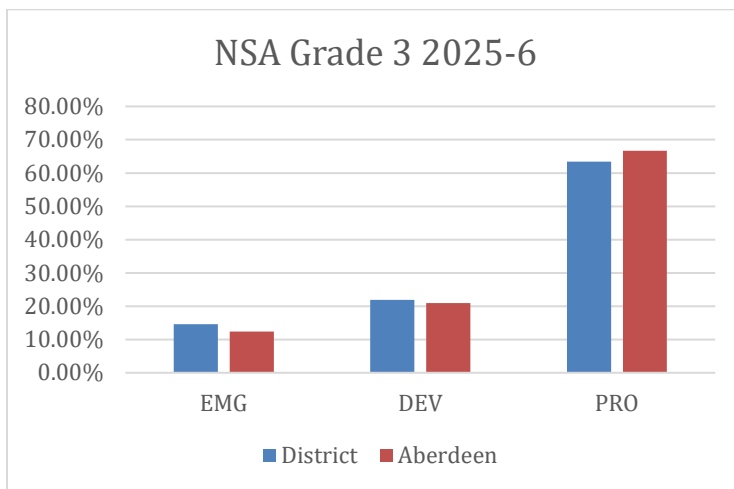
Number Sense Assessment Results:
Grade 1 -



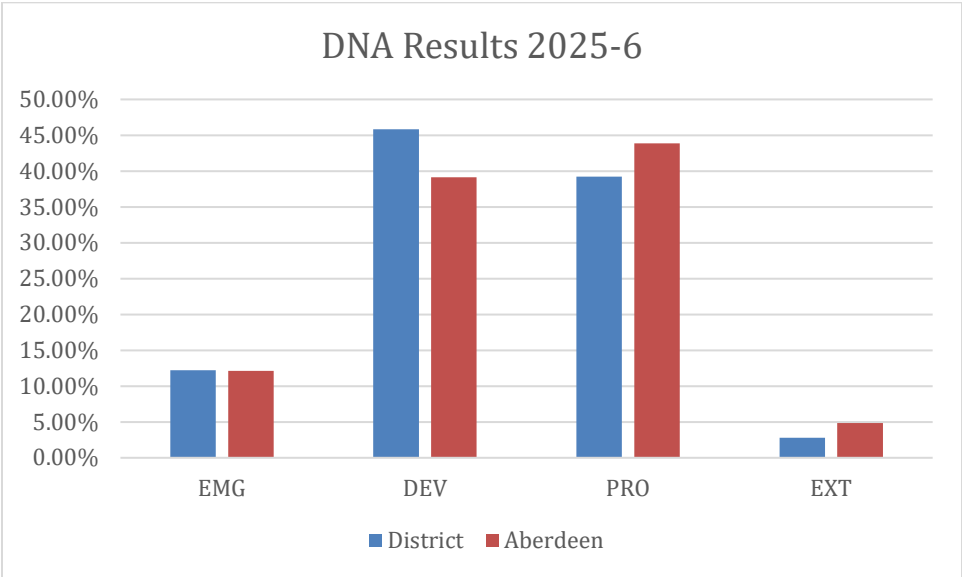
Grade 2 -



Grade 3 -

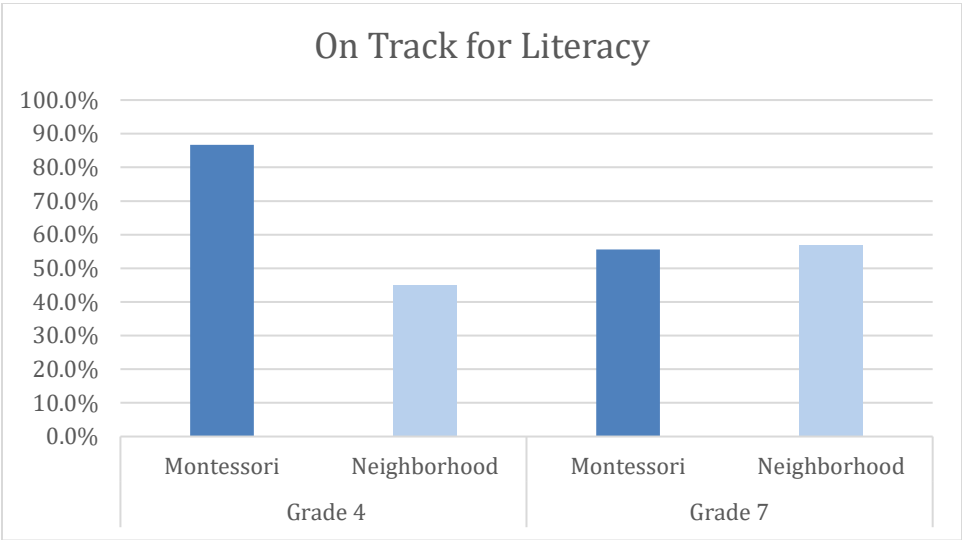


District Numeracy Assessment Results:

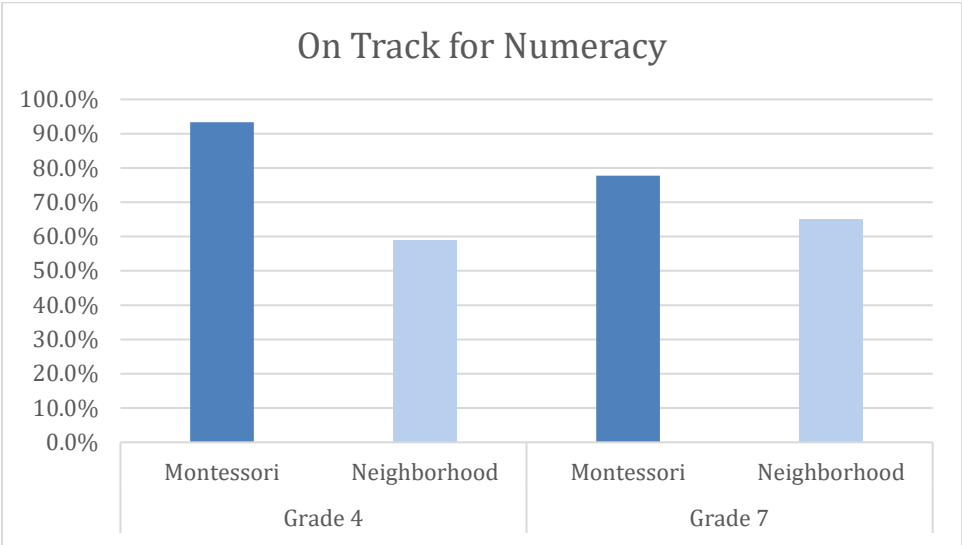


The data indicates that Aberdeen consistently achieves above average in numeracy when compared to the district or the province. This last year was no exception - the scores on the Foundation Skills Assessment (FSA) were very strong, and our Number Sense Assessment (NSA) scores have more students meeting or exceeding the expectations than the average. The same is true for our grade 5 and 6 cohorts, whose District Numeracy Assessment (DNA) scores also show strong numeracy skills. Our focus on number sense in both neighborhood and Montessori tracks at Aberdeen seems to be having a positive overall impact on our learners' ability in numeracy. For added transparency, below is a comparison of students who are "On Track" according to this year's FSA raw scores for both tracks of the school:

FSA Montessori Literacy comparison:

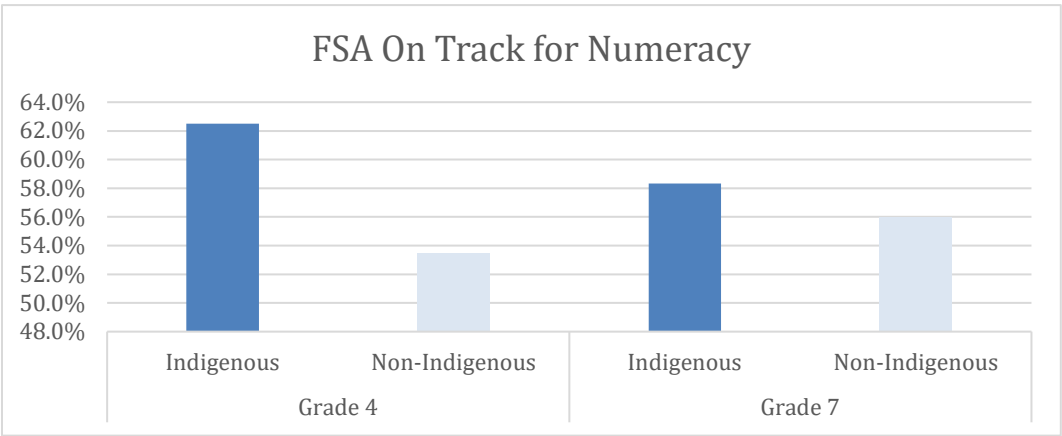


FSA Montessori Numeracy comparison:

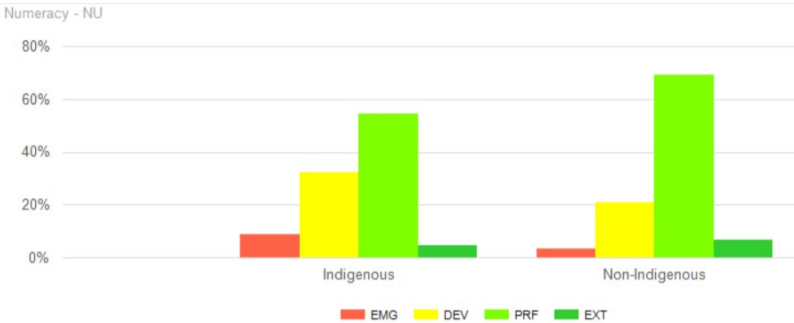


Note that by the time students have completed the Montessori program, it seems their neighborhood peers start to get 'caught up' to the foundational skills in both numeracy and literacy.

Further to this, here are the numeracy results when focusing on Indigenous population:



The Indigenous students at Aberdeen outperformed their non-Indigenous counterparts this year on the FSA. That made us wonder about the school marks disaggregated by



ancestry, as seen here. Note that the trend of Indigenous students performing higher than average does not carry across all areas of numeracy. This is mostly likely a sampling anomaly of our grade 4 and 7 students this year.

SCHOOL GOAL:

All students will develop foundational skills in numeracy, specifically by developing a stronger number sense:

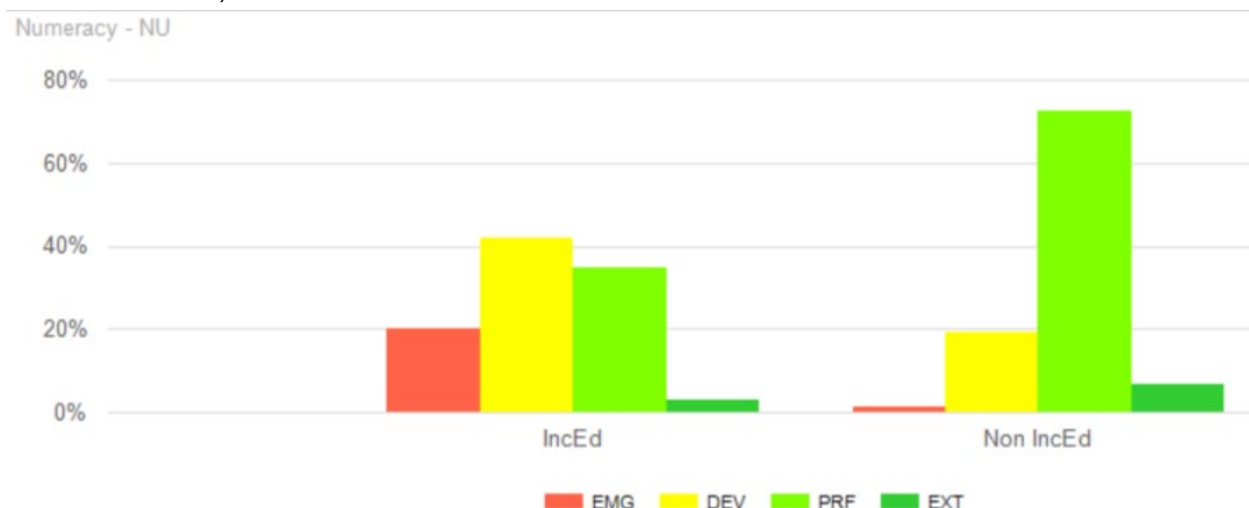
- Neighbourhood Program K-7: Focus on addition and subtraction mastery
- Montessori Program K-6: Focus on real life applications

AREAS TO CELEBRATE:

According to FSA numeracy results, our grade 4 & 7 students are consistently above or on par with both district and provincial results in many areas, and over time. This trend is headed in the right direction.

AREAS TO GROW:

- We want to be able to develop more common language for numeracy academic expectations from grade to grade, and school wide.
- We see different data for the success of our Indigenous population.
- Further to this, there is a lot of work to do to close the gap for our priority learners, as seen here:



OBJECTIVES:

All students will be proficient or extending in numeracy.

SCHOOL STRATEGIES: To improve in numeracy, we will use the following strategies in various areas:

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

- Continue to use the *Number Sense Assessment* (1-3) to determine needs, instructional practices, RTI and support our targeted intervention

- Focusing on developing a positive math disposition (for staff and students) by adding a growth mindset and mathematics section during staff meetings
- Use the *District Numeracy Assessment* (DNA) in the Fall and Spring to measure growth, determine needs and inform practice
- Clearly communicate the district and school calendar and processes for numeracy data collection (FSA, NSA, DNA, DEWRS)
- Continue to support the use of manipulatives, math toolkits, and whiteboards in math at all grade levels and financially support this using learning resource funds
- Run Math Week in the Spring of the 2026-27 school year again, building on success from this year.
- Focus on the strategies K-7 of Count On/Count Back, Make Tens, Partial Sums and Differences, Compensation, Think Addition and Standard Algorithms for Addition and Subtraction

Professional Development Strategies (we will):

- Offer onboarding opportunities for new staff for in class training and team teaching with the District Math Teachers or mentoring programs
- Offer staff meeting collaborative time organized by the Math Mindset committee to ensure this mentorship and sharing of practices happen.
- Alter the terms of reference for the Math Mindset Committee to manage collaboration and direction for professional growth and collaboration during our staff meetings for the 2026-7 school year
- Provide staff meeting in-service and collaboration time to build common practices, explore resources, develop common math language and focus on school goals
- Access the Staff Professional Numeracy Google Classroom which contains shared resources, past professional development materials, Math Minds Meeting minutes. This is the Aberdeen 'Intranet' for Numeracy.
- Continue professional conversations about our definition and strategies of academic belonging related specifically to our work with Numeracy

Support for Grade-to-Grade Transitions (we will):

- Early Learning/Intervention (K/1):
 - Offer side-by-side mentoring support for teachers new to our school and wanting support in the implementation of assessments, teaching, RTI supports, etc.
 - Encourage the KTTA Mentorship program to build capacity on our team
 - Based on data collected from grade level math assessment, targeted small group intervention via teachers implementing small group in-class guided math, support staff supports during math time, intervention

supports- a focus on internalizing ten frames and anchor 5 and friendly 10's

- 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
- 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:
 - Using 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 additional practice
- Continue to ensure RTI, UDL and differentiated instruction is accurately defined and implemented at all grade levels by all staff to ensure academic belonging
- Ensuring well-defined, data-driven, decisions for who our Level 2 & 3 students needing intervention are and prioritize additional supports, using our tier 2 support structures
- Ensuring staff continue to use and refer to their individual class data so they know who needs what specific supports; how to create targeted small groups for intervention/instruction- EDPLAN INSIGHT is an extremely beneficial tool for this

To improve in learning, we are continuing to ensure that our resources meet our students' needs:

- Curriculum Resources:
 - Through our resource request system, ensure all classes & teachers have the necessary tools, manipulatives and resources needed
 - Continue to encourage the Classroom companions of "Figuring out Fluency in Mathematics: Teaching and Learning" by Jennifer M. Bay-Williams and John J. San Giovanni
 - Ensure all staff have the Carol Fullerton Subtraction resource:
Mastering the Facts: Subtraction
Mastering the Facts: Addition

- Human Resources:
 - Inviting district personnel in whenever possible to support both students and staff moving forward
 - Ensuring intervention supports are targeted and specific to Level 2 & 3 students in need

Evidence and Next Steps

- Assessments used for this goal area moving forward:
 - Fall FSA
 - Fall & Spring DNA
 - School based:
 - Fall & Spring *District Number Sense Assessment* (1-3)
- The Learning Assistance Model will more accurately target students who struggle with Numeracy, as individual classroom teachers select supports for students based on their classroom cadence and teaching practice.
- Continue to support the Math Mindset Committee with funding and resources to plan Math Week and take inventory of which classrooms require math supplies.

Wellbeing Goal Sense of Belonging

HUMAN & SOCIAL DEVELOPMENT

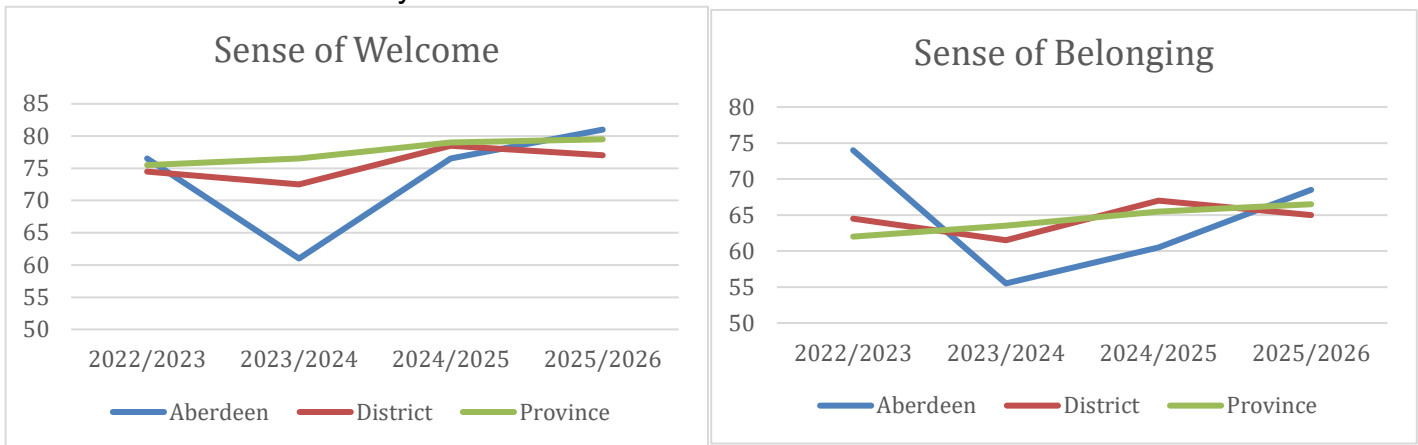
To develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, acceptance and respect for the ideas and beliefs of others.

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

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

SCHOOL RESULTS ANALYSIS:

- Qualitative data (Parent survey) suggested that some students are not getting the academic support they need - we hypothesize that this could be leading to some disengagement and lower sense of belonging for some students
- Here are the results from the Student Learning Survey around Belonging and Welcome this year:



- Qualitative results from the Empathy Interviews reinforced that students deeply focus on social belonging across all grades - this was a common theme
- We are delighted to see that the sense of both belonging and welcome have been increasing in the last few years – to the highest points they've been in 4 years.

SCHOOL GOAL:

Our students will experience a stronger sense of social and academic belonging.

AREAS TO CELEBRATE:

- In many areas, we are on par or above district or provincial averages.
- This year our staff defined Academic Belonging and broke the term down into several tangible components that can be observed and addressed with students:
 - On-Task Behaviour
 - Task Completion
 - Student Self-Advocacy

AREAS TO GROW:

- To increase the academic belonging across the school, our academic support structures needed to be shifted toward tier 2 supports
- Equity in sense of belonging: our Indigenous students feel like they are less welcome, and belong to a lesser degree, than their non-Indigenous counterparts

SCHOOL STRATEGIES:

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

- Collaboration with student support services to identify and support students - using supports that are embedded with classroom practices
- Continue to honour and embed First Peoples' Principles of Learning into our curriculum, assessment and instructional practices
- Continue to focus on our PBIS behaviour matrix (RoaRS), including the annual theme "We can do Hard Things"
- Create structures that continually collect student voice to drive instruction
- Commit to creating opportunities for social emotional learning in classrooms

Professional Development Strategies (we will):

- Provide extensive in person and online onboarding for new staff
- Continue the ongoing work done by our Indigenous Education Worker that specifically focuses on connection to each other, the land and culture
- Continue to provide training on Trauma Informed Practices

Support for Aboriginal Students and Diverse Learners: We are striving to eliminate the discrepancy in belonging between Indigenous and non-Indigenous students, as well as our diverse and non-diverse students. We propose the following strategies to address this gap:

- Targeted connection with LARTs, CEAs, AEW
- Be creative about finding ways to engage all learners outside of the classroom (e.g.- helping jobs, diversified recess and lunch hour activities)
- Ensuring RTI, UDL and differentiated instruction are accurately defined and implemented at all grade levels by all staff

- Ensuring staff continue to use and refer to their classes' individual data so they know who needs what specific supports; how to create targeted small groups for intervention/instruction

Staff Strategies:

- Tweak our school wide intervention systems to more closely match the needs of our students - this includes a re-envisioning of our learning assistance department support:
 - K/1 using a collaborative teaching model
 - Intermediates will use partner collaboration model
- Continue to use our defined school-wide language for Academic Belonging, which encompasses strategies:
 - Use of flexible instruction and assessment
 - Focus on building a culture of academic resilience and having questions welcomed
- Commit to developing in Trauma Informed Practices
- Focus our Equity Transformation Cycle on Belonging both in the school and in each classroom (i.e. even when students arrive late make them feel seen, heard and valued) As Gr. 5 student S.M. stated "You should just be happy to see me when I do come.")
- Expand on empathy interviews for students, and continue interviews with staff
- Provide opportunities for collaboration, team teaching, platooning, and mentorship
- Provide numerous opportunities to have staff voices heard through the distributed leadership offered with our varied staff committees (ie. Outdoor Education, Math Mindset, learning experiences section at staff meetings, leading professional learning on NID that are school-based)

Resources

To improve in learning, we are continuing to ensure that our resources meet our students' needs.

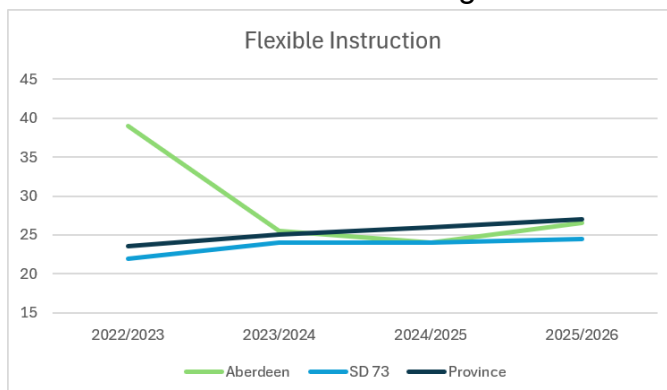
- Curriculum resources:
 - Targeting our learning resources for next year to inquiry/pro-d specific to our school plan goals
 - Ensure intervention systems have necessary programs & resources
 - Updated intervention model will allow access to lots of collaborative inquiry, supported with sharing at staff meetings and text resources.
- Human resources:
 - Accessing the Indigenous Education teachers and their areas of expertise

- Time for teachers and LARTs to plan their interventions with a focus on Academic Belonging
- Ensuring intervention supports are targeted and specific to Level 2 & 3 students in need of social/emotional/behavioural support
- Financial:
 - Ensuring that funds are available for our snack/lunch program for students (Re-applied for Feeding Futures Grants for 2026-2027)
 - September's Professional Development on building a culture of collaboration and intervention

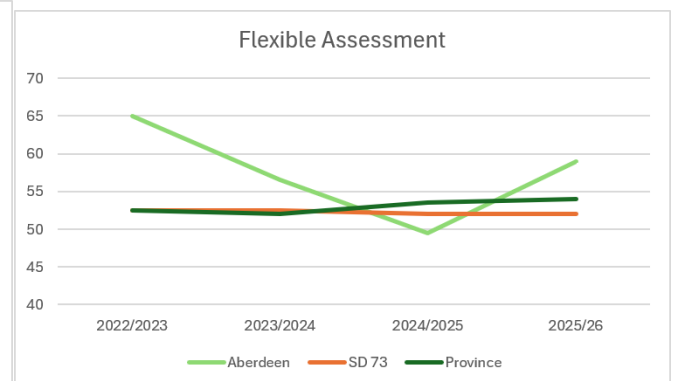
Evidence and Next Steps

- We need to continue down the road of how to use our definition of Academic Belonging (On-task behaviour, Task completion, Advocacy) to make changes to classroom practices
- In reviewing the data from our School Learning Survey regarding belonging, we were searching for other evidence that could be used to inform us about why we were seeing the trends in our belonging responses. With the lens of “Academic Belonging,” we were able to focus on several of the questions that also pertain to a student’s experience in the classroom as a basis for belonging. They are:
 - a. Do you feel you have a choice about what you are learning?
 - b. At school, do you get to show your work in creative ways?
 - c. Do the adults at your school welcome your questions?
 - d. When you have trouble doing something, do you keep trying?
- Presented below is graphical baseline data from our SLS on these topics that we will be updating in this year. One of our driving questions is “what does it look like to “academically belong” in a classroom?

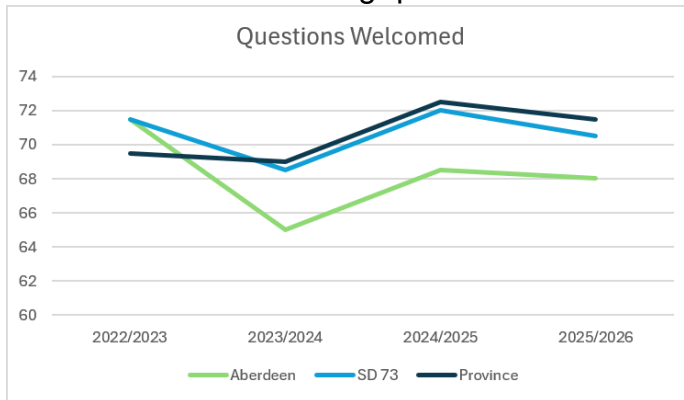
Choice about learning



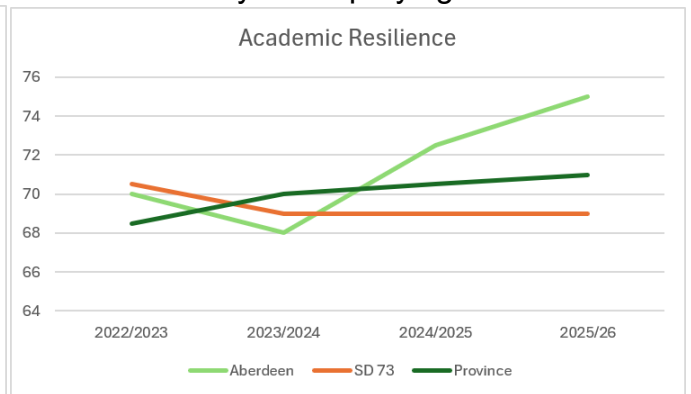
Show work in creative ways



Adults welcoming questions



Do you keep trying



As a significant step forward in Academic Belonging, Aberdeen will continue to revise our Tier 2 intervention model to meet the needs of our learners. Learning Assistance support is scheduled to each classroom in conjunction with the gym, library, and prep schedules. Time is given to the LART / Teacher teams to plan and monitor the intervention cycles throughout the year. This structure empowers classroom teachers to more deeply understand the learning needs of the students in their classes and how best to support them as a team.

- Assessments used for this goal area moving forward:
 - School based:
 - Street Data Collection (informal conversations)
 - Check-in/Check-out data
 - Connecting to Adult Survey data (Spirals of Inquiry Data)
 - Student Core-Competency Self-Reflection

STREET DATA STRATEGY:

Provide your current equity-centred inquiry question:

- What can we change to have all students experience a stronger sense of social and academic belonging?

Identify which cohort of learners (at the margins) the staff is prioritizing:

- Through the use of our intervention model, staff will be able to prioritize any learner at the margins by organizing their own Tier 2 supports through 6 week sprints
- These sprints will come with pre-assessment, post-assessment, and will be centered around the current teaching practice in the classroom
- This process will ensure that students at the margin will be targeted with extra supports throughout the year

State one or two actions taken by staff to understand these learners' school experience:

- The use of the collaborative intervention model ensured that student experience is put front and center when planning interventions

Share how you have used, or plan to use, this information to create positive change:

- The empathy interviews gave us the basis for needing to increase our school sense of academic belonging
- The intervention structures use information to drive interventions and decision making on a frequent basis

Extra Academic Data

