



Updated September 2025

Aberdeen Elementary

Annual School Learning Plan 2022-2027

Principal: Justin deVries

Vice Principal: Sierra Haw

***Our 2024-25 school-wide theme was
“Choose Your Journey”***

***The 2025-26 theme will be
“Building a Community”***



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'emlúps 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](#).



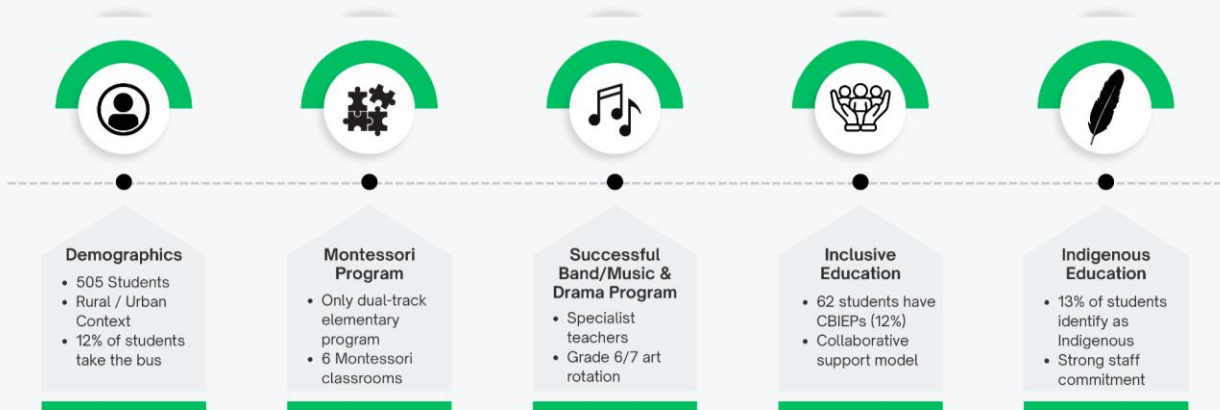
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CONTEXT

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 Sahali Secondary. Administrators meet monthly in Family of Schools teams to further deepen connections to the broader community. 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).

Aberdeen at a Glance



Learning Partner Engagement Process

In the 2024/2025 school year we engaged our learning partners in the ongoing development and fine tuning of our school learning plan in the following ways:

- In the Fall fireside chats were hosted with all staff members to create an opportunity for teachers and support staff to share their insights, concerns and hopes for our learning community in a relaxed setting.
- A leadership survey was distributed to staff to provide an anonymous platform for candid feedback and to highlight areas for growth or success.
- PAC was asked for ongoing feedback throughout the year offering a broad parent lens to emerging plans and initiatives.
- Families were invited to share their voices through a parent survey to gather more diverse parent perspectives on how Aberdeen Elementary is meeting the needs of students and families.
- Teachers conducted empathy interviews directly with students at the margins, creating a safe space for these learners to share their personal experiences, successes and challenges. This process engaged student voice and deepened teacher understanding of student experiences.
- Families were kept informed and input was invited through regular newsletters and weekly updates.
- Concerts and other celebrations of learning showcased student growth and achievement. These events also offered informal opportunities for parents, students and teachers to reflect on educational experiences. In some cases these events were also open to the broader Aberdeen community.
- Open houses provided an avenue for families to engage with staff and experience the learning environment alongside students.

Similar engagement strategies will continue into the 2025/2026 school year.

Learning Goal

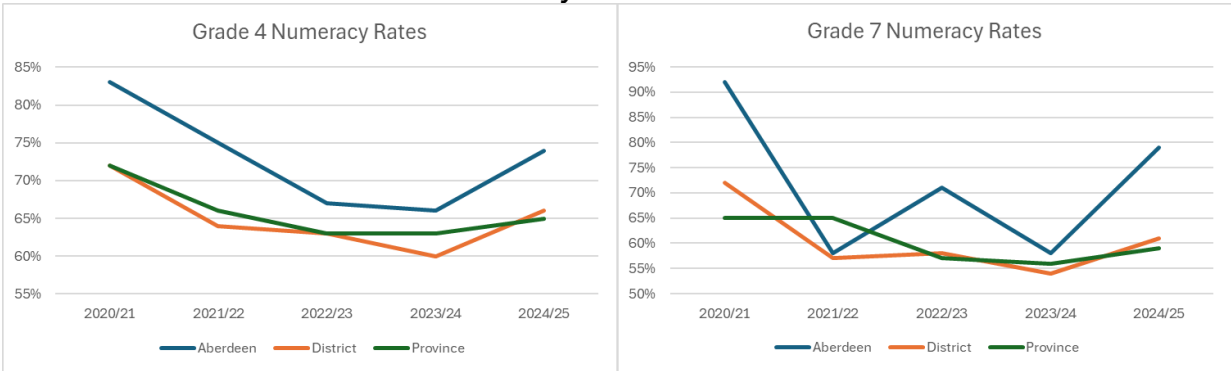
INTELLECTUAL DEVELOPMENT

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.

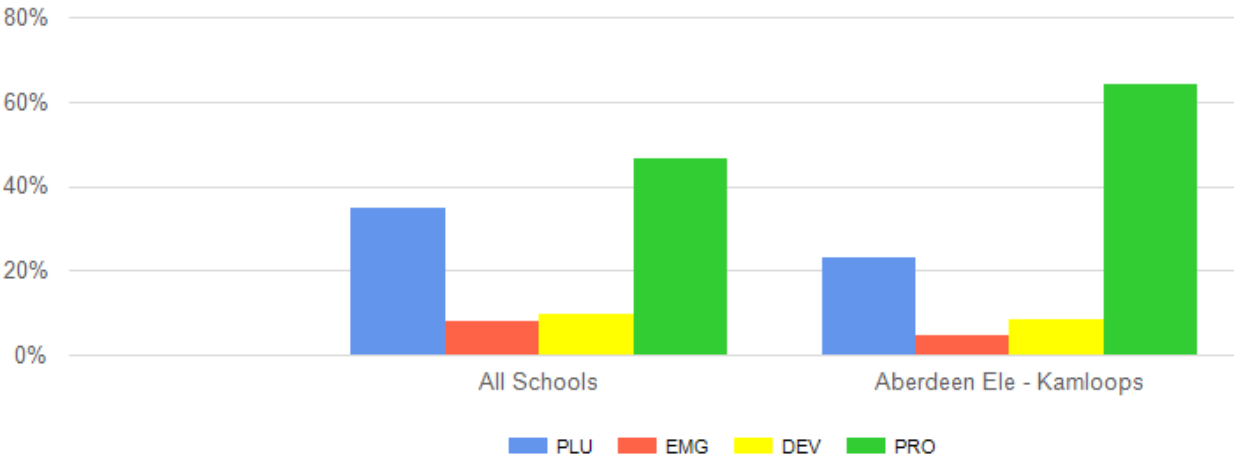
DISTRICT OUTCOME: Students will meet or exceed literacy/numeracy expectations for each level.

SCHOOL RESULTS ANALYSIS:
Foundation Skill Assessment: Numeracy Results:



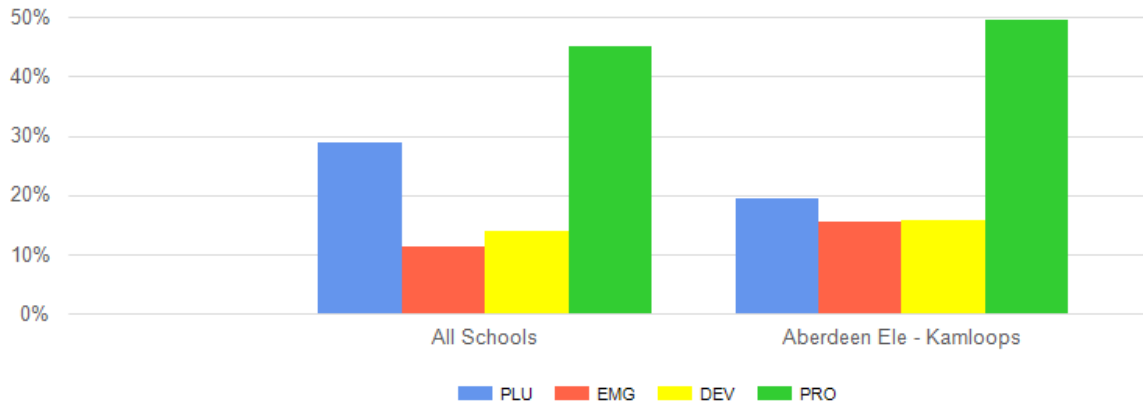
Number Sense Assessment Results:
Grade 1 -

Number Sense Assessment Gr 1 - NSA Gr 1 Part 1



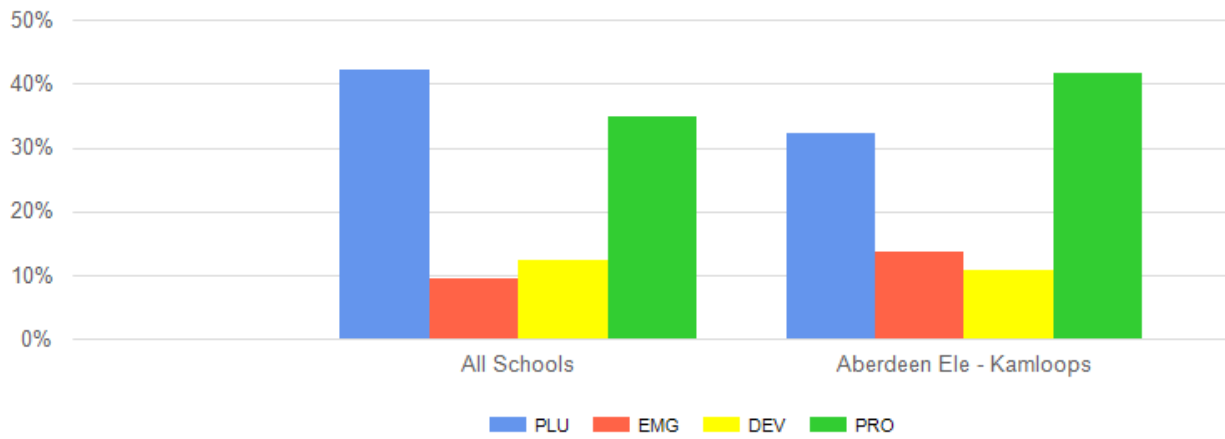
Grade 2 -

Number Sense Assessment Gr 2 - NSA Gr 2 Part 1



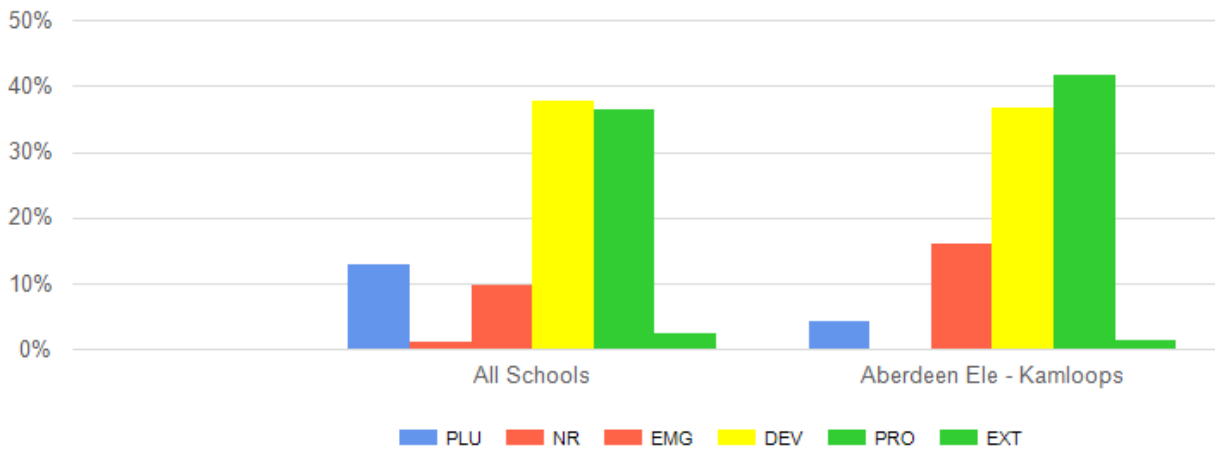
Grade 3 -

Number Sense Assessment Gr 3 - NSA Gr 3 Part 1



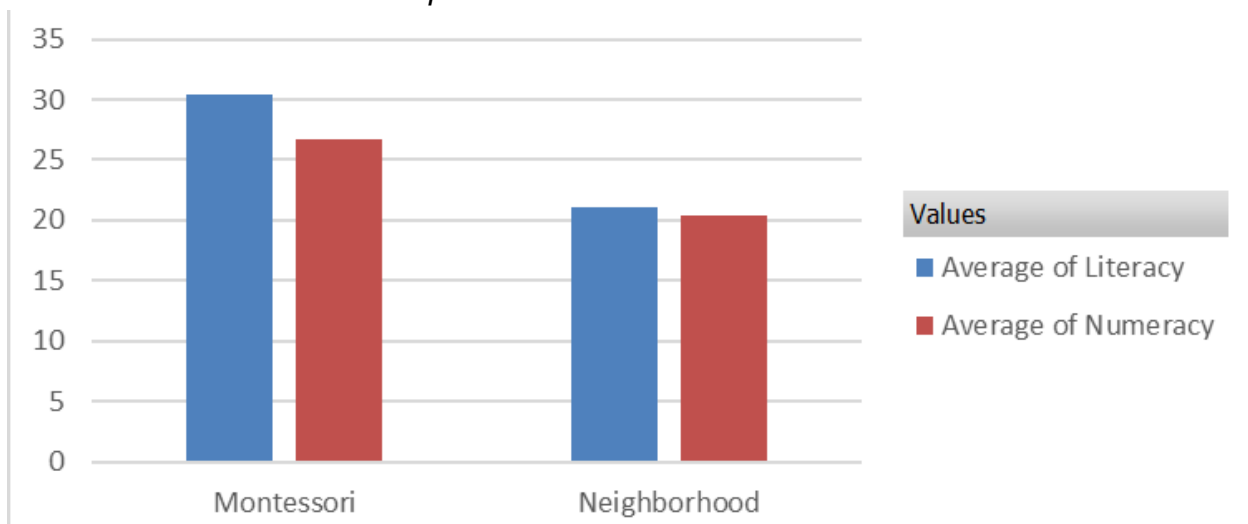
District Numeracy Assessment Results:

District Numeracy Assessment - DNA (District)

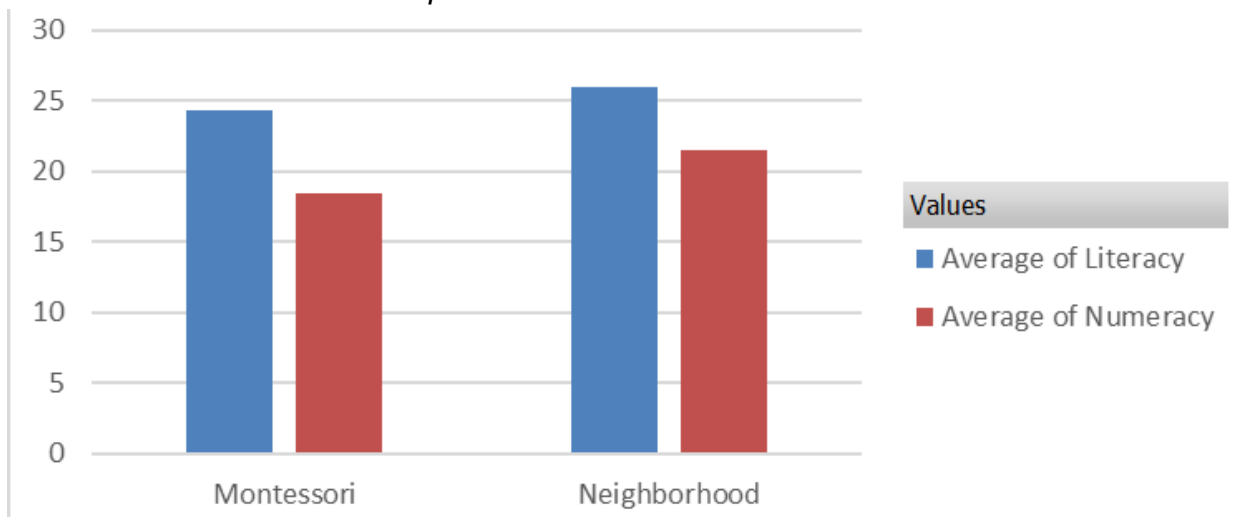


The data above clearly indicates that Aberdeen consistently achieves above average in the area of numeracy when compared to the district or the province. This last year was no exception - the scores on the Foundation Skills Assessment (FSA) were very strong, and our Number Sense Assessment (NSA) scores 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 results. 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 FSA raw scores for both tracks of the school:

FSA Montessori Grade 4 comparison:

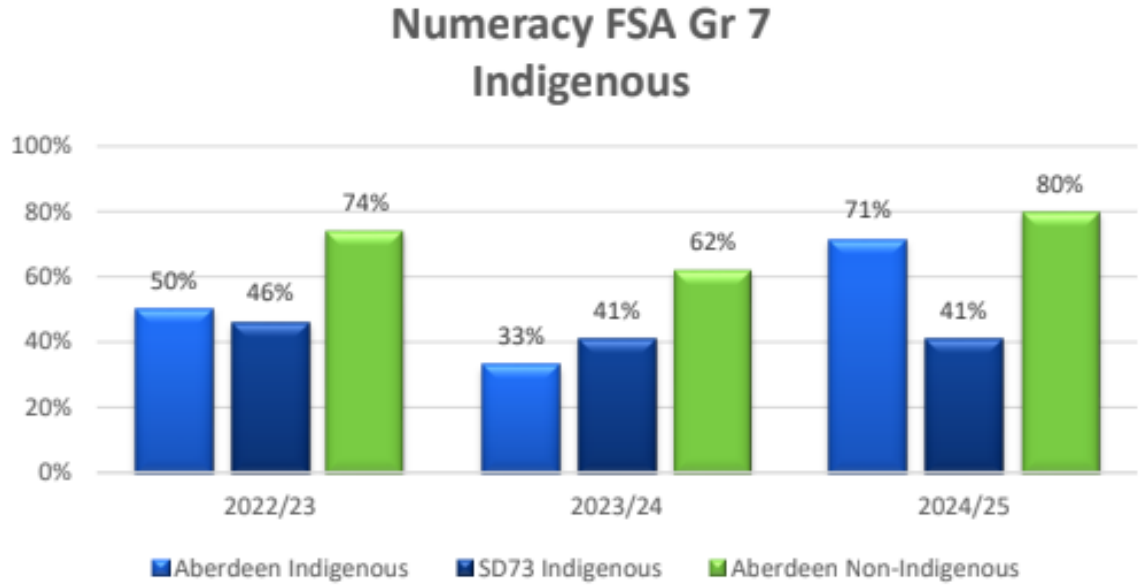
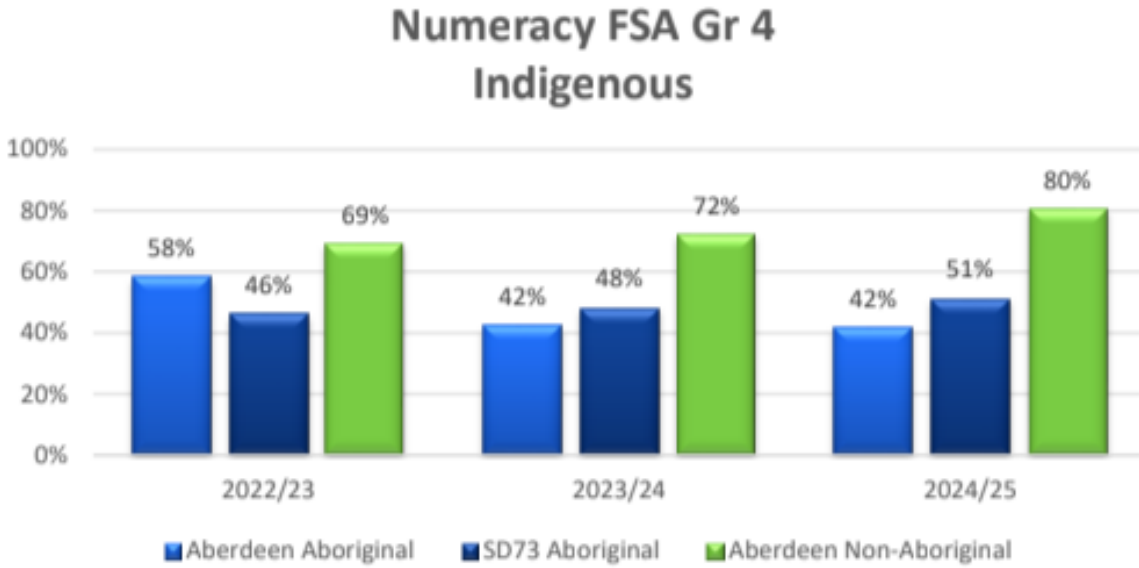


FSA Montessori Grade 7 comparison:



Note that by the time students have completed the Montessori program, it seems their neighborhood peers have caught up to their foundational skills.

In further addition, these are the results when focusing in on our Indigenous population:
Indigenous Numeracy Results:



Over the previous years the Indigenous students at Aberdeen have not performed at or above district Indigenous averages, nor above non-Indigenous students, consistently in grade 4 or 7, with some exceptions. Of great concern is the achievement gap that persists annually between Indigenous and non-Indigenous students at Aberdeen. For a school that performs well academically, we need to take a deep look at why this achievement gap still exists.

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.

AREAS TO GROW:

- Overall, despite a high degree of achievement, our numeracy results have been trending towards a flatline for grades 4 and 7.
- The Indigenous students at Aberdeen in grades 4 & 7 sometimes perform below the district average, and usually perform less than the non-Indigenous students. This gap is especially wide (38%!) in the grade 4 FSA results.

OBJECTIVES:

All students will be proficient or extending in numeracy expectations.

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 LART 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 2025-26 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
- Continue the work of our Math Mindset Committee for professional growth and planning of activities in 2025-2026
- Provide staff meeting inservice 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, LART 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 new tier 2 support structure (LART Model)
- 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
 - Use the Marian Small Book- Do They Really Understand (Lisa Carson is providing this resource for us for 2024-2025 due to our participation with the Assessment for Inquiry initiatives)
 - 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 LART 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

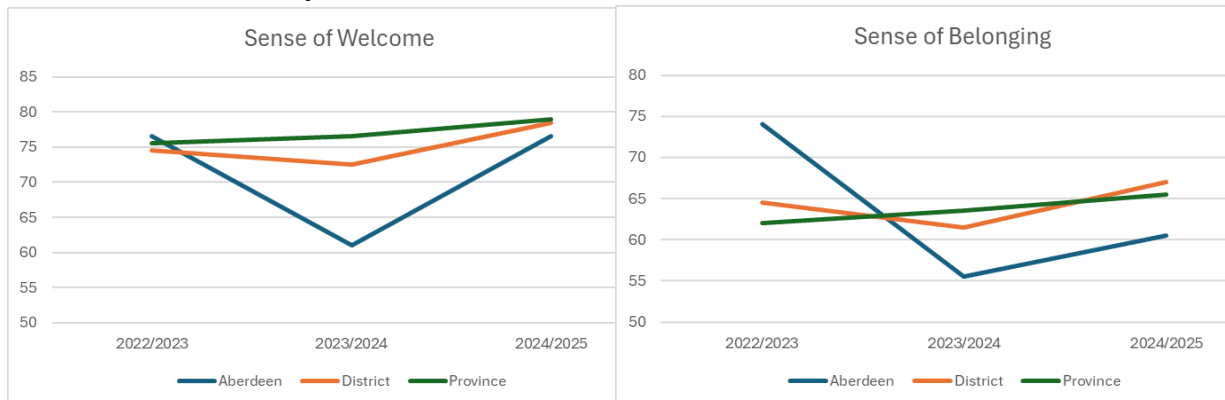
To develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, acceptance and respect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

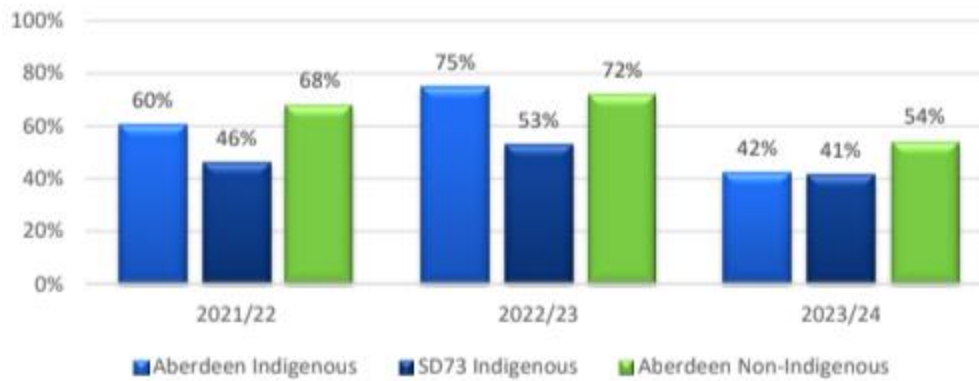
SCHOOL RESULTS ANALYSIS:

- 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:

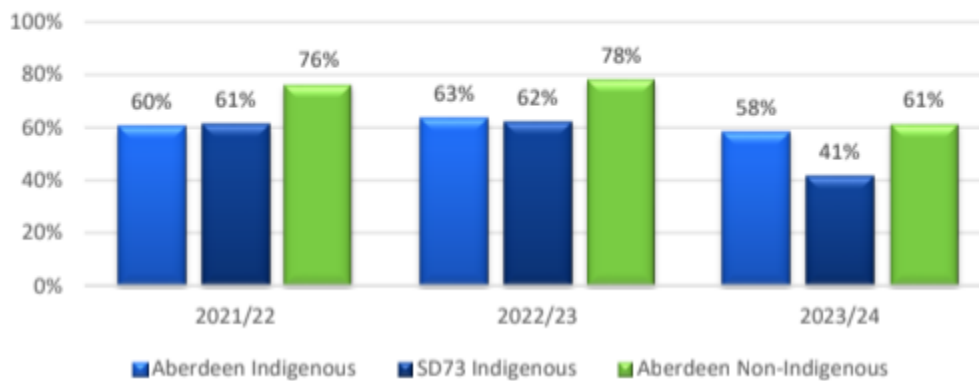


- Qualitative results from the Empathy Interviews reinforced that students deeply focus on social belonging across all grades - this was a common theme
- Here are the disaggregated data for welcome and belonging around Indigenous students. Note that this data does not include this school year:

SLS School Belong Indigenous



SLS Feel Welcome Indigenous



Some of the data presented here is contradictory. The student learning survey was used to generate both sets of graphs, and tells a bit of a different story. One set of graphs was pulled directly from the Ministry’s reporting site (the line graphs on the previous page) and the bar graphs were from the School District’s Data Appendix (which also does not show the current school year).

However, there’s a theme amongst both of them: Aberdeen has some growth needed in the area of making students feel like the truly belong here.

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.

- We collected a lot of street data from parents, staff and students to drive the next steps for our goal: a focus on Academic Belonging

AREAS TO GROW:

- Theory of action: Academic Belonging is also needed alongside social belonging
- In order 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 People's Principles of Learning into our curriculum, assessment and instructional practices
- Continue to focus on our PBIS behaviour matrix (RoRS), including the annual theme "Building a Community"
- Create structures that continually collect student voice to drive instruction - this includes empathy interviews
- 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 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 culture
- Continue to provide training on Trauma Informed Practices

Support for Aboriginal Students and Diverse Learners: We are expecting to continue to see a discrepancy between Indigenous and non-Indigenous students, as well as our diverse and non-diverse students in terms of sense of belonging. 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 (we will):

- Re-work 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
- Carefully define school-wide language around a definition for Academic Belonging, which will encompass strategies such as differentiated instruction, universal design for learning, problem-based learning, and Indigenous ways of knowing and doing
- 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 begin interviews with staff
- Provide opportunities for collaboration, team teaching, platooning, mentorship
- Provide numerous opportunities to have staff voices heard through the distributed leadership offered with the many staff committees (ie. Outdoor Education, Math Minds, 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.

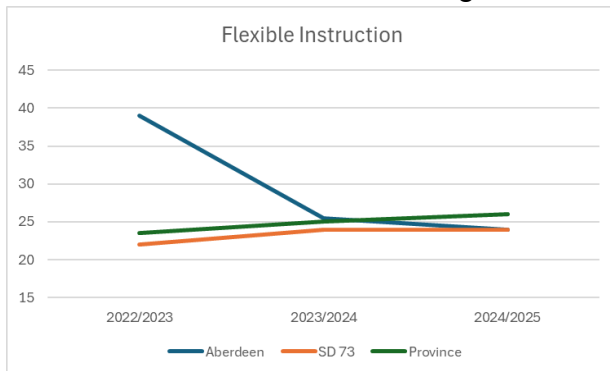
- Curriculum resources:
 - Targeting our learning resources for next year to inquiry/pro-d specific to our school plan goals
 - Ensure LART has programs & resources necessary to support
 - New LART model will allow access to lots of collaborative inquiry, supported with sharing at staff meetings and text resources.
- Human resources:
 - Accessing the Aboriginal Education teachers and their areas of expertise
 - Time for teachers and LARTs to plan their interventions with a focus on Academic Belonging
 - Ensuring LART supports are targeted and specific to Level 2 & 3 students in need of social/emotional/behavioural support via LART model
- Financial:

- Ensuring that monies are available for our snack/lunch program for students (Re-applied for Feeding Futures Grants for 2025-2026)
- September’s Professional development on Trauma Informed Practice, Instructional Equity and Academic Belonging

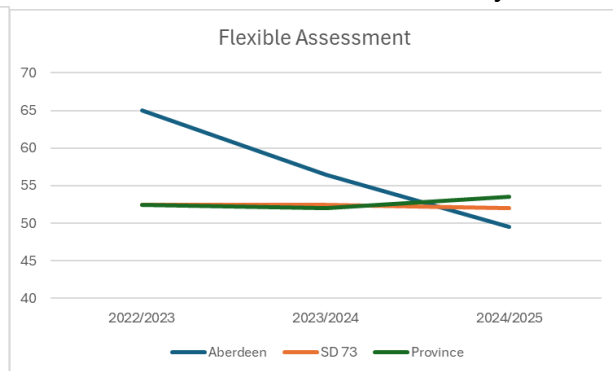
Evidence and Next Steps

- 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:
 - Do you feel you have a choice about what you are learning?
 - At school, do you get to show your work in creative ways?
 - Do the adults at your school welcome your questions?
 - 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 future years. One of our driving questions is “what does it look like to “academically belong” in a classroom?”

Choice about learning

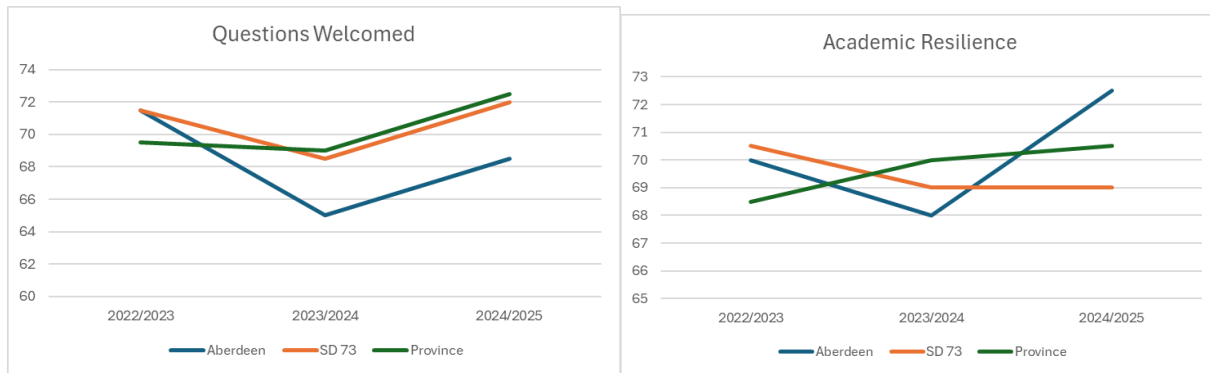


Show work in creative ways



Adults welcoming questions

Do you keep trying



As a significant step forward in the area of Academic Belonging, Aberdeen will revise the LART model in order to support more classroom-practice based tier 2 interventions. Learning Assistance support is scheduled to each classroom in conjunction with the gym, library, and prep schedules. Time is given to the LART / Teacher team to plan and monitor the intervention cycles throughout the year. We are hoping this model empowers classroom teachers to more deeply understand the learning needs of the students in their classes and how best to support them.

- Assessments used for this goal area moving forward:
 - Winter Student Learning Survey (January 2025)
 - 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 new LART 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:

- Staff have conducted a minimum of 2 empathy interviews with their students this year. This will continue next year as well.
- The use of the collaborative LART model will ensure that the 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 more academic belonging
- The LART model will use information to drive interventions and decision making on a frequent basis

Extra Academic Data (mostly Literacy Based)

