AE Perry Elementary

Annual School Learning Plan
2022-2027

Acknowledgement

Secwepemcúl’ecw yi7élye ell, re tmicws re Tk’emlú‘semc n7élye.

Revised September 17, 2025

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 learning plan is closely aligned with the Aboriginal Education Enhancement Agreement. We collaborate with families and with our community partners, using strategies from the Aboriginal Education Enhancement Agreement, to improve outcomes for Aboriginal learners.

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CULTURAL & IDENTITY DEVELOPMENT	
CULTURAL SAFETY GOAL (District)	
A district report will be available in the district learning plan. You may choose to include it in your school learning plan and share how you will be involved in learning about cultural safety.	
CAREER DEVELOPMENT (Integrated)	
Key strategies to ensure that every student graduates and transitions grade-to-grade are integrated into the learning and wellbeing goals.	
SYSTEMS DEVELOPMENT (Integrated)	
Key strategies for resource allocation are integrated in the learning and wellbeing goals.	

CONTEXT

A.E. Perry Elementary is a warm, welcoming, multicultural school, located on the North Shore of Kamloops and is part of the North Shore Family of Schools. With the reconfiguration of the North Shore schools that happened last September, we have 369 students in 17 classrooms. Within our student population we have 52 students with IEPs (Inclusive Education Plans) and 36 students identified as English Language Learners. We welcome 103 students who are identified with Aboriginal ancestry, which makes up about 30% of our student population. We also have a large South Asian community from which we draw upon to make up our school community. We have an increasing number of families coming new to Canada to work or to study at TRU, who enrich our school community.

Our staff are committed to providing a safe and caring space for our students and to provide the best learning environment possible. This includes a principal, a vice-principal, a secretary, 17 classroom teachers, 2 prep teachers, 3 Learning Assistance Resource Teachers (LARTs), a Teacher Librarian, 7 Certified Education Assistants, 2 Indigenous Education Workers, and 3 custodians. In addition, we access the expertise of district staff to provide wrap-around support for our students, including a School and Family Consultant, an Aboriginal Family Counsellor, an Aboriginal Youth Outreach Worker, Inclusive Support Teacher, Speech-Language Pathologist, and School Psychologist.

A.E. Perry is fortunate to offer many community and social programs to our students and families. We house a Strong Start room for our preschool aged students and families to attend programming in a social setting, readying them for Kindergarten and beyond. Back at our school again for this year is a Before and After School Childcare Program, which welcomes students before school at 7:25am, and once again after school until 5:30pm. A.E. Perry is fortunate to be part of a District Meals program, which offers lunch to students for a fee, or on a reduced payment plan for families who are able to contribute a minimal fee, or free of charge to students from families who cannot afford to pay. We are fortunate to work with the school district to offer free after-school programs several times a year, which are highly attended by our school population.

Despite the fact that A.E. Perry is considered a "vulnerable" school, with a considerable number of our families accessing social and community services and programs, our students regularly come to school with smiles on their faces and ready to learn. Our caring and supportive families, students and staff make A.E. Perry a wonderful school community.

A.E. Perry Vision of a Learner:

At A.E. Perry, we believe that ALL students can learn when their social, emotional and physical needs are met. Our students are given meaningful opportunities to be creative and flexible in order to develop higher order thinking to become respectful global citizens.

Learning Goal

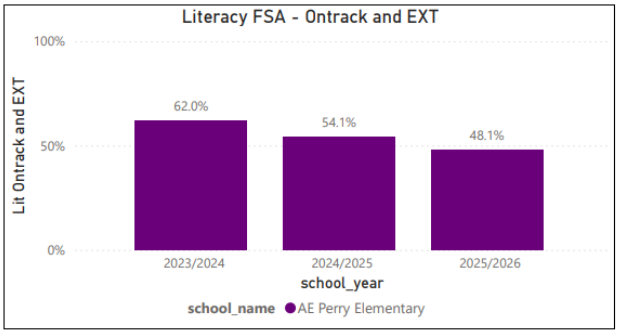
INTELLECTUAL DEVELOPMENT: To develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.

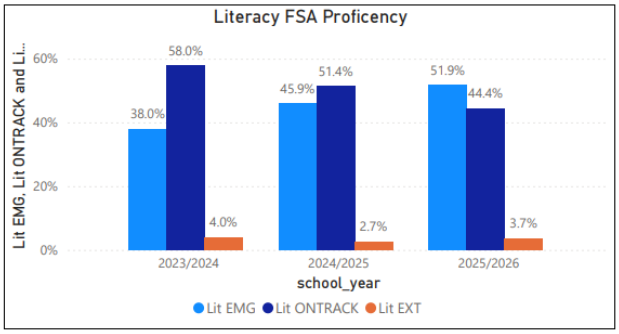
DISTRICT GOAL: Every learner will develop competencies and skills to succeed academically.

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

SCHOOL RESULTS ANALYSIS: Data shows that our school has trended to below the district average in both Literacy (Reading and Writing) and Numeracy. Through staff consultation and data analysis as we began this cycle in 2022, we agreed that a focus on Literacy, specifically in reading, would have the greatest impact on student learning and success. By targeting reading readiness and phonemic awareness, students' writing will naturally improve as their strategies of language continue to develop. This will also be the case with the problem-solving strands of numeracy: as students are better able to decode and comprehend, they will be better able to apply these skills to problem-solving skills. Please see the data appendix as a reference and the most recent FSA and PRA data below. Also included, is each cohorts' reading scores from previous school years.

Figure 1: Grade 4 FSA Literacy Results (2025 – 2026 School Year)





school_name	school_year	grade_fsa	Sum of lit_writer_count	Lit EMG	Lit ONTRACK	Lit EXT	Lit Ontrack and EXT
AE Perry Elementary	2023/2024	4	50	38.0%	58.0%	4.0%	62.0%
AE Perry Elementary	2024/2025	4	37	45.9%	51.4%	2.7%	54.1%
AE Perry Elementary	2025/2026	4	54	51.9%	44.4%	3.7%	48.1%
Total			**141**	**45.4%**	**51.1%**	**3.5%**	**54.6%**

Figure 2: Grade 3 PRA Results (2024 – 2025 School Year)

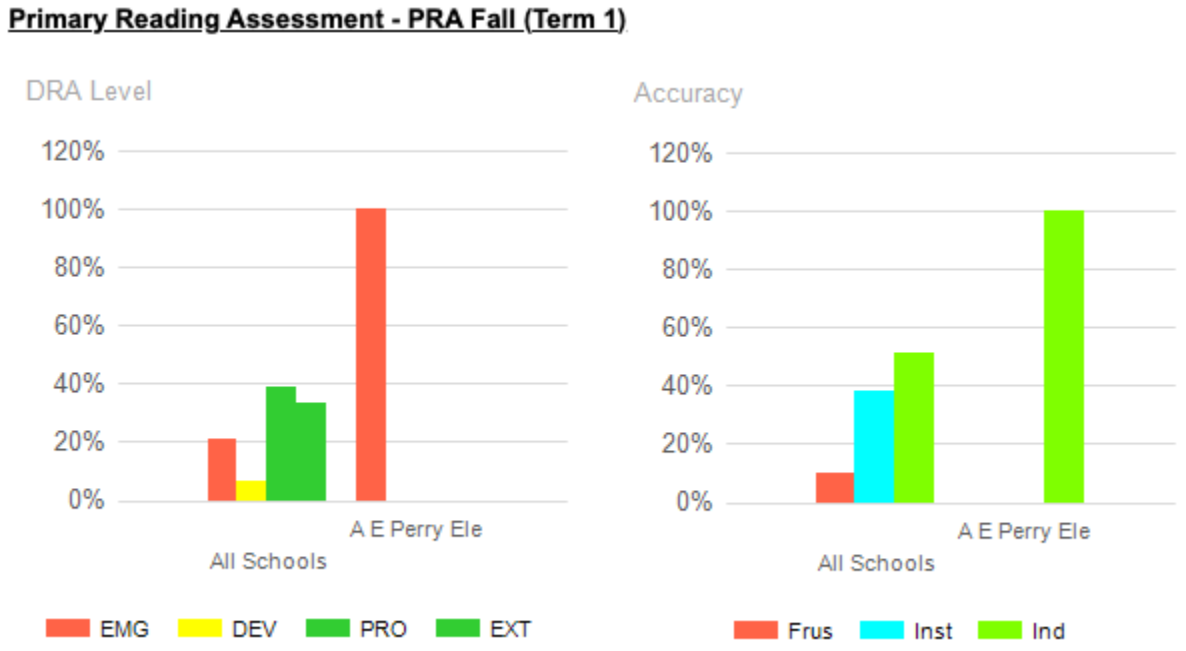
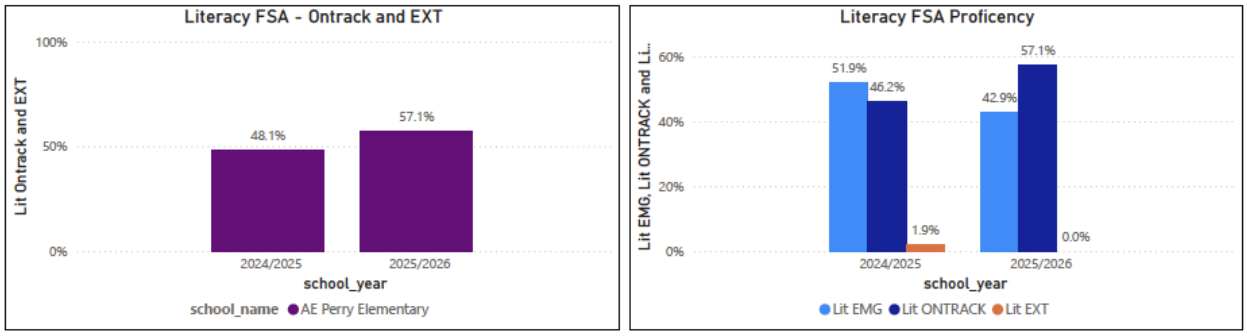


Figure 3: Grade 7 FSA Literacy Results (2025 – 2026 School Year)



school_name	school_year	grade_fsa	Sum of lit_writer_count	Lit EMG	Lit ONTRACK	Lit EXT	Lit Ontrack and EXT
AE Perry Elementary	2025/2026	7	42	42.9%	57.1%	0.0%	57.1%
AE Perry Elementary	2024/2025	7	52	51.9%	46.2%	1.9%	48.1%
Total			**94**	**47.9%**	**51.1%**	**1.1%**	**52.1%**

Figure 4: Grade 3 PRA Results (2021 – 2022 School Year)

Primary Reading Assessment - PRA Fall (Term 1)

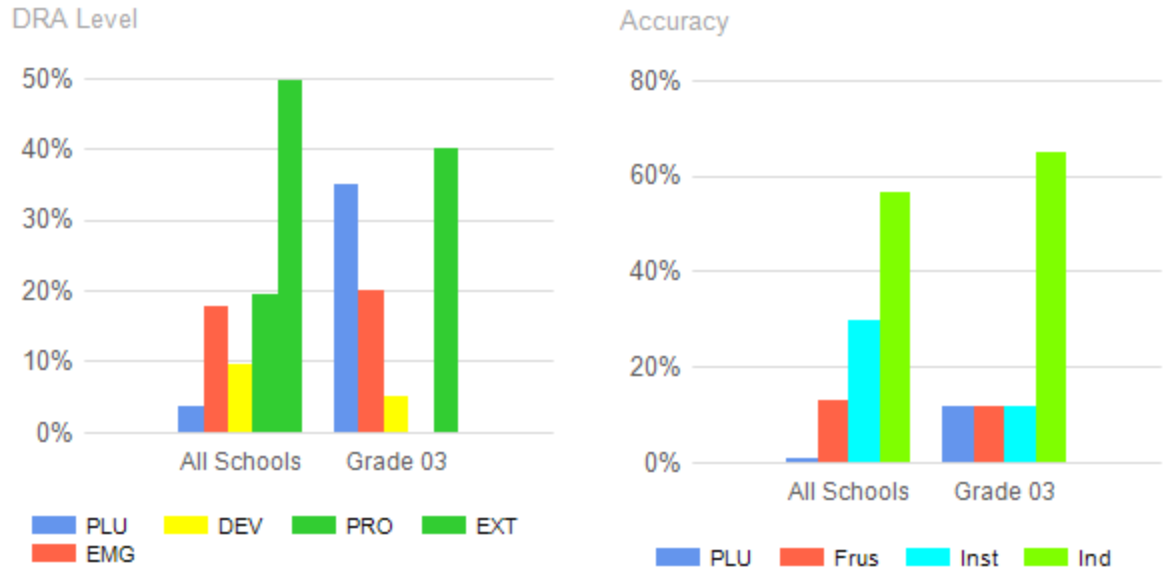


Figure 5: Grade 3 PRA Results (2023 – 2026)

		2025 - 2026	2024 - 2025	2023 - 2024
	Performance	Grade 3	Grade 2	Grade 1
DRA Level	EMG	34.69%	31.91%	59.26%
	DEV	10.20%	17.02%	1.85%
	PRO	12.24%	29.79%	22.22%
	EXT	42.86%	21.28%	16.67%
Accuracy	Frus	6.12%	2.17%	22.22%
	Inst	51.02%	54.35%	50.00%
	Ind	38.78%	43.48%	27.78%

SCHOOL GOAL:
Literacy: Each learner will demonstrate growth in Reading.

AREAS TO CELEBRATE:
Because each cohort of students is quite diverse, differing greatly in composition, it doesn't make sense to compare one grade from year to year, so we are going to compare each cohort and measure their growth from year to year

- 48% of grade 4 students scored proficiency on the FSA in the current year. An **increase of 15%** from 33% in their grade 3 year.
- 55% of grade 3 students scored proficiency or extending in the current year. An **increase of 4%** from 51% in their grade 2 year.
- The number of grade 3 students experiencing frustration in their accuracy scores **decreased by 16%** from their grade 1 year.

The progress seen throughout our school in our primary-aged students, due to consistent literacy education and intervention has been one of our major successes this year. This is largely in part due to our Kindergarten and grade 1 teachers using district-vetted programs, like Jolly Phonics and Heggerty. This year, they participated in their own targeted literacy instructional groups 4 days a week using the UFLI program, just like our grade 2 and 3 students. Kindergarten students with an Emerging in Letter Naming Fluency and Correct Letter Sounds, received eight weeks of targeted instruction from two of our Learning Assistance Teachers. These direct interventions have already made a significant difference for our lowest-leveled readers in all primary grades, both in the pride they feel when reading, as well as their ability to build on learned strategies. Time at each staff meeting is set aside for all of the primary teachers to collaborate on individual student growth and how this growth impacts group placement. It also allowed these teachers to compare strategies, pitfalls, and solutions to make the instruction in these targeted groups more cohesive.

Intermediate teachers collaborated with our District Literacy Resource Teacher, Tricia Persad, on how to narrow down literacy themes on which all intermediate teachers will focus. The Grade 4/5 teachers began working together on a common timetable for literacy. The proficient readers formed a group outside of the class with non-fiction reading instruction that enhanced their background knowledge and strategies. The remaining students stayed in class with their respective teachers to form groups or to do a read aloud. Tricia Persad also worked with three Intermediate classes to work on Inquiry Circles.

AREAS TO GROW:

We have placed a large focus on our primary grades the past 3 years, as early intervention is best practice, and it is our hope that we will continue to see the benefit of this investment in our intermediate students; however, we need to continue investing time into our intermediate students with lagging literacy skills. Basic de-coding and word attack skills are still needed on top of vocabulary development and comprehension skills.

One of the struggles is even with these interventions and strategies in place, there is still such a wide range of reading levels among all of the students that even using all of

the available adults to divide among the students, group sizes are still too high to have the desired impact on students. Creative problem-solving will be needed to harness the full impact of our current resources. Further areas to grow include building on the momentum our intermediate teachers have begun by meeting with new and returning teachers, LARTs, and the District Literacy Teacher about next steps for students who achieving what would be expected at their grade level.

OBJECTIVE:
To increase the number of students, including Indigenous and neurodiverse learners, who are Proficient or Extending in Reading.

SCHOOL STRATEGIES:
To achieve our Literacy Goal we will work on the following strategies:

- Continue with Pod Literacy, four days a week (Gr. 1, Grade 2/3)
- Continue support Kindergarten students in the spring for an 8-10 week intervention with lettering naming and correct letter sounds
- Ensure common resources, including a wide range of Indigenous and high-interest, low-level materials, are readily available for teaching and learning
- Practice common teaching strategies using Jolly Phonics, Heggerty Phonemic Awareness, UFLI, Phonics Companion, Orton Gillingham, DIEBELS
- Use one screener or diagnostic tool to determine students needing targeted intervention and support – DIBELS, UFLI
- LARTs use Tier 2 and 3 intervention strategies to target our most struggling readers - REWARDS literacy program
- LARTs will focus on language development for our ELL learners
- Opening the library at lunch a couple days a week for enjoyment reading (supervised by Teacher Librarian)
- Fun Classroom-Based Activities - flashlight Fridays, outdoor silent reading, etc.
- Accessibility to reading for our struggling or reluctant readers: Epic Readers, Google Read & Write, graphic novels
- Literacy Week in January
- Come Read with Me for Grade 1 students
- Daily Morning Announcements – students sharing information from SD73 diversity and culture calendar, students sharing what they are grateful for on Thankful Thursdays, and students sharing their jokes on Fridays
- Student-Led Assemblies

<u>Professional Development Strategies:</u>

- Primary teachers collaborating and workshopping to align strategies for literacy groups

- Primary teachers taking part in the POPEY sessions
- Collaboration time at staff meetings
- Professional Book Club
- School-focused professional development opportunities on Pro-D days
    - Sept. 21, 2026 – focus will be on looking at class profiles to inform our practice

Allocating Financial Resources:

- During the 2025-2026 school year, we continued to purchase additional resources for primary literacy sessions.
- Using our Learning Resource budget to purchase resources and tools for our LARTs to use with students requiring additional literacy support
    - REWARDS program
    - Phonics for Reading A, B, and C modules
    - Edmark Functional Reading Program
- Using the library budget to increase teacher and student resources that align with our Literacy goal in reading
- Our PAC has also identified our library as an area of focus this year to enhance the space and ensure that we have books and resources that will appeal to our Grade 7 students, as this is an area of need due to the reconfiguration

NEXT STEPS:

Staff Consultation, Collaboration, and Professional Development:

- Collaboration during staff meetings
- Work with school Professional Development Committee to plan SEL learning and trauma-informed practice sessions
- Focus on Intermediate Reading Interventions
- Scheduling LART time for reading groups in the intermediate classes

Parent Engagement:

- October PAC Meeting: School Learning Plan Goal Review
- October: Parent-Teacher Conferences
- Newsletter: SLP Goals and District Strategic Plan Values Survey
- October 20: Come Read With Me Session
- January 25-29: Unplug and Play Week
- May/June: SPARK Session - Literacy

Wellbeing Goal

Feeling Welcome/Safe/Sense of Belonging/ Two or More Adults Who Care

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 their environments (district-school-classroom).

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

SCHOOL RESULTS ANALYSIS: The SLS from last year shows that the students who feel the least connected to our school are our Diverse Learners. We know that in order for our group of diverse learners to experience academic, social, and emotional success they need to feel safe and connected to the adults in our building. This connection and sense of belonging will give space for our students to grow academically. The data appendix will show specific results pertaining to A.E. Perry.

school_name	Grade	Student Count	school_year	Positive	Neutral	Negative	Don't know	No Response
A E Perry Elementary	4	41	2022/2023	80.5%	9.8%	2.4%	7%	
AE Perry Elementary	4	53	2023/2024	58.5%	24.5%	7.5%	9%	
AE Perry Elementary	4	30	2024/2025	63.3%	26.7%	6.7%	3%	
AE Perry Elementary	7	45	2024/2025	62.2%	33.3%	2.2%	2%	
Total				**65.7%**	**23.7%**	**4.7%**	**6%**	

SCHOOL GOAL: All learners will feel a sense of belonging and have positive connections within our school community.

AREAS TO CELEBRATE:

With the consistent increase in student enrolment over the past few years, we have welcomed many new and diverse families to our school community. This has encouraged us to extend our lens of belonging to include all of our families. When our families feel safe and have a sense of trust and belonging to A.E. Perry, this will impact how our students view our school. Nearly 100% of our English Language Learners reported that they feel welcome at our school. With the addition of a before school breakfast program and inviting families to out-of-school events, such as PAC sponsored movie nights, Family Math Nights, Multicultural Day, and a year-end BBQ, we are growing our sense of school community. This year the PAC hosted some lunchtime crafts and some Family Games nights. School staff hosted three Family Math Nights, which helped to develop numeracy skills as well as develop our sense of community.

In September, our school opened a Flex Room to support four students with Category G designations. The intent was to provide support to students that normally require one-to-one support and work on communication skills, transitions, and routines. The data indicated that parents saw many benefits, including:

- Less stimulus so students could focus on their tasks
- A sense of community
- Their children loved coming to school and described their room as a mini classroom
- Their children were more regulated at home and interested in printing
- Their children were more vocal at home and used more words

In April, with additional staffing, the Flex Room was expanded to include more students throughout the day. Six students were scheduled to work on turn-taking, fair play, and social connections.

In December, our school staff hosted Leroy Slanzi for the Pro Development Day to learn about the Emotional Schools Framework. Staff learned about school-wide language to assist students in managing their emotions, behaviour, and friendships. Each teacher received a set of posters that were then on display throughout, so common language was used by students and staff. These concepts and posters were then the center of monthly school assemblies.

Students who repeatedly struggled with behaviour and conflict at recess and lunch participated in Gym Club two to three days a week. These were students in grades four to six that enjoyed physical activity, but often struggled with fair play or making positive social connections.

We took part in two fundraising events: Terry Fox Cancer Research and Jump Rope for Heart, both of which we hope will culminated in a community-building event with

students getting to throw a pie in the Principal's face, or a bucket of water on her head if our fundraising goals are met.

We had monthly Spirit Days, such as Twin Day, Wacky Hair Day, Dress as your Favourite Character Day, Anything But a Backpack Day, Ugly Holiday Sweater Day, Pyjama Day, Jersey Day, etc. - which also help to build a sense of belonging.

AREAS TO GROW:
We know that we need to find purposeful and meaningful ways to build relationships to deepen positive connections with all of our students. Our staff is committed to this and already does a commendable job. We have school-wide plans to re-introduce and redefine what Belonging looks like at A.E. Perry and weave this into our everyday work. We also plan on spending time re-introducing and working with our behaviour Matrix, which outlines expected behaviour. While there are no "easy" solutions, this is an area to dig in further next year. We also hope to delve deeper into the Emotional Schools Framework.

OBJECTIVES:
1) All students, including Indigenous and diverse learners, will have connections with 2 or more trusting adults.

2) Students will learn and utilize strategies to support their ability to establish and maintain positive relationships.

SCHOOL STRATEGIES:
In order to achieve our Wellbeing Goal we will work on the following strategies:

<u>Objective 1 Strategies:</u>

- All adults will build a connection with students, both in the classroom and outside during recess and lunch
    - On recess supervision clipboards, we will have a list of students who have been identified as needing additional positive connections with adults
- Classes will buddy up to build cross connections around the school
- LARTs and Vice Principal build in time for social groups
- IEWs will continue to host a lunch hour Culture Club
- Aboriginal Boys and Girls Groups will build further trust and connections
- Staff volunteers will run sports programs in the gym
- Teacher Librarian will host the Library Reading Club
- SD73 After-School Programs, Before School Breakfast Club, and Before and After School Childcare programs will be offered to extend connections beyond the school day

- District and community support systems (counseling, outreach, etc.) will provide further connections for our vulnerable students

Objective 2 Strategies:

- Teaching from the A.E. Perry ASK Matrix and reinforcing positive behaviour using Feather Slips
- Using social-emotional strategies and programs to teach and identify and regulate feelings, emotions, and a sense of belonging
- Develop an SEL Committee to discuss strategies and plan school-wide projects
- The Social Emotional Learning (SEL) Committee will work on school-wide areas of focus and reinforcement
- Using class meetings and Spirit Buddies as a means to identify, articulate and share emotions
- Using the LART Room and sensory rooms for breaks to helps students regulate and co-regulate their emotions
- Aboriginal Boys and Girls Groups will provide a safe space for learning about the Seven Grandfather Teachings
- Start an Indigenous student leadership team. The Roots (Respecting Our Origins Through Strength) program will empower students in Grades 5–7 to build connection, belonging, and cultural pride through leadership opportunities and community engagement

Professional Development Strategies:

- Seeking opportunities for staff to learn more about trauma-informed practice, FASD, ASD, and other important areas that impact student learning, behaviour and development
- SEL Committee will discuss strategies and school-wide projects at staff meetings
- School-focused professional development opportunities on Pro-D days

Allocating Financial Resources:

- Using school budget to ensure we have equipment and resources for promoting collaborative play
- Using CommunityLINK funding to promote school-wide expectations. For example: purchasing classroom outdoor equipment to promote fair and cooperative play
- Using Feeding Futures to fund Family Math Night snacks to encourage families to attend
- Using Feeding Futures funding to continue the before school Breakfast Program
- Using Feeding Futures funding to support students who need lunches and snacks

- Using Feeding Futures funding to support ROOTS leadership student with snacks and an opportunity to prepare and host a community lunch
- IEWs using Aboriginal funding and awarded grants to support Boys and Girls Groups

NEXT STEPS:

Staff Consultation, Collaboration, and Professional Development:

- Form SEL committee
- Create a school survey
    - Identify students who do not feel welcome
- Staff Meetings
    - Looking at the Second Step program
    - Connect staff member to identified students
- Social groups to address significant issues with peer conflict and teach communication, friendship, and conflict resolution skills
- Assemblies to introduce, review, and ensure staff are working cohesively towards consistent school-wide messaging
- Monthly School-Wide activities to learn about 7 Grandfather Teachings and the Emotional Schools Framework

Student Feedback on Impact:

- Survey to hear what students have to say about their connections with adults

Parent Engagement:

- Newsletters
- September - Mug and Muffin Open House
- October: Parent-Teacher Conferences
- Holiday Hampers - December and March
- Winter Concert
- December Family Carol Sing-along
- May - June: SPARK Sessions
- Multicultural Day - Celebrating culture and community
- June: Year End Family BBQ