Update: September 16, 2026

Arthur Hatton Elementary

Annual School Learning Plan 2026-2027

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'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.

CONTEXT

Arthur Hatton is a Kindergarten - Grade 7 school in the Norbrock Family of Schools. We are home to 293 students, of which 99 identify as Indigenous, 36 have their learning guided by a Competency Based Inclusive Education Plan, and 16 are English Language Learners. Arthur Hatton hosts the “Just B4 Preschool” as well as the after school “Seamless Day” childcare program. We also provide “Strong Start”, a program, which further supports our pre-school families.

A fundamental aim of the school staff is to build a positive school climate that allows students to feel safe and able to learn. Our staff accepts learners for who they are and without judgment. We are located in one of the lowest socio-economic areas of the city and therefore have many families in vulnerable situations. We have many supports and structures in place to facilitate success. We hand out 55 Starfish backpacks each week, feed up to 25 students every morning with our in-house Breakfast Program, and support up to 80 families a day with the lunch program. We work closely with multiple agencies to build resiliency for our diverse learners.

At our school we have two Indigenous Education Workers as well as a Shuswap Language/Culture Teacher who support the learning and the cultural development of our indigenous learners. Through our Indigenous boys' and girls' groups, culture clubs and extensive in-class work we connect our students to their culture.

Our School Vision is:

The 3 New Rs:

Nurturing **R**esilience

Encouraging **R**esponsibility

Cultivating **R**espect

“Education is a human-centered enterprise. We cultivate the minds, hearts, and emotional well-being of students and staff.”

Learning Goal

Literacy: Students will increase their literacy proficiency through intervention and prevention strategies.

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:
Based on the provided data, a combined analysis of the Grade 4 and Grade 7 FSA positive response rates shows a mix of positive and negative trends. A key positive finding is that the Diverse student group at Arthur Hatton for Grade 4 was the only group in that dataset to show a positive change over a three-year period, with a 4% increase in its response rate. Grade 4 Literacy results reflect significant overall gains in 2025/2026, with "Ontrack and EXT" rates rising to 69.2% (up from 34.2% in 2024/2025 and 57.9% in 2023/2024). Grade 7 students also demonstrated progress in Literacy, improving from 50.0% "Ontrack and EXT" in 2024/2025 to 56.8% in 2025/2026. Additionally, when reviewing PRA data, our Indigenous student groups at Arthur Hatton have shown remarkable and consistent growth, with all three grades showing a positive 3 Year +/-. This aligns with Grade 4 Literacy FSA trends, where the Indigenous student group reached its highest "Ontrack and EXT" level in 2025/2026 after dropping in 2024/2025. This suggests that interventions at the school level are having a positive impact on these specific demographic groups.

However, the data also highlights several significant negative trends. A major issue is the consistent and substantial performance gap at Arthur Hatton, where the overall Grade 4 response rate was 26 percentage points lower than the district and provincial averages in 2025/26. Across both grades, Indigenous ("Indigenous Ever") and Diverse

("Ever special need") students consistently report lower positive response rates and lower Literacy attainment levels than their non-designated peers.

SCHOOL GOAL:
Our students will meet District averages in Literacy as assessed through the Primary Reading Assessments, DIBELS, and the Foundational Skills Assessment by 2027.

AREAS TO CELEBRATE:

- **Arthur Hatton Diverse Students (Grade 4):** This group is the only one in the entire dataset to show a positive change metric over the three-year period, with a "3-Year +/-" of +4%. The positive response rate for this group increased significantly from 0% in 2021/22 to 50% in 2023/24, before recovering to 31% in 2025/26 after a dip
- **Arthur Hatton Indigenous Students (Grades 1-3):** Despite starting from lower response rates, Indigenous students at Arthur Hatton showed remarkable and consistent growth across all three grades (1, 2, and 3) in reading.
    - **Grade 1 Indigenous:** This group's positive response rate jumped to 33% in 2023/24 and had a "3-Year +/-" of +6%, indicating significant recent growth.
    - **Grade 2 Indigenous:** This group showed a strong rebound from a low of 12% in 2021/22 to 46% in 2024/25, with a "3-Year +/-" of +7%, the most significant improvement among all Grade 2 groups.
    - **Grade 3 Indigenous:** This group demonstrated the most significant improvement across all groups and grades, with its rate increasing from 14% in 2020/21 to 50% in both 2023/24 and 2024/25, resulting in a "3-Year +/-" of +11%

AREAS TO GROW:

- Our literacy levels require further improvement to meet District averages.
- The response rates for Indigenous students are substantially lower than their non-Indigenous peers in the same grade across all grades

OBJECTIVES:

Our indigenous students will have parity with our non-indigenous students and meet or exceed district averages for the Foundation Skills assessment in literacy.

SCHOOL STRATEGIES:
To improve in literacy, we will (classroom practices):

- Further develop UDL strategies in classrooms through staff meeting professional learning (1 meeting per month)
    - discussions, and reflections regarding choice, agency, and self-regulation practices
    - use of the SESS (September Early Support System) data
- Provide ***focused literacy instruction*** throughout the grades at Arthur Hatton, supported by LART and other school staff. This may also include volunteers.
    - This will include the creation of shared resources
        - UFLI
        - Word Origins
    - Collaboration time for teachers to share strategies and assess progress
    - Use District Phonics Assessment to gauge progress and support choices of instructional strategies
- Continue to develop common language and concepts across grades in literacy
- Support adoption of Science of Reading strategies through mentoring and small group intervention

To improve classroom practices, we will (PD strategies):

- Continue to provide focused collaboration at staff meetings (coaching time, professional conversations)
- Dedicate two professional days to focus on literacy (September 21st and February 5th)
- Staff learning (professional articles/book resource study)
- Regular check-ins on classroom practices
- Staff driven professional learning through creation of a Professional Development committee
- Teaching using consistent resources
- Work with the District Literacy Team to further develop strategies
- If possible, offer release time/TTOC support to collaborate on assessment and the results of assessment to forward best practices

Current Resources and Planning:

- Focus on the Science of Reading using UFLI Foundation
- Early years learning through Jolly Phonics
- District Phonics Assessment (DIBELS)
- District Scope and Sequence for Literacy
- Using Heggerty Phonological Awareness kits
- Reading Power (Intermediate focus)
- Home reading library (Primary)
- Phonological Awareness

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

- Review specific subpopulations who need targeted strategies and consider what those strategies are by working with the School Learning Team.
- Class review (SESS) at the beginning of the year and identify where the needs are
- Transition meetings for IEP students
- Class placement meetings
- Multi-age activities
- SBTM's

To improve Aboriginal student learning, we will… (Use Local Education Agreement and Aboriginal Education Enhancement Agreement)

- Review the strategies in the Local Education Agreements and Aboriginal Education Enhancement Agreement and include those strategies that staff agree will have the most impact.
- Have IEW's work closely with our indigenous students in classes during literacy time
- Regularly review Phonics Assessments and PRAs to ensure extra support is given to students who are not showing expected progress
- Support families by teaching literacy and numeracy games and activities that families can do with their children
- Take students on field trips to the library and teach them how to sign out books and enroll in their reading clubs/programs
- Support students in having access to appropriate reading materials at home

Evidence and Next Steps

- Will meet on September 21st and then follow up regularly throughout the year to further develop our ideas and check in on our progress
    - September Pro D focus includes:
        - **Core Goal 1 — Foundational Reading:** Focuses on strengthening early literacy skills (phonemic awareness, phonics, and fluency) in primary grades to ensure every student develops a strong foundation for reading.
        - **Core Goal 2 — Disciplinary & Upper-Grade Literacy:** Targets intermediate and secondary students by embedding subject-specific literacy strategies, comprehension techniques, and critical thinking across diverse subject areas.
        - **Data-Driven Instruction:** Emphasizes using targeted assessments and regular screening tools to identify learning

gaps early and tailor classroom instruction to individual student needs.
    - **Inclusive & Equitable Access:** Prioritizes accessible resources and culturally responsive teaching materials to support diverse learners, including Indigenous students, English Language Learners (ELL), and students with diverse needs.
- Professional Development**:** Direct resources toward ongoing teacher training, collaborative coaching, and professional learning communities (PLCs) to consistently implement research-backed reading instruction.
- The District Phonics Assessment and the Non-Fiction Reading Assessment will be used multiple times in the year in conjunction with Primary Reading Assessments in June to assess student progress and guide instructional strategies and additional support.

Wellbeing Goal

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

At Arthur Hatton, we will cultivate a safe school environment to support the well-being of every child and ensure their basic needs are met

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 GOAL:

At Arthur Hatton, we will cultivate a safe school environment to support the well-being of every child and ensuring their basic needs are met

SCHOOL RESULTS ANALYSIS:

Student Learning Survey (SLS) data from Arthur Hatton Elementary highlights positive momentum alongside key target areas for school climate and belonging. Grade 4 students report an increasingly welcoming environment, climbing from 71.4% positive in 2022/2023 to 76.7% in 2024/2025, paired with a significant surge in their sense of belonging, which rose from 14.3% to 66.7% over the same period. Feelings of safety remain high across the board, sitting at 74.2% for Grade 4 and 75.0% for Grade 7 in 2024/2025. However, the data reveals critical areas for improvement in upper grades and interpersonal connections. In this baseline year—marking the first-year Grade 7 students attended the school—only 25.0% reported feeling welcome and experiencing a sense of belonging, with 75.0% offering a neutral response. Furthermore, perceptions of adult support among Grade 4 students dropped to 50.0% in 2024/2025—matching Grade 7 at 50.0%—with a noticeable 33% of Grade 4 respondents selecting "Don't know" regarding whether adults at school care about them. These metrics underscore a strong foundation of physical safety alongside a clear need to foster deeper staff-student relationships and build targeted support for students navigating new grade transitions.

AREAS TO CELEBRATE:

- Indigenous students at Arthur Hatton Feel Welcome at a rate of 67% which is 4% above the rate expressed by Indigenous learners in the district.
- Our overall positive response rate for students feeling welcome are by 3% to 74% which is 5% above the district and 3% above the province
- Indigenous learners report Adults Care at a rate nearly on par with the district average at 65% versus SD73s 68% rate.
- Students Feel Safe at our school (1% above the district and on par with the provincial averages)
- Indigenous students rate Adults who Care at a rate of 78% which is substantial growth from our previous year (+13%)

AREAS TO GROW

- School wide our Sense of Belonging decreased by 6% with non-Indigenous students' sense of belonging dropping by 22% from 80% to 58%
- Our Diverse students reporting that Adults Care declined from 75% to 50%

SCHOOL STRATEGIES:

- Collecting anecdotal data with regards to the definitions of safety, resilience, and positive culture - what does that mean to our students? Families? Teachers? Staff?
    - Areas to explore with equity questions

- Further investigate why non-indigenous and indigenous students do not feel a sense of belonging to the school through street data from small focus groups
    - develop strategies that will positively impact all student's sense of belonging
- Continue to teach resilience through developing a growth mindset
- Continue to teach mindfulness and utilize trauma informed practices
- Provide sensory tools to students as necessary (portable sensory stations available) alternate seating, fidget, timers, etc.
- Provide many opportunities for students to build relationships with the adults in the building outside of regular instruction time (ex. intramurals, extra-murals, lunch club, culture club, boys and girls club)
- Use of our sensory/break room to help with student self-regulation
- Provide students with food when/if needed
- School wide activities to help build positive school culture
- Having a variety of outside equipment
- Continue to implement our Positive Behaviour Support system
- Ongoing Spirit days, 'Fun Lunch Fridays', schoolwide moral building contests

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

- Transition planning for diverse and at-risk students
- Continue to utilize buddy classes to build relationships with students and teachers

To improve classroom practices, we will (PD strategies):

- Build upon our Growth Mindset work
    - Big Brothers Big Sisters – Social Emotional Learning co-teaching opportunity October through December 2026
    - Work on Growth Mindset in Buddy classes and/or Den Groups
- Complete an FBA for students who are struggling with their behaviours
    - Regular collaboration between staff members, parents and administration to support this goal area
- Continue to incorporate First People's Principles of Learning

To improve wellbeing, we are allocating our financial resources towards…

- Feeding students as necessary and supporting the food programs in our school
- Providing school wide activities that support school connectedness
- Providing incentives that support the development of our PBIS initiatives and check in-check out program
- Purchasing necessary fidget and sensory tools
- Having sufficient playground and PE equipment available for our students to utilize

To improve Aboriginal student learning, we will… (Use Local Education Agreement and Aboriginal Education Enhancement Agreement)

- review the strategies in the Local Education Agreements and Aboriginal Education Enhancement Agreement and include those strategies that staff agree will have the most impact.
- Have IEW's work closely with our indigenous students and continue to provide a culture club as well as boy's and girl's club
- Access our Indigenous counselor to support our students needing extra support
- Utilize our Indigenous Resource Teacher to work intensely with some of our struggling indigenous readers and track their progress to see growth
- Ensure all students have access to appropriate reading materials at home

Evidence and Next Steps

- Will meet in September and regularly throughout the year to further develop our ideas and check in on our progress
    - September staff meeting - planning for a 'Meet the Teacher' evening to develop community connection
    - Work with IEW team to plan parent events
- Analyze the student learning survey to see where we are making a difference
- Work with small groups of students to further analyze the data from the above surveys, and look for suggestions from them for how we can move our work forward

STREET DATA STRATEGY:

Provide your current equity-centered inquiry question:

- How might we deepen our understanding of Indigenous students at Arthur Hatton to enhance the quality of educational experiences and foster a sense of belonging.

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

- Indigenous students in Grades K-7
    - Supplemental focus on Intermediate learners – what does the classroom learning environment feel like for them.

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

- April Strickland, Vice Principal and Indigenous leader, modeled lessons, offered guidance, and resources to teachers and support staff.
- Weekly Secwepmectsin Word of the Week challenge where we the school learned a new word and practiced it together.
- School Book Club for 2026-27: Sagaytgawdi: Grounding Assessment in Indigenous Knowledges for Equity and Well-Being by Jo Chrona

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

- Arthur Hatton still has a way to go in the process of creating equity. Our goal for next year is to complete personal interviews to bring voice to our question.
    - Create focused questions for Intermediate grades – September 2026
    - Interview learners – October 2026
        - Administration, IEWs, or Classroom teachers collecting data
    - Review and analysis of qualitative data for themes – November 2026