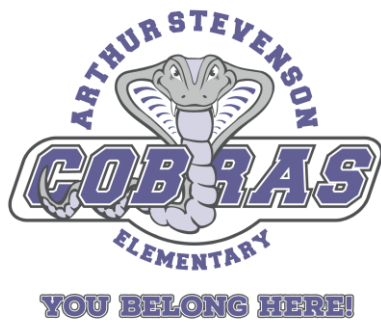




Arthur Stevenson Elementary School Annual School Learning Plan 2026-2027

DRAFT **July 2026**



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

Arthur Stevenson Elementary School partners with Tk'emlúps te
Secwépemc through our Local Education Agreement and the [Aboriginal
Education Enhancement Agreement](#).

CONTEXT

Arthur Stevenson Elementary School Vision

You Belong Here!

Arthur Stevenson Elementary School is a Kindergarten to Grade 7 school that is located in the heart of Westsyde and a part of the Westsyde Family of Schools. Arthur Stevenson has approximately 280 students within 13 divisions. The school population includes 47 students who are of Indigenous Ancestry and 43 students with Inclusive Education Plans.

Our diverse group of students come to us with a wide variety of talents, abilities, skills, and needs. Our school staff works hard to respond to these diversities by providing engaging learning opportunities that allow for student success. They advocate for their students by finding services or programs that will enhance their classroom practices. In addition, the staff attends professional development sessions, collaborates with one another, and models professionalism, caring, and compassion, fostering a sense of belonging for their students at school.

Since the 2022-2023 school year, the Well-Being goal has been supported by staff through implementation of the 2X10 Strategy (school wide intervention tool aimed to keep the quality of staff and student relationships at the centre of the work). In subsequent school years, staff and students continued with the utilization of the 2X10 strategy while also connecting the social responsibility matrix (R.O.C.K. S.) to Indigenous Grandfather Teachings as part of bringing the SD73 5-Year Strategic Plan to life at Arthur Stevenson. The staff and students made furthered connections to the well-being goal through empathy building initiatives, such as school wide Kindness Challenges aligning *Kindness in the Classroom* curriculum with monthly school-wide 7 Grandfather teachings themes. Continuing with our established well-being strategies, staff enhanced a focus on numeracy instruction this past year with some early success highlighting possible directions for addressing our areas to grow. Each year, staff collaborate to create a well-being survey aimed at better understanding the needs of students at the margins.

ASES students are given the opportunity to participate in many exciting events and programs throughout each school year. These include:

- School Athletics - cross-country running, volleyball, basketball, track and field, flag football, and intramural sports (COBRA hockey league - CHL). Students may also volunteer in scorekeeping to support school athletics.
- After School and Lunch Programs such as: Art club, Intramurals including the Cobra Hockey League and Dodgeball League, cooking program, Bracelet Club, Board Games Club, class leadership initiatives (Food Drive, Hygiene for

Homeless drive), Jump Rope for Heart initiative (fundraiser and awareness campaign) and Classroom Lunch and Office Monitor volunteering

- Classroom Experiences - hands-on learning opportunities, Indigenous passions projects, technology-driven activities, student led initiatives, class collaboration projects, outdoor learning opportunities, and more.

Arthur Stevenson students are encouraged to think critically and creatively while interacting in a socially responsible way including giving back to their community. In addition to working within their school community, we have a goal within our Family of Schools to promote and encourage collaboration between teachers within the Westsyde Family of Schools. Through various Westsyde Family of Schools events, students at Arthur Stevenson also have the opportunity to connect with students at other Westsyde elementary schools, enhancing a sense of belonging to their high school and the greater community.

Learning Partner Engagement Process

During the 2025-2026 school year, Arthur Stevenson school staff spent time discussing the gains made regarding our school goals from the previous School Learning Plan and possible changes that may need to be made. With a focus on Numeracy for this past school year, staff engaged in regular discussions around lagging skills (for both numeracy and literacy), as well as discussions about the elements of balanced literacy and numeracy programs. To further assist our planning for the 2026-2027 school year, staff also discussed student engagement in staff meetings and helped create a Student Engagement Survey for students on the margins. Furthermore, many staff (teachers and support staff) read The Anxious Generation by Johnathon Haidt to glean more insight into barriers to student engagement in their classes.

Throughout 2026-2027 school year, our staff, parents, Indigenous community members, and students will continue to have the opportunity to look at our learning data (Student Learning Survey, Foundation Skills Assessment, District Numeracy Assessment, Nonfiction Reading Assessment, Primary Reading Assessment, and Kindergarten Survey/DIBELS) as well as our Local Education and the Aboriginal Education Enhancement Agreements to help steer our discussions to determine new school goals.

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:

Arthur Stevenson Elementary demonstrates strong foundational baseline achievement across early primary cohorts and notable growth in specific intermediate strands. In primary literacy, an impressive 73.33% of Grade 3 students achieved “Proficient” or “Extending” on the Spring Primary Reading Assessment (PRA), far outperforming the district average of 25.72%. This primary momentum is mirrored in early numeracy, where Grade 1 and Grade 3 students consistently scored 20% and 10% above the district average on Number Sense Assessments (NSA). Furthermore, targeted instructional shifts have yielded excellent results in the intermediate grades; our Grade 5 cohort significantly outperformed the district average on the District Numeracy Assessment (DNA) with 42.86% achieving “Proficient”, led by strong competencies in *Interpreting* and *Applying* math data. Finally, historical multi-year trends highlight exceptional, above-average growth among our Grade 4 and Grade 7 Indigenous learners, while high engagement with our school-wide “Math Genius of the Week” initiative continues to build a positive math culture across all grades.

Despite the above noted successes, longitudinal data highlights a distinct performance drop as students transition into complex, higher-level cognitive tasks in both subjects. In literacy, a “Grade 4 transition slump” is evident on the Non-Fiction Reading Assessment (NFRA), where 29.27% of students scored Emerging compared to the district average of 8.72%, driven largely by weaknesses in *Critical Analysis* and *Inferring* strands. This parallel breakdown occurs in numeracy during the later intermediate years; our Grade 6 DNA results revealed a sharp performance drop, with only 12.50% of students reaching “Proficient” and 54.17% sitting in the “Developing” tier. This steep drop-off correlates to an ongoing deficit in *Communicating*, *Analyzing*, and *Applying* mathematical reasoning, rather than standard calculations. This gap becomes increasingly pronounced by Grade 7, where current Fall FSA results show high Emerging baselines of 35% in literacy and 52% in numeracy.

SCHOOL GOAL:

To improve student achievement in numeracy and literacy by focusing on lagging skills between grades identified through ongoing data analysis (including school, district, and provincial assessments).

AREAS TO CELEBRATE:

Foundational Skills Assessment (FSA):

Literacy:

- This year we continued a multi-year trend of strong performance in Literacy among Indigenous students at Arthur Stevenson on the FSA:
 - 66.7% of Indigenous Students in Grade 4 at Arthur Stevenson scored “Ontrack” or “Extending” in Literacy.
 - 80.0% of Indigenous Students in Grade 7 at Arthur Stevenson scored “Ontrack” or “Extending” in Literacy.
- Across multiple years, the majority of students meet expectations with 60.0% of All Students in Grade 4 in 2025/2026 performing “Ontrack”. While previous 2 years, this metric was slightly stronger, this is still evidence of a strong base in core literacy performance.
- Most Students with IEPs in Grade 4 at Arthur Stevenson performed “Ontrack” in Literacy in Fall 2025 which is either above or at a similar rate as recent years on the FSA.

Numeracy:

- 83.3% of Indigenous Students at Arthur Stevenson in Grade 4 scored “Ontrack” or “Extending” in Numeracy this year. A trend that has continued for 3 years.
- Grade 4 Numeracy saw a dramatic improvement from 31.9% of students performing at "Ontrack and EXT" in 2023/2024 to an impressive peak of 63.3% in 2024/2025. Despite a slight dip, the 2025/2026 cohort maintained a solid 52.5%, which remains significantly higher than the baseline from two years prior and this represents a net increase of 20.6% over two school years.
- Students with IEPs in Grade 4 at Arthur Stevenson performed “Ontrack” in Numeracy in Fall 2025 which is either above or at a similar rate as recent years on the FSA.

Primary Reading Assessment (PRA):

- Strong Foundation: In the Spring Primary Reading Assessment (PRA), Grade 3 All Students at Arthur Stevenson showed remarkable reading development. A massive 63.33% achieved "Proficient", significantly higher than the district average of 25.72%. When combined with the 10.00% who are "Extending", a total of 73.33% of Grade 3 students are reading at or above expectations, providing a very strong foundation as they enter intermediate grades.

Non-Fiction Reading Assessment (NFRA):

- Our school is outperforming or matching the district in specific non-fiction skill sets:
 - Grade 7 Text Processing: In Grade 7, 69.70% of All Students were Proficient in Extracting Information from Text and Features, substantially outperforming the district benchmark of 55.40%.
 - Grade 7 Determining Importance: 42.42% achieved Proficiency, surpassing the district standard of 39.05%.
- Grade 5 and Grade 7 Vocabulary: In Grade 5, 37.14% of All Students scored Proficient, and in Grade 7, 33.33% scored Proficient, both on par with beating the district averages.

Dibels (Kindergarten Assessments):

- NWF - Words Read Correct: An exceptional 62.07% of your students achieved the Core benchmark tier (combining both Core designations: 34.48% and 27.59%). This heavily outpaces the district's combined average of 33.89%. Furthermore, your school kept the *Strategic* risk tier exceptionally low at 6.90% compared to the district's 10.64%.
- NWF - Correct Letter Sounds: A strong 48.27% of students scored in the Core ranges (37.93% and 10.34%), beating the district's combined Core average of 31.18%.

Number Sense Assessment (NSA):

- Flawless Early Counting & Quantity Conservation: Grade 1 students achieved a perfect 100% Proficiency across all initial counting benchmarks, proving absolute mastery in *Cardinality in Counting* (Task 1), *Conservation of Quantity* (Task 2), and *Using the Number Path* (Task 3).
- Exceptional Subitizing Competency: The cohort demonstrated excellent rapid number recognition, with 100% of students scoring at the Proficient tier for *Subitizing Numbers 1–10* (Task 4), indicating very strong immediate visual processing of quantities.
- Complete Mastery of Early Base-10 Concepts: Grade 1 students showed an outstanding structural understanding of place value, with 100% reaching Proficiency in both identifying *Tens and Ones Base 10 Blocks* and mental calculation via *Ten More / Ten Less*.
- A high majority of All Students in Grade 2 achieving “Proficient” (69.70%) in *Ways to Build a Number*, demonstrating that they can creatively manipulate values and see numbers through multiple arithmetic combinations rather than relying on a single memorized method.
- The Grade 2 cohort excelled in fractional and structural place value breakdown, with 72.73% of All Students in Grade 2 scoring at the “Proficient” level for

Decomposing Numbers, proving a strong capacity to break numbers down into standard expanded forms (tens and ones).

- All Students in Grade 2 outpaced regional baseline standards in their spatial sense of numbers, displaying strong mastery in relative magnitude when mapping, sequencing, and comparing multi-digit values.
- Vast majority of the Grade 3 cohort displayed mastery in the sub-skill *Write Equation* with 83.33%% of All Students in Grade 3 achieving “Proficient” compared to the district average of 64.56%).
- Most of the Grade 3 cohort have successfully consolidated their basic operational retrieval mechanics, with 76.7% of All Students in Grade 3 achieving “Proficient” in *Fluency with Addition* (compared to the district average of 61.8%), ensuring they are well-equipped for larger multi-digit calculations.
- Additionally, 76.7% of All Students in Grade 3 achieving “Proficient” in *Fluency with Subtraction* (compared to the district average of 48.6%), ensuring they are well-equipped for larger multi-digit calculations.
- Consistent Skip Counting Frameworks: Grade 3 cohort displayed highly accurate operational sequencing and rhythmic patterns, with scores in *Skip Counting* 6.16% above the district average, a key algebraic prerequisite milestone for multiplication readiness.

District Numeracy Assessment (DNA):

- The Grade 5 cohort significantly outperformed the district baseline overall, with 42.86% of students achieving "Proficient" compared to the district average of 33.04%.
- 48.57% of All Students in Grade 5 achieved “Proficient” in the *Interpret* sub-strand, outperforming the district benchmark of 42.67%.
- All Students in Grade 5 showed strong practical problem-solving skills, with 40.00% achieving “Proficient” in the *Apply* sub-strand (vs. 34.40% across the district).
- In the complex *Analyze* sub-strand, 28.57% of All Students in Grade 5 reached “Proficient”, nearly 10 percentage points higher than the district average of 19.30%.

AREAS TO GROW:

Foundational Skills Assessment:

Literacy:

- Significant 2025/2026 Cohort Declines: There is a noticeable downward trend in the most recent 2025/2026 assessment data across both grades. Grade 4 Literacy dropped from 73.3% down to 60.0%, while Grade 7 Literacy experienced a severe drop from 66.7% down to 37.5%.
- Absence of Top-Tier "Extending" Performers: In the 2025/2026 school year, both Grade 4 and Grade 7 recorded 0.0% of students in the "Extending" category for

Literacy. This points to a critical lack of extension or high-level proficiency achievement among top-tier writers.

- Rising "Emerging" Populations: The percentage of students in the "Emerging" category has risen significantly in 2025/2026. For Grade 7 Literacy, the emerging population grew to a substantial 62.5%, meaning well over half of the cohort requires targeted intervention.

Numeracy:

- Grade 7 All Students rate of "On Track" or "Extending" dropped from 55.6% in the Fall of 2024 to 41.9% in the Fall of 2025.
- Indigenous Students in Grade 7 at Arthur Stevenson in 2025-2026 underperformed previous years achievement for Indigenous Students in Numeracy with only 40% scoring "Ontrack" or "Extending" on the FSA this past Fall.

NSA:

- Grade 1 Abstract Tracking Hurdles: Despite perfect counting scores, Grade 1 students face immediate challenges when translating numbers into written math expressions, with 12.50% scoring "Emerging" in *Write Equation*.
- Grade 2 Foundational Gaps: The Grade 2 cohort demonstrates noticeable pockets of instability in core primary math milestones:
- *Fluency with Subtraction*: 15.15% of Grade 2 students are "Emerging" and 48.48% are tracked as "Developing."
- *Write Equation*: 42.42% of Grade 2 students are stuck in the "Developing" tier, struggling to construct logical mathematical equations independently.
- 56.67% of Grade 3 students are at the "Developing" tier.

DNA:

- In sharp contrast to Grade 5, Grade 6 students hit a performance ceiling. Only 12.50% achieved overall Proficiency (compared to a 33.04% district benchmark), while a massive 54.17% remain stalled in the "Developing" range.
- Grade 6 Processing Deficits: Advanced processing strands present systemic challenges across the entire Grade 6 cohort:
- *Apply*: Only 8.33% of Grade 6 students achieved Proficiency in applying mathematical knowledge to real-world tasks, while 18.75% scored as "Emerging."
- *Analyze*: One-third of the class (33.33%) is "Emerging" in critical analysis—nearly double the district average of 17.06%—while only 8.33% reached Proficiency.
- *Communicate*: Just 12.50% of Grade 6 students can effectively communicate or justify their mathematical reasoning (vs. 32.60% district-wide).

Primary Reading Assessment (PRA):

- While Grade 1 and 3 All Students at Arthur Stevenson far outperform district averages, Grade 2 All Students rate of “Proficient” or “Extending” is 51.47% and is notably below the district average of 57.20%.
- 21.88% of Grade 1 students are in the "Emerging" stage, indicating a continuous need for structural foundational skills support.

Non-Fiction Reading Assessment (NFRA):

- The Grade 4 Transition Slump: Grade 4 students face immediate challenges applying reading skills to non-fiction text, with an overall "Emerging" rate of 29.27% (higher than the district average of 8.72%) and only 17.07% reaching Proficiency.
- A heavy density of older intermediate students remains stalled in the "Developing" tier rather than progressing to “Proficient”; this includes 58.33% of Grade 6 students and 60.61% of Grade 7 students.
- Critical Gaps in Cognitive Strands: Advanced reading processes show major gaps across cohorts:
 - *Grade 4 Inferring*: 21.95% of Grade 4 students are "Emerging" (compared to 12.35% across the district).
 - *Grade 4 Critical Analysis*: 36.59% of Grade 4 students scored "Emerging," while only 9.76% reached Proficiency.

DIBELS Assessment (Kindergarten End-of-Year):

- 82.76% of Kindergarten students finished the year in the "Intensive" support tier for *Phonemic Segmentation Fluency*.
- More than half of the Kindergarten cohort (55.17%) scored in the "Intensive" range for *Letter Naming Fluency*.
- 65.52% of Kindergarten students scored "Intensive" on *Word Reading Fluency*, highlighting a clear blocker in their transition from knowing individual letter sounds to blending fluent words.

OBJECTIVES:

All students will meet or exceed literacy and numeracy expectations. More specifically, all students below expectations (Emerging or Developing) will improve their numeracy skills and achievement in numeracy throughout the 2025-2026 school year.

SCHOOL STRATEGIES:

To improve in literacy, we will:

- Discuss Literacy Instructional Strategies as recommended by district leadership as part of regular monthly Staff meetings.
- Target the “Emerging” Cohorts pull them up into the "Developing" or “Proficient” range through LART push-in and pull-out support.

- Utilize pre/post assessments and recommended strategic literacy interventions to support student achievement in literacy.
- Encourage Home Reading Program with small prize incentives.
- Provide Learning Assistance support during class lessons as well as intensive literacy instruction for specific students to ensure all students are reading at grade level by the end of grade 3.
- Use proficiency-based and formative assessments to identify appropriate interventions and guide classroom instruction.
- Provide diverse learning opportunities featuring multi-level resources that promote joyful reading, thoughtful written responses, and interesting conversations.
- Provide easy access to Indigenous reading materials (guided reading books, literature circle books, picture books, etc.).
- Embed First Peoples Principles of Learning into classroom routines and project tasks (i.e. Indigenous storytelling, critical thinking discussions using Indigenous learning resources).

To improve in numeracy, we will:

- Attend Numeracy Professional Development as an entire staff in September to reinforce numeracy foundations such computational fluency, communicating mathematical thinking, and multi-step word problems.
- Adhere to standard Balanced Numeracy Program keystones through administrative support and monitoring (as an extension throughout the year to build on the September Professional Development Day in September).
- We will utilize pre/post assessments and strategies recommended by district numeracy resource teachers with grade 5 and 6 teachers.
- Provide diverse learning opportunities that ensure an entry point for all learners that promote positive mathematical mindset and computational understanding.
- Continue working on redesigning numeracy lessons to include Cognitive Guided Instruction, and real-world problems.
- Implement effective numeracy approaches using real life problems so that students can interpret, apply, solve, analyze, and communicate. Encourage teachers to spend more time on the higher-level thinking areas like apply and analyze by providing activities at their grade level (ex. Morning Math Moments).
- Use proficiency-based and formative assessments to identify appropriate interventions and guide classroom instruction.
- Target numeracy teaching and strategies during staff meetings.
- Continue with the “Math Genius of the Week” contest that awards prizes at all skill levels and works on real world problems.
- Use our PBIS matrix (ROCKS) to encourage students when they show accountability in their numeracy skills by being able to explain why they chose to solve a numeracy problem the way they did (entered into ROCKS draw)
- Include parents on strategies for numeracy and literacy by adding a numeracy and literacy “corner” to several newsletters.

- Implement strategies from Local Education Agreements and the Aboriginal Education Enhancement agreement.

To improve classroom and school-wide practices, we will (PD strategies):

- September 21st Professional Development Day (Admin driven) will be focused mainly on numeracy programming and instruction.
- Build collaborative planning time into the schedule - prep schedule, staff meetings, and release time dedicated to teacher collaboration for the purpose of identifying and (moving forward) students who are Emerging and Developing in ELA and Math.
- Continue discussions around best practices in literacy and numeracy instruction at staff meetings.
- Encourage staff to participate in literacy and numeracy offerings put on by the district on professional development days and in district workshops.

To improve Aboriginal student learning, we will:

- Implement strategies in Local Education Agreement and the Aboriginal Education Enhancement Agreement.
- Promote the 7 Grandfather Teachings school-wide with monthly themes and assemblies. As part of these assemblies, we will teach directly about the First Peoples Principles of Learning.
- Involve students in Land Acknowledgements at assemblies (including the use of personal photos of landscapes from across the region).
- Continue to foster an interest in local Aboriginal language through direct teaching at assemblies and posters with spelling, meaning and phonemic pronunciation of Secwepemctsin words.
- Link lessons to the First Peoples Principles of Learning by ensuring that:
 - Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness to the land, the spirits, and the ancestors).
 - Learning involves patience and time.
 - Learning recognizes the role of Indigenous knowledge.

Evidence and Next Steps

At various times throughout the 2024-2025 school year, teaching staff reviewed data (District Numeracy Assessment, Primary Reading Assessment, Foundational Skills Assessment, and Student Learning Survey) to discuss next steps for the remainder of the school year and moving into the next school year.

Further consultation will begin in the Fall of 2026 with staff (teaching, support, IEW), students, parents/PAC, and Indigenous community members. Additionally, the administration will continue to gather information (through staff discussions, assessment and survey data) pertaining to our Grade 4 Transition Slump to reverse this multi-year trend.

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 cared for, and connected to their environments (district-school-classroom).

DISTRICT OUTCOME: Students will feel welcome, have a sense of belonging, and feel safe and cared for, through being connected to their school.

SCHOOL RESULTS ANALYSIS:

Since the 2023/2024 school year, we have promoted a new school motto - "You Belong Here!" and we've enjoyed much growth in areas of students reporting feeling safe, welcome, a sense of belonging, and more than 2 adults who care for them at school. The latest School Learning Survey (SLS) data reveals a continued foundation of strong relationships and an increasingly supportive environment as students transition from Grade 4 to Grade 7. A primary driver of student wellbeing is the depth of adult connection within our building; 72% of Grade 4s and 76% of Grade 7s identify two or more caring adults, with the percentage of students feeling cared for by four or more adults jumping significantly from 47% to 66% by Grade 7. This expanding safety net coincides with a school climate where most students feel safe, welcome, and treated fairly most of the time. Furthermore, academic confidence remains strong—highlighted by 82% of Grade 7s feeling positive about their math advancement and 76% of Grade 4s consistently putting forth their best effort—which fosters a sense of purpose and achievement central to overall student wellness.

Despite these cultural strengths, the data highlights notable vulnerabilities impacting student well-being. Physical and mental fatigue is a pervasive issue across both cohorts; a staggering 80% of Grade 4 students report waking up tired, while only 22% of Grade 7s secure a good night's sleep consistently. These sleep deficiencies mirror worrying mental health indicators, including a 33% anxiety rate among Grade 4s and 32% of Grade 7s rating their overall mental health as fair or poor. Social-emotional gaps also emerge early, with 60% of Grade 4s encountering bullying behaviors at least sometimes, which likely compounds the 36% of Grade 7s who experience an inconsistent sense of school belonging. Addressing these foundational wellness challenges—alongside specific vulnerabilities like Grade 4 food insecurity (23%)—will

be essential to translating the school's strong adult-student relationships into healthier daily outcomes.

SCHOOL GOAL:

All students will feel welcome, safe, and connected to their school.

AREAS TO CELEBRATE:

Student Learning Survey Data:

- Strong adult connections are evident with 72% of Grade 4 students reporting having two or more adults at school who they feel care about them, with 47% stating they have four or more caring adults at school they can count on.
- Behavioral expectations are clear as 81% of students in Grade 4 state they know how the school expects them to behave most or all of the time.
- 68% of students in Grade 7 report respect for those who are different.
- 76% of students in Grade 4 agree or strongly agree that they try their best in learning their lessons.
- Academic confidence is steady as 65% of students in Grade 7 feel they are actively improving in reading (with 42% strongly agreeing).
- Positive attitude towards math has increased as 82% of Grade 7 students feel they are improving their skills in math this year.
- Strong Social Responsibility: 68% of Grade 7 students self-report they persist and keep trying when encountering difficulties and 65% consider how their choices affect others
- Student voice is strong as 80% of Grade 7 students feel their questions are welcomed by staff.
- 84% of students in Grade 7 feel materials and supplies are fully adequate and supportive of their learning.

AREAS TO GROW:

Student Learning Survey Data:

- Pervasive fatigue and sleep deficiency among our students is apparent as 80% of All Students in Grade 4 reported frequently waking up feeling tired and only 22% of All Students in Grade 7 reporting getting optimal daily sleep.
- 60% of All Students in Grade report experiencing bullying behaviors this year and suggests this cohort may benefit from targeted social emotional strategies.
- Mental Health concerns are evident as 33% of All Students in Grade 4 report feeling frequently stressed or worried, and 32% of All Students in Grade 7 describe their mental health as fair/poor.
- Food insecurity concerns are also evident as 23% of All Students in Grade 4 report frequently experiencing hunger at school.
- Indigenous language was noted as lacking this year as 54% of All Students in Grade 7 reported receiving minimal local language learning. It is interesting to note that this data point is reflective of the fact that our assemblies this year did

not highlight local Secwepemctsin vocabulary practice as we had done in previous years.

- Diminished sense of belonging was noted this year as 36% of All Students in Grade 7 reported experiencing inconsistent feelings of belonging

SCHOOL STRATEGIES:

To improve feeling welcome, safe, and connected to our school, we will:

- Continue to identify the students who aren't feeling safe, welcome and a sense of belonging at school, the administration will utilize a survey for students in gr 4-7s in which only PVP will know student identities and follow up with those students to learn more about their perspectives and how the school can make changes to better support them.
- Teach social-emotional skills to support mental health, physical well-being, and student success:
 - Promote a school wide strategy for navigating complex emotions by teaching empathy and understanding the states of emotions and strategies to regulate (ZONES of Regulation Assemblies & Kindness in the Classroom curriculum, mindfulness techniques) at regular staff meetings.
 - Continue to foster a school culture of giving back to our community by encouraging classes to research, volunteer, raise awareness and/or fundraise for a charitable organization at times of the year that align with each division's 7 Grandfather Teaching Assembly presentation (BCSPCA, Food Bank, Hygiene for Homeless, Heart and Stroke Foundation, Terry Fox Foundation).
- Provide opportunities for Diverse students to be a part of social groups such as the various clubs offered by staff aimed at bringing students together who share similar passions and hobbies.
- Create opportunities for inclusive community consultation and support (surveys for parents of Indigenous and Diverse learners).
- Share strategies with parents to use at home to promote empathy (via monthly newsletters).
- Seek input and funding from PAC to improve the accessibility of our playground for students with diverse abilities.
- Visibly acknowledge and celebrate diversity in our learning environments.
- To determine which students are "at the margins" and how best the school can support them individually with our school's Well-Being goal, the administration will conduct listening sessions (interviews and student surveys) with students identified as not connected to staff via the 2X10 strategy as well as Indigenous and Diverse students.

To improve classroom and school-wide practices, we will:

- Continue to promote our school motto - "You Belong Here!"
- Focus on explicit teaching of empathy (Kindness in the Classroom unit themes) to connect our R.O.C.K.S. matrix, 7 Grandfather Teachings and W.I.T.S. in

classrooms and on the playground (Admin will train teachers and CEAs to model and teach this at recess and lunch).

- Continue the “Kindness Challenge” initiative to promote empathy through monthly or bi-weekly contests and assignments (draw for prizes)!
- Continue with the 2X10 Strategy with all staff (including regular itinerant staff).
- Admin will revisit de-escalation training (Crisis Development model framework, Communication skills, Responding to Defensive Behaviour and restorative conversations) during staff meetings.

To improve Aboriginal student learning, we will:

- Highlight Indigenous Education initiatives/ideas from Indigenous Education LEAD sessions and Standard 9 at Staff Meetings.
- Maintain and further develop our practice of class presentations on the 7 Grandfather Teachings.
- Invite Elders to spend time in our school sharing stories that matter to them.
- Continue to highlight the connections students make to the 7 Grandfather Teachings at monthly assemblies and to display artifacts that represent students’ learnings with respect to Indigenous cultures and ways of knowing.
- Continue to promote local Indigenous language by highlighting new words at assemblies and during the morning announcements.
- Ensure the First Peoples Principles of Learning (FPPL) are at the forefront of our teaching and learning. Most specifically:
 - Learning requires exploration of one’s identity.
 - Learning involves recognizing the consequences of one’s actions.
 - Learning ultimately supports the wellbeing of the self, the family, the community, the land, the spirits, and the ancestors.
- Provide discussion opportunities regarding how we bring FPPL to life in our school at staff meetings.

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

- Provide honoraria to Elders who commit to spending time with students at our school and sharing their cultural experiences with us.
- Purchasing literacy resources and other learning materials that ensure students from diverse backgrounds are visible.

Evidence and Next Steps

In May 2026, teaching staff reviewed data from the Student Learning Survey and Student Engagement Survey to discuss next steps for the remaining two months of school and moving into the next school year.

Further consultation will begin in the Fall of 2026 with staff (teaching, support, IEW), students, parents/PAC, and Indigenous community members). Driven by recent student engagement data, Arthur Stevenson Elementary is moving away from a "one-size-fits-all" approach to intentionally support neurodiverse and vulnerable learners who struggle with focus due to high classroom noise. Through targeted student interviews, mid-year mapping, and the 2x10 relational strategy, staff are actively amplifying the voices of students at the margins. Moving into the 2026–2027 school year, this collective data will be used to co-create structured, school-wide quiet zones, with progress monitored directly through ongoing student feedback.

STREET DATA STRATEGY:

Provide your current equity-centred inquiry question:

- How will co-creating structured, predictable quiet zones and low-distraction environments support focus, self-regulation, and learning progress for students who are disproportionately impacted by classroom noise and unstructured peer interactions?

Nearly half the surveyed population (8 out of 17 students) explicitly stated they learn best when the classroom is "very quiet," noting that screaming and loud classmates completely disrupt their learning. Creating an equitable learning environment means shifting away from a one-size-fits-all classroom noise baseline to protect students who have sensory sensitivities or high distraction barriers. (Student Engagement Survey v1. Spring 2026)

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

- Students who are neurodiverse and/or are struggling to focus on their lessons and work in class due to a high level of baseline classroom noise.

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

- Our staff continues to employ the 2 X 10 strategy, collecting map data (mid-year survey of approximately 10% of all grades 4-7), and street data (individual interviews with principal) and discussing this work regularly at staff meetings.

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

- In May 2026, staff reviewed the results summary of the Student Engagement Survey given to 17 students in April 2026 (who have struggled socially, and/or have few friends which also included some students who are neurodiverse (ASD)). One of the main themes from this summary that resonated with staff as potentially impactful ("possible Tipping Point") for student accountability and improved student participation in lessons is to create a systematic approach as

a staff to reduce the level of noise in the classroom (and hallways). In the Fall of 2026, staff will discuss school-wide and classroom-based strategies to positively impact the level of student noise in the classroom. We will assess our progress with noise distractions mid-year, through another Student Engagement Survey for all classes.