



Raft River, Vavenby and Blue River Elementary Schools Annual School Learning Plan 2026-2027

September 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 Secwépemc Nation, specifically the territory of the
Tk'emlups te Secwépemc 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 schools partner with Simpcw First Nations through the Aboriginal
Education Enhancement Agreement [SD 73 Indigenous Enhancement Agreement](#)



Our Mission

Supporting learning opportunities and environments which inspire students to thrive.

Our Vision

Fostering educated and resilient citizens empowered to contribute to a diverse, inclusive, caring, and sustainable society.

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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

North Thompson Elementary Schools:

All three North Thompson elementary schools are situated on the traditional territory of the Simpcw First Nation, a part of the Secwépemc Nation. The locations stretch from Blue River, the northernmost school in SD#73, and down the Yellowhead Highway to Vavenby and then Clearwater.

Each school has its own personality and highlights and each is supported by a small but dedicated PAC group. They are all located in communities that work closely with staff and students to support and augment our programming. After completing Grade 7 in their elementary schools, students move into their cohorts at Clearwater Secondary School.

Blue River Elementary is a K-7 one-room school with 1 teacher and a total population of 8 students. Of the currently enrolled students:

- 2 identify as having Indigenous ancestry
- 1 has a Ministry designation

Vavenby Elementary is a K-7 school with a population of 31 students, 2 teachers and 1 CEA. Our Indigenous Education Worker and LART Teacher is shared between all 3 schools. Of the currently enrolled students:

- 4 students identify as having Indigenous ancestry
- 2 students have a Ministry designation
- 4 students are identified English Language Learners

Raft River Elementary has a population of 265 students, 15 teachers, 5 CEAs, 1 IEW, and houses a StrongStart program and a JustB4 Early Learning Program. Of the currently enrolled students:

- 106 students identify as having Indigenous ancestry
- 22 students have a Ministry designation
- 2 students are identified English Language Learners

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:

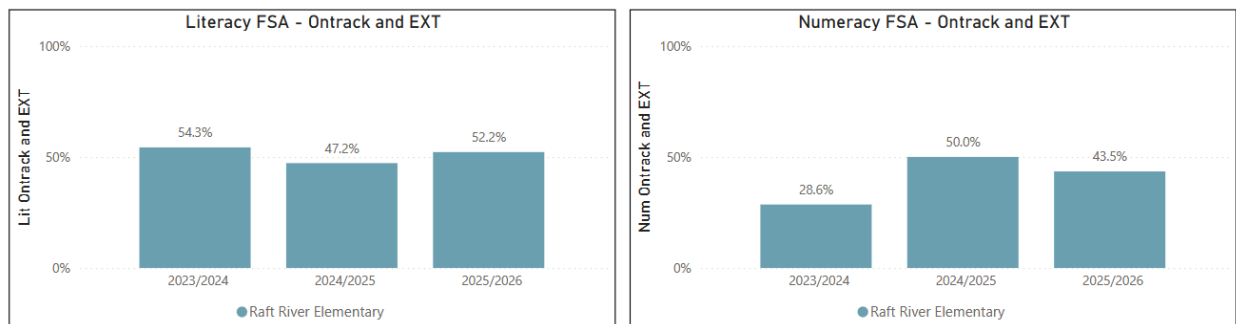
Students will meet or exceed literacy/numeracy expectations for each level.

SCHOOL RESULTS ANALYSIS:

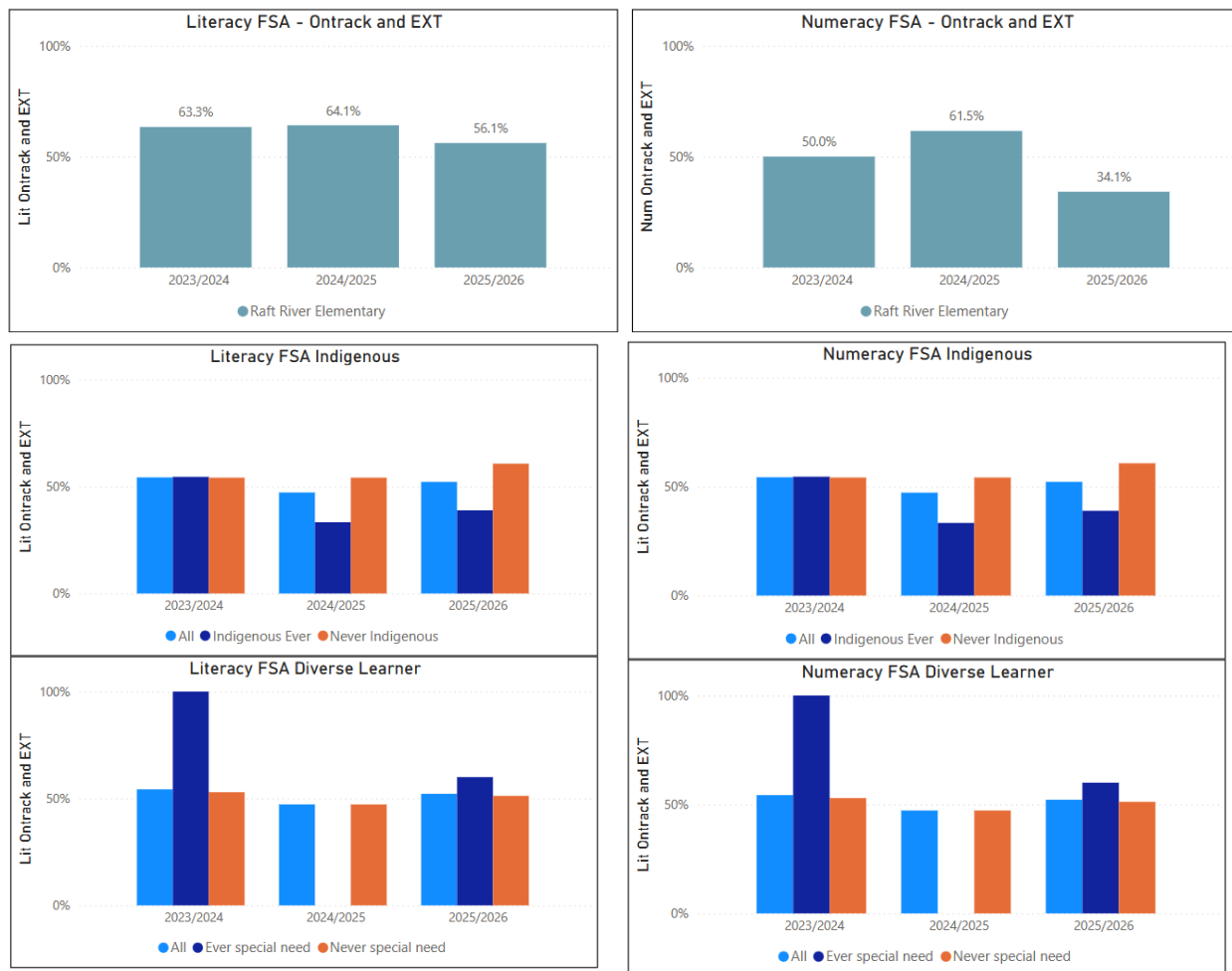
Our current school-wide data, alongside historical and recent Foundation Skills Assessment (FSA) results, indicates a critical vulnerability in student achievement across two foundational pillars: reading development and mathematical computational fluency. Students are applying significant working memory on low-level processing, specifically decoding unfamiliar words and calculating basic numerical operations, which decreases opportunities to explore higher-level thinking. While we will support both areas of need, our plan will focus specifically on increasing computational fluency as our overall data highlights a significant gap in computational fluency skills, especially with our grade 7 students.

Please note that due to the numbers at Vavenby and Blue River, data below reflects Raft River students only.

Grade 4 FSA results



Grade 7 FSA results



SCHOOL GOAL:

To systematically reduce the number of students achieving at the "Emerging" level by strengthening foundational computational fluency in addition, subtraction, multiplication and division concepts with a strategy-based approach.

Areas to Celebrate

- FSA data for Inclusive Education students reflects an increase of on track results compared to previous year
- Grade 4 FSA data reflects a nominal increase of students on track for Literacy compared to last year
- Indigenous student data reflects a nominal increase of students on track for numeracy and literacy

Areas of Growth

- Historical and current Grade 4 and Grade 7 Foundation Skills Assessment (FSA) data indicate a multi-year downward trend in both literacy and numeracy, with

student achievement currently tracking below both district and provincial averages

- A critical analysis of our FSA outcomes reflect an ongoing equity gap with Indigenous learners disproportionately represented in lower achievement tiers compared to their non-Indigenous peers
- Overall FSA results reflect 41% of grade 4 students and 48% of grade 7 students are on track for numeracy

OBJECTIVES:

To systematically reduce the percentage of students at the "Emerging" level by developing flexible, strategy-based computational fluency, while closing the achievement gap through culturally responsive, visual math routines.

SCHOOL STRATEGIES:

Professional Development

- Consult with district numeracy team for programming and resource supports
- Consult with local elders, IEW, Indigenous Education Department and other Indigenous resources to incorporate Indigenous representation into programming (ex. [FNESC Math First Peoples](#))
- ⊘ Explore shared learning and collaboration on targeted topics at staff meetings (differentiation, visual math strategies, revisiting math routines, etc.)
- ⊘ Support staff by leading shift away from a focus on speed to a strategy-based approach
- ⊘ Provide time/format for numeracy lead teachers to share our learning opportunities, resources, shared learning with staff

Programming

- ⊘ Reassess current math routines and approaches to determine what could be done differently
- ⊘ Review numeracy resource inventory to determine if there are needed resources to further support foundational skills
- ⊘ Strengthen instructional practice through exploring high-quality instructional strategies ([OECD Unlocking High Quality Teaching](#))

Student Engagement

- ⌘ Encourage student participation in learning through number talks, oral problem-solving, strategic partner tasks, skill games
- ⌘ Model learning through trial and error to promote risk-taking, growth mindset
- ⌘ Apply learning to real-life situations

Collaboration

- ⌘ Data reviews in grade group teams to inform next steps
- ⌘ Determine a collective understanding of criteria for emerging, developing, proficient and extending to increase shared understanding of developmental learning
- ⌘ Collaborate with CSS admin to strengthen transition from grade 7 to high school (shared data review, intervention approach)
- ⌘ Communicate with parents on ways to support foundational skills through school newsletter, points of progress, Welcome to Kindergarten

EVIDENCE AND NEXT STEPS:

- Review current numeracy routines in grade groups and determine what is working well and what needs to shift
- Connect with district departments to map out programming supports
- Shift focus from speed/rote memorization to strategy-based approach
- Increase equity by effectively differentiating for diverse students
- Assessment data may include a combination of pre and post computational fluency screeners, anecdotal records and district assessment data

Wellbeing Goal

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

HUMAN & SOCIAL DEVELOPMENT

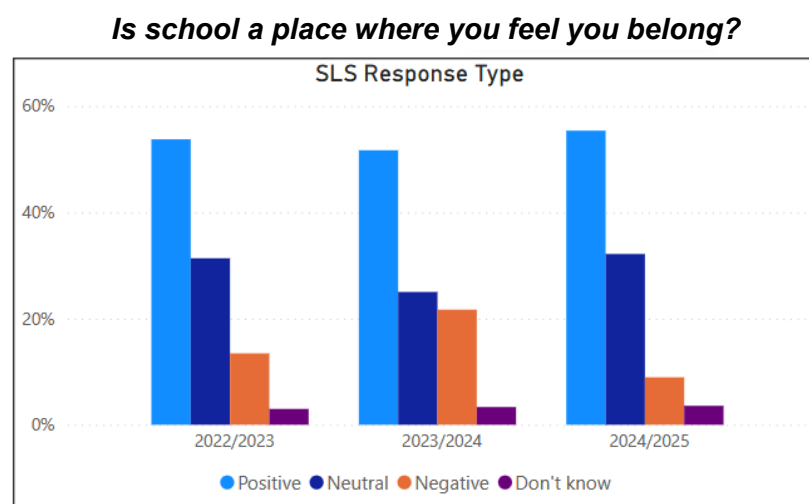
To develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, acceptance and respect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

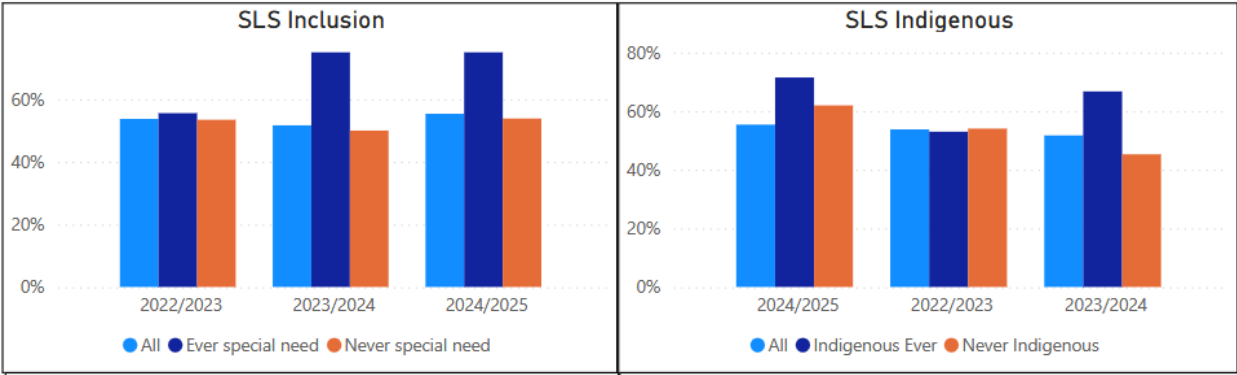
DISTRICT GOAL: Every learner will feel welcome, safe, and connected to their environments (district-school-classroom).

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

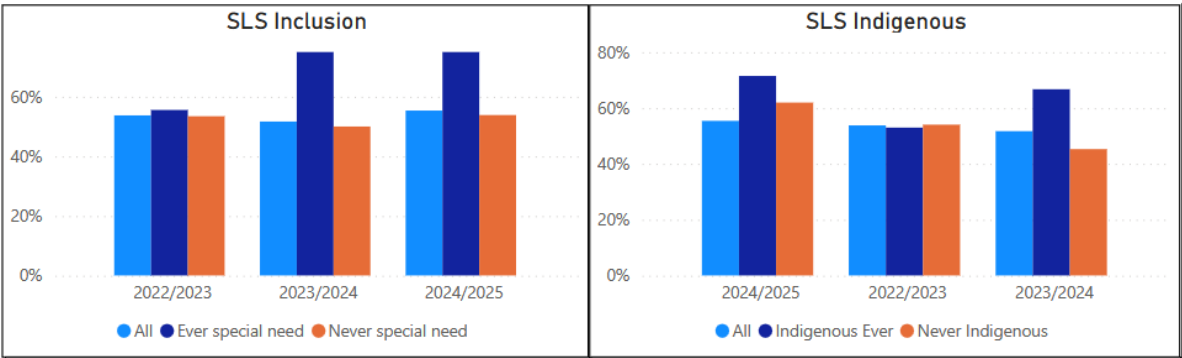
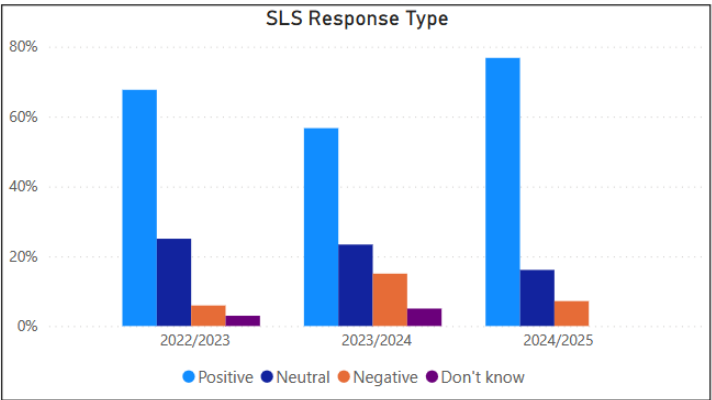
SCHOOL RESULTS ANALYSIS:

In reviewing conduct logs, Prismatic reports and the district Student Learning Survey results, it is clear that there is room for improvement with student safety and sense of belonging. Staff have expressed a desire to collectively collaborate on improving our school culture and learning environments.

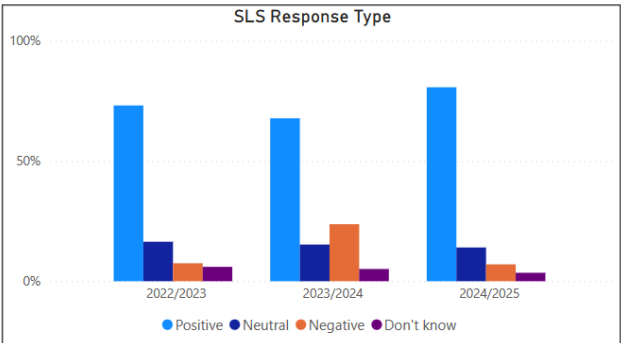




Do you feel welcome at school?



Do you feel safe at school?



SCHOOL GOAL:

By collectively building a positive school culture and learning environment through trauma-informed and evidence-based social emotional practices, students will increase their overall sense of safety and sense of belonging.

Areas to Celebrate:

- District survey results an increase from 51% to 70% in responding positively to feeling welcome at our schools
- Our district survey results note an upward trend of roughly 76% of inclusive education students responding positively to feeling welcome at school
 - In previous years, inclusive education students were reporting 45-60% positive responses
- Overall, Indigenous students are reporting a higher rate of positive responses for sense of belonging compared to that of their non-Indigenous peers
- Despite an increase in safety plans, we are still trending upwards in positive responses towards sense of student safety, particularly for grade 7 students.

Areas to grow:

- Trends for the past 3 years overall show that our students' sense of belonging is lower than that of the district and province, specifically at grade 4.
- Our overall results for sense of belonging are steady, but we would like to see an increasing trend as we move forward
- 2025-2026 health and safety data show an increase in student safety plans and behaviour intervention plans from previous academic years
- Staff have noted anecdotally an increase of early learners transitioning to Kindergarten with lagging social and regulation skills
- Through cross-sectioned intermediate student interviews, some students expressed a desire for different types of extracurricular options outside of athletics/the arts (Dungeons & Dragons club, Young Entrepreneurs club, Office Helpers)

SCHOOL STRATEGIES:

Professional Development

- Introduce and model strategies for co and self-regulation using therapeutic body movement, task bins, differentiated strategies to increase engagement and reduce unexpected behaviours
- Provide opportunities for staff to explore evidence-based differentiation strategies, trauma-informed practices, purpose of therapeutic body movement

- Consult with Deanna Brady, District Principal of Inclusive Education, for programming support to increase equity, sense of belonging, sense of safety

Collaboration

- Develop core values with staff and students, using student friendly language
- Create and implement a clear, structured behaviour matrix, using logical consequences and restorative justice practices
- Develop and implement common and consistent language adopted by all staff to communicate expectations and redirections respectfully
- Incorporate Circles of Courage into our school culture with the support of Indigenous Education Department and IEW to increase Indigenous student representation
- Continue practices with increasing positive sense of self within students
 - Student-led assemblies to share learning and celebrate staff and student wins/gains
 - Shoutouts over the announcements for staff and students, reaching out to families with shoutouts
 - Relationship building through morning greetings, staff checking in with various students (not just their own)
- Increase student connection in peer groups (friendship, small group, inclusion)
 - Indigenous Leadership Group, with culturally specific goal, led by IEW, supported by administration to increase student voice
 - Leadership Students (Non-Indig.) led by classroom teacher, supported by administration to increase student voice
 - Primary/Intermediate Social Groups supported by IEW and LART to target lagging social skills, self-confidence and peer connection
 - Continue building on peer modeling through buddy class activities that encourage creativity and risk-taking
 - Explore extracurricular options for students engaged in interests outside of athletics/arts to increase sense of belonging

Evidence and Next Steps

As a staff, we will collectively support student safety and sense of belonging.

- Use data collected in school learning survey to ensure student voice as our focus for decision making
- Cross-section interviews around sense of belonging and safety to better understand student perspectives (throughout the year)
- Strengthen collaboration between elementary and secondary school to increase connections and sense of community

- Data review at staff meetings, collaborative decisions to make and implement positive change
- Expand on positive parent connections through recognition of their volunteer actions (ex. thank you card made by students, shoutouts in our newsletter, school website)
- Share goals and celebrations with PAC

STREET DATA STRATEGY:

Provide your current equity-centered inquiry question:

- If we shift our instructional practice to a strategy-based, culturally responsive approach, supported by explicit visual and oral strategies, to what extent will we move students from 'emerging' to 'proficient' in numeracy while reducing the achievement gap for our Indigenous learners?

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

- Indigenous learners with skill gaps
- Learners with skill gaps in computational fluency

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

- Collecting school-based data to identify students requiring support and common areas of need (ex. computational fluency screener)
- LART to provide 8-week targeted skill intervention (blitz) to target skill gaps
- IEW to provide above and beyond support for Indigenous students, incorporating cultural elements into learning

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

- We will use this data to inform instructional steps in grade groups. Teachers will collaborate in grade groups, create an action plan to address the need, and monitor progress over a period of time
- Professional development and collaboration time will be woven into staff meetings to increase staff engagement and capacity