

Revised June 2025



Dallas Elementary Annual School Learning Plan 2025-2026

July 2 2025



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](#).



Grade 4 students participating in drumming activity with Benrice Jensen, at the Valleyview Cultural Day hosted at Dallas.

CONTEXT

[Dallas Mission Statement](#)



The Dallas staff, in partnership with parents and students, aims to provide a learning environment that encourages all students to become lifelong learners, caring and responsible citizens.

296 Harper Road
Kamloops, BC
V2C 4Z2

[Dallas School Website](#)

Located in East Kamloops, Dallas Elementary serves 330 students in Kindergarten to Grade 7. We are part of the South Shore Family of schools and one of the five elementary schools which feed into Valleyview Secondary. Dallas has the feel of a rural school, as many of our students live rurally in the eastern ranches and communities of Monte Creek and Monte Lake. There is a strong sense of community at Dallas Elementary, where staff and students are supported by a very giving and involved Parent Advisory Council. Classroom teachers support many innovative learning opportunities for students. One example of these learning opportunities is the BOKS (Building Our Students Success) program that is provided daily to all students in grades 3 to 7 at Dallas Elementary.

Learning Goal

INTELLECTUAL DEVELOPMENT

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:

Numeracy has been a focus of our school over the past 7 years. School trend data shows that we have made satisfactory progress in numeracy, however we still have work to do. Students have improved their overall number sense however struggle to apply what they have learned to solve higher level thinking problems. We will continue with this work with the focus shifting improving the outcomes of our Indigenous and diverse learners.

SCHOOL GOAL:

Students will demonstrate strong foundational skills and number sense in the area of numeracy.

AREAS TO CELEBRATE:

Literacy

- Grade 4 students performed above the district in literacy (+6%) for the 2023-2024 school year
- Grade 7 students performed above the district in literacy (+12%) for the 2023-2024 school year

Numeracy

- Both Grade 4 and 7 students saw a substantial increase in the percentage of students that are proficient or extending. (23% and 32% respectively)

Grade 4 Numeracy

- During the past 3-year trend, Grade 4 Aboriginal students have performed above the district (+1%) and Grade 4 diverse students have performed above the district (+4%)

Grade 7 Numeracy

- 90% of our indigenous students were proficient or extending. (47% increase)
- During the past 3 year trend, Grade 7 diverse students have performed above the district (+2%)

AREAS TO GROW:

Literacy

- 78% of Grade 4 students achieved at the proficient level in literacy
- 68 % of Grade 4 Aboriginal students achieved at the proficient level in literacy
- 80 % of Grade 7 students achieved at the proficient level in literacy
- 77 % of Grade 7 Aboriginal students achieved at the proficient level in literacy (below district)

Numeracy



- 62% of Grade 4 students achieved at the proficient level in numeracy - no positive growth this year
- 59% of Grade 7 students achieved at the proficient level in numeracy - no positive growth this year

OBJECTIVES:

Numeracy: Using direct teaching and research-based resources, all students will meet or exceed district averages in numeracy.

SCHOOL STRATEGIES:

To continue to improve in numeracy, we will:

- Teachers will continue to participate in the Primary Number Sense Assessment. Once student information is acquired, we will target students needing further instructional support through interventions provided by our LARTs.
- Work on basic computation skills and number sense appropriate to grade level
- Model number sense strategies that help students to build connections between concepts
- Work to connect Math to real life skills through project based learning in Math
- Incorporate Problem of the Week in each classroom
- Use Cognitively Guided Instruction to connect real life numeracy skills
- Use whiteboards and vertical surfaces
- Utilize more formative assessments
- Inquiry based learning where students are able to choose areas of interest to promote engagement and active exploration.
- Use district resources to help guide teacher delivery of math
- Utilize Pro-D and staff meetings to improve teacher collaboration

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

- Incorporate the scope and sequence of number sense strategies into primary classrooms.
- Use proficiency-based and formative assessments to identify appropriate interventions and guide classroom instruction.
- Provide early intervention to those students who have been identified as at risk by setting aside LART time.
- Use teacher directed resilience strategies that engage all learners.

To improve Aboriginal student learning, we will:

- 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.



- Provide learning opportunities for all that are reflective of The First Peoples Principles of Learning and Aboriginal Perspective
- Incorporate workblocks with our AEW

Evidence and Next Steps

The 2024-2025 FSA results were encouraging in that Grade 4 and 7 students showed marked gains over the previous year. (See Data Appendix).

Next Steps 2024-2025

- Review Coast Metro Math Project with Staff (Sept 23rd NID) **Completed**
- Complete an inventory of math manipulatives and purchase required supplies. **Completed**
- Improve student performance on the District Numeracy Assessment (Fall 2024)
- Improve student performance on FSA's (Fall 2024) **Completed (increases in Gr. 4 & 7)**
- Improve student confidence in Numeracy on the Student Learning Survey (Spring 2025) **Waiting on data**

Next Steps 2025-2026

- Continue to use Coast Metro to enhance math programming and delivery
- Revisit our professional learning plan that focuses on developing teacher strategies and relevant, engaging, carefully scaffolded lesson plans and tasks that help our students develop resilience
- Math manipulatives were ordered and delivered to classes or cataloged in the teacher library. Utilization of these manipulatives is now paramount.
- Improve student performance on FSA's (Fall 2025). Start to show consistency from year to year with 80% of students being proficient or exceeding.
- Utilize the first 10 minutes of each school day to work on math numeracy-based bell work (place value, estimation, problem solving, etc..)

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



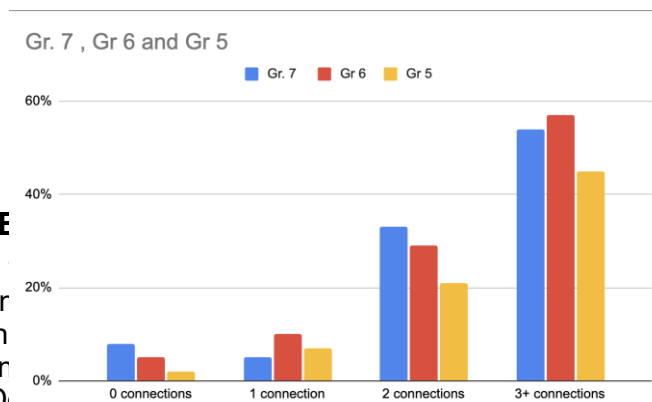
environments (district-school-classroom).

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

SCHOOL GOAL: Students will indicate they have an increased positive sense of belonging in the 2025-2026 school year, resulting in more students feeling safe at school.

SCHOOL RESULTS ANALYSIS:

When examining last year's Student Learning Survey and DEWRS data "positive sense of belonging", and "feeling safe at school" were areas that were identified as areas requiring focus. After reviewing these results, we decided as a staff that we needed to brainstorm some different ideas to build a stronger sense of belonging. We started with a "Dotology" activity, to establish the students that teachers are feeling connected to. Then the administration went to each of the intermediate classes and spoke to grade 5- 7 students about what it means to feel like they belong and the different connections that students may have throughout the school. We then did a private student poll to establish which students are feeling connected and those who were not. (see chart below).



AREAS TO CELE

Once we identified students that were connection. The en outside of their own multi grade (K-7) D

move around the school, connect with different adults, participate in different activities and make friends in different classes. The aim of this activity was to build connectedness, improve positive sense of belonging and encourage students to try new things. (Pictured below are students participating in DEN group Olympics, and a whole school constructed heart chain)

en able to talk to the d do differently to support know many people Morgan Kolasa we created students were able to





In addition Indigenous Education has been a huge focus at Dallas elementary throughout the 2024-2025 school year. This has set the tone that Dallas Elementary is a place of inclusion and understanding and we are seeing the impact it is having on students as they take pride in using the knowledge they are learning. The focuses include:

- Increased signage and use of the Secwepemctsin language throughout the school.
- Opening the day with students reading personalized land acknowledgements on the morning announcements.
- The student lead planning & development of our Indigenous Garden Project ([see video](#))
- Hosting the first Valleyview Aboriginal Day: all grade 4 students in the Valleyview Family, along with all intermediate Indigenous students visited Dallas to participate in
- Indigenous focused station rotations. (below gr. 4 students are pictured participating in Lahal rotation)



AREAS TO GROW:

Fostering a positive sense of belonging will continue to be a focus at Dallas as there is a continued need to improve in this area. Moving into the 2025-2026 school year, the plan is to continue to provide opportunities for students to connect. One of the missing components of Den groups this year has been incorporating student voices into Den group activities. While students seemed to enjoy participating in Den groups we saw some reluctance in students if the



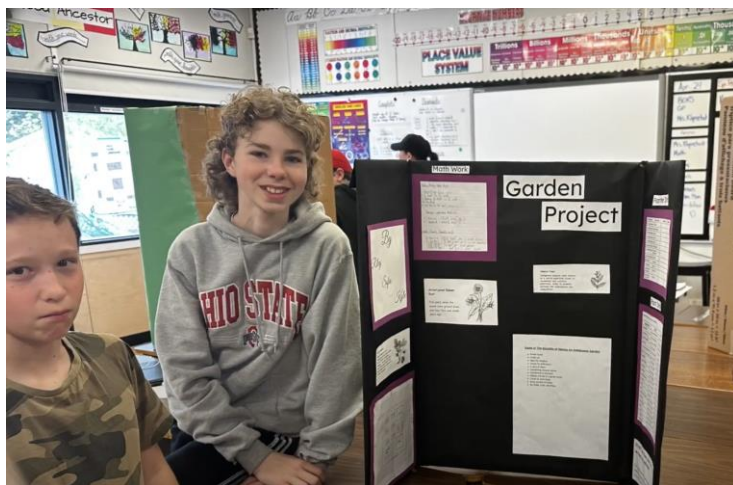
DEN group activity was not something that was of interest to them. Our hope is by incorporating more of their voice and providing choice into the activities in which they are participating, students will be more engaged in the DEN group activities and will result in their building connections with students who have similar interests.

OBJECTIVES: 75% of intermediate students will indicate they have a positive sense of belonging at school.

SCHOOL STRATEGIES:

To continue to improve in numeracy, we will:

- Improve student DEN group engagement, we plan to survey students and ask what activities they would like to engage in.
- We also would like to gather authentic data from students we have identified as “outliers” (see what other activities we can offer instead of athletic and leadership opportunities)
- Continue to embed Indigenized content throughout the school and all curricular areas.
- Expand on our Indigenous Garden and adding QR codes and labels which will include Secwepemctsin language, stories and connections to the local culture.
- Continue to Indigenize PBIS by implementing various Aboriginal content into our PBIS program. This work is led by a committee of teachers, our AEW and supported by the Aboriginal Coordinator.



Grade 7 students showcasing their Indigenous Garden projects

Evidence and Next Steps



Our focus for this coming year is to try and figure out ways to reach all students, especially students that aren't excited to participate in current athletic programs and supports. We want to find new ways to engage students that will speak to their individual interests. With a school culture focused on embracing diversity, increasing student connections and collecting student voice, we will see continued growth in more prosocial behaviors, creating a more connected and respectful school community. Together we will participate in professional learning that will continue to promote a deeper understanding of First peoples' principles to be better able to make aboriginal connections visible and present in all areas of the curriculum.

Our plans for moving forward are as follows:

- Offer a wide variety of Intramurals for students to participate in cross-graded team sports
- Choice days to highlight some of our students interests that are currently not available
 - Choices: art, science, building/ creating, STEM activities, board games
- Alternate places to go during lunch recess- LART Room/ Library
 - This will allow students to connect with different adults in the building.
- Monthly Den group rotations K-7- with an indigenous focus
- Leadership Opportunities- Announcements, Office/ Lunch Monitors, Hot lunch helpers
- Leadership Club- Spirit days, whole school activities, fun contests.
- School-wide bulletin boards that have a focus on belonging
 - (ex: Belonging tree with handprints).
- Empathy Interviews to collect data and gather student voice
 - Get a better understanding of how we can help students feel connected
- Additional questions on the Dewers Assessment with a belonging focus
 - Allow us to measure the success of our efforts.

DATA APPENDIX

Math and Numeracy

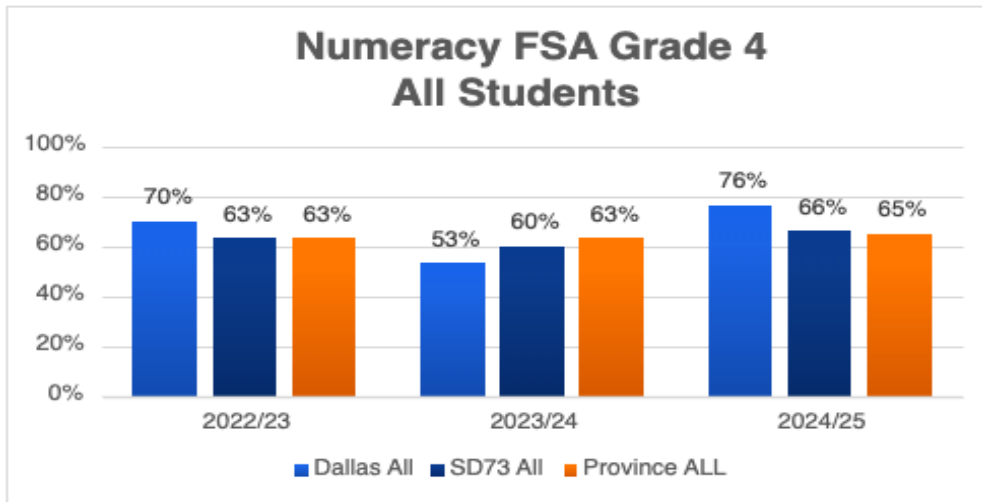
Grade 4 FSA Numeracy Results

| <i>Numeracy Foundation Skill Assessment Grade 4</i> | | | | | | | |
|---|----------------|----------------|----------------|----------------|----------------|-------------------|-------------------|
| <i>Positive Response Rate</i> | <i>2020/21</i> | <i>2021/22</i> | <i>2022/23</i> | <i>2023/24</i> | <i>2024/25</i> | <i>3 year avg</i> | <i>3 year +/-</i> |
| <i>Dallas All</i> | 85% | 62% | 70% | 53% | 76% | 66% | 3% |



| | | | | | | | |
|-----------------------|------|-----|-----|------|-----|-----|---------|
| Dallas Aboriginal | 100% | 44% | 67% | 20% | 25% | 37% | -21% |
| Dallas Non-Aboriginal | 83% | 66% | 71% | 58% | 83% | 71% | 6% |
| Dallas Diverse | 100% | 0% | na | 100% | 60% | 80% | #VALUE! |
| Dallas Non Diverse | 83% | 65% | 70% | 52% | 79% | 67% | 5% |
| SD73 All | 72% | 64% | 63% | 60% | 66% | 63% | 2% |
| SD73 Aboriginal | 67% | 46% | 46% | 48% | 51% | 48% | 3% |
| SD73 Diverse | 61% | 39% | 34% | 45% | 54% | 44% | 10% |
| Province ALL | 72% | 66% | 63% | 63% | 65% | 64% | 1% |
| Province Aboriginal | 56% | 45% | 43% | 45% | 48% | 45% | 3% |
| Province Diverse | 60% | 52% | 47% | 52% | 52% | 50% | 3% |

Percentage of Students Proficient and Extending



Math and Numeracy

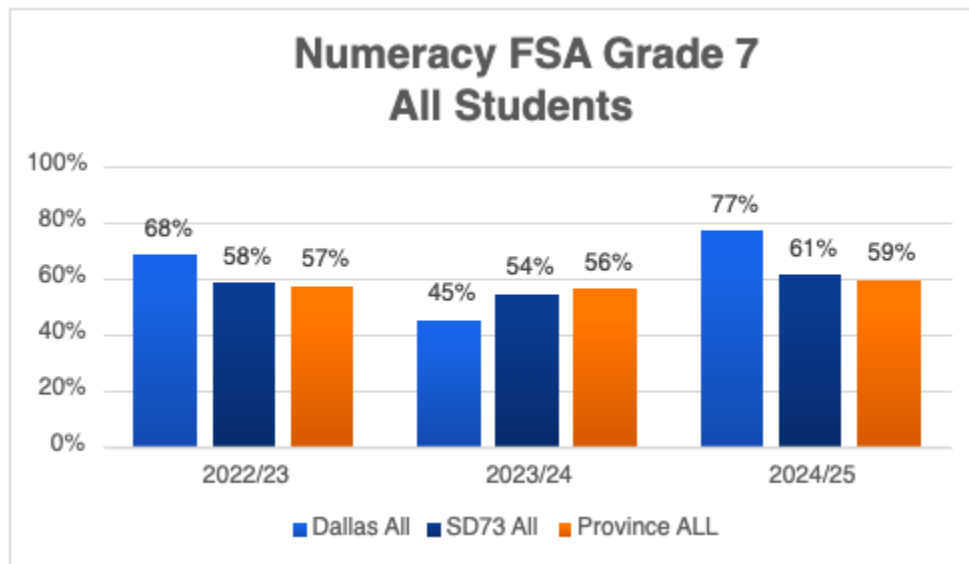
Grade 7 FSA Numeracy Results

Numeracy Foundation Skill Assessment Grade 7



| Positive Response Rate | 2020/21 | 2021/22 | 2022/23 | 2023/24 | 2024/25 | 3 year avg | 3 year +/- |
|------------------------|---------|---------|---------|---------|---------|------------|------------|
| Dallas All | 85% | 63% | 68% | 45% | 77% | 63% | 4% |
| Dallas Indigenous | 100% | 64% | 79% | 43% | 90% | 71% | 6% |
| Dallas Non-Indigenous | 84% | 63% | 65% | 45% | 73% | 61% | 4% |
| Dallas Diverse | 56% | 43% | 20% | 50% | 50% | 40% | 15% |
| Dallas Non Diverse | 94% | 68% | 72% | 44% | 81% | 66% | 5% |
| SD73 All | 72% | 57% | 58% | 54% | 61% | 58% | 2% |
| SD73 Indigenous | 57% | 42% | 46% | 41% | 41% | 43% | -3% |
| SD73 Diverse | 48% | 31% | 29% | 34% | 32% | 32% | 2% |
| Province ALL | 65% | 65% | 57% | 56% | 59% | 57% | 1% |
| Province Indigenous | 46% | 40% | 36% | 36% | 34% | 35% | -1% |
| Province Diverse | 29% | 45% | 40% | 38% | 39% | 39% | -1% |

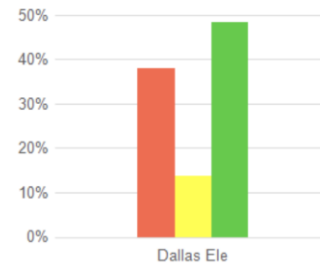
Percentage of Students Proficient and Extending



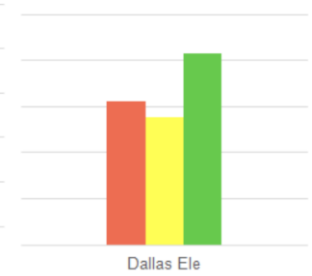
Grade 4 results on grade 3 NSA



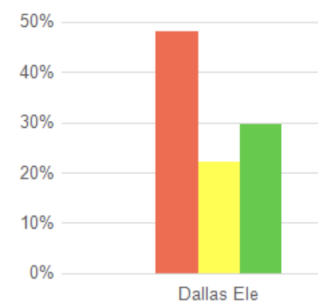
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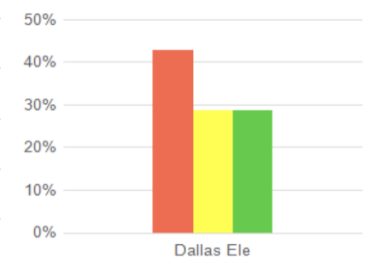
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Decomposing 1000

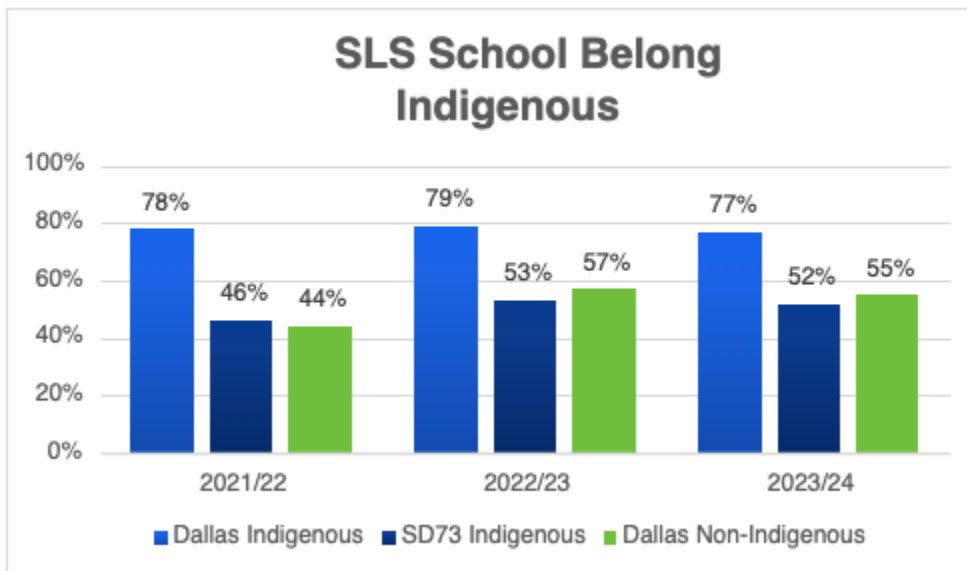


Subtraction 3 Digit Number



Social and Emotional

Student Learning Survey



| Student Learning Survey School Belong | | | | | | |
|---------------------------------------|---------|---------|---------|---------|------------|------------|
| Grade 4 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 3 year avg | 3 year +/- |



| | | | | | | |
|------------------------|---------|---------|---------|---------|------------|-----|
| Dallas Gr 4 | 71% | 53% | 53% | 62% | 56% | 5% |
| Dallas Gr 4 Indigenous | 86% | 75% | 100% | 83% | 86% | 4% |
| Dallas Gr 4 Diverse | 33% | 50% | 100% | 75% | 75% | 13% |
| SD73 Gr 4 | 62% | 55% | 65% | 63% | 61% | 4% |
| SD73 Gr 4 Indigenous | 63% | 48% | 59% | 59% | 55% | 6% |
| Sd73 Gr 4 Diverse | 59% | 52% | 57% | 54% | 54% | 1% |
| Grade 7 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 3 year avg | |
| Dallas Gr 7 | 48% | 58% | 63% | 55% | 59% | -2% |
| Dallas Gr 7 Indigenous | 50% | 80% | 58% | 71% | 70% | -5% |
| Dallas Gr 7 Diverse | 33% | 29% | 20% | 38% | 29% | 5% |
| SD73 Gr 7 | 46% | 54% | 57% | 56% | 56% | 1% |
| SD73 Gr 7 Indigenous | 43% | 45% | 53% | 47% | 48% | 1% |
| Sd73 Gr 7 Diverse | 42% | 48% | 49% | 52% | 50% | 2% |



STREET DATA STRATEGY:

Provide your current equity-centred inquiry question:

-

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

-

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

-

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

-