

Revised September 2026



Dallas Elementary
Annual School Learning Plan 2026-
2027 Annual School Learning Plan 2025-
2026

July 2, 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/Canton 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 approximately 330 students from Kindergarten to Grade 7. As part of the South Shore Family of Schools, Dallas is one of five elementary schools that feed into Valleyview Secondary.

Dallas has a strong rural character, with many students and families connected to the surrounding ranches and communities of Monte Creek and Monte Lake. The school is characterized by a strong sense of community and positive relationships among students, staff, families, and community partners.

The school's Parent Advisory Council is highly involved and provides significant support for student learning and school initiatives. Staff provide a range of engaging and innovative learning opportunities that support students' academic, social, and physical development. One example is the BOKS (Building Our Kids' Success) program, offered daily to all students in Grades 4-7.

Dallas Elementary is committed to fostering an inclusive, supportive, and engaging learning environment where students are encouraged to develop their skills, confidence, and sense of belonging.



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 at our school for the past eight years. School trend data indicates that we are starting to make progress in numeracy; however, there is still important work to be done. Students have demonstrated growth in their overall number sense but continue to experience challenges applying their learning to solve higher-level thinking and problem-solving tasks.

We will continue to build on the progress we have made in numeracy, with a shift in focus toward improving outcomes for our Indigenous and diverse learners. This work will include strengthening instructional practices, providing opportunities for students to engage in meaningful problem-solving, and using assessment data to identify and respond to individual learning needs.

SCHOOL GOAL:

Improve numeracy outcomes for all students, with a particular focus on Indigenous and diverse learners, by strengthening students' ability to apply mathematical understanding, reasoning, and problem-solving skills to increasingly complex and authentic tasks.

AREAS TO CELEBRATE:

Literacy

- Grade 4 students performed above the district in literacy (21%) for the 2025-2026 school year
- Grade 7 students performed above the district in literacy (+8%) for the 2025-2026 school year

Numeracy



- Grade 4 students performed above the district in numeracy (20%) for the 2025-2026 school year
- Grade 7 students performed above the district in literacy (+13%) for the 2025-2026 school year

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

- 75 % of Grade 4 Aboriginal students achieved at the proficient level in literacy
- 75 % of Grade 7 Aboriginal students achieved at the proficient level in literacy (below district)

Numeracy

- 70% of Grade 7 students achieved at the proficient level in numeracy –which was 7% less than the previous year
- 50 % of Grade 7 Aboriginal students achieved at the proficient level in numeracy
- Examine school and classroom assessment data to identify achievement patterns, gaps, and areas of need for Indigenous and diverse learners.

OBJECTIVES:

Numeracy: Increase the use of high-impact numeracy practices that develop mathematical reasoning, problem solving, and conceptual understanding so 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.
- Regularly monitor the progress of individual students and identified learner groups. 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



- Provide students with regular opportunities to explain their thinking, justify solutions, make connections, and apply mathematical concepts in authentic contexts.
- Continue to develop classroom practices that move students beyond procedural knowledge toward deeper mathematical understanding and application.
- Incorporate Problem of the Week in each classroom
- Use Cognitively Guided Instruction to connect real life numeracy skills
- Share effective instructional practices and student learning through collaborative staff conversations and professional learning. (Pro-D Days/Staff Meetings)
- Use district resources to help guide teacher delivery of math (numeracy coordinator)
- Develop greater consistency in the language, expectations, and instructional approaches used across classrooms.

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.
- Adjust interventions, instructional strategies, and supports based on evidence of student learning.
- 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 have the most impact.
- Examine school and classroom assessment data to identify achievement patterns, gaps, and areas of need for Indigenous learnings.
- Identify and address barriers that may impact student engagement, participation, and achievement in numeracy.
- Use culturally responsive and inclusive approaches to create meaningful connections between mathematical learning and students' experiences, identities, and communities
- Incorporate work blocks with our IEW

Evidence and Next Steps



The 2025-2026 FSA results continue to show growth in that Grade 4 and 7 students showed marked gains over the previous year. (See Data Appendix).

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..)

Next Steps 2026-2027

- Establish baseline numeracy data, including number sense and problem-solving skills (getting to know your students)-September 2026
- Provide professional learning focused on mathematical reasoning, problem solving, and inclusive instructional practices. (Staff Meetings/Pro-D)
- Engage staff in collaborative examination of student work and assessment data
- Develop common opportunities for students to demonstrate mathematical thinking and problem solving (Problem of the Week)
- Provide targeted intervention and instructional support based on student need (November LART Groups)
- Share effective practices and examples of student learning across the school

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.

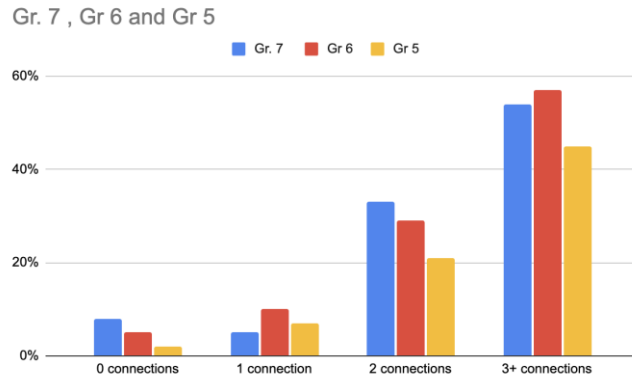
DISTRICT GOAL: Every learner will feel welcome, safe, and connected to their



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 CELEBRATE:

Once we identified which students were feeling connected, we were then able to talk to the students that weren't feeling well connected to figure out what we could do differently to support connection. The end result was, students were feeling like they didn't know many people outside of their own classes. Under the leadership of LDP candidate Morgan Kolasa we created multi grade (K-7) Den Groups and developed monthly activities where students were able to 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)



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.

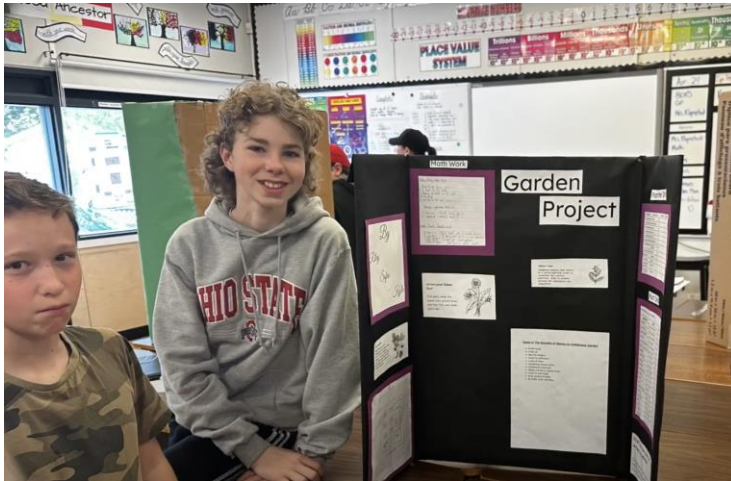
SCHOOL STRATEGIES:

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, community room and 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).
- Collect street data by talking to students who we have identified as 'outliers'
 - Get a better understanding of how we can help students feel connected

DATA APPENDIX

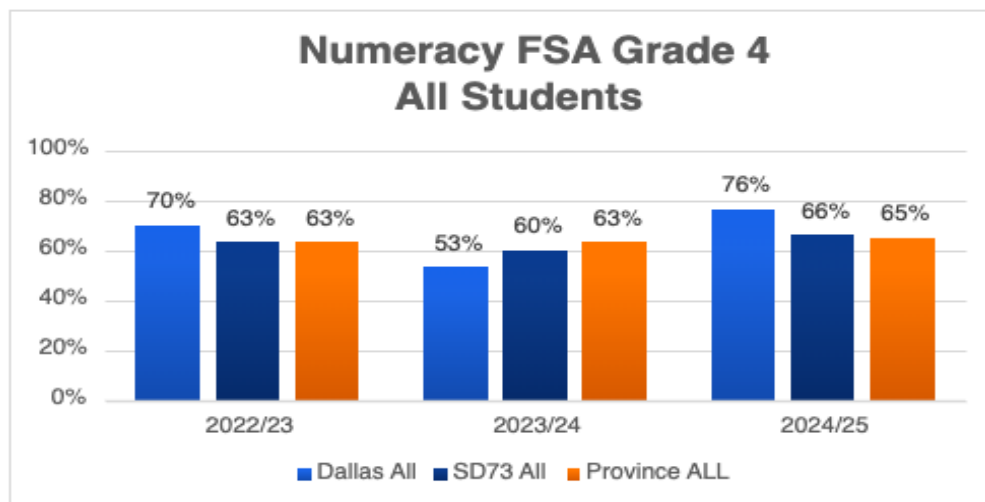
Math and Numeracy



Grade 4 FSA Numeracy Results

Numeracy Foundation Skill Assessment Grade 4							
Positive Response Rate	2020/21	2021/22	2022/23	2023/24	2024/25	3 year avg	3 year +/-
<i>Dallas All</i>	85%	62%	70%	53%	76%	66%	3%
<i>Dallas Aboriginal</i>	100%	44%	67%	20%	25%	37%	-21%
<i>Dallas Non-Aboriginal</i>	83%	66%	71%	58%	83%	71%	6%
<i>Dallas Diverse</i>	100%	0%	na	100%	60%	80%	#VALUE!
<i>Dallas Non Diverse</i>	83%	65%	70%	52%	79%	67%	5%
<i>SD73 All</i>	72%	64%	63%	60%	66%	63%	2%
<i>SD73 Aboriginal</i>	67%	46%	46%	48%	51%	48%	3%
<i>SD73 Diverse</i>	61%	39%	34%	45%	54%	44%	10%
<i>Province ALL</i>	72%	66%	63%	63%	65%	64%	1%
<i>Province Aboriginal</i>	56%	45%	43%	45%	48%	45%	3%
<i>Province Diverse</i>	60%	52%	47%	52%	52%	50%	3%

Percentage of Students Proficient and Extending



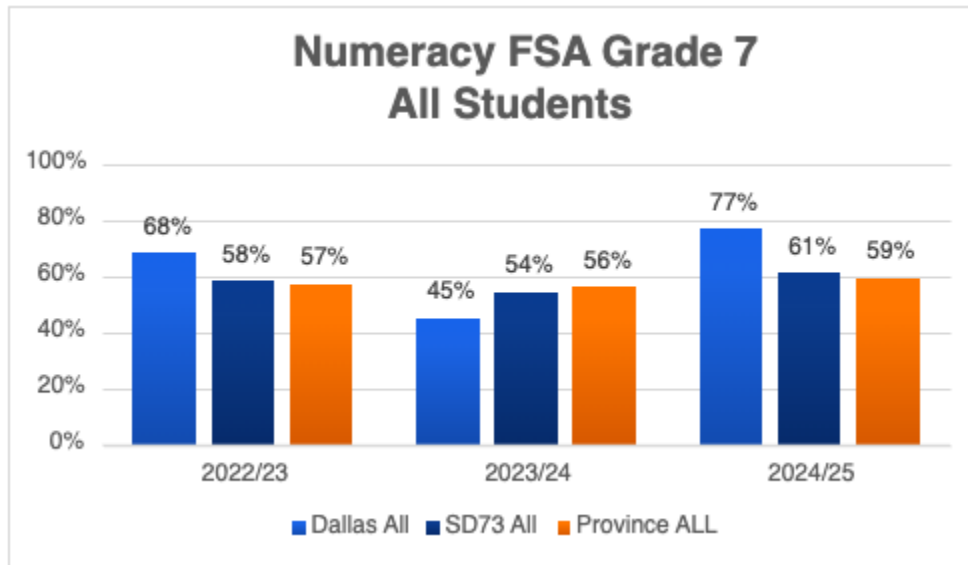


Math and Numeracy

Grade 7 FSA Numeracy Results

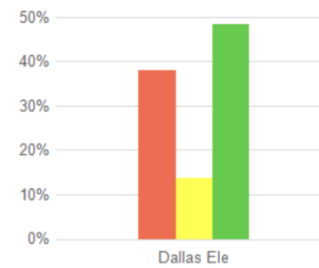
Numeracy Foundation Skill Assessment Grade 7							
Positive Response Rate	2020/21	2021/22	2022/23	2023/24	2024/25	3 year avg	3 year +/-
Dallas All	85%	63%	68%	45%	77%	63%	4%
Dallas Indigenous	100%	64%	79%	43%	90%	71%	6%
Dallas Non-Indigenous	84%	63%	65%	45%	73%	61%	4%
Dallas Diverse	56%	43%	20%	50%	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

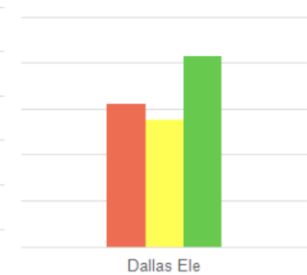


Grade 4 results on grade 3 NSA

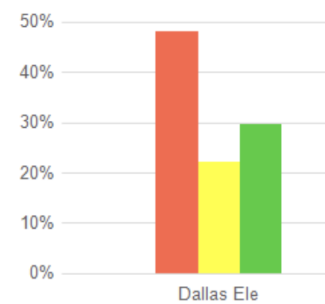
Skip Counting



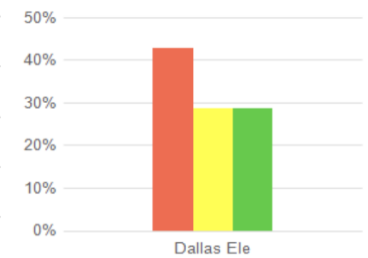
Counting with Addition



Decomposing 1000

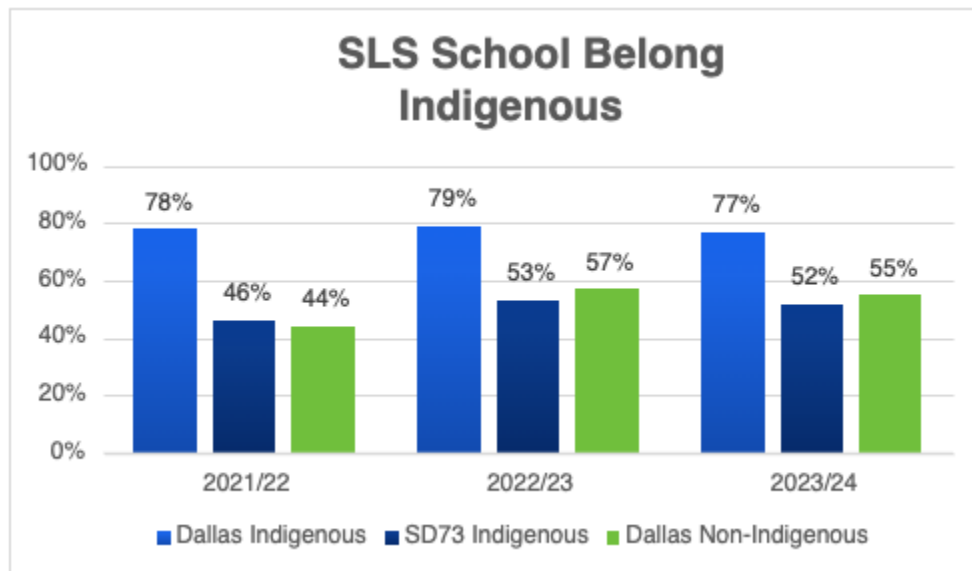


Subtraction 3 Digit Number



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%
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