



David Thompson Elementary
Annual School Learning Plan 2025-2026

Updated September 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 and Whispering
Pines/Clinton Indian Band through our Local Education Agreement,
([TK'EMLUPS-LEA](#) and [WPCIB-LEA](#)) and the [Aboriginal Education
Enhancement Agreement](#).

CONTEXT

David Thompson Elementary School (DT) continues to offer a strong academic program delivered by a very experienced, dynamic, and dedicated staff. We consider ourselves leaders and learners in innovative practice. A strong, active, and involved parent support group (PAC) creates and supports student opportunities and a strong sense of community. Finally, we offer a well-balanced elementary experience for all students to grow and excel academically and socially.

Historically, DT has had several catchment changes that have affected enrollment numbers. The closure of Westsyde Elementary in 2006, resulted in steadily increasing enrollment at DT. By the 2018/2019 school year, DT's population had grown to over 450 students resulting in the school operating at 140% capacity. The reopening of Westsyde Elementary eased the population with 40% of students leaving DT and then dropped to 220 by 2021/2022. We grew to 280 for the 2022/2023 with the addition of Westmount Elementary catchment changes and a large Kindergarten population. This year, 2024/2025, we have been up to 296 students.

DT works closely with the other members of Westsyde Family of Schools. We have a strong connection to Westsyde Elementary as many of the staff and students are our former DT members. DT and Westsyde also share an Aboriginal Education Worker and often collaborate on activities and guests. As we are in close proximity to Westsyde Secondary, we have had student performances and have shared equipment in the past. This year, we increased our collaborative activities, having our Diversity teams work together to create a Welcome to WSS video as the students got comfortable and ready to move over to WSS; we also had multiple opportunities for our Grade 7 students to participate in WSS Indigenous Education activities and celebrations. We are looking forward to continuing to build that relationship.

Staff will continue to work together on the School Learning Plan at regular staff meetings and during professional development. PAC was consulted and updated at monthly meetings and the parent community are made aware of progress through newsletters and on our school website. Leadership students will guide and provide the team building activities that take place monthly. We continue to grow student understanding of expected behaviour through Paw Path assemblies, group activities and reinforcement systems. We have aligned our virtues with the School District and the 7 Grandfathers Teachings.

Similar to the District Mission statement, David Thompson will strive to have learning opportunities and environments to support students through our school goals. We have continued to build connections and relationships that are meaningful through the revamping of our Paw Path. This also provides opportunities to promote emotional and psychological well-being for all students and staff.

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 GOAL:

Through developing students' competencies, students will meet or exceed numeracy expectations.

Objective: Through developing students' competencies, 75% of students will meet or exceed numeracy expectations at each grade level. We will measure the results through FSA, DNA and NSA scores.

SCHOOL RESULTS ANALYSIS:

At David Thompson Elementary, according to the Number Sense Assessment, Grade 1 students were marginally below district averages for proficiency level at 55%, however we also had fewer students performing at Emerging and Developing levels.

Number Sense Assessment Gr 1 - NSA Gr 1 Part 2

	All Schools	David Thompson Ele
PLU	23.02%	35.48%
EMG	6.71%	5.24%
DEV	10.18%	4.03%
PRO	59.05%	55.24%

With the same Number Sense Assessment (NSA), Grade 2 students at David Thompson performed slightly higher than district averages at 39%.

Number Sense Assessment Gr 2 - NSA Gr 2 Part 2

	All Schools	David Thompson Ele
PLU	36.24%	39.22%
EMG	11.25%	10.64%
DEV	14.01%	11.06%
PRO	37.66%	39.08%

Grade 3 students, scored on par with district averages in the NSA, with 40 % scoring proficient.

Number Sense Assessment Gr 3 - NSA Gr 3 Part 2

	All Schools	David Thompson Ele
PLU	28.56%	29.17%
EMG	14.00%	13.10%
DEV	16.08%	16.96%
PRO	40.25%	40.77%

Our Grade 4 FSAs indicate strong skill development, with 86% of all students achieving at proficient level as compared to the school district at 63%. Our Indigenous learners also performed above school district levels at 57% vs the district 51%, and our diverse learners scored at 63% vs the district average at 54%.

Numeracy Foundation Skill Assessment Grade 4							
Positive Response Rate	2020/21	2021/22	2022/23	2023/24	2024/25	3 year avg	3 year +/-
David Thompson All	81%	68%	74%	80%	86%	80%	6%
David Thompson Indigenous	50%	100%	100%	75%	57%	77%	-21%
David Thompson Non-Indigen	87%	67%	73%	81%	92%	82%	9%
David Thompson Diverse	na	50%	0%	0%	63%	21%	31%
David Thompson Non Diverse	81%	69%	74%	90%	92%	85%	9%
SD73 All	72%	64%	63%	60%	66%	63%	2%
SD73 Indigenous	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 Indigenous	56%	45%	43%	45%	48%	45%	3%
Province Diverse	60%	52%	47%	52%	52%	50%	3%

Our Grade 7 FSAs indicate a need for further support and intervention with only 43% of our students performing at the proficient level vs the district average of 61%. However, our Indigenous and Diverse learners scored higher than the district averages.

Numeracy Foundation Skill Assessment Grade 7							
Positive Response Rate	2020/21	2021/22	2022/23	2023/24	2024/25	3 year avg	3 year +/-
David Thompson All	45%	63%	55%	65%	43%	54%	-6%
David Thompson Indigenous	100%	50%	17%	80%	67%	55%	25%
David Thompson Non-Indigenous	37%	67%	64%	62%	41%	56%	-12%
David Thompson Diverse	100%	100%	100%	0%	33%	44%	-33%
David Thompson Non Diverse	43%	63%	53%	79%	44%	59%	-4%
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%

AREAS TO CELEBRATE:

- Grade 2 students scored slightly higher than District averages in the NSA
- Grade 3 students scored on par with District averages in the NSA
- Grade 4 students in the categories of “All”, “Indigenous” and “Diverse” scored higher than district averages in the FSA
- Grade 7 students in the categories of “Indigenous” and “Diverse” scored higher than district averages in the FSA

AREAS TO GROW:

- In Grades 1 - 3, even where our outcomes are higher than District averages, our proficiency rate is still only between 39 - 55%
- Our Grade 7 “All” category is below District norms

SCHOOL STRATEGIES:

To improve in numeracy, we will (classroom practices):

- Incorporate class discussions and group work with cognition guided instruction (CGI) sequences
- Support primary students with conceptual understanding and spatial awareness
- Improve instruction of number sense, geometric thinking, and spatial reasoning in primary classes by completing daily numeracy activities
- Maintain student licensing for Matific (an online math site that diagnoses a student’s lagging key conceptual understanding)
- Invite district numeracy team into each classroom to help facilitate ideas and training presented during Non-Instructional Days (NID)
- Introduction of Numeracy Intervention groups based on analysis of NSA data (run by Principal, Learning Assistance Teacher (LART), and trained CEAs)
- Intermediate Numeracy Intervention groups run by LART and trained CEAs

- Use of model supported from District Coordinator “Figuring out Fluency” for both primary and intermediate students
- Engage in staff learning of Ministry of Education Numeracy Learning Progressions

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

- Ensure two NIDs are focused on numeracy and mathematics
 - September Pro-D school staff will participate in session with numeracy coordinator to
 - Developing mathematical fluency and giving teachers exposure to the key strategies around the four main operations in number sense.
 - We will use the Figuring out Fluency text as our anchor
- Invite district numeracy team and curriculum and instruction team members to support CGI in classroom
- Share learning from the numeracy sessions with staff during staff meetings
- To improve teaching skills, allocate resources to include professional learning materials to support instructional strategies and release time for professional learning
- Complete chapter study on components from Figuring Out Fluency in Math (Bay-Williams & San Giovanni) during staff meeting collaboration time

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

- Engage with Ministry of Education Numeracy Learning Progressions
- Develop essential learning standards for each grade level during staff meetings
- Review grade to grade transition results
- Track diverse learners closely and add to intervention groups as needed
- Host a numeracy evening for families

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
- Invite elders and knowledge keepers from the Tk’emlúps te Secwépemc band to explain cultural practices and learning with our students.

Evidence and Next Steps

- Consistent assessment of primary students numeracy development through the NSA
- Consistent assessment of intermediate students numeracy development through the FSA and DNA

- Weekly School based team meetings to address academic concerns
- Introduction of Numeracy Intervention groups based on analysis of NSA data and teacher input
- Principal role will be to provide collaboration time for teachers, work with the Pro-D committee to ensure we have ongoing learning opportunities for teachers, run intervention groups alongside teachers

Wellbeing Goal

Sense of Belonging

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:

This year, as a staff community, we continued to work hard to address the previous declines in the sense of belonging, safety, positive learning climate and positive teacher-student relations. We have actively worked with our school community, parents/guardians, and local support agencies to build a better understanding of how to best support and include all students. We know from our Street Data collection and Student Learning Survey that this work has been successful with dramatic increases in these areas as noted below in the “Areas to Celebrate” section.

SCHOOL GOAL:

Students will maintain the newly established sense of belonging to the community at David Thompson Elementary and will increase in the sense of resilience.

AREAS TO CELEBRATE: Student Learning Survey

- Seeing increases in positive outcomes in initial SLS raw data (will update in the fall when final collated data is released):
 - 94% of Grade 4 and 96% of Grade 7 students can identify 2 school adults who will help them when needed
 - 95% of Grade 4 and 88% of Grade 7 students can identify 2 school adults who believe they will be successful
 - 87% of students report feeling safe at school as compared with last year's 64%
 - 87% of students report feeling welcome at school as compared with last year's response rate of 68% (though that 68% may be an aggregate score of a number of questions - will have a clearer understanding when the final data is released in the fall)
 - 77% of students report feeling a sense of belonging at school as compared with last year's response of 68% (though that 68% may be an aggregate score of a number of questions - will have a clearer understanding when the final data is released in the fall)
- Student leadership opportunities provided
- Extra curricular activities provided including clubs, sports and ASSAI; opportunities for Grade 6 and 7 students to attend events at WSS (Diversity, D&D Club . . .)
- Staff participated in a number of professional development opportunities to learn more about supporting marginalized students
- Strong active PAC that typically has 20 participants at meetings

AREAS TO GROW:

- Continue growth in the area of building resiliency in our student body
- Access further professional development to help staff understand working with students with diverse learners
 - Work with the Pro-D committee to find community support agencies and/or Provincial Outreach Programs to present to and work with staff

SCHOOL STRATEGIES:

- Utilize assemblies to teach and reinforce Paw Path beliefs - DTES version of a Behaviour Matrix which include The Seven Grandfather Teachings to develop character and valued based education
 - PBIS committee worked to create 4 Paw Packs across the school where students celebrate regularly by wearing their Pack colour, Pack pin, and sharing a secret handshake with Pack members across the grades

- Provide check-ins with trusted adults for students struggling with sense of connection/belonging and provide check-ins for students identified as needing SEL support
 - Further SEL programs and supports offered through 0.3 SEL LART that include strategies taught through small group or individual sessions for Worry Dragons, Zen Zone, Sensory Regulation, Mindful Artists, Play is the Way and whole class lessons
- Provide opportunities for SOGI, Sports, Arts, Cultural, and Diversity Clubs with the purpose of having students feel included
 - Access ASSAI programming
 - Run lunch clubs such as chess, ping pong, D&D, social skills in the gym
 - Secondary D&D students come to run our club and our club goes to WSS for occasional game days
 - We partnered our Diversity club with the club at WSS to create new relationships and comfort with the Secondary setting
 - The clubs worked together to create a welcome video for all elementary schools feeding into WSS
- Maintain behaviour tracking systems to staff to allow for data collection
- Work with the Pro-D committee to find community support agencies and/or Provincial Outreach Programs to present and work with staff and students for 2025/2026
 - PRO-D for Staff in 2024/2025
 - December - Trauma Informed Practice with our School District Mental Health Clinicians
 - February - learning about MMIW and the impact of intergenerational trauma
 - May - Intercultural Competency Project - Equity, Diversity and Inclusion (funded by the Ministry of Multiculturalism and Anti-Racism BC)
 - Staff meeting presentation - Aboriginal Friendship Centre
 - Presentations for Students 2024/2025:
 - Paolo Bigit, the Diversity Outreach coordinator from Kamloops Immigrant Services presented to our Intermediate classes on diversity, equity and inclusion and anti-racism. He is the local rep for the Ministry of Multiculturalism and Anti Racism BC
 - Constable Sofie Winkels – RCMP school resource officer visited every class; in Primary she focused on teaching the students to use WITS to solve social challenges and conflict in a pro-social way. She presented in Intermediate classes 2 x across the year to work with the students on understanding their role in internet safety

- Work closely with school team and PAC to build a sense of community through the use of school-wide community activities - replicate activities from last year and explore adding more
 - In 2024/2025 we hosted a Bike Rodeo, school dances, welcome back BBQ, 50th anniversary celebration, spring carnival, lacrosse lessons for 3 grades, rugby lessons for every grade amongst other smaller events
- Work with the staff at staff meetings to decide on a Street Level data collection to find the specific students not feeling a sense of belonging - choose Street Data approach to gather this information and implement approach (empathy interview, student case study, listening-campaign . . .)

To improve classroom practices, we will:

- In-school SEL teacher to support students and colleagues as needed in full class, small group and individual settings - see above
- Meet regularly with our Indigenous Family Counsellor regarding strategies of engaging and supporting our Indigenous students and families
- SEL support from SFC and designated in-school SEL support teacher to run researched-based Tier 1 programs
- SEL programs run in classrooms by Big Brothers Big Sisters Mentoring Coordinator
- Provide teachers and CEAs with ongoing professional development and time to workshop newly learned information

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

- Use of “Paw Packs” to build relationships across grade levels
- Work together and do combined field trips with similar grade classrooms
- Use common language among grade levels
- Provide collaboration time in June for teachers to learn about next year’s incoming students from current teachers - share successful strategies and supports for individual students
- Provide collaboration time in September for teachers to learn more about current students from last year’s teacher - share successful strategies and supports for individual students
- Do transition work with priority learners in June, exposing them to their September teacher and classroom; allowing time to build relationships with upcoming teacher
- Work together with WSS to allow for Grade 6 and 7 students to participate in Diversity Club and D&D club with the same clubs at WSS

To improve Indigenous student learning, we will:

- Implement social groups

- Ensure Indigenous Education Worker (IEW) and staff members are connecting and fostering relationships with Indigenous students
 - Connect students with medicine wheel teachings
- Have IEW provide consistent scheduling to connect with every classroom, and with Indigenous students within those classrooms
- partner with Friendship Centre and PAC to plan and run activities for Day of Suwentwecw
- Partner with Friendship Centre to offer Grade 5 - 7 classes 3 weeks of Drumming lessons
 - Have those classes work with Friendship Centre to offer drumming to all younger classes on National Indigenous Day in June

To improve well-being, we are allocating our financial resources towards:

- Supporting students with food and snacks throughout the day
- Providing space for students to have time and space to take co-regulation and self-regulation breaks as needed
- Honorariums for staff from outside agencies who support our student learning

Evidence and Next Steps

- Complete Student Learning Survey once per year
- Utilize a variety of Street Data methods to gather information
 - 2024/2025 we utilized Map Data of surveys for parents/guardians and staff and Street Data of interviews with students
 - 2025/2026 we will use Empathy Interviews and Surveys with students to allow them to self- report on indicators of resilience
 - Teachers can use Behavioral Observation Checklists
 - ⌘ Teachers and CEAs can use structured observation tools to assess how students respond to challenges, setbacks, or peer conflict. These checklists often include indicators such as:
 - Persistence on difficult tasks
 - Ability to regulate emotions
 - Willingness to seek help
 - Positive self-talk or problem-solving strategies
- Our school goals will be shared at our PAC meeting, where input and feedback will be invited from families

STREET DATA STRATEGY:

Provide your current equity-centred inquiry question:

- How can we implement targeted interventions that strengthen resilience in our students, ensuring measurable improvements in engagement, emotional well-being and academic success?

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

- We will target and measure improvements in our Indigenous and Diverse learner population.

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

- We gathered valuable insights for our School Learning Plan by assessing parents' beliefs and perceptions through Map survey data and capturing students' perspectives through Street Data, collected via individual interviews. This comprehensive approach allows us to better understand community needs and support meaningful learning experiences.

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

- We had a parent presentation on building healthy Social/Emotional Skills from Anne Smith, the Mentoring Coordinator from Big Brothers Big Sisters. Anne collaborates with our teachers in 10-week sessions, providing students with valuable lessons on SEL and regulation. We were excited to share practical insights and ideas that parents can use with their children at home. This event marked an excellent step toward strengthening the partnership between school and families as we focus on building resilience within our community.
- We will continue to have Anne Smith, our SEL LART, and our School and Family Consultant work with classroom teachers to build social/emotional and resilience skills.
- We will engage our District Mental Health clinicians to offer a parent learning session in the fall.