

*David Thompson Elementary*  
**Annual School Learning Plan 2026-2027**

**Updated June 2026**

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## 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 (DTES) continues to deliver a strong academic program supported by an experienced, dynamic, and deeply committed staff. As leaders and learners, we ground our work in research based practice through a Multi-Tiered System of Support (MTSS), integrating both Positive Behaviour Intervention and Supports (PBIS) and a Response to Intervention (RTI) model. This tiered, responsive approach ensures equitable access to learning for all students—an essential commitment given that 16% of our learners are currently identified as diverse. Notably, our Grade 5 cohort includes 6 identified diverse learners out of 22 students, with an additional 2 undergoing assessment, representing 27% to a possible 36% of the class. DTES also benefits from a strong, active Parent Advisory Council (PAC) whose partnership enriches student opportunities and strengthens our sense of community. While we continually refine our practice, we are confident that DTES offers high-quality learning across intellectual, social-emotional, and behavioural domains.

David Thompson Elementary has experienced significant enrollment shifts over the past two decades—from rapid growth following the 2006 closure of Westsyde Elementary that pushed the school to 140% capacity by 2018/2019, to a sharp reduction after Westsyde’s reopening that brought numbers down to 220 by 2021/2022, followed by renewed growth through Westmount catchment changes and a large Kindergarten intake, resulting in a stable population of approximately 280–290 students in 2025/2026.

David Thompson Elementary works closely with the Westsyde Family of Schools, maintaining strong connections with Westsyde Elementary, where many staff and students are former DT community members. DT and Westsyde also share an Indigenous Education Worker and frequently collaborate on cultural activities and guest presentations. Our proximity to Westsyde Secondary has supported shared performances, equipment use, and increasingly meaningful joint initiatives. In recent years, our Diversity teams have partnered to create a “Welcome to WSS” transition video and then, worked together through a BC Human Rights grant to produce an exhibition on stopping the spread of misinformation. Grade 7 students have also participated in multiple WSS Indigenous Education activities and celebrations. As these partnerships continue to grow, DT is actively exploring additional ways to strengthen collaboration across the family of schools to enhance student learning, cultural connection, and community belonging.

Staff collaborate regularly on the School Learning Plan through ongoing staff meetings and professional development, using academic and behavioural data to determine next steps in learning. Our PAC is updated monthly, and the broader parent community is informed through newsletters and our school website. Academic intervention processes are well-established, while Social Emotional Learning (SEL) and behavioural learning continue to grow through our PBIS framework—supported by Paw Path assemblies, group activities, and reinforcement systems. To strengthen Tier 1 SEL instruction, our SEL Learning Assistance Resource Teacher (LART) and classroom teachers co-teach Second Step program lessons, with the SEL LART providing targeted Tier 2 and Tier 3 supports as needed – at times using Worry Dragons, Mindful Artists, Zen Zone, Play is the Way among other approaches. Our PBIS team has recently refined school-wide language and visuals based on three years of implementation, and we continue aligning our virtues with both School District expectations and the Seven Grandfathers Teachings to ensure coherence across intellectual, social-emotional, and behavioural domains.

Together, these efforts reflect our commitment to creating learning environments that strengthen belonging, build resilience, and align with district priorities, ensuring every student at David Thompson is supported to thrive academically, socially, and emotionally.

## 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. Students will apply and demonstrate their literacy competencies as they engage in numeracy learning that involves interpreting information, explaining reasoning, and communicating solutions. We will measure the results through FSA, DNA and NSA scores.

### SCHOOL RESULTS ANALYSIS:

#### Grades 1 – 3 NSA

At David Thompson Elementary, we previously identified three areas of relative weakness within our Grades 1–3 NSA results. Primary teachers committed to targeted improvement in these strands, and their efforts led not only to growth in those specific areas but to overall gains across all NSA domains. In Grade 1, performance rose substantially—from 55%, previously below the district's 59%, to 68% this year

compared with the district's 49%, demonstrating significant improvement and strong instructional impact.

Number Sense Assessment Gr 1 - NSA Gr 1 Part 2

|     | All Schools | David Thompson Ele |
|-----|-------------|--------------------|
| PLU | 33.91%      |                    |
| EMG | 6.10%       | 13.04%             |
| DEV | 9.93%       | 18.39%             |
| PRO | 49.39%      | 68.57%             |

With the same Number Sense Assessment (NSA), Grade 2 students increased from 39% proficient last year to 66% proficient ahead of the district's 35%.

Number Sense Assessment Gr 2 - NSA Gr 2 Part 2

|     | All Schools | David Thompson Ele |
|-----|-------------|--------------------|
| PLU | 40.73%      | 3.57%              |
| EMG | 9.99%       | 6.63%              |
| DEV | 12.31%      | 22.96%             |
| PRO | 35.86%      | 66.84%             |

Grade 3 learners demonstrated substantial growth this year, increasing from 40% to 58% proficient on the NSA.

This improvement reflects the impact of our MTSS/RTI approach, starting with Tier 1 intervention approach, where teachers provided consistent, high-quality instruction focused on identified areas of need across the whole class. By strengthening core numeracy practices at the universal level we ensured that every learner benefited from clearer instruction, stronger routines, and more intentional skill development. From there, we were easily able to identify the students who required more intensive support to escalate them to Tier 2 small intervention groups and finally on to Tier 3 for individualized support. This tiered focus created the conditions for broad, school-wide growth and contributed directly to the significant gains seen in Grade 1 - 3 proficiency.

Number Sense Assessment Gr 3 - NSA Gr 3 Part 2

|     | All Schools | David Thompson<br>Ele |
|-----|-------------|-----------------------|
| PLU | 35.42%      | 0.15%                 |
| EMG | 11.00%      | 15.20%                |
| DEV | 13.57%      | 24.77%                |
| PRO | 38.69%      | 58.51%                |

## Grades 5 – 6 DNA

Grade 5 and 6 cohorts demonstrated similar upward trends on the DNA. Our Grade 5 learners performed at 60% proficient, compared with the district's 30%, showing a substantial advantage and strong evidence of effective core numeracy instruction. Grade 6 results reflected the same pattern of improvement, with 39% proficient compared with the district's 35%, and 8% of our students exceeding expectations, compared with the district's 2%. These outcomes highlight the impact of our strengthened MTSS/RTI approach, where consistent, high-quality universal and targeted instruction created broad gains across intermediate grades.

## Grade 5

District Numeracy Assessment - DNA (District)

|     | All Schools | David Thompson<br>Ele |
|-----|-------------|-----------------------|
| PLU | 14.68%      | 2.13%                 |
| NR  | 1.44%       |                       |
| EMG | 9.62%       | 8.51%                 |
| DEV | 42.02%      | 29.79%                |
| PRO | 30.87%      | 59.57%                |
| EXT | 1.36%       |                       |

## Grade 6

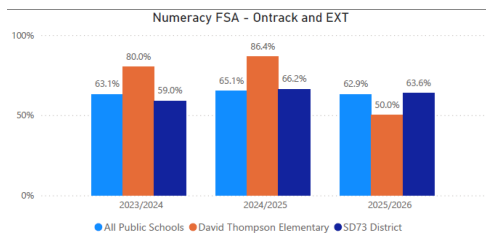
District Numeracy Assessment - DNA (District)

|     | All Schools | David Thompson Ele |
|-----|-------------|--------------------|
| PLU | 16.39%      | 39.47%             |
| NR  | 0.56%       |                    |
| EMG | 7.72%       | 2.63%              |
| DEV | 37.79%      | 10.53%             |
| PRO | 35.16%      | 39.47%             |
| EXT | 2.39%       | 7.89%              |

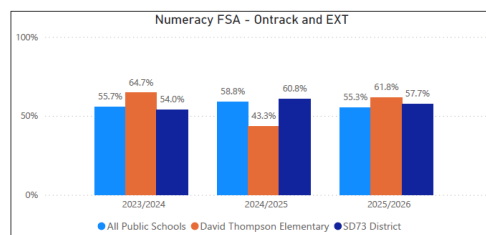
## Grade 4 and 7 FSA

Grade 4 FSA results identified a challenge area for us this year, with outcomes decreasing from 86% on track/extending to 50%. This decrease could be anticipated given the unique composition of the cohort.

### Grade 4



Our Grade 7 cohort scored with a more expected result of 62% on-track and extending, up from our outcomes the previous year at 43%.



To respond to the Grade 4 complexity, we provided a high level of Tier 2 and Tier 3 support throughout the year. These targeted interventions were essential to meeting students' academic, behavioural, and social-emotional needs, and ensured that learners received individualized support aligned with their profiles. While the FSA results reflect the challenges inherent in this cohort, they also highlight the importance of sustained, intensive intervention and the ongoing need to strengthen Tier 1 practices to reduce reliance on higher tier supports over time.

### **AREAS TO CELEBRATE:**

- Improved learning outcomes — Significant gains in student achievement across Grades 1–7, with the exception of Grade 4, demonstrating strong school-wide progress.
- Effective MTSS/RTI implementation — Clear evidence that our tiered approach is producing measurable results, supporting academic growth.
- Strengthened Tier 1 instruction — Teachers are consistently using responsive, high-quality universal interventions and adjusting instruction to meet increasing student needs.
- Primary numeracy gains — In the primary grades, targeted focus on three NSA strands resulted in improvement across *all* strands, reinforcing the impact of intentional, data-driven instruction.

### **AREAS TO GROW:**

- Our Grade 5 cohort (2026/2027) will continue to require intensive, responsive intervention

### **SCHOOL STRATEGIES:**

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

- Utilize a MTSS/RTI model of instruction
  - Ensure teachers are utilizing strong, research-based approaches in the classroom
  - Introduction of Tier 2 and 3 Primary Numeracy Intervention groups based on analysis of NSA data (run by Principal, Learning Assistance Teacher (LART), and trained CEAs)
  - Introduction of Tier 2 and 3 Intermediate Numeracy Intervention groups run by LART and trained CEAs
- Incorporate class discussions and group work with cognition guided instruction (CGI) sequences
- 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) and/or staff meetings
- 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

- Specifically the teachers and specialists running intervention groups will focus on:
  - Strong number-sense instruction
  - Strategy-based computational fluency
  - Reasoning before answer-getting – ensure understanding
  - Explicit teaching of foundational skills
  - Contextualized problem-solving
  - Creating common language across grades for mathematical discourse

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

- Ensure two NIDs are focused on numeracy and mathematics
  - 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

**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 and add students to Tier 2 and 3 intervention groups
- 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
- Measure success through growth in NSA and DNA results
- Ensure consistency of practice across teachers and grades through regular collaboration time and professional development days

## 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:

In previous years, 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 established sense of belonging to the community at David Thompson Elementary; our specific goal again this year will be to increase in the sense of resilience.

**AREAS TO CELEBRATE:****Student Learning Survey**

We continue to observe strong levels of Sense of belonging, particularly in Grade 4 at 80% and Grade 7 at 54% for “all of the time”, with an additional 39% at “sometimes”. In grade 4, 100% believe there are 2 adults who feel they will be successful and Grade 7 is at 80%.

To tie into a sense of building resilience, 85% of Grade 4’s and 65% of Grade 7’s feel good about themselves and 52% of Grade 7’s recognize they are learning to care for their mental health.

There are two questions, directly identified as measuring Resilience:

- 1: When I am facing difficult tasks, I keep trying until I succeed. Gr 4 55%, Gr 7 41%
- 2: I believe I can be successful at almost anything I set my mind to. Gr 7 50%

**Behaviour observation checklists and empathy interviews:**

Staff reported:

- Increased help-seeking — Students who previously avoided support are now independently approaching trusted adults for check-ins, demonstrating confidence in asking for help and using regulation strategies taught in SEL and PBIS.
- Improved recovery after setbacks — During challenging tasks, more students are persisting through frustration, using language from Second Step (“I can try another strategy”) and returning to learning with minimal adult prompting.
- Stronger peer collaboration — In group activities and clubs, students are showing increased willingness to negotiate, share roles, and resolve small conflicts independently, reflecting growth in social problem-solving and emotional regulation.

**AREAS TO GROW:**

- Continue growth in the area of building resiliency in our student body – particularly above where we see a decline with outcomes for Grade 7 as compared to Grade 4
- Access further professional development to help staff understand working with students with both building resilience and with diverse learners

**SCHOOL STRATEGIES:**

## School Strategies

- Develop common language such as “productive struggle,” “not yet,” “try another strategy,” and “mistakes help us learn”
- Model how adults respond to mistakes, uncertainty, setbacks and feedback
- Utilize MTSS and PBIS to strengthen school-wide identity and behaviour expectations - Maintain four Paw Packs that celebrate belonging through colours, pins, and shared rituals across grades, continue with monthly assemblies.
- Presentations on Building Resilience for parents/guardians by Big Brothers Big Sisters mentoring coordinator and District Mental Health Clinician
- Provide connection check-ins — Offer regular check-ins with trusted adults for students needing support with belonging or SEL needs.
- Deliver targeted Tier 1,2, 3 SEL supports — Use the 0.3 SEL LART to provide small-group and individual programs such as Worry Dragons, Zen Zone, Sensory Regulation, Mindful Artists, Play Is the Way, and whole-class Second Step lessons.
- Expand and continue to offer lunch-hour inclusive clubs — Provide sports, arts, cultural, and diversity clubs to ensure students feel included and connected (ex . chess, ping pong, comic book, D&D, and gym-based social skills clubs to promote connection and healthy leisure.
- Build cross-school partnerships and strengthen Diversity Club collaboration — Continue collaboration with WSS, including secondary students supporting our D&D club and joint game days; Diversity clubs collaborate to co-create new projects (ex BC Human Rights Commission “Stop Misinformation” project.
- Maintain behaviour tracking — Use consistent tracking tools to support data-informed decision-making.
- Engage community and outreach partners — Work with the Pro-D committee to bring in community agencies and provincial outreach programs for staff and student learning.
- Build school-wide community events — Partner with PAC to replicate and expand community-building activities such as the Bike Rodeo, dances, welcome-back BBQ, spring carnival, and Everyone Rides sessions.
- Use Street Data approaches — Collaborate at staff meetings to identify students with low belonging and implement Street Data strategies such as empathy interviews, case studies, and listening campaigns.

To improve classroom practices, we will:

- Resiliency is developed when students engage in appropriately challenging tasks within a supportive learning environment. Teachers will engage in intentional task

design—including clear goals, accessible entry points, meaningful choice, scaffolded support, productive struggle, feedback, and opportunities to revise—this will help students persevere, take risks, learn from mistakes, and build confidence in their ability to overcome challenges

- Build regular opportunities to revise, retry and improve work after receiving feedback
- Celebrate perseverance, responsible risk-taking, help-seeking and improvement—not only high achievement
- 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

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
- Provide collaboration time in June and September for teachers to learn about next year’s incoming students from current teachers - 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
- 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 Suwewtwecw
- 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
- Staff continue to utilize a variety of Street Data methods to gather information
  - Empathy Interviews and Surveys with students to allow them to self-report on indicators of resilience
  - Teachers continue to use Behavioral Observation Checklists
  - Teachers and CEAs used 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

## **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:

To deepen our understanding of students' lived school experiences, staff engaged in empathy interviews and surveys that allowed learners to self-report on indicators of resilience. In addition, teachers and CEAs used behavioral observation checklists and structured tools to capture street-level data—documenting persistence on difficult tasks, emotional regulation, willingness to seek help, and the use of positive self-talk or problem-solving strategies. These actions reflect our commitment to listening closely to student voices and observing daily interactions as authentic measures of growth.

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

- We had a parent presentation on building resiliency in children 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 resilience. 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 another parent learning session in the fall.