

Revised August 2026



Haldane Elementary
Annual School Learning Plan 2026-2027



<https://haldane.sd73.bc.ca/>

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
- Skwlax te Secwepemcúlecw Indian Band
- Neskonlith Indian Band

Our school partners with [Adam's Lake](#), [Neskonlith](#) and [Skwlax](#) peoples through our Local Education Agreements and the [Indigenous Education Enhancement Agreement](#).

CONTEXT

Haldane Elementary School is situated in the Village of Chase, 45 minutes east of Kamloops. We serve three Indigenous communities: Neskonlith, Skwlax te Secwepemcúlecw, and Adams Lake. The surrounding area includes Pritchard, Turtle Valley, and Squilax. Our Indigenous population varies between 27-35 percent annually. Haldane has 227 students in 11 divisions from Kindergarten to Grade 6. Many of our students include those with diverse socio-economic backgrounds.

School Configuration

- 223 Students K-6
- 27 Teaching & Support Staff
- 65 Indigenous Students
- 35 Special Needs

Haldane has a diverse population of learners, and we strive to provide support in many ways for each student. We have 2.0 FTE Learning Assistance time, divided between one full-time and two part-time LART positions, as well as an additional 0.5 Flex time. Literacy, Numeracy, and Social-Emotional intervention have been put into place to offer additional programming for our diverse students. We share our Secwepemctsin Language and Culture teacher with Chase Secondary School and have 2 Indigenous Education Workers. A district Indigenous Counsellor comes to our school once per week to provide student support. We have a Teacher Librarian who is at the school twice per week. Currently, we have 5 Certified Educational Assistants supporting students in classrooms and throughout the school. We have a 0.5 Vice-Principal, who also provides 0.5 LART time. Additionally, she provides check-ins with some of our most vulnerable students, on top of her administrative duties. Our school has been fortunate to offer a well-attended Strong Start Program for families that have children who are not yet of age to attend Kindergarten.

Haldane Elementary works very closely with our partner high school, Chase Secondary. Due to the fact that both schools sit in close proximity to each other, we are able to offer a seamless transition for our students heading off to high school in grade 7. Project work, joint sports (including the grade 7 students in our track and field) and volunteer opportunities help to connect our high school students to our elementary students. Both Haldane and Chase Secondary are also a part of the North Thompson/Chase & Logan Lake Family of Schools, which includes: Chase Secondary, Barriere Elementary, Barriere Secondary, Blue River Elementary, Clearwater Secondary, Logan Lake Elementary, Logan Lake Elementary/Secondary, Raft River Elementary and Vavenby Elementary.

Haldane Elementary's Mission and Vision focuses on the well-being of students and staff in order to support learning. We believe in creating a school culture where both students and staff feel connected to themselves, their learning, each other, their culture, and the community. We believe that by having these connections, all members of our community, staff, students, and parents will feel safe thereby improving the quality of learning and being a part of the Haldane culture and climate. This aligns nicely with the District's focus on "supporting learning opportunities and environments which inspire students to thrive" and "fostering educated and resilient citizens empowered to contribute to a diverse, inclusive, caring and sustainable society." (District Strategic Plan 2022-2027, pg. 5).

Each year, we meet with members of our community to gather insights and feedback on this plan. We discuss our goals and share relevant information/data with our band education managers, school PAC (parent advisory council), and staff throughout the year. Student voice is also gathered through year-end self-assessments of the core

competencies, Street Data interviews and surveys, and CBIEP (Competency-based Individual Education Plans) for our diverse learners. Due to this plan being an evolving document, we revisit the plan with our partner groups and community often as our needs change, and we grow as learners.

Haldane's School Learning Plan is centered on two interconnected goals. Our Well-Being Goal -that every learner feels welcome, safe, and connected to their environments, including the district, school, and classroom- and our Learning Goal- that, through the development of competencies, students will meet or exceed literacy expectations. These goals were developed collaboratively through staff discussions, analysis of student achievement data, and ongoing consultation with students, families, and community partners. Together, they reflect our commitment to ensuring that students thrive both academically and socially while experiencing a strong sense of belonging.

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.

SCHOOL RESULTS ANALYSIS:

After reviewing our school data and examining grade-cohort comparisons, we observed significant gains in the Primary Reading Assessment (PRA) over the last few years. Indigenous student achievement across all primary-grade cohorts has also improved significantly since 2020/21. Staff considered multiple sources of evidence, including attendance patterns, behavioural data, teacher dialogue, classroom observations, participation in literacy initiatives such as Come Read with Me, and student voice gathered through Street Data protocols.

Formal assessment evidence included Primary Reading Assessments (PRA), Foundation Skills Assessment (FSA) results, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and the Non-Fiction Reading Assessment (NFRA).

Analysis of primary literacy data indicates that instructional approaches such as Jolly Phonics, UFLI Foundations, Heggerty, and Come Read With Me, continue to support positive literacy growth. Primary staff also report increased confidence in the delivery of primary literacy instruction.

However, examination of intermediate literacy data has identified an area requiring additional attention. While primary achievement continues to improve, FSA and NFRA results suggest the need for enhanced support in intermediate literacy instruction. Current programming includes Words Their Way and targeted LART interventions. Students demonstrated relative strengths in inferencing; however, vocabulary development and critical analysis remain areas of growth.

PRIMARY DATA:

In 2024/25, we reorganized the data by cohort, and the following trends become apparent. Each grade 1 cohort has consistently improved results over 3 years in the primary program, except the 2020-21 cohort, which had a statistically insignificant decrease from grade 2 to grade 3.

Extracted Cohort Data from 2025/26, focusing on literacy shows various celebrations and new focal direction for primary and intermediate:

	Performance	Kindergarten FT	Grade 01		Grade 02		Grade 03	
LI - ENGLISH LANGUAGE ARTS 1	EMG	-	6	18.75%	-	-	-	-
	DEV	-	10	31.25%	-	-	-	-
	PRF	-	14	43.75%	-	-	-	-
	EXT	-	2	6.25%	-	-	-	-
LI - ENGLISH LANGUAGE ARTS 2	EMG	-	-	-	3	8.11%	-	-
	DEV	-	-	-	11	29.73%	-	-
	PRF	-	-	-	23	62.16%	-	-
LI - ENGLISH LANGUAGE ARTS 3	EMG	-	-	-	-	6	21.43%	-
	DEV	-	-	-	-	9	32.14%	-
	PRF	-	-	-	-	13	46.43%	-
LI - ENGLISH LANGUAGE ARTS K	DEV	8	38.10%	-	-	-	-	-
	PRF	13	61.90%	-	-	-	-	-

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AREAS TO CELEBRATE:

Kindergarten

- 61.9% Proficient
- 38.1% Developing
- 0% Emerging

This suggests that early literacy programming is supporting students well before they enter Grade 1.

Grades 1-2

- The percentage of students meeting expectations (Proficient and Extending) increases significantly:
- Grade 1: 50% (43.75% PRF + 6.25% EXT)
- Grade 2: 62.16% Proficient
- Grade 3: 46.43% Proficient
- The Grade 2 cohort demonstrates particularly strong literacy achievement, with nearly two-thirds of students meeting expectations.

AREAS FOR GROWTH:

Both Grade 1 and Grade 3 have over one-fifth of students performing below expectations:

- Grade 1: **18.75% Emerging**
- Grade 3: **21.43% Emerging**

A targeted response for these students may help prevent literacy difficulties from becoming entrenched as students' progress into intermediate grades.

The largest category in several cohorts remains "Developing":

- Grade 1: 31.25% Developing
- Grade 3: 32.14% Developing

These students are close to proficiency and may benefit from targeted small-group instruction, phonics reinforcement, vocabulary development, and comprehension support.

While Grade 2 shows strong literacy outcomes, achievement declines in Grade 3:

- Grade 2 Proficient: 62.16%
- Grade 3 Proficient: 46.43%

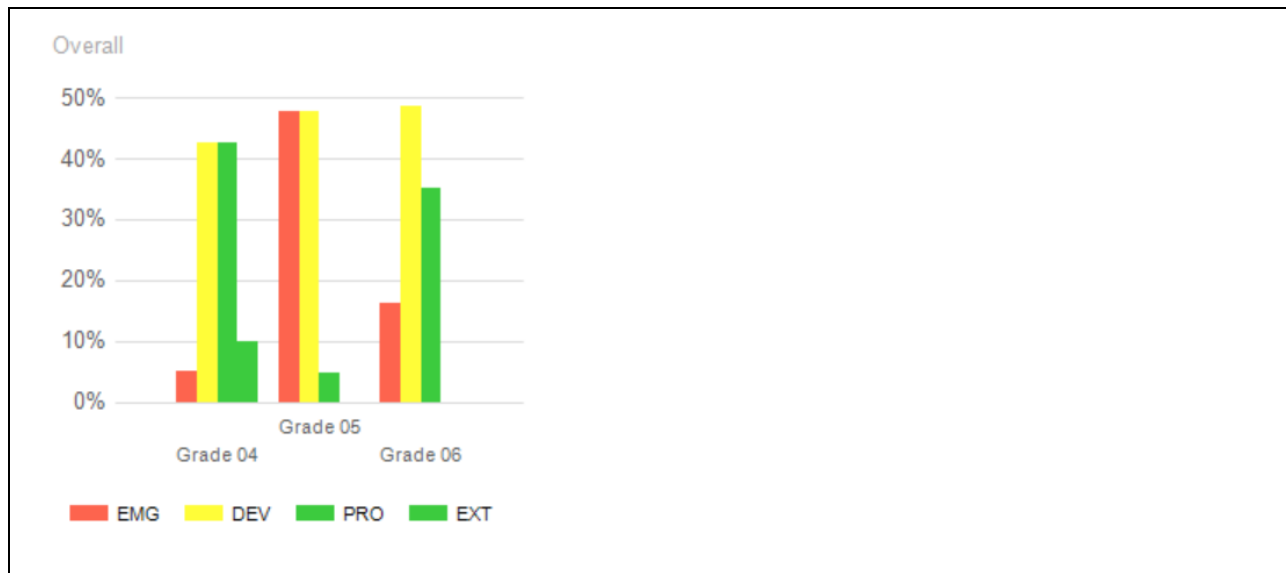
In addition to provincial and district assessment data, staff considered multiple sources of evidence, including attendance patterns, behavioural data, classroom observations, teacher dialogue, participation in literacy initiatives such as Come Read with Me, and student voice gathered through Street Data surveys. Formal assessment evidence included Primary Reading Assessments (PRA), Foundation Skills Assessment (FSA) results, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and the Non-Fiction Reading Assessment (NFRA).

Analysis of primary literacy data and teacher anecdotal dialogue demonstrated that instructional approaches such as Jolly Phonics, UFLI Foundations, Heggerty, and the Come Read with Me program are having a positive impact on student achievement. Staff also reported increased confidence and efficacy in delivering early literacy instruction. Cohort data from the PRA consistently show growth as students move through primary grades but may fluctuate due to staff change over and other mitigating effects that remain unclear.

Further examination of intermediate literacy data led to deeper staff discussions during collaborative meetings. While primary results continue to improve, intermediate achievement data indicate a need for further support and professional learning. Current intermediate literacy programming includes Words Their Way and targeted LART support. FSA results, although based on a relatively small sample size of students, reveal a recent decline in literacy achievement. NFRA results indicate that overall literacy performance remains below district averages; however, students demonstrated strengths in inferencing. Vocabulary development and critical analysis emerged as priority areas for improvement.

INTERMEDIATE DATA:

Below indicates NFRA results 2025/26 from grade 4 to grade 6. The data indicates that the overall result of student achievement in grade 5 is very low.



AREAS TO CELEBRATE

- Strong proficiency rates overall in Grades 4 and 6
- Grade 4 has approximately 53% of students meeting or exceeding expectations (PRO + EXT)
- Grade 6 has approximately 35% of students at proficiency, providing a solid foundation to build upon
- Grade 4 demonstrates the highest overall achievement
- Nearly half of Grade 4 students are proficient and another 10% are exceeding expectations
- Only about 5% of Grade 4 and 16% of Grade 6 students are in the Emerging category, suggesting many students have foundational literacy skills in place

AREAS FOR GROWTH

- Approximately 43% to 49% of students in every grade are in the Developing range
- Grade 5 requires significant support
- Only about 5% of students are proficient, indicating a substantial need for targeted literacy intervention and instructional support

SCHOOL GOAL: Through developing students' competencies, students will meet or exceed literacy expectations.

Sub Goal: Students will meet or exceed reading expectations at each grade level.

Sub Goal: Indigenous and non-indigenous students will meet or exceed literacy expectations, including but not limited to comprehension, fluency, and decoding, with a focus now on grade 1, 3 and 5. Early intervention in supporting literacy acquisition in primary grades and targeted intervention in intermediate grade 5 struggling learners will have a positive effect over time.

This will be measured through various data collection, including, but not limited to PRAs, FSA results, and student surveys tracked across grades.

INQUIRY QUESTION

To support this work, we established the following equity-centred inquiry question:

How do we improve primary literacy for students in Grades 1-3 while ensuring equitable outcomes for all learners, particularly Indigenous and non-Indigenous students who are currently demonstrating emerging levels of literacy proficiency? Additionally, will targeting intermediate teacher supports for programming, professional development and mentorship, along with providing supports for struggling learners, result in an increase in literacy skills?

This inquiry reflects our commitment to maintaining strong literacy growth in the primary years while addressing emerging concerns in intermediate literacy achievement.

Through an equity lens, staff recognized the importance of strengthening foundational literacy skills early while simultaneously examining practices and supports available to intermediate learners.

How This Information Is Informing Positive Change

Data collection and student voice continue to guide our literacy planning and instructional decision-making. Staff are examining both quantitative and qualitative evidence to identify effective practices and areas requiring additional support. Moving forward, we will continue gathering student feedback, developing a school-wide literacy scope and sequence, and exploring culturally responsive literacy activities that create opportunities for diverse learners to experience success and share their strengths.

SCHOOL STRATEGIES:

To improve literacy, we will:

- Continue to use our One-to-One reading program - one session focused on Intermediate, one on Primary
- Enhance our opportunities for students to access RTI and phonemic awareness interventions through LART reading groups
- Continue to engage in buddy reading (older/younger) for support and modelling
- Focus on using UFLI (Science of Reading Program) and Jolly Phonics in our LART groups and within classes as universal supports
- IEW focus groups regarding reading targets that incorporate traditional ways of knowing and doing
- Indigenous Shuswap Language Teacher teaching culturally specific language within an Indigenous cultural context
- Liaise with band Education leaders to offer and organize the *Summer Reading Program* for our struggling Indigenous learners in grades 1-3
- Continue to build on understanding and teaching the components of an effective structured literacy program (phonological awareness, phonics, comprehension, fluency, vocabulary, and morphology). Determine resources needed in consultation with the District literacy team.
- Adjust support systems in the primary classes based on an 8-week cycle. Determine how we can support students with intensive, consistent instruction, and use assessment data to determine success.

To improve classroom practices through Professional Development, we will:

- Ask our curriculum support team to continue to come in and work with staff on reading interventions and class practices
- Create some “in-school” mentorship for our newer teachers to work with our more experienced staff - observing literacy lessons and small group approaches
- Plan our school-based professional development days around workshops/ presenters who can offer us research-based literacy (reading) strategies
- Grade 1-3 teachers will attend DIBELS training this Fall and we will set time aside at staff meetings to analyze data to help our intermediate teachers learn more about the building blocks of literacy.
- Focus on presenting school-wide programs to support literacy development - (ie. Jolly Phonics/ UFLI)

To improve collaboration toward facilitating our literacy goals, we will:

- Continue collaborating with district literacy specialists to strengthen evidence-based instructional practices
- Focus areas include Science of Reading research, oral language development, literacy assessment, structured literacy instruction, literacy scope and sequence development, and effective classroom interventions
- Staff will continue to engage in mentorship opportunities, classroom observations, collaborative planning, and data analysis in staff meetings to support improved literacy outcomes for all learners

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

- Support our learners who are leaving Primary, into intermediate grades, by trying to continue to build in a primary/intermediate grade split and target reading interventions for our grade three students who need supports before intermediate
- Offer “push in” learning supports for our students to increase classroom time and independence, as well as our intensive small group interventions
- Continue to gather student voice to guide and improve programming
- Offer AI literacy targeted programming available to targeted students through collaboration with the Technology Coordinator

To improve Indigenous student learning, we will:

- Review the strategies in the Local Education Agreements and Indigenous Enhancement Agreement, and include those strategies that staff agree will have the most impact
- Focus on traditional ways of knowing and cultural values embedded in all that we do through resources and the modelling of Aboriginal staff
- Prioritize *On the Land Learning* and community connections (collaboratively with Spirit North)
- Continue to offer traditional language opportunities
- Continue to build connections and positive self-identity
- Foster cultural practices embedded throughout the curriculum
- Request to be part of the Indigenous Literacy Project where 0.5 FTE teaching intervention is offered through the District.

To improve learning, we are ensuring that our resources meet our students’ needs

- Curriculum resources at Haldane vary, depending on staff approach and age of students. In order to align support in Reading, we have focused on Levelled Literacy interventions for our LART teachers and have the UFLI and Jolly Phonics resources in circulation through our primary and early intermediate classrooms as well.
- Haldane employs many amazing staff! We have teachers with years of experience and teachers who are new to the craft. Our experienced teachers are committed to our community and school and help to guide our new teachers and connect them as well. Providing dedicated time during staff meetings for collaboration related to our literacy goal is essential to help move our vision forward.

EVIDENCE AND NEXT STEPS

Continuing the path of reviewing data sets throughout the year, as an administrative team, we consult strategically with staff each periodically throughout the year. In our Student Learning Survey, 81.3% of grade 4 students reported that they feel they are getting better at reading. However, writing seems to be more of a challenge.

Literacy			
S20 - I feel I am getting better at reading.	32	81.3%	0.0
S22 - I feel I am getting better at writing.	32	59.4%	-27.3

It is encouraging to see an increase, anecdotally and statistically, in students' enjoyment and feeling of efficacy in reading. In our Flex Room, we are able to teach strategies that will continue helping learners access learning at their level, such as learning to regulate their bodies and to integrate successfully back into their classroom environments in a more focused, "ready to learn" way. We will continue to offer this room as a service for those who need support.

Our students continue to connect to some of our programs, ie, Jolly Phonics. Teachers noted enthusiasm and focus during these lessons. Last year we did, however, notice a decline within our grade 2 group, so we did some digging to determine what was happening. We discovered that the decline was mostly connected to a classroom that had many teacher changes and some inconsistency in programs and approaches. This group continues to need extra support and has again been flagged for next year to ensure they have a consistent resource and program to support their learning. The learning plan was shared with our Parent Advisory Council (PAC) throughout the year.

Our next steps are to review the plan, and data, again in the fall with our staff and PAC, as well as our band education managers, to outline our strategies for the 2026/27 school year and receive feedback. This will be an ongoing process, as we evolve through the year, so we will have the School Learning Plan as a standing agenda item for PAC, staff, and CIAC (Chase Indigenous Advisory Council) meetings.

We are also examining our numeracy data and are starting the 2026-2027 year off with some Numeracy Professional Development with the District Numeracy Team in September. While literacy continues to be our main focus, we will be tracking growth in numeracy.

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.

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

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

SCHOOL RESULTS ANALYSIS: When we look at our Student Learning Survey data, we see that Haldane can set higher goals regarding student belonging in school. In order for students to be successful learners, we know they need to feel safe and connected. We have been working for several years now on these things and will continue to do so with this focus in mind. The results below are indicative of some of the challenges we face within our grade 4 cohort.

Belonging						
NQ16 - Do you feel welcome at your school?	32	65.6%	-14.4	NA	NA	NA
Q3 - Do you like school?	36	33.3%	-42.9	NA	NA	NA
S81 - Is school a place where you feel like you belong?	31	61.3%	8.3	NA	NA	NA
Bullying						
Q21 - Have you ever felt bullied at school?	33	15.2%	-28.6	NA	NA	NA

AREAS TO CELEBRATE: Over the last few years, we have seen strong results in our students' overall sense of belonging and connectedness. We are pleased to see these gains and have set our sights on this improvement to continue. It is encouraging to see that overall our students are valuing school outcomes and are becoming increasingly interested in their learning, which will undoubtedly result in a higher sense of motivation and effort.

Our staff provide some wonderful opportunities to foster Sense of Belonging outside of their classrooms

- Student Leadership: dances, spirit days, and other student opportunities
- Office Monitors/Lunch-Time Monitors
- Sports activities: Volleyball, Basketball, Track and Field
- Refereeing and Scorekeeping
- Floor Hockey Lunchtime League
- Craft Fair
- Talent Show
- Provide toys/equipment to use during recess/lunch breaks to help foster social play
- Running Jump Rope for Heart
- Carboard Carnivals (ADST), Drama Clubs...

PAC also provides amazing opportunities for our community and students specifically by supporting many of our field trips including Pete Murray's Pumpkin patch, bussing for year-end trips to the waterslides or Eagle Bay and more.

Support staff and district staff are all truly committed to the needs of our students and model kindness and compassion. Many of our staff members live in our community and are a part of our students' lives in and out of school. Many of our staff also have Indigenous heritage and help to guide us in our ways of knowing and cultural connections. Human connection is at the heart of a school and is key to making students feel connected enough to learn to their full potential.

Many extracurricular activities at Haldane engage students in district-level sports and enhanced learning opportunities. Students participate in team sports like floor hockey,

volleyball, basketball and individual sports like track and field with various Kamloops schools. We also join opportunities like District Young Artists, as well as Aboriginal opportunities like this year's School District PowWow.

Many Field trips at Haldane focus on the outdoors and provide opportunities for our students that enhance their learning. As a rural community school, we enjoy connecting to the land, moving our bodies and hands-on learning. Field trips to our various outdoor learning environments help our students feel grounded. To add additional learning opportunities, we also take our students to Kamloops a few times in the year to expose them to larger community events.

AREAS TO GROW:

Despite strong results in many areas, we want to continue to keep our kids safe and connected at Haldane. This will be ongoing work.

Of the students surveyed, many learners report feeling connected to more than one adult here at school, but our focus is on determining the small number of students who do not have an adult connection, or do not know which adults care about them, and to correct this, particularly with our grade 4, now heading into grade 5 cohort.

SCHOOL GOAL: All students will improve personal social skills, self-regulation, and their ability to connect to self and others.

SCHOOL STRATEGIES:

To improve students feeling welcome and safe in classrooms we will:

- Continue to teach social, emotional, and self-regulation strategies within each classroom (Zones of Regulation, TILT, Mind Up)
- Direct teaching within the classrooms of acceptance and tolerance of all, as well as various cultural activities and groups led by our IEW
- School-wide activities and cross-grade partnerships to promote modelling and connectedness
- Continue to offer morning, recess and lunch food programs to support a positive learning environment and help students connect to peers and adults
- Flex Room will have a schedule of routines and expectations so students know what to expect. Focus will be on building relationships, knowing the learners, and helping them feel safe and connected to adults in our building.
- Collate behavioural data regarding the effectiveness of the Flex Room usage

- Continue offering monthly assemblies that target observational and statistical deficits regarding socio-emotional development and learning, behaviour targets and fostering connectedness for all students and adults in our building
- Continue to survey student voice to see how they feel they belong.
- Continue with leadership development of upper intermediate students through weekly group challenges focused on connectedness and belonging

To improve classroom practices through professional development, we will:

- Continue to offer school-wide professional development that is focused on trauma-informed practices, UDL and inclusion
- Provide structured follow-up during staff meetings to review the climate of our school and classrooms regarding trauma-informed practices
- Ongoing reviews and staff discussions around our PBIS practices that are encompassed in data and set goals based on these results
- Opportunities to collaborate and for teachers to receive mentorship in other teachers' classrooms

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

- Continue to model regulation and connection strategies through buddy classes - primary students learning from our intermediates to help with the grade 3-4 transition
- Continue to collaborate with our nearby high school to model regulation and connection for the high school transition
- Continue with grade 6 tours and transition program, so our students know what is expected of them and can feel comfortable before attending high school
- Continue with our Kindergarten orientation program to help our preschool students transition to Kindergarten and feel welcome in our school

To improve Indigenous student learning, we will:

- Continue to implement strategies from our Local Education Agreements and the Indigenous Enhancement Agreement to increase and honour Indigenous ways of knowing to support a culture of inclusion and acceptance
- Continue to embed Indigenous culture within our classrooms

- Maintain strong relationships with our community and Indigenous families – i.e. Chase Indigenous Advisory Council meetings, Indigenous Year End BBQ, regular meetings with Band Education Liaisons

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

- Trauma-informed literature and books for our staff book club
- PBIS materials, posters, and tools for classrooms
- Regulation, social-emotional and mental health tools/information for our Flex Room for student use throughout the day

EVIDENCE AND NEXT STEPS

Our next steps include the review of our various data sets, with stakeholders in the fall and base conversations around areas of growth and concern shown in the analysis of data noted above in the “Areas to Celebrate” and “Areas to Grow” sections. Throughout the year, we will gather data such as monitoring attendance, behaviour forms, and observations regarding extra-curricular participation, looping back each term with stakeholders in order to set concrete next steps.

We are looking at implementing our own school based Primary DEWRS survey to get input from a wider spectrum of students.

We would also like to conduct a Haldane a Haldane Sense of Belonging survey with our Intermediate students. Some of the questions we will include are:

- Who do you like spending time with at school?
- Why do they make you feel good/what do you do with that person?
- Do you feel like you belong in your class? What makes you feel that way?
- Is there a place at school where you feel safe and happy?
- Is there a place that doesn't feel safe? Why?
- Is there anything you want to share about being a Haldane Hawk?

We will strengthen students' sense of belonging by intentionally building a culture of belonging, connection, and inclusion among our staff. We recognize that when staff feel valued, supported, connected, and part of a collaborative school community, they are better positioned to foster meaningful relationships and a strong sense of belonging for every student.

Our learning and professional development will focus on strengthening staff relationships, psychological safety, collaboration, shared responsibility, and inclusive

practices. Through this work, we will develop a school culture where both staff and students feel known, valued, respected, and connected.

Some things we will introduce for our staff are Gratitude Gig, verbal and written notes of appreciation, staff recognition at meetings (GOTCHA draws), staff luncheons, welcome back to school gifts, and more.

The plan will again be shared with our Parent Advisory Council (PAC) and our band education managers to outline our strategies and receive feedback. This will be an ongoing process, as we evolve through the 2026/27 school year. We will have the School Learning Plan as a standing agenda item for PAC, staff, and CAAC (Chase Indigenous Advisory Council) meetings.

CULTURAL & IDENTITY GOAL

CULTURAL & IDENTITY DEVELOPMENT

To develop cultural safety and humility, and in individuals, a sense of identity in communities.

CULTURAL SAFETY OUTCOME:

Students, parents, and staff will strive to address power imbalances inherent in the education system and shape a district community that is free of racism, discrimination, sexism, harassment, and homophobia.

GOAL: Every learner will thrive personally and culturally.

SCHOOL STRATEGIES: Our school is committed to celebrating diversity and inclusion. We have a strong staff who work hard at identifying biases, barriers, and gaps in our own and students' experiences. Our Indigenous team models culturally responsive activities and sensitivities, while working hard to connect our students to each other and themselves. Our school-wide behaviour matrix is based on the medicine wheel and was created by staff and our community partners to reflect Indigenous ways of thinking and knowing. Staff leads help to create safe spaces for all students that promote inclusion and acceptance, like lunch clubs and intramurals with some of our neurodiverse learners and peers. We also focus on professional development to enhance our understanding of inclusion and how our practice, language and assumptions can impact cultural safety. In practice, this looks like using gender neutral language, embedding

diverse families/people examples into curriculum, visual representations of our culturally diverse students (signs in Secwepemctsin, posters with diverse ethnicities/anti-bullying) and celebrating culturally diverse moments/events.

Evidence and Next Steps

Review of our various data sets took place throughout the year. As an administrative team, we first looked at our data sets and noted areas of growth and concern. We reviewed this data in the Spring at a staff meeting and received input from staff to support a continued focus on cultural safety and literacy.

As part of our continuous improvement process, there remain several challenges, including collecting authentic student voice data, supporting students who continue to struggle with literacy, addressing inconsistent attendance patterns, and helping staff navigate the large number of literacy resources available.

Moving forward, our literacy work will continue through the Equity Transformation Cycle and ongoing collaboration during staff meetings. Staff will focus on developing a comprehensive literacy scope and sequence, analyzing assessment data collaboratively, conducting classroom walk-throughs, and examining evidence of student cognitive engagement. Additional next steps include student interviews, increased literacy-rich cultural activities led by Indigenous Education Workers, and continued support from district literacy specialists. Through this work, we aim to strengthen instructional consistency across grade levels while improving literacy outcomes and fostering a positive sense of belonging for all learners.

Our next steps include once again reviewing the plan again in the fall of 2026 with our staff, PAC, and band education managers, to outline our strategies and receive feedback. This will be an ongoing process, as we evolve through the year, so we will have the School Learning Plan as a standing agenda item for PAC, staff, and CIAC (Chase Indigenous Advisory Council) meetings.

Equity Goal

Current equity-centered inquiry question:

- How are we, as a staff and administration, putting in structures of accountability for students that have poor attendance?

Strategies:

- Develop a common staff expectation for making an initial connection with every family early in the school year (e.g., within the first two weeks).
- Which families are we connecting with quickly? Which families are we struggling to reach, and why? What barriers might families be experiencing?
- Review attendance data as a staff to identify patterns, celebrate successes, and determine where additional support may be needed. At what point are we reaching out?
 - SFC support/Indigenous Counselor
 - Local band education coordinator
 - Ministry Supports
 - Indigenous Outreach Support
 - Transportation options to support
 - Connect with Chase Secondary to determine supports in place for siblings and if we can replicate
 - Food/clothing related
 - Is attendance related to peers/workload/apathy/lack of opportunity or connection?