

Revised June 22, 2026



McGowan Park Elementary
Annual School Learning Plan 2026-2027

Sept 16, 2026



Acknowledgements

Secwepemcúl'ecw yi7élye ell, re tmicws re Tk'emlú'semc n7élye.

School District No. 73 (Kamloops-Thompson) acknowledges that it is on the territory of the Secwepemc Nation, specifically the territory of the Tk'emlups te Secwepemc People

Kamloops School District No. 73 is located within the traditional territory of the Secwépemc people and includes the seven Secwépemc First Nations Bands:

- Tk'emlúps te Secwépemc
- Whispering Pines/Clinton Indian Band
 - Skeetchestn Indian Band
 - Simpcw First Nation
- Adams Lake Indian Band
- Little Shuswap Lake Indian Band
 - Neskonlith Indian Band

Our school partners with Tk'emlúps te Secwépemc through our [Local Education Agreement](#) and the [Aboriginal Education Enhancement Agreement](#).

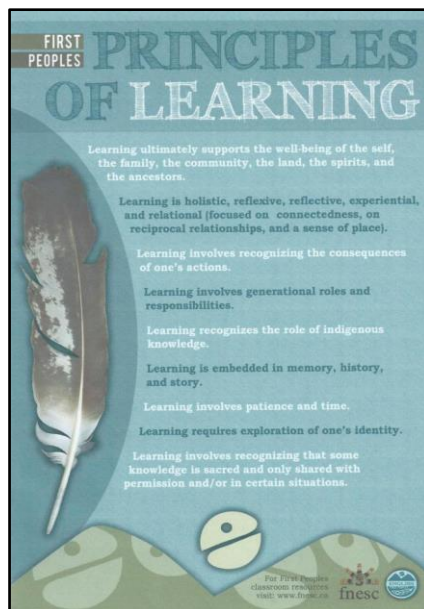


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CULTURAL & IDENTITY DEVELOPMENT	
CULTURAL SAFETY GOAL (District)	
McGowan will follow the district cultural and safety goal	
CAREER DEVELOPMENT (Integrated)	
Key strategies to ensure that every student graduates and transitions grade-to-grade are integrated into the learning and wellbeing goals.	
SYSTEMS DEVELOPMENT (Integrated)	
Key strategies for resource allocation are integrated in the learning and wellbeing goals.	

Who we are in SD 73

School Vision

“McGowan Park School is committed to the development of the child as a unique individual”

School Overview

- 30 Indigenous Students
 - 5 ELL Learners
- 33 CBIEP Students

McGowan Elementary School is situated in a middle-class neighborhood in Sahali. We are a K-7 school with 12 divisions. This year, our school community has undergone a significant change following a catchment boundary adjustment. Our enrolment has decreased from approximately 415 students to 250 students, creating a smaller school community. At the same time, we welcomed approximately 30 new students and their families to our school. This transition has provided an opportunity to build new relationships, strengthen our sense of community, and continue to focus on creating a welcoming, inclusive, and supportive learning environment for all students.

Learning Goal - Numeracy

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 numeracy expectations for each level.

SCHOOL RESULTS ANALYSIS:

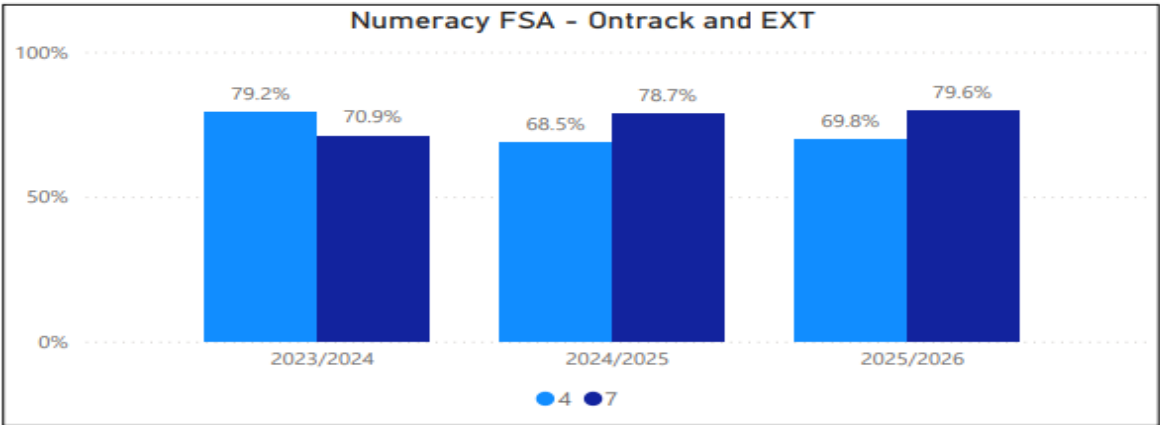
After examining our current data regarding numeracy, the staff has been focused on improving our rates in Numeracy. Staff has been participating in a number of different professional development opportunities, district numeracy coordinators have been working with staff, and McGowan teachers have been mentoring each other to improve students' skills in numeracy with a focus on number sense. McGowan Park Elementary students have shown an improvement in these results this year, and this school consistently demonstrates a higher level of performance on FSAs compared to the district achieving on average over the 4-to-5-year trend.

SCHOOL GOAL: To improve students' foundational skills in numeracy by developing stronger number sense.

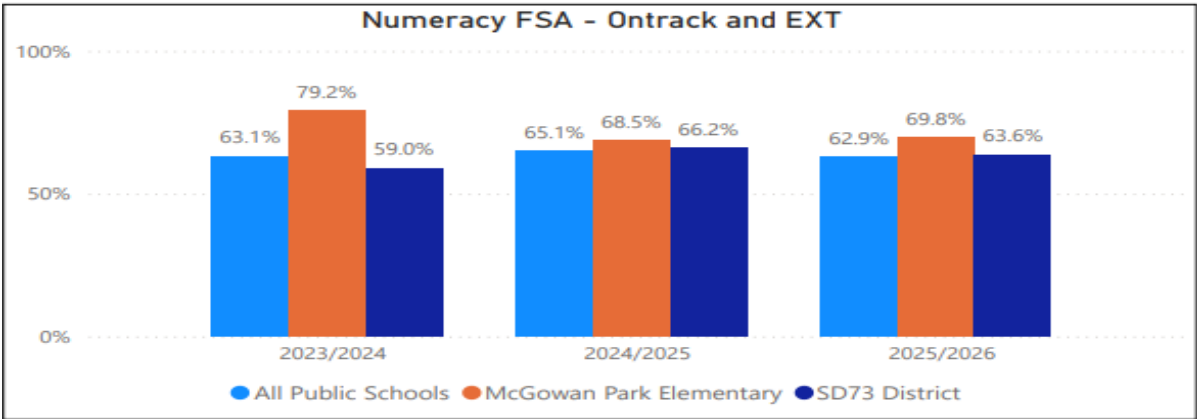
AREAS TO CELEBRATE: McGowan Park students have experienced positive growth and achievement in Numeracy

- 2025-26 Grade 4 Numeracy – 69.7% (Num on track and Ext) 2.6% increase
- 2025-26 Grade 7 Numeracy – 79.6% (Num on Track and Ext) 1.1% Increase

2025-26 FSA DATA



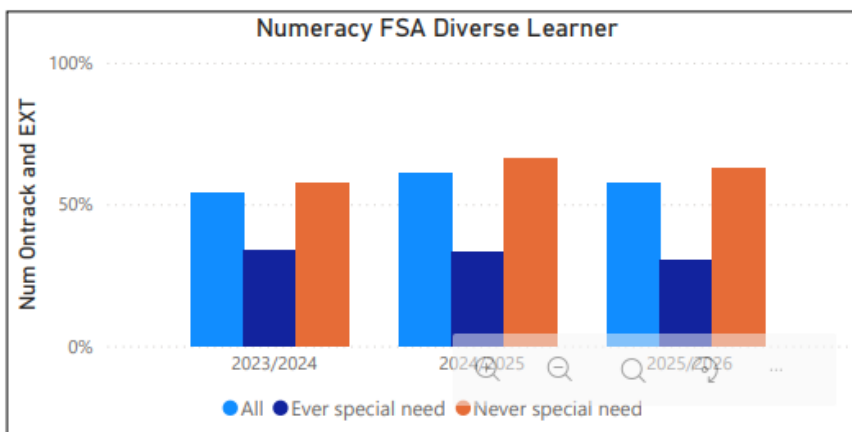
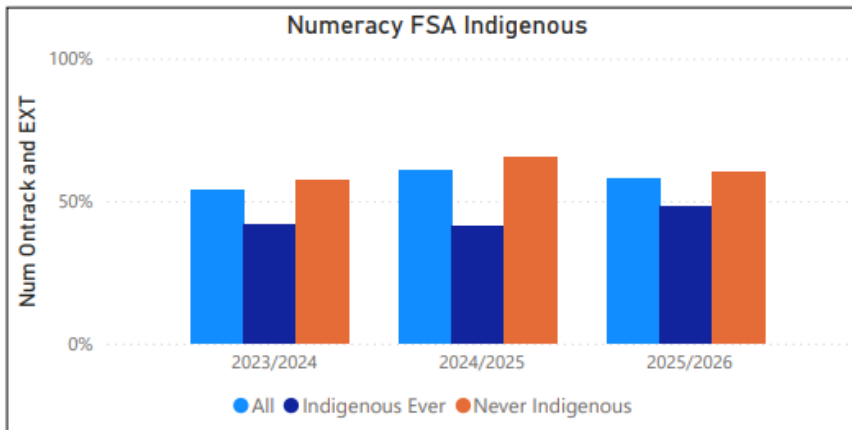
School Name	School Year	Grade	Numeracy Count	Num EMG	Num ONTRACK	Num EXT
McGowan Park Elementary	2023/2024	4	48	20.8%	75.0%	4.2%
McGowan Park Elementary	2023/2024	7	55	29.1%	61.8%	9.1%
McGowan Park Elementary	2024/2025	4	54	31.5%	64.8%	3.7%
McGowan Park Elementary	2024/2025	7	61	21.3%	63.9%	14.8%
McGowan Park Elementary	2025/2026	4	43	30.2%	67.4%	2.3%
McGowan Park Elementary	2025/2026	7	54	20.4%	64.8%	14.8%
Total			315	25.4%	66.0%	8.6%



School Name	School Year	Grade	Numeracy Count	Num Ontrack and EXT
All Public Schools	2023/2024	4	34118	63.1%
All Public Schools	2024/2025	4	37348	65.1%
All Public Schools	2025/2026	4	37304	62.9%
McGowan Park Elementary	2023/2024	4	48	79.2%
McGowan Park Elementary	2024/2025	4	54	68.5%
McGowan Park Elementary	2025/2026	4	43	69.8%
SD73 District	2023/2024	4	1163	59.0%
SD73 District	2024/2025	4	1173	66.2%
SD73 District	2025/2026	4	1166	63.6%
Total			112417	63.7%

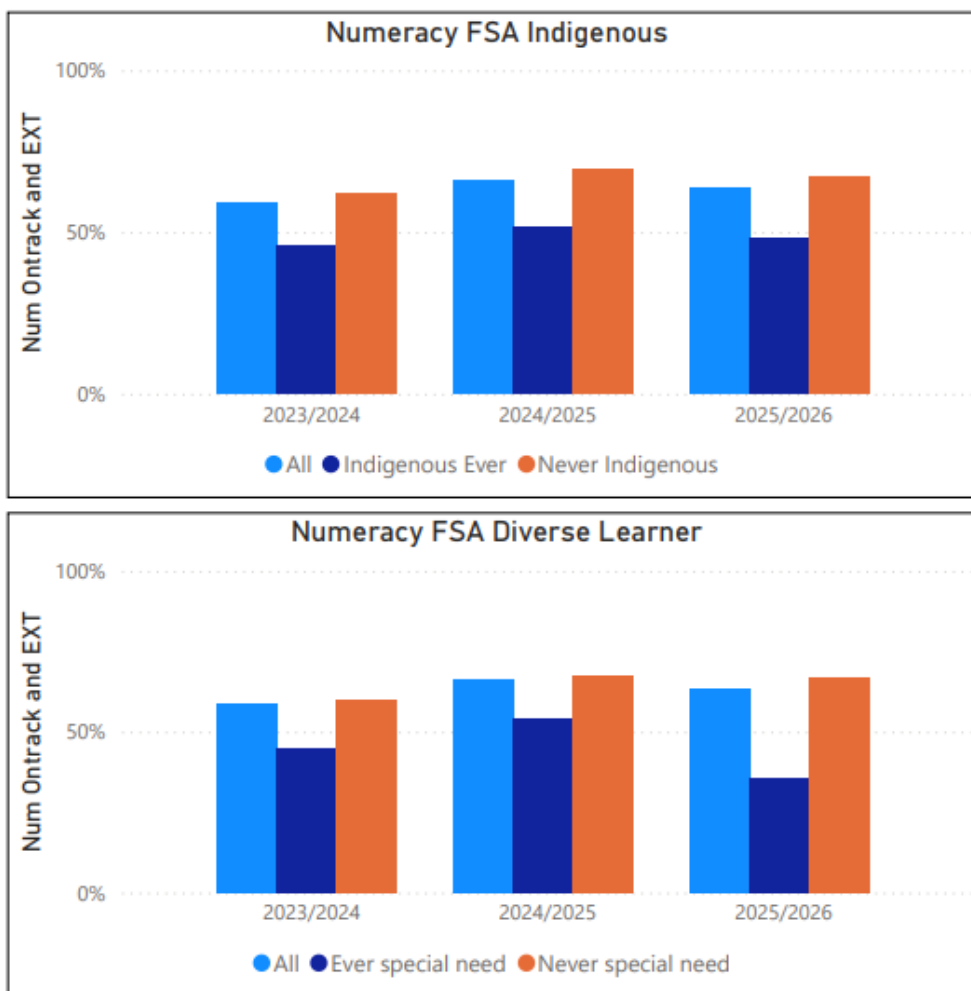
Grade

7



Grade

4



AREAS TO GROW:

McGowan Park Elementary students need to grow and achieve stronger results in the following sub-populations:

- Grade 4 (2025/2026) McGowan's Indigenous students have shown a slight decrease from last year's numeracy results; however, our grade 7's have shown a slight increase in results
- Grade 4&7 Diverse students showed a decrease in their scores this year

OBJECTIVES:

Increase Aboriginal students' results with Aboriginal students and Diverse students to meet or exceed numeracy expectations.

SCHOOL STRATEGIES: To improve Numeracy, we will utilize the following strategies in various areas:

CLASSROOM PRACTICES:

- Working to connect Math to real life skills through project-based learning in Math
- Include more formative assessments
- Modeling of multi-step strategies that help students to analyze numerate tasks
- Teacher Collaboration and Modeling
- Carole Fullerton - resources and prod
- Staff Meeting- teacher leader lead session to share numeracy in her classroom
- IEW- numeracy with arts/cultural activities
- Numeracy focus once a month during buddy time
- Teachers working closely with district numeracy coordinator
- All classrooms will dedicate time to basic skills every week
- Teachers will “check in” at least once during each Math lesson and have students indicate learning (thumbs up/down, whiteboard answers, circle the emoticon)
- All classes explicitly practicing breaking down Math tasks into clear steps
- Aim for one collaboration/modeling block per month - (student buddies or staff)
- Presentations of Learning once a year (Winter)
- Math Parties- problems of the week
- Encourage guided math - differentiated instruction
- Give students concrete experience with numbers along with the more abstract lessons.
- Encourage vertical surfaces Math

IDEAS TO EXPLORE 2026/2027:

- School wide math problem of the month
- Numeracy Teacher Leaders to role model and mentor new teachers
- Family math challenges
- Class math Trivia competitions
- McGowan Market- financial literacy
- Family math games night
- Buddy peer tutoring during daily USSR
- Math Expo
- Investment of math resources and manipulatives



PROFESSIONAL DEVELOPMENT OPPORTUNITIES (WE WILL):

- District numeracy support person to assist with strategies
- Numeracy support person to continue to model lessons in our classrooms around this and debrief with staff
- Numeracy School Lead Team lead at staff meetings
- A Primary and Intermediate Teacher Lead to attend, obtain, and present numeracy knowledge to all staff and inventory resources needed
- Support staff explore a book club (ie: Peter Liljedahl/Jo Boaler)
- Counting Collections/Math manipulatives for each classroom

McGowan Prod Plan for 2026/27						
	Sept 21	Oct 23	Nov 30	Feb 5	Apr 26	May 21
Focus Group	School/ Admin	Provincial	School	School Based	KTТА Day	School Based Aboriginal Day
Topic	Getting to Know our Learners and Individualize our Pedagogy	Various Topics	Numeracy Focus	School Based	District /Individual Choice	Online-Lead by Mike Bowden School Based
Location	School	Various Locations	School	School	Various Locations	School

Grade to Grade Transitions (we will):

- Learning Resource Teachers to support Numeracy Skills groups
- Primary teachers continue to support NSA
- Senior teacher leaders to support new grade teachers
- Pod teachers will be platooning to meet needs
- Grade 3 to 7 teachers will be encouraged to complete the District Numeracy Assessment twice a year (fall and spring)

To improve Aboriginal learning (we will):

- Provide learning practices for all that are reflective of 'The First Peoples Principles of Learning'
- Indigenize learning commons by posting Indigenous names for class pods
- Utilize our Aboriginal Education Worker to engage and support learners
- Invite K-12 Aboriginal Resource teachers and community knowledge keepers to our building
- Focus on strategies and goals from the Aboriginal Enhancement Agreement



To improve in learning, we are ensuring our resources meet our students' needs:

- By having teachers lead our school wide resource committee to ensure funds are spent to address staff and students' needs
- Use clear criteria

Evidence and Next Steps

If our teachers are teaching number sense and problem solving by giving tasks that have students decomposing numbers, using multiple strategies, having conversations about their thinking, we will observe an increase in:

- District Numeracy Assessment results by Spring of 2027
- FSA results 2026/2027
- Students will have a greater sense of self efficacy on SLP
- Learning Update data proficiency levels
- Formative Classroom Assessments
- Next Steps ongoing discussions with PAC and parents during open houses, newsletters and PAC meetings
- May 2027 - meet with staff to review strategies that are currently being used to add new strategies or delete obsolete strategies.



Review Date #1:

Students: group yet to be formed

Parents: Sept 2022 School Open House

Staff: Sept 6, Sept 14, May 10, 2023

Ab Ed Partners: Liaise with AEW ongoing

Review Date #2:

Students: group yet to be formed

Parents: September 2023

Staff: September/January/March 2024

Ab Ed Partners: Liaise with AEW ongoing, District Aboriginal Coordinator C Ross -Sept 2023

Review Date #3

Students: September 2024

Parents: September 2024

Staff: September 2024/January 2025/March 2025

Ab Ed Partners: Liaise with IEW ongoing

Review Date #4

Students: September 2025

Parents: September 2025 Open House

Staff: September/January 2026/March 2026

Ab Ed Partners: Liaise with IEW ongoing

Review Date #5

Students: September 2026

Parents: September 2026 Open House

Staff: September/January 2026/March 2027

Ab Ed Partners: Liaise with IEW ongoing



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 RESULTS ANALYSIS:

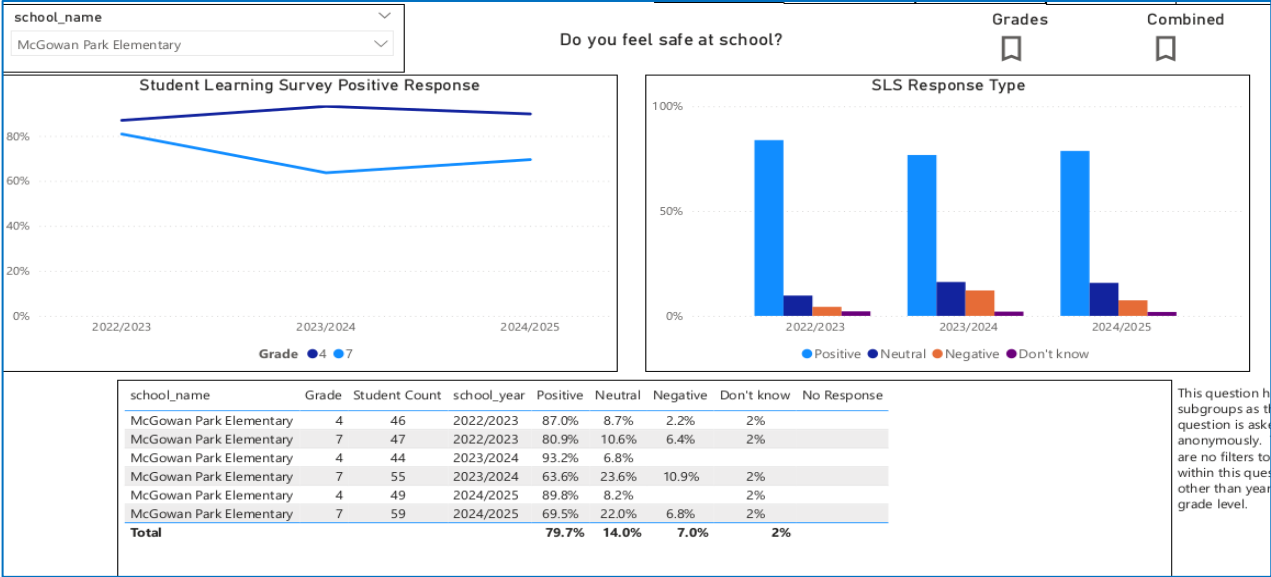
Over the past year McGowan grade 7 students indicated they feel safe 69.5% of the time whereas 89.8% of our grade 4 feel safe at school. These results show that our grade 7 students have improved their sense of well-being by 7%. The staff believes that when our students feel that they belong, the students readily engage in class learning.

SCHOOL GOAL: Every learner will feel welcome, safe and connected to McGowan Park. For students to know they have a voice and are welcome at McGowan Park: To make McGowan Park a more welcoming space where students experience a positive sense of belonging.

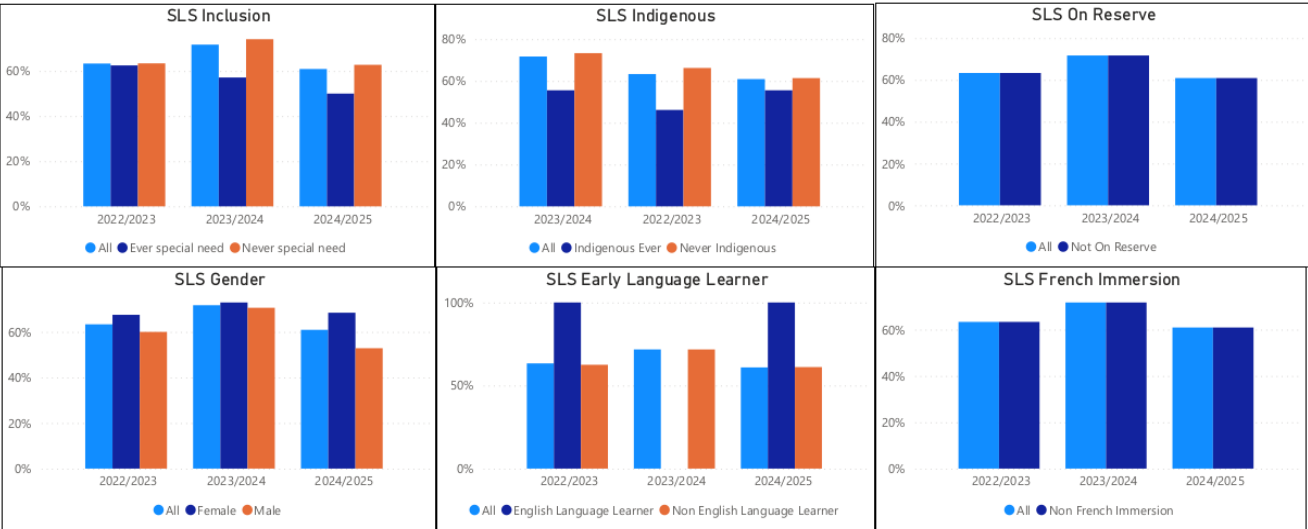
AREAS TO CELEBRATE:

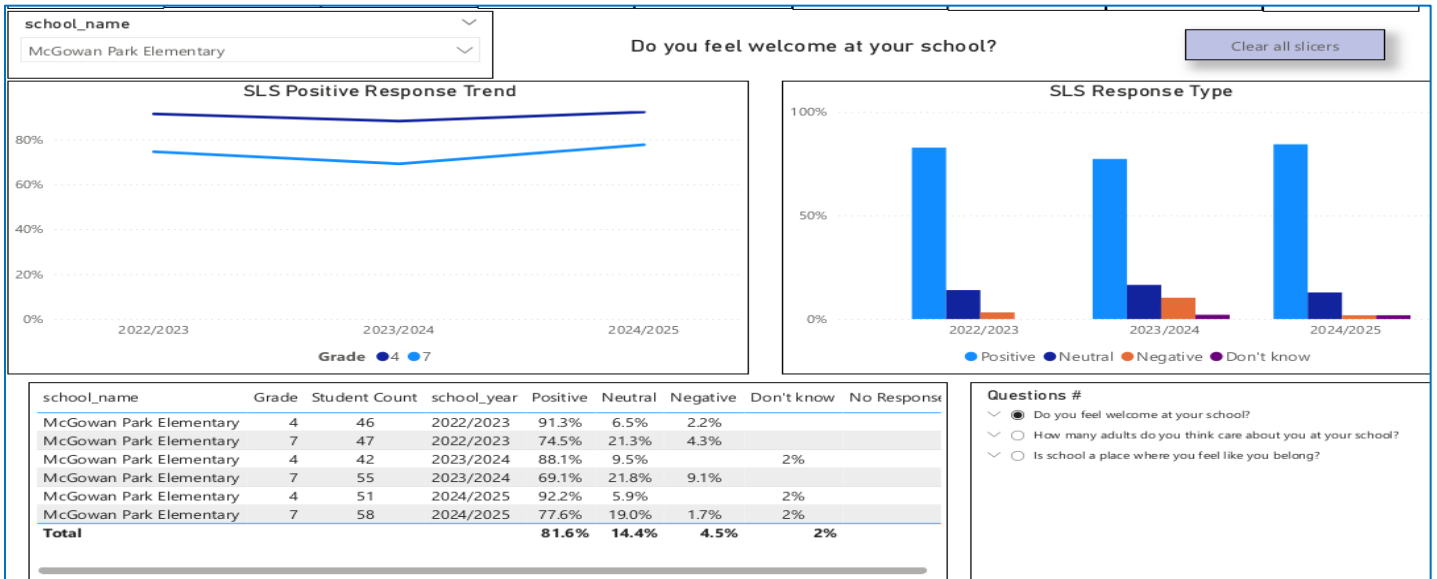
McGowan Park students feel adults care, and they are welcome.

- 77.6% of GRADE 7 students indicated they feel welcome. This is an 8.5% increase from the year previous.
- 92.2% of GRADE 4 students indicated feeling welcome at school. This is a 4.1% increase.
- 69.5% of grade 7s and 63.6% of grade 4s report they feel safe at school. This is a 7% increase in grade 7 feeling safe at school.



How many adults do you think care about you at your school?







school_name

McGowan Park Elementary

How many adults do you think care about you at your school?

Clear all slicers

SLS Positive Response Trend

Grade	2022/2023	2023/2024	2024/2025
4	75.0%	77.3%	65.4%
7	8.7%	3.6%	5.8%

SLS Response Type

School Year	Positive	Neutral	Negative	Don't know
2022/2023	75.0%	8.7%	8.7%	25%
2023/2024	77.3%	3.6%	1.8%	23%
2024/2025	65.4%	5.8%	5.2%	29%

school_name	Grade	Student Count	school_year	Positive	Neutral	Negative	Don't know	No Response
McGowan Park Elementary	4	44	2022/2023	75.0%	8.7%	8.7%	25%	
McGowan Park Elementary	7	46	2022/2023	52.2%	8.7%	8.7%	30%	
McGowan Park Elementary	4	44	2023/2024	77.3%			23%	
McGowan Park Elementary	7	55	2023/2024	67.3%	3.6%	1.8%	27%	
McGowan Park Elementary	4	52	2024/2025	65.4%	5.8%		29%	
McGowan Park Elementary	7	58	2024/2025	56.9%		5.2%	38%	
Total				65.2%	6.0%	5.4%	29%	

Questions #

☐ Do you feel welcome at your school?

☒ How many adults do you think care about you at your school?

☐ Is school a place where you feel like you belong?

AREAS TO GROW:

McGowan Park students had indicated that our student sense of belonging is improving, but we still have room to improve with students feeling that adults care about them.

- Our diverse student population is still needing to improve their sense of belonging and connection- we plan to expand the diversity club by celebrating diversity in our school community.
- Indigenous student groups sense of belonging is improving but compared to non-aboriginal students, improvements still need to be made to improve these results

TO CONTINUE TO MAKE IMPROVEMENTS WE WILL:

- Encourage student voice; student leadership, principal council
- Support staff collaboration on a School Climate Committee
- Welcome families to our Open House/Mug n Muffin 2 times a year
- Maintain photo stream on our hallway TV
- Provide PD resources/opportunities from diversity/LGBTQ and Aboriginal Education School representatives.
- Examine school learning survey, DEWRS, School created survey, behaviour referral data to inform staff
- Host monthly assemblies for recognition, celebration and school spirit
- Feeding Futures community building through nutritious foods- Grinch Pancake Breakfast, Smoothie Day etc
- School spirit initiatives to bring all ages together
- Day of Suwentwecw, all classes voluntarily participated in a school wide assembly and stations
- Indigenous Education Worker makes weekly connections with our vulnerable aboriginal students.
- Working with our PAC, hosting a community Carnival which saw more than half our school community attend and enjoy the evening festivities.
- Confidence Club for Gr.7 Girls- teaching girls about positive leadership
- Leadership Group- Gr.6/7
- Freebie Friday- Grade 7s can hang out in the library at lunch as a safe place to go and connect with others.
- Tues/Thurs Weekly games groups in the library

IDEAS TO EXPLORE FOR 2026/2027:

- Popsicles with the principal as a welcome back initiative
- Big buddy playground helpers with vests
- Pod Assemblies to connect as grade groupings
- Optional lunch time choices

PROFESSIONAL DEVELOPMENT OPPORTUNITIES (we will):

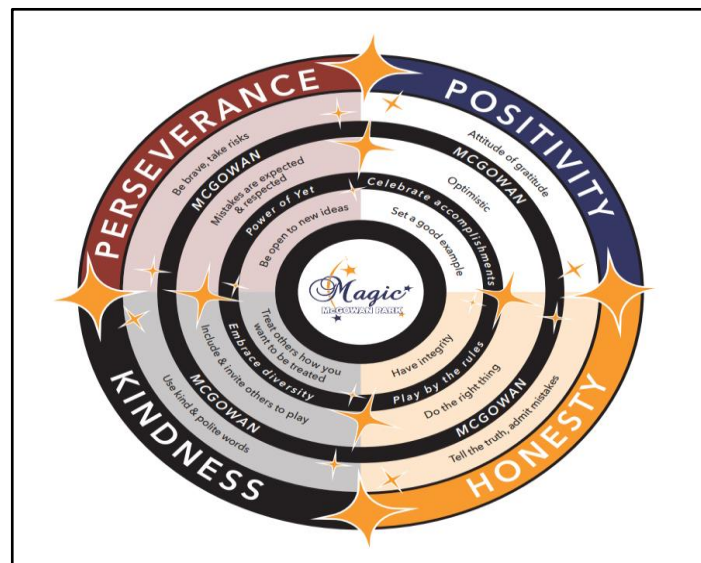
- Review at staff meetings and share new ways we can support this goal while meeting curricular learning
- Review data and set monthly goals to improve connection and belonging
- Provide more prod and learning opportunities to support our diverse population and ways to incorporate aboriginal learning into the classrooms
- Book study/pod casts at staff meetings on looking at ways to include diverse student populations

GRADE TO GRADE TRANSITIONS (we will):

- Review common language either Mind Up or EASE
- School wide buddies and mixing of classes to build community
- Transition meeting with teachers
- Transition to secondary – meetings with LARTs/Counsellors

TO IMPROVE INDIGENEOUS LEARNING (we will):

- Provide learning practices reflective of 'The First Peoples Principles of Learning'
- Utilize our Indigenous Education Worker to engage and support learners
- Invite K-12 Aboriginal Resources teachers and community knowledge keepers



EVIDENCE AND NEXT STEPS:

If we continue to focus on creating a space where students feel like they are welcome, safe and connected, we will see an increase in how our students feel through school level surveys, Student Learning Survey, and a reduction in office referrals.

- Review data at staff meetings
- Discussions with PAC
- School Climate Committee meetings

STUDENT LEARNING SURVEY DATA REVIEW

Review Date #1:

Students: group yet to be formed
Parents: Sept 22, 2022 School Open House
Staff: Sept 6, 2022, September 14, 2022
Ab Ed Partners: will Liaise with AEW

Review Date #2:

Students: group yet to be formed
Parents: September 2023
Staff: September 2023
Ab Ed Partners: Liaise with AEW

Review Date #3:

Students: group yet to be formed
Parents: September 2024
Staff: September 2024
Ab Ed Partners: Liaise with AEW

Review Date #4:

Students: Principals Council Gr.6/7
Parents: September 2025
Staff: September 2025
Ab Ed Partners: Liaise with AEW



STREET DATA STRATEGY:

Provide your current equity-centered inquiry question:

How can staff and school connections enhance number sense for students through culturally responsive and inclusive practices?

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

Indigenous and Diverse learners focused at the upper intermediate grades

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

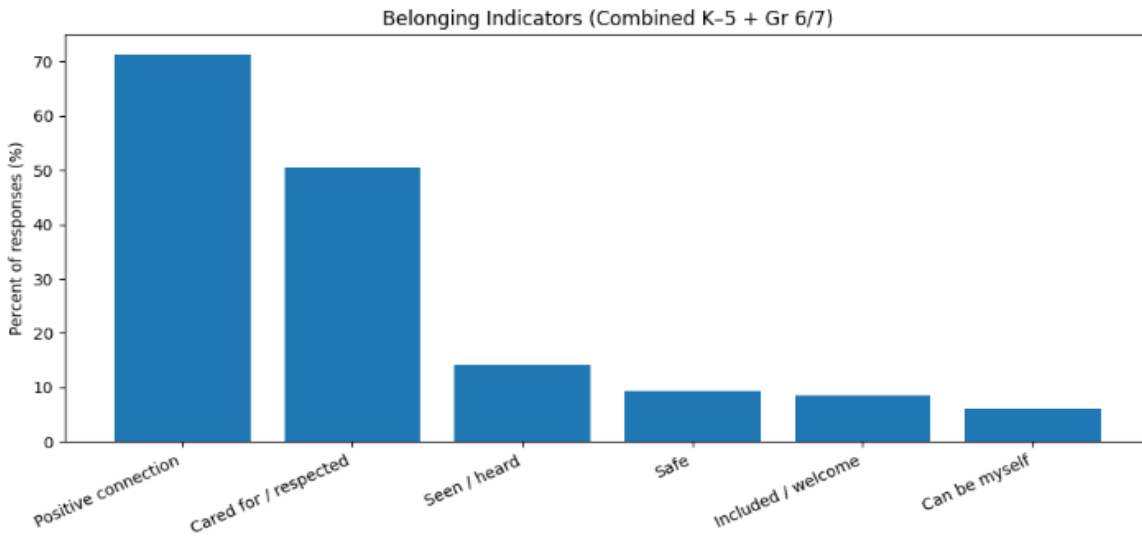
Student Voice- Staff created surveys and came up with specific questions to provide them accurate information and student feedback.

Staff have collaborated at staff meetings to speculate the reasons for the data. Staff then went back to their classrooms and explored the students they had selected.

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

The data has brought awareness to staff about the students that need support, and it provided an opportunity for staff to dive deeper into the reasons why the numeracy scores were lower with indigenous and diverse learners. Next year we plan to schedule regular enjoyable numeracy-based school wide initiatives that build relationships and promote learning through math.



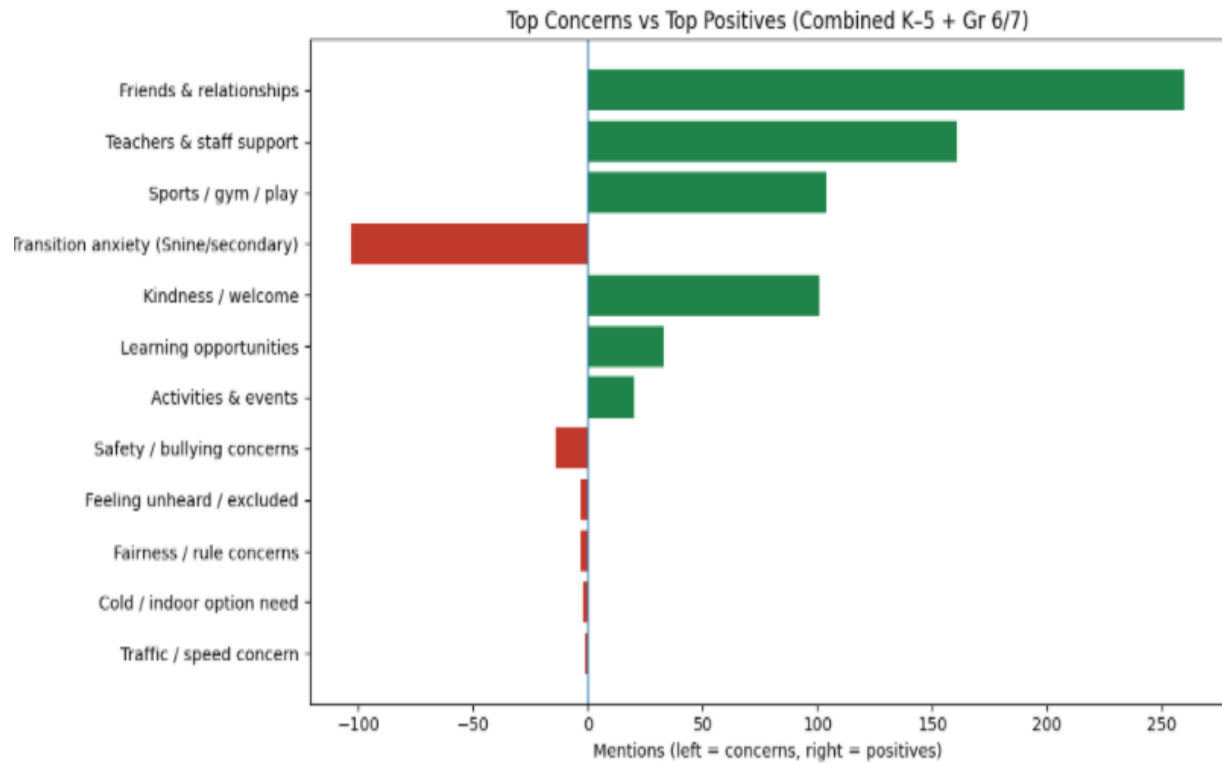


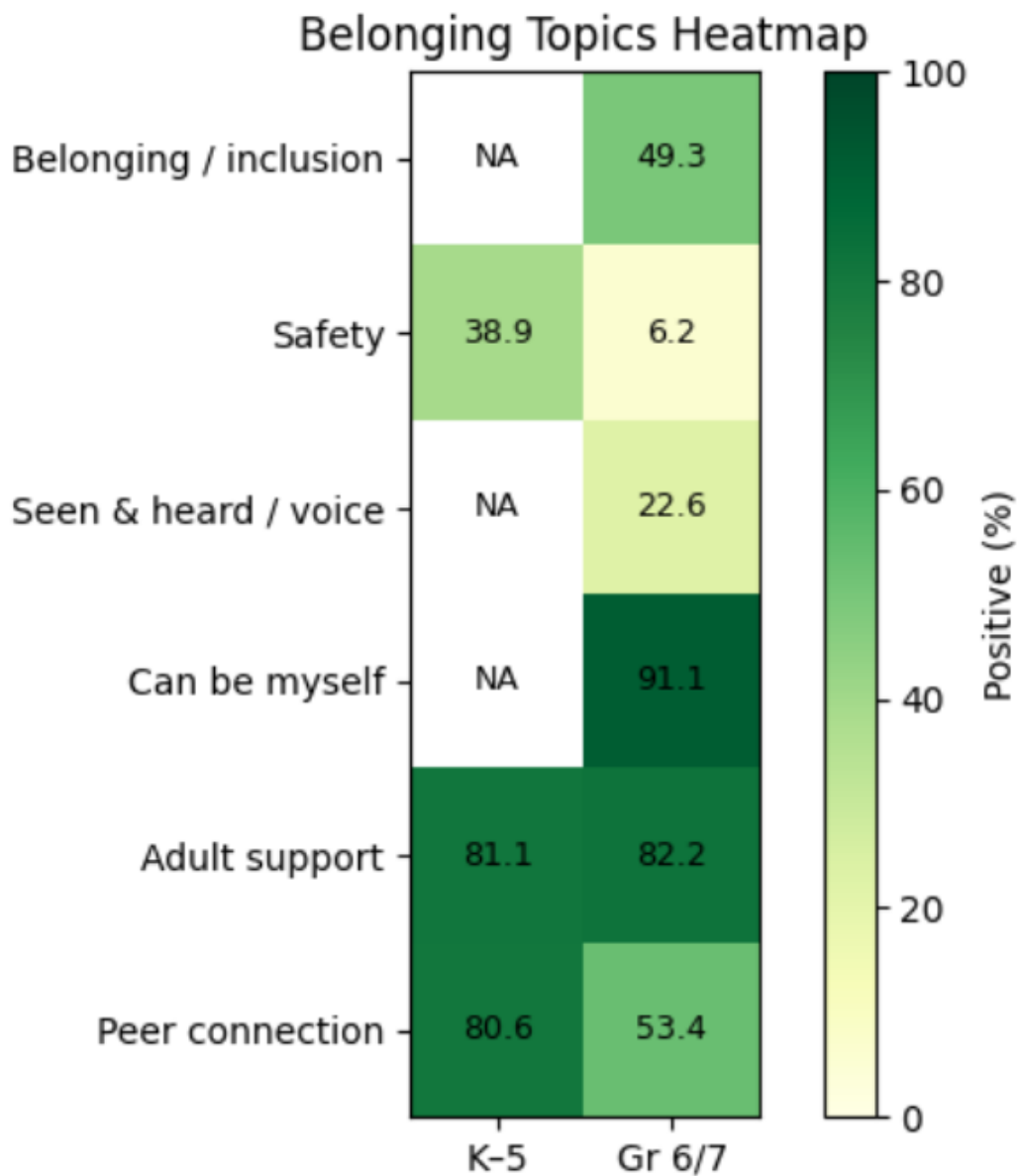
Adult support: K-5 81.1%, Gr 6/7 82.2%

Peer connection: K-5 80.6%, Gr 6/7 53.4%

Safety: K-5 38.9%, Gr 6/7 6.2% (*this one is less comparable due to question differences*)

Belonging / inclusion, Seen & heard, Can be myself: available for Gr 6/7 in this run, but **NA for K-5** because those exact direct-question columns weren't present





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Grade 6/7

