

Revised Sept 15, 2025



McGowan Park Elementary
Annual School Learning Plan 2024-2025

Sept 15, 2025



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](#).

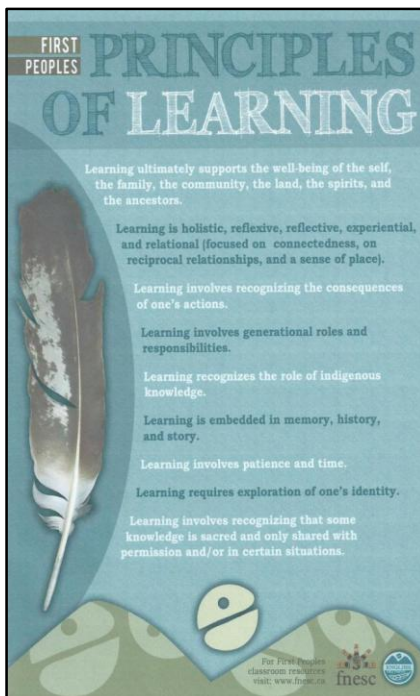


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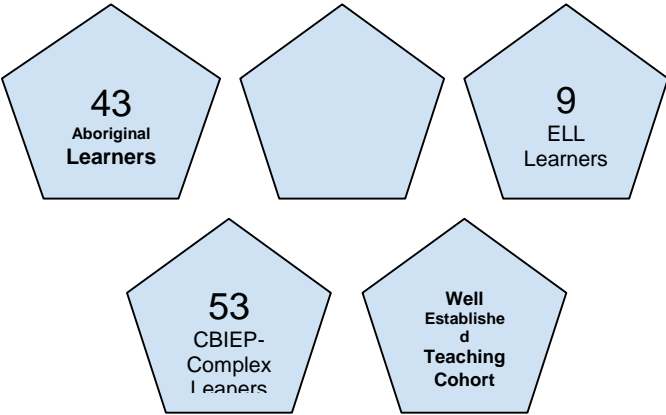
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CULTURAL SAFETY GOAL (District)	
McGowan will follow the district cultural and safety goal	
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Key strategies to ensure that every student graduates and transitions grade-to-grade are integrated into 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



McGowan Elementary School is situated in a middle-class neighborhood in Sahali. We currently have 422 students in K-7 and 19 divisions. Over 200 students are bused to us from the Pineview area. Over the years this school has become more diverse as we service a larger area. We have grown dramatically. We have a well-established teaching cohort, many of whom have been at the school for many years.

We have been exploring weaving the 7 grandfather teachings / value commitments into our teachings. We plan to align our vision with the district's. We aligned and explored the 4 pillars of the district's vision board to help guide us. We plan to involve our community in the development of our plan through staff meetings, professional development and PAC meetings, as well as some community consultation on our early closure day in the Fall.

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 [McGowanParkSLPData2025](#)

Regarding numeracy, the staff has decided that McGowan Park should be focusing on Numeracy specifically with a focus on number sense. McGowan Park Elementary students consistently demonstrate a higher level of performance on FSAs compared to the district achieving on average over the 4 to 5 year trend. There has been a decline in our FSA results trend line in both grades 4 and 7. Although this decline is slight, staff feel that McGowan Park should focus on improving numeracy.

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

- 2024-25 Grade 4 Numeracy - 74% (11% higher compared to the District)
- 2024-25 Grade 7 Numeracy -75% (17% higher compared to the District average)

2024-25 FSA DATA

Numeracy Foundation Skill Assessment Grade 4							
Positive Response Rate	2020/21	2021/22	2022/23	2023/24	2024/25	3 year avg	3 year +/-
McGowan All	83%	73%	73%	79%	69%	74%	-2%
McGowan Indigenous	83%	40%	13%	100%	75%	63%	31%
McGowan Non-Indigenous	83%	76%	84%	77%	68%	76%	-8%
McGowan Diverse	33%	0%	50%	80%	33%	54%	-8%
McGowan Non Diverse	86%	77%	73%	79%	73%	75%	0%
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%

Percentage of Students Proficient and Extending

Numeracy Foundation Skill Assessment Grade 7							
Positive Response Rate	2020/21	2021/22	2022/23	2023/24	2024/25	3 year avg	3 year +/-
McGowan All	89%	69%	76%	71%	79%	75%	1%
McGowan Indigenous	100%	57%	83%	60%	40%	61%	-22%
McGowan Non-Indigenous	88%	70%	75%	72%	82%	76%	4%
McGowan Diverse	63%	86%	0%	44%	30%	25%	15%
McGowan Non Diverse	93%	67%	84%	76%	88%	83%	2%
SD73 All	72%	57%	58%	54%	61%	58%	2%
SD73 Indigenous	57%	42%	46%	41%	41%	43%	-3%
SD73 Diverse	48%	31%	29%	34%	32%	32%	2%
Province ALL	65%	65%	57%	56%	59%	57%	1%
Province Indigenous	46%	40%	36%	36%	34%	35%	-1%
Province Diverse	29%	45%	40%	38%	39%	39%	-1%

Percentage of Students Proficient and Extending

AREAS TO GROW:

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

- Grade 7 (2024/2025) McGowan's Grade 7 Indigenous students performed 22% below the previous year in the Numeracy FSAs.
- Grade 4 Diverse students showed a 8% decrease in their scores over 3 years

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
- AEW- 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 (Spring)
- 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

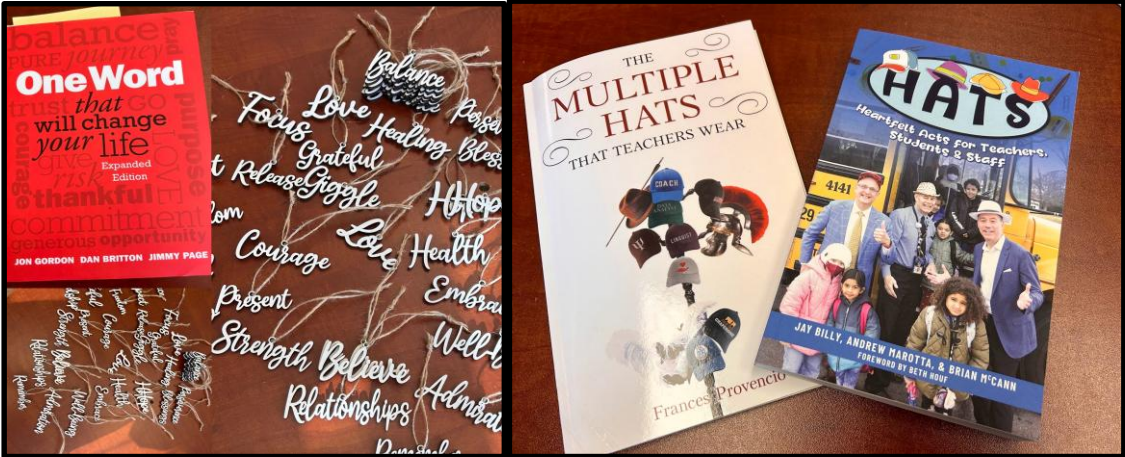
IDEAS TO EXPLORE 2025/2026:

- 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 2025/26						
	Sept 22	Oct 24	Dec 1	Feb 6	Apr 27	May 15
Focus Group	School/ Admin	Provincial	School	School Based Aboriginal Day	KTTA Day	School Based
Topic	Rosa Fazio- Remembering our Why/ Collaboration	Various Topics	Numeracy Focus	Online- Lead by Mike Bowden	District /Individual Choice	School Based SLP Review
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 2026
- FSA results 2025/2026
- Students will have a greater sense of self efficacy on SLP
- Report card data proficiency levels
- Formative Classroom Assessments
- Next Steps ongoing discussions with PAC and parents during open houses, newsletters and PAC meetings
- May 2026 - 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 #3 Students: September 2024 Parents: September 2024 Staff: September 2024/January 2025/March 2025 Ab Ed Partners: Liaise with IEW ongoing
Review Date #2: Students: group yet to be formed Parents: September 2023 Staff: September/January/March 2024	Review Date #4 Students: September 2025 Parents: September 2025 Open House

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

Staff: September/January 2026/March 2026
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 5 years McGowan Students indicated they feel welcome 73% of the time (7% above the district average).

2021-2022 Students' positive sense of belonging is 60% (2021-2022) on the student learning survey and DEWRS results were 67% (2020 - 2021), 61% (2021-2022) and 63% (2022-2023). This is lower than the Canadian norm of 77%.

2022-2023 Based on 2022-2023 DEWRS results, our male students felt a higher sense of belonging (66%) than our female students (64%). The 2022-2023 Canadian norm for girls is 75% and for boys is 79%

2023-2024 The 2023-2024 DEWRS report indicates that 72% of students indicated they have a positive sense of belonging. This is 2% above the national average. 70% of the girls and 77% of the boys in this school had a high sense of belonging.

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.

- 72% of students indicated they have a positive sense of belonging. This is 2% above the national average and an increase from last year.
- 70% of the girls and 77% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 72% and for boys is 70%.
- 69% of the girls and 70% of the boys felt safe attending the school. The Canadian norm for girls is 69% and for boys is 69%. This is a 2% increase from last year

AREAS TO GROW:

McGowan Park students had indicated that our student sense of belonging is improving but we still have room to improve.

- 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.

- Aboriginal groups need to expand to host more cultural events
- Boys' data indicates they have a higher sense of belonging than girls. We will start a principal's council to hear student voice on what improvements could be made to help this.
- Regular monthly assemblies to improve sense of community and pride in our community

TO CONTINUE TO MAKE IMPROVEMENTS WE WILL:

- Encourage student voice; SAC, 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.
- Spring Production, which has been a long-standing tradition was met with enthusiasm and students looked forward to this year's production
- 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 2025/2026:

- Big buddy playground helpers with vests
- Freebie Friday in Library
- Confidence Club Wednesdays
- Optional lunch time choices

PROFESSIONAL DEVELOPMENT OPPORTUNITIES (we will):

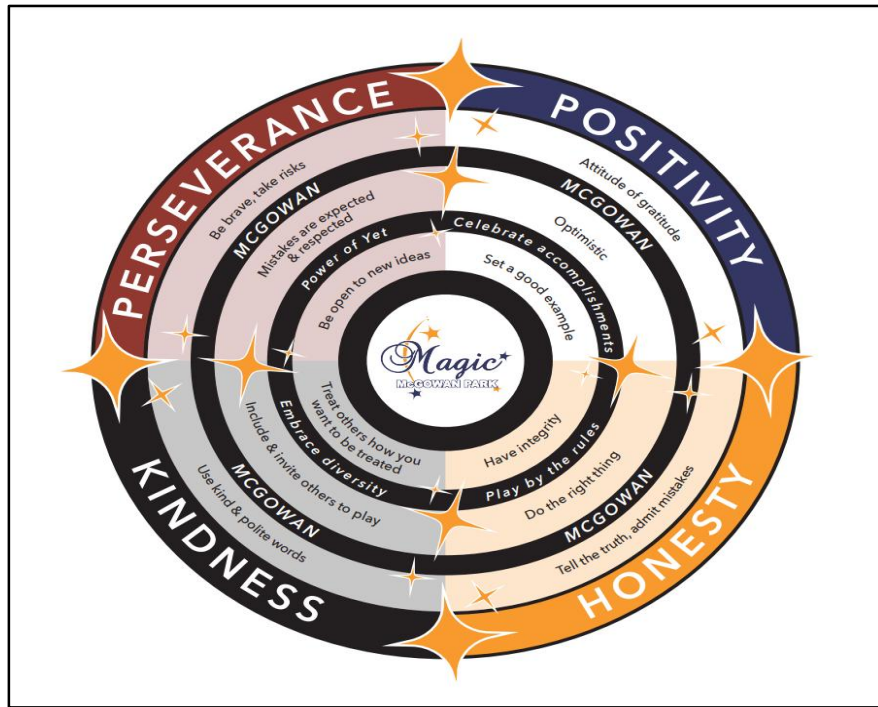
- Review at staff meetings and share new ways we can support this goal while meeting curricular learning
- Review data and set monthly goals to improve connection and belonging
- Provide more prod and learning opportunities to support our diverse population and ways to incorporate aboriginal learning 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 families

TO IMPROVE ABORIGINAL LEARNING (we will):

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



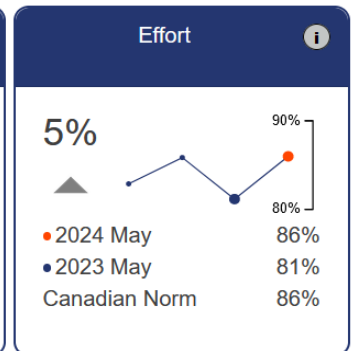
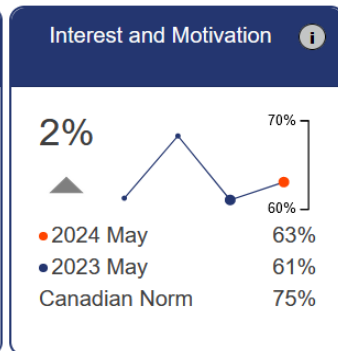
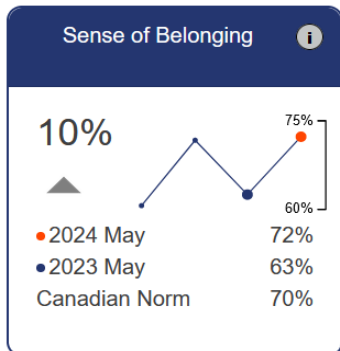
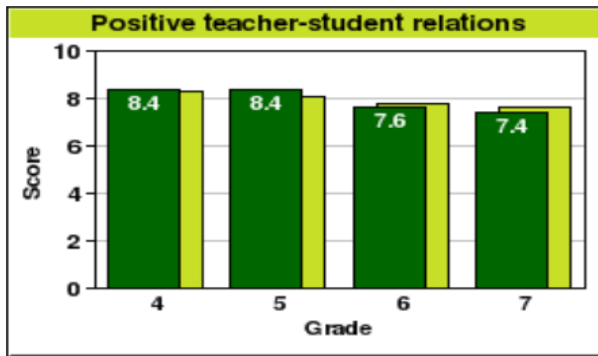
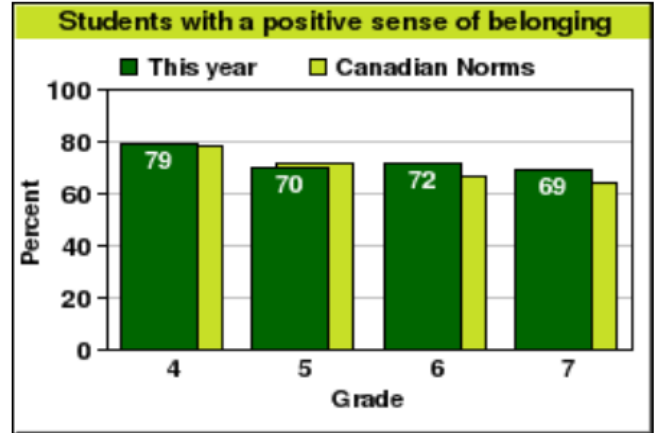
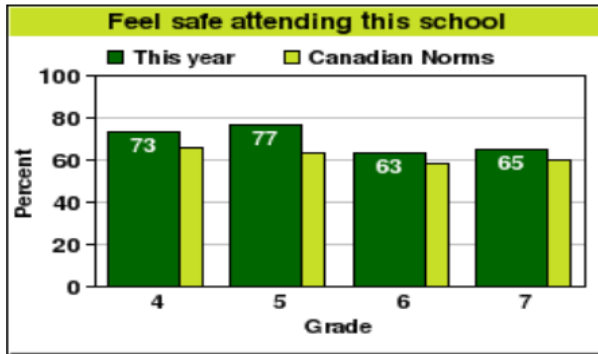
EVIDENCE AND NEXT STEPS:

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



DEWRS DATA 2023/24



Student Learning Survey School Belong							
Positive Response Rate	2019/20	2020/21	2021/22	2022/23	2023/24	3 year avg	3 year +/-
McGowan All	57%	56%	61%	74%	73%	69%	6%
McGowan Indigenous	45%	67%	40%	69%	56%	55%	8%
McGowan Non-Indigenous	58%	55%	63%	75%	75%	71%	6%
McGowan Diverse	38%	45%	56%	73%	50%	60%	-3%
McGowan Non Diverse	59%	58%	62%	74%	77%	71%	8%
SD73 All	53%	54%	53%	57%	56%	55%	2%
SD73 Indigenous	46%	49%	46%	53%	52%	50%	3%
SD73 Diverse	46%	47%	48%	50%	48%	49%	0%
Province ALL	65%	64%	56%	56%	57%	56%	0%
Province Indigenous	57%	56%	47%	47%	49%	48%	1%
Province Diverse	57%	58%	47%	49%	50%	49%	2%

Student Learning Survey Feel Welcome							
Positive Response Rate	2019/20	2020/21	2021/22	2022/23	2023/24	3 year avg	3 year +/-
McGowan All	68%	74%	77%	83%		78%	5%
McGowan Indigenous	75%	78%	60%	68%		69%	-5%
McGowan Non-Indigenous	67%	73%	79%	85%		79%	6%
McGowan Diverse	75%	82%	56%	90%		76%	4%
McGowan Non Diverse	67%	73%	79%	82%		78%	5%
SD73 All	67%	65%	66%	68%		66%	2%
SD73 Indigenous	62%	58%	61%	62%		60%	2%
SD73 Diverse	55%	63%	66%	59%		63%	-2%
Province ALL	68%	67%	65%	72%		68%	3%
Province Indigenous	60%	61%	64%	64%		63%	2%
Province Diverse	60%	62%	65%	65%		64%	2%

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-centred inquiry question:

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

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

Diverse and Indigenous learners focused at the upper intermediate grades

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

Student Voice- Students from the principal's council met and came up with questions for interviews. The principal then interviewed random students from both grade 4 & 7 to hear their thoughts, opinions and feedback.

Staff have collaborated at staff meetings to speculate on 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.