

Revised September 15, 2025



# *Pacific Way Elementary* Annual School Learning Plan 2025-2026



## 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 Nation7u
- Adams Lake Indian Band
- Skwlāx te Secwepemcúl'ecw Indian Band
- Neskonlith Indian Band

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



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<b>CULTURAL &amp; IDENTITY DEVELOPMENT</b>	
<b>CULTURAL SAFETY GOAL (District)</b>	
A district report will be available in the district learning plan. You may choose to include it in your school learning plan and share how you will be involved in learning about cultural safety.	
<b>CAREER DEVELOPMENT (Integrated)</b>	
Key strategies to ensure that every student graduates and transitions grade-to-grade are integrated into the learning and wellbeing goals.	
<b>SYSTEMS DEVELOPMENT (Integrated)</b>	
Key strategies for resource allocation are integrated in the learning and wellbeing goals.	

# CONTEXT

Pacific Way Elementary is a caring and diverse school community. Built in 2001, Pacific Way has become a hub within the growing area of upper Aberdeen, regularly hosting community soccer, playgroups, and sledding. Pacific Way Elementary is a Kindergarten to Grade 7 school with 405 students. Our school population includes 35 Aboriginal students, 33 students with diverse needs, 12 English Language Learners, and students from diverse cultural backgrounds.

Our school community is supported by 23 teachers, 4 Certified Education Assistants, 1 Indigenous Educational Worker, a Principal, a Vice Principal, a secretary and 3 custodians. The staff at our school work together as a team to provide a learning environment that is safe, supportive and growth oriented. In addition, we access the expertise of district staff to provide wrap-around support for our students, including a School and Family Consultant, Inclusive Support Teacher, Speech-Language Pathologist, and School Psychologist.

Our school learning plan has been developed by our teachers and administrators. We have looked at data and have come up with goals and objectives as a group that align with our equity-centered inquiry question. Teachers and administrators work collaboratively to address the goals and objectives by engaging in discussions around strategies and ways to support student learning that is student-centered and growth oriented. Discussions are held regularly throughout the school year to ensure that we are reflecting and critically examining the strategies and alignment with our goals and objectives.

We have a dedicated and committed Parent Advisory Council (PAC) who are committed to supporting the school learning community. We engage our PAC in consultative and collaborative conversations and our School Learning Plan is presented annually so they can provide feedback to our plan as it develops.

We are part of the South Shore family of schools that comprises 20 elementary and secondary schools. As a family of schools, we form a dynamic partnership which aims to support educated and resilient citizens who contribute to diverse, inclusive, caring communities.

## **School Vision**

In a safe, connected and compassionate community, all learners have the opportunity to grow, be valued and belong.

Pacific Way's vision connects to the District Strategic Plan through its focus and commitment to supporting learning opportunities and environments which promote connection, equity, well-being, and sustainability.

# 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 RESULTS ANALYSIS:** After analyzing the data collected around literacy and numeracy (PRA, NFRA, DNA and NSA), teachers and administrators determined that while the data indicates an overall success, more focus was needed to address the students who are on the margins with the gaps widening as they progress through the years. Please see the [data appendix](#) for up-to-date results from FSA and PRA. In addition, classroom teachers conducted empathy interviews to gather student voices to better understand how our goals and objectives align with our equity-centered inquiry question. The data indicated that younger students were familiar with problem solving strategies and older students reported a growing independence and metacognitive skills. Please see the [Student Empathy Interview Data Review](#) for a summary of student voices broken down by grade groupings.

**SCHOOL GOAL:** Students will improve reading and numeracy proficiency.

## **OBJECTIVES:**

- 1) Reading: Students will demonstrate growth in their overall reading decoding and comprehension.
- 2) Numeracy: Students will demonstrate improved computational fluency by choosing and applying number sense strategies.

## **SCHOOL STRATEGIES:**

### Reading Objective Strategies:

- Incorporate Universal Design for Learning strategies in the classroom
- Support the continuation of primary classes using high-intensity reading intervention (UFLI)
- Continue using phonemic awareness programs
- Plan reading instruction in intermediate classes at the same time to allow for LART push-in support or platooning for students across classes
- Engage struggling readers with Come Read With Me volunteers
- Expand repertoire of reading material by rotating supply of library books in classroom that reflect student interests and offering online reading resources, such as Epic
- Using *Reading Power* Series by Adrienne Gear and encouraging re-alouds in intermediate

### Numeracy Objective Strategies:

- Incorporate Universal Design for Learning strategies in the classroom
- Teach and practice several choices of number sense strategies, such as vertical learning and using manipulatives
- Encourage flexible and fluent number sense strategies by modeling a variety of ways to get an answer (ex: box method for long division)
- Plan numeracy instruction in intermediate classes at the same time to allow for LART push-in support or platooning for students across classes

### Professional Development Strategies:

- Using District Coordinators to assist and model teaching strategies in the classroom setting
- Having collaboration time to share strategies at staff meetings
- Pro-d on concepts from the NSA and DNA and how you can implement those tasks into daily math instruction/practice
- School-focused professional development opportunities on Pro-D days

### **AREAS TO CELEBRATE:**

- Primary students showed strong results in literacy (PRA data); well above District averages
- Grade 7 students demonstrated strong outcomes in literacy with results above District and Provincial averages (FSA data)
- Grade 4 students performed well in numeracy with results well above District and Provincial averages (FSA data)
- 85% of parents surveyed reported that their children have a positive to very positive attitude towards literacy
- 77% of parents surveyed reported that their children have positive to very positive attitudes towards numeracy

- Our Grade 6-7 students surveyed through empathy interviews indicated that they feel equipped with strategies to address academic challenges
- Staff dedicated time to engage in the Street Data process, identifying a question we wanted to know more about
- Staff fully engaged in our Inquiry Question through conversations, critical thinking, and collaborative planning
- We gathered student voice through the process of conducting Empathy Interviews. We shared our work with families during PAC meetings and newsletter, and obtained parent voice through survey completion. This guided staff conversations and planning when refining our SLP goals and objectives.

### **AREAS TO GROW:**

- Strengthen literacy outcomes among intermediate students
- Narrow the achievement gaps in literacy and numeracy between students from diverse backgrounds and non-diverse backgrounds
- While learning about the Seven Grandfather Teachings this year, we recognized the importance of weaving the teachings into our school values, which will enhance our Indigenous world views
- Students of all ages identified that they would like to have more choice and engagement in their learning
- Our Grade 6-7 students indicated in empathy interviews that the areas of struggle are in math and reading comprehension; they indicated that they would like more individualized support
- 96% of parents surveyed indicated that their children learn best through hands on learning; 74% indicated that their children learn best through play based learning

### **NEXT STEPS:**

#### Next Steps in Reading:

- Explore age leveled literacy groups - reading different novels/stories
- Plan reading instruction in intermediate classes in collaboration with Learning Assistant Resource Teacher for push-in support or platooning for students across classes
- Explore implementation of resources, such as *Bridging the Gap*, *Shifting the Balance*, and *Bug Club Morphology* for intermediate students
- Collaborate with Librarian to see how we can partner together to do literacy activities during her Wednesday collaborating days
- Expand repertoire of Indigenous reading material in classroom to support Seven Grandfather Teachings

#### Next Steps in Numeracy:

- Continue to work with Coordinators to come to staff meetings and Professional Development days.
- Engage in conversations around students at the margins and strategies to support
- Plan numeracy instruction in intermediate classes in collaboration with Learning Assistant Resource Teacher for push-in support or platooning for students across classes

### **ALLOCATING FINANCIAL RESOURCES:**

- Using the Library budget to increase student resources that align with our reading objectives
- Using the Pro-D budget to improve teacher resources (particularly intermediate teachers) to enhance learning of new morphology, phonological, and phonemic pedagogy
- Using our Learning Resource budget to purchase additional resources needed for all classes to be able to teach using a variety of number sense strategies (ie: whiteboards, manipulatives, etc.)
- Using the Replacement Equipment and Computer Budgets to replace aged or broken Chromebooks, which are used to enhance Reading and Numeracy education

### **EVIDENCE OF ENGAGEMENT:**

#### Staff Consultation, Collaboration, and Professional Development:

- September 16 Staff Meeting: Review of SLP and any changes that needed to be made
- September 23 Pro-D Day: Equity and the Learning Environment
- October 21 Staff Meeting: Reviewing and understanding the Learning goals and the staff committees
- November 18: Revisiting our Equity Question and connecting it to our SLP goals
- December 9 Staff Meeting: Digging into Equity and Street Data - introducing the Empathy Interview
- January 13 Staff Meeting: Revisiting the Class Profiles / Selecting the Empathy Interview Questions and selecting students
- February 10 Staff Meeting: Looking at Empathy Interview Responses
- April 7 Staff Meeting: Looking at Equity Data / How do we engage our parents?
- April 14 Staff Meeting: Critically looking at parent engagement questions
- May 26 Staff Meeting: Looking at Street Data collected - Empathy Interviews and Parent Engagement data - as well as prior SLP goals to reevaluate goals and objectives

- June 2 Staff Meeting - Reevaluate SLP goals and objectives and discuss strategies to achieve them

#### Parent Engagement:

- October 7: Come Read With Me
- October 18-24: Flexible Sharing of Student Learning
- November Newsletter: SLP Goals
- January 14 PAC Meeting: Discussing our Equity Goal and how best to engage parents
- February 11 PAC Meeting: Discussing the process of the Empathy Interview
- April: Student Learning Surveys for grade 4 and 7 parents
- April 16 PAC Meeting: Sharing Results of the Empathy Interview and asking PAC executives to look at the draft Parent Engagement Survey
- May Newsletter: Sharing Results of the Empathy Interview / Parent Engagement Survey linked for parents to participate
- May 13 PAC Meeting: Sharing Results of the Parent Engagement Survey
- June Newsletter: Parent Engagement Survey Results shared

## **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:** In an effort to gather student voices on the alignment of our goals and objectives with our equity-centered inquiry question, classroom teachers conducted empathy interviews to a portion of our student population. The data indicated that across all grades, students consistently reported feeling safe, supported, and connected—both with peers and adults. Please see the [Student Empathy Interview Data Review](#) for a more in-depth report. Similarly, the Student Learning Survey (SLS) supports the anecdotal data, indicating a high percentage of students feeling safe, welcomed and that they belong. Please see the [data appendix](#) for a more in-depth report. Overall, the data indicates a strong school culture and effective relationship-building practices. While we saw strong improvements in many areas, the SLS data highlighted the need to consider ways to engage our Indigenous learners in Grade 4.

**SCHOOL GOAL:** Students will develop and foster a sense of self-worth, belonging, and personal initiative.

**OBJECTIVES:**

- Students will recognize and celebrate their own achievements and those of others
- Students will be able to identify at least one friend and two adults in the school that they feel connected to
- Students will develop and apply strategies to take responsibility for their learning by seeking help, asking questions, and actively engaging in tasks

**SCHOOL STRATEGIES:**

- Conduct empathy interviews to determine if students have connections to at least 1 friend and 2 adults in the school
- Facilitate staff collaboration to share effective strategies for building strong classroom communities, such as the use of classroom circles
- Start the 2025-2026 school year with last year's classes and buddy classes to review the PACK matrix and school wide expectations
- Engage students in a school wide project with a focus on Respect

- Year-long buddy class activities will highlight each of the Seven Grandfather Teachings
- Morning announcements will highlight different areas of PACK Matrix to reinforce expected behaviours that complement and highlight attributes of the month's Seven Grandfather Teaching
- Organize recess and lunch time activities (i.e floor hockey in the gym)
- Create extra leadership opportunities (i.e. office monitors, lunch monitors, student-led clubs)
- Introduce "Know It, Name It, Stop It" presentations for students
- Continue with school wide Guess the Country Contest to celebrate diversity of cultures in our building

#### **AREAS TO CELEBRATE:**

- 92% of parents surveyed indicated that their children has a connection with at least two adults in the school
- 88% of parents surveyed agreed or strongly agreed that our school environment is equitable and accessible for their children
- Students across all K-5 indicated in the empathy interviews that they feel safe and cared for
- Students in K-5 indicated that they are happy at school and have lots of connections with peers and adults

#### **AREAS TO GROW:**

- While learning about the Seven Grandfather Teachings this year, we recognized the importance of weaving the teachings into our school values, which will enhance our Indigenous world views
- Build relationships with our Indigenous learners and families that prompt connection to the school
- Continue with education around naming behaviour and identifying the contributing factors

#### **NEXT STEPS:**

- Seek out Pro-D opportunities around Trauma informed practices
- Facilitate staff collaboration to share effective strategies for building strong classroom communities, such as the use of classroom circles
- Rebrand "Know It, Name It, Stop It" presentations for students in September
- Conduct empathy interview to gather street data about sense of belonging, specifically around connections with peers and adults
- Engage staff in conversations around strategies and ways to support learners at the margins
- Continue with school-wide events that promote a sense of community

- Transition from Den Groups to Buddy classes to engage in activities that will highlight each of the Seven Grandfather Teachings
- Refine our morning announcements to highlight different areas of PACK Matrix that reinforce expected behaviours that also complement and highlight attributes of the month's Seven Grandfather Teaching

## **EVIDENCE OF ENGAGEMENT:**

### Staff Consultation, Collaboration, and Professional Development:

- September 16 Staff Meeting: Review of SLP and any changes that needed to be made
- September 23 Pro-D Day: Equity and the Learning Environment
- October 21 Staff Meeting: Reviewing and understanding the SEL goal and the staff committees
- November 18 Staff Meeting: Revisiting our Equity Question and connecting it to our SLP goals
- December 9 Staff Meeting: Digging into Equity and Street Data - introducing the Empathy Interview
- January 13 Staff Meeting: Revisiting the Class Profiles / Selecting the Empathy Interview Questions and selecting students
- February 10 Staff Meeting: Looking at Empathy Interview Responses
- April 7 Staff Meeting: Looking at Equity Data / How do we engage our parents?
- April 14 Staff Meeting: Critically looking at parent engagement questions
- May 17 Pro-D Day: Review the Seven Grandfathers Teachings and plan how to incorporate their values into next year
- May 26 Staff Meeting: Looking at Street Data collected - Empathy Interviews and Parent Engagement data - as well as prior SLP goals to reevaluate goals and objectives
- June 2 Staff Meeting - Reevaluate SLP goals and objectives and discuss strategies to achieve them
- June 16 Staff Meeting - Planning the first week of September 2025
- SEL Committee Meetings: November 14, December 4, January 15, February 5, April 9, May 7, June 4

### Student Engagement:

- January, 2025: Empathy Interviews - each teacher selected 4 diverse students to ask 3-4 teacher-determined questions
- April, 2025: Student Learning Surveys for grade 4 and 7

### Parent Engagement:

- September Newsletter: Highlighting our schoolwide expected behaviours

- October Newsletters: Differentiating between Peer Conflict, Mean and Bullying Behaviours and how to advocate
- October 18-24: Flexible Sharing of Student Progress
- October 17 PAC Meeting: Introducing the renaming of the 4 Pods in an effort to build school community
- November Newsletter: SLP Goals
- December 11 and 12: Winter Concerts
- January 14 PAC Meeting: Discussing our Equity Goal and how best to engage parents
- February 11 PAC Meeting: Discussing the process of the Empathy Interview
- April 16 PAC Meeting: Sharing Results of the Empathy Interview and asking PAC executive to look at the draft Parent Engagement Survey
- April 17: Student Learning Surveys for grade 4 and 7 parents
- May Newsletter: Sharing Results of the Empathy Interview / Parent Engagement Survey linked for parents to participate
- May 13 PAC Meeting: Sharing Results of the Parent Engagement Survey
- May 13: Presentation of *Alice in Wonderland* by student-led and initiated Drama Club
- May 29: Year End Family BBQ
- May 30: Welcome to Kindergarten sessions
- June Newsletter: Parent Engagement Survey Results shared
- June 18: Grade 7 Moving On Ceremony
- June 25: Kindergarten “Graduation”

## **Equity-Centred Inquiry Question**

Street Data Strategy

**Inquiry Question:** How do we ensure that our collective and individual learning environments are equitable and accessible for all learners?

**Staff-prioritized Learners:**

*Staff focused on a diverse group of 4 students from each class ranging from Kindergarten to Grade 7.*

**Actions taken by staff:**

*After collaborative conversations around which empathy questions would best suit our school context, staff conducted empathy interviews in January to gather student voices using the pre-selected questions for their grade range.*

*Variations of questions include:*

- What makes you feel comfortable, safe, and like you fit in at school?
- If you're having trouble with something, what are some different things you try?
- Who are the adults at school you trust and feel safe talking to about your problems?
- If you could change one thing at school to make it better, what would it be? Why?

**Creating Positive Change Through Student and Parent Feedback:**

*The anecdotal data collected from students and parents has allowed us to reflect on our current practices. The analysis has provided us with actionable next steps on how we can adjust our teaching strategies to meet the needs of all of our students. Teachers will engage in further collaborative conversations to strengthen teaching practices that best align with our equity question, school goals and objectives.*