

Revised July 22, 2026



Pacific Way Elementary Annual School Learning Plan 2026-2027



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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CULTURAL & IDENTITY DEVELOPMENT	
CULTURAL SAFETY GOAL (District)	
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.	
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.	

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 406 students. Our school population includes 41 Indigenous students, 34 students with diverse needs, 14 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, focus would shift to aligning numeracy and literacy practice across the grades so that students would benefit from consistency as they progress through the years. In addition, while it is important for whole cohorts of students to show growth academically, individual student improvement continues to be an area of focus. Please see the [data appendix](#) for up-to-date results from the Foundation Skills Assessment (FSA), Primary Reading Assessment (PRA), and Student Learning Survey (SLS).

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
- Continue using phonemic awareness programs
- Support the continuation of primary classes using high-intensity reading intervention (ie: UFLI)
- Explore implementing morphology in intermediate grades with District Coordinator support
- Plan reading instruction to allow for LART push-in support 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

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 (ie: Carole Fullerton)
- 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 to allow for LART push-in support for students across classes
- Work on Math fluency with all students as a school goal
- Continue to focus on building real life applications of our Math skills

Professional Development Strategies:

- Use District Coordinators to assist and model teaching strategies in the classroom setting
 - learning concepts from the NSA and DNA and how to implement those tasks into daily math instruction/practice
- Continue *Learning Together* with a focus on our literacy and numeracy goals during staff meetings
- School-time collaboration for teachers to work on literacy and numeracy goals
- Follow up with collaboration time to share strategies at staff meetings

AREAS TO CELEBRATE:

- Primary students showed strong results in literacy (PRA data), above District averages in grades 1, 2, and 3

- Grade 7 students demonstrated strong outcomes in literacy with results above District and Provincial averages (FSA data)
- Grade 4 and 7 students performed well in numeracy with results well above District and Provincial averages (FSA data)
- Through collaborative discussions with grade groups and multi-grade groups, we narrowed the focus of our objectives and strategies around numeracy - multiple approaches/strategies, scope and sequence and common language
- Through advocacy, we were able to reclaim additional LART time to specifically support our upper intermediate students in numeracy (numeracy groups)
- Together we reviewed, reorganized, and replenished our numeracy learning resources

AREAS TO GROW:

- Strengthen literacy outcomes among intermediate students, specifically as it extends to the FSA data for both grades 4 and 7 (Grade 4 is just below the district and provincial average in literacy)
- Narrow the achievement gaps in literacy and numeracy between students from diverse backgrounds and non-diverse backgrounds

NEXT STEPS:

Next Steps in Reading:

- Explore age leveled literacy groups - reading different novels/stories
- Work with District Literacy Coordinators to bring in and introduce programs and materials into the school for intermediate classes, with a focus on morphology.
- Collaborate with our Teacher Librarian to see how we can partner together to do literacy activities during her Wednesday collaborating days
- Expand repertoire of Indigenous reading and learning material in classroom to support Seven Grandfather Teachings
- Explore Indigenous Pro-D opportunities to embed Indigenous learning in classrooms

Next Steps in Numeracy:

- Continue to work with Coordinators to come to staff meetings and Professional Development days
- Reorganize shared learning resources in the book room for easier access and purchase new or more manipulatives to ensure we have a fully stocked room

ALLOCATING FINANCIAL RESOURCES:

- Use the Library budget to increase student resources that align with our reading objectives
- Use the 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.)
- Use the Learning Resource budget to replenish leveled/phonics based books as needed
- Use 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 15 Staff Meeting: Review of SLP
- September 22 Pro-D Day: Thinking Outside the Box
- October 6 Staff Meeting: Reviewing District and Provincial Assessment
- January 12 Staff Meeting: Learning Together - Digging into Numeracy / tying the OECD teaching practices with our numeracy goal (amplify the work we are doing rather than one more thing)
- February 23 Staff Meeting: Learning Together - Digging into Numeracy with Coast Metro and the learning progressions
- April 13 Staff Meeting: Learning Together - Exploring Numeracy resources: online resources, existing resources in the school
- April 20 Staff Meeting: A deep dive into our numeracy and literacy resources - what do we use, what do we need, what can we get rid of to support our SLP goals?
- May 25 Staff Meeting: Learning Together - The Forest Through the Trees: a critical look at our Numeracy goals, data, and scope and sequence
- June 1 Staff Meeting: Learning Together - making sense of last staff meeting's discussion
- June 15 Staff Meeting: Reviewing SLP goals and objectives and discuss strategies to achieve them

Parent Engagement:

- September 25 PAC Meeting / October Newsletter: review our SLP Goals
- October 10: Come Read With Me
- October 20-31: Flexible Sharing of Student Learning
- November Newsletter: SLP Goals and document

- January Newsletter: Introducing the Pacific Way Chromebook lending library
- April: Student Learning Surveys for grade 4 and 7 parents
- April 29 - May 6: Flexible Sharing of Student Learning

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: Moving forward from the Empathy Interviews from last year, we are pleased to note that the Student Learning Survey (SLS) supports the work that we have been doing at the school and class level to embed safety and belonging in our school culture. It indicates a high percentage of students feeling safe, welcomed and that they belong - well above the district and provincial average. Please see the [data appendix](#) for a more in-depth report. Overall, the data indicates a strong school culture and effective relationship-building practices.

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:

- Continue *Classroom Sharing* where teachers share effective teaching strategies, routines, or activities
- Start the 2026-2027 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 "I Can"
- 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)
- Review "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:

- 94% of grade 4 and 90% of grade 7 students report feeling welcome at school
- 85% of grade 4 and 83% of grade 7 students report having a sense of belonging
- 91% of grade 4 and 85% of grade 7 students report feeling safe at school
- 83% of grade 4 and grade 7 students report feeling that adults care at school
- Many students have had an opportunity to showcase their accomplishments and talents: concerts, talent show, and district opportunities (Young Authors, Young Artists, Gauss Math, Battle of the Books, team and individual sporting events)

AREAS TO GROW:

- While our Student Learning Survey results are above the district average, there is room to grow in students' sense of belonging and their feeling that adults care

NEXT STEPS:

- As a staff, we need to explore how we can refine this goal and objectives
- Use Street Data to determine which students have at least one friend and two trusting adults they can connect with
- Extend the learning of the Seven Grandfather Teachings next year to make purposeful connections to the PACK matrix to reinforce our school culture
- Align our Gotchas to reflect the Seven Grandfather Teachings

- Continue with school-wide events that promote a sense of community, starting with a Mug 'n' Muffin in September

ALLOCATING FINANCIAL RESOURCES:

- Use the Library budget to increase student resources that align with the Seven Grandfather Teachings and school-wide expectations
- Use the Professional Development budget to bring in presenters for staff development
- Use the School Improvement and Contingency budgets to bring in presenters to enhance student experience and social emotional learning

EVIDENCE OF ENGAGEMENT:

Staff Consultation, Collaboration, and Professional Development:

- September 15 Staff Meeting: Review of SLP
- September 22 Pro-D Day: Thinking Outside the Box
- October 20 Staff Meeting: Reviewing the year plan for the 7 Grandfather Teachings - whole school and buddy class learning
- November 3 Staff Meeting: 7 Grandfather Teachings collaboration and planning
- December 8 Staff Meeting: SEL Committee report - plan for January assembly to review school-wide expected behaviours
- January 12 Staff Meeting: Introduce Culture Club (lunch times with Anthony Michel) and Learn Secwepemctsin
- March 9 Staff Meeting: New Announcement Writeups connecting the 7 Grandfather Teachings with the PACK focus of the week
- May 15 Pro-D Day: Review school-wide expected behaviours and plan to review with students, theme for next year and school project, Seven Grandfather Teachings and plan how to incorporate their values into next year
- June 15 Staff Meeting: Knowing Each Learner - slidedecks from Superintendent Mike St. John
- June 15 Staff Meeting: Reviewing SLP goals and objectives and discuss strategies to achieve them
- June 26 Last Day Planning: Review First Week of September - expected behaviours, next year's theme and whole school project
- SEL Committee Meetings: October 16, January 21, May 4

Parent Engagement:

- September Newsletter: Highlighting our schoolwide expected behaviours
- September 25 PAC Meeting / October Newsletter: review our SLP Goals
- October 20-31: Flexible Sharing of Student Learning
- November Newsletter: November Newsletter: SLP Goals and document

- November 18 PAC Meeting / December Newsletter: Introducing the Seven Grandfather Teaching Lessons
- December 4 and 9: Winter Concerts
- January Newsletter and January 20 PAC Meeting: Reviewing PACK values
- May Newsletter: Sharing Results of the Empathy Interview / Parent Engagement Survey linked for parents to participate
- May 27: Jess Dance Performance - showcasing student dancing
- May 29: Welcome to Kindergarten sessions
- June 4: Spring Carnival
- June Newsletter: Parent Engagement Survey Results shared
- June 16: Talent Show
- June 18: Grade 7 Farewell Ceremony
- June 24: 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.