



# Raft River, Vavenby and Blue River Elementary Schools Annual School Learning Plan 2025-2026

September 2025



**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 Secwépemc Nation, specifically the territory of the  
Tk'emlups te Secwépemc 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 schools partner with Simpcw First Nations through the Aboriginal  
Education Enhancement Agreement [SD 73 Indigenous Enhancement Agreement](#)



## *Our Mission*

**Supporting learning opportunities and environments which inspire students to thrive.**

## *Our Vision*

**Fostering educated and resilient citizens empowered to contribute to a diverse, inclusive, caring, and sustainable society.**

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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

### **North Thompson Elementary Schools:**

All three North Thompson elementary schools are situated on the traditional territory of the Simpcw First Nation, a part of the Secwépemc Nation. The locations stretch from Blue River, the northernmost school in SD#73, and down the Yellowhead Highway to Vavenby and then Clearwater.

Each school has its own personality and highlights, and each is supported by a small, but dedicated, PAC group. They are all located in communities that work closely with staff and students to support and augment our programming. After completing Grade 7 in their elementary schools, students move into their cohorts at Clearwater Secondary School.

- **Blue River Elementary** is a K-7 one-room school with 1 teacher and a total population of 4 students. Of the currently enrolled students:

- 3 identify as having Indigenous ancestry
- 1 has a Ministry designation

- **Vavenby Elementary** is a K-7 school with a population of 29 students, 2 teachers and 1 CEA. Our Indigenous Education Worker and LART Teacher is shared between all 3 schools. Of the currently enrolled students:

- 5 identify as having Indigenous ancestry
- 2 have a Ministry designation
- 4 are English Language Learners

- **Raft River Elementary** has a population of 280 students, 17 teachers, 6 CEAs, 1 IEW, and also houses a StrongStart program and a JustB4 Early Learning Program. Of the currently enrolled students:

- 84 students identify as having Indigenous ancestry
- 1 student is a English Language Learners
- 25 students have a Ministry designation

# 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:**

Our schools will focus on numeracy. We had seen a drop in numeracy scores previously in the FSA data set from grade 4 to 7. FSA is one set of data we use to measure results. This year is the first full year of implementing both our school-based data and the Primary Number Sense Assessment.

### [Raft River Elementary Data Index for 2024-2025](#)

*(Refer to data appendix for our Foundation Skills Assessment Data for Raft River) Note that due to the numbers at Vavenby and Blue River, the data reflects Raft River students only)*

## **SCHOOL GOAL:**

Strengthen students' foundational number sense and math fluency at every grade level, every year. Progress will be continually monitored through assessment practices to ensure student growth over time.

## **Areas to Celebrate**

- FSA Numeracy – Grade 7: Raft River is performing above the district average in Grade 7 FSA Numeracy, with the exception of diverse learners.
- Grade 7 performance on FSAs continues to improve, surpassing district averages.
- Grade 7 shows consistent improvement in numeracy results.
- Grade 4 numeracy shows fluctuating results, but signs of recovery in 2024/25.

### **Areas of Growth**

- Grade 4 results fluctuate from year to year, showing inconsistency.
- Numeracy results on the grade 4 FSA show that Raft is trending lower to that of the District and Province.
- Indigenous learnings at the grade 7 level are showing no growth or loss over the past 3 years.

### **OBJECTIVES:**

*All students will be meeting or exceeding numeracy expectations, including our diverse and Aboriginal students.*

### **SCHOOL STRATEGIES:**

To improve in numeracy, we will:

- Strengthen instruction of number sense at both primary and intermediate levels.
- Build a collaborative, school-wide approach to teaching mathematics across grade levels.
- Implement consistent strategies for teaching and assessing foundational number sense concepts.
- Share learning at staff meetings (e.g., instructional practices, new interventions, or strategies tried) to increase number sense and fluency.
- Use school-based assessments to inform teaching:
- Intermediate: Student Numeracy Assessment & Practice (SNAP – SD33), housed in EdPlan Insight; additionally, explore DIBELS as a math screener this year.
- Primary: Fully implement the District Number Sense Assessment.
- Target short-term, skill-specific interventions for struggling students at both levels through Learning Assistance Resource Teacher (LART) support, based on assessment and demonstrated mastery.

To improve primary instruction and develop an intermediate framework (as above) we will, with the support of the District Numeracy Team:

- € Participate regularly in primary and intermediate numeracy sessions facilitated by the District Numeracy Team, and invite them to share targeted strategies (interventions, number sense, and fluency practices for diverse learners) at staff meetings.
- € Highlight and share staff learning at staff meetings.
- € Collaboratively set numeracy goals as a staff, for our struggling students.

- € Implement small group “guided numeracy” cohorts:
- € **Primary:** teacher planning on grade-based cohorts and developing guided math groups throughout the week
- € **Intermediate:** Weekly, with aligned math block scheduling.
- € Engage parents in developing a better understanding of number sense and fluency. This includes a parent engagement session, information bulletins sent home and conversations at informal points of progress meetings.

To improve in learning, we will:

- Use district-recommended numeracy resources, including *Number Sense and Taking Shape kits*, *Figuring Out Fluency in Mathematics Teaching and Learning – Moving Beyond Basic Facts and Memorization*, and related classroom companion materials.
- Collectively review student data and set a focused numeracy goal.
- Continue working with the District Numeracy Team for professional development and monthly staff learning sessions hosted by classroom teachers.
- Dedicate time for targeted math interventions, supported by LART and small-group instruction.
- Support teachers in developing Tier 2 intervention structures within the classroom.
- Ensure all classrooms are equipped with math kits containing manipulatives and other learning tools.
- Provide ongoing support for teachers in shifting instructional practice.
- Include reflection on data, student voice and collaboration as part of ongoing practice

#### **EVIDENCE AND NEXT STEPS:**

1. Review/update this plan with the staff at the start of the school year (September 22<sup>nd</sup> Administrator’s Professional Development date)
2. Allot time at staff meetings for learning and improvement of practice and for discussion on how staff are moving students forward based on data
3. Share learning plans with PAC at all three schools during the first meeting and end of the year.
4. Develop a numeracy committee for primary and one for intermediate that meets once per month.
5. Continue to build on necessary resources within the school.

6. Administrators will facilitate accurate data collection for Blue River and Vavenby. Due to their size data is not collected at the Provincial Level. (Number Sense Assessment and SNAP data). Use Ed Plan Insight to drive instruction.
7. To utilize school-based assessment to accurately inform instructional practice. This will occur three times a year.
8. Continue to implement Shane Safir's work in learning in data collection.
9. Host parent engagement session to show instruction.

# 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:

**There is room for improvement in all areas of student well-being around student sense of belonging, feeling safe and adult connection. Data has been taken from the Student Satisfaction Survey primarily. There is no clear trend, as the numbers have oscillated in different years in students reporting their feeling welcome, a sense of belonging, and safe.**

**Data from our school-based Empathy interviews completed in 2022-2023, indicated that students at all three schools felt friendship, small groups and inclusion were important to them to feel a sense of belonging, a sense of safety and in feeling connected.**

**SCHOOL GOAL:** As staff we will all work to develop a school culture and environment where all students feel safe and connected, with a sense of belonging that allows them to feel supported in achieving their full potential.

### ***Areas to Celebrate:***

Sense of Belonging

- Our Indigenous learners in 2024-2025 report a higher sense of belonging compared to that of our non-Indigenous students.
  - Over the past 3 year average our Indigenous students report feeling a greater sense of belonging than that of the province and district
- The sense of belonging trend for our diverse learners is higher than that of both the province and district in both grade 4 and 7, with our grade 7 data showing

that students' sense of belonging is the same as the district and is trending upwards.

#### Connection

- Student's overall data around feeling connected to 2 or more adults is higher than that of the district for the 2024-2025 school year.

#### Feeling Safe

- Overall students are feeling safer than that of the district and province at the grade 7 level and the three-year averages is 77% (1 % higher than the Province and 4% higher than the District)

#### Feeling Welcome

- The Ministry student learning survey results indicate that our Indigenous learners average is higher than both SD 73 and our Non-Indigenous learners around feeling welcome.
- Data shows that our Diverse learners report feeling welcome on par with the district over a 3-year average.
- In the Student Learning Survey this year overall students who chose feeling more welcome "all of the time" is higher than what is reported in the district

#### **Areas to grow:**

##### Sense of belonging

- The 3-year average reports that over all our students' sense of belonging is slightly lower than that of the district and province.
- Trends for the past 3 years overall show that our students' sense of belonging is lower than that of the district and province, specifically at grade 4.

##### Feeling Safe

- The Student Learning Survey for the 2024- 2025 shows that we need to increase our students feeling safe (Grade 4 reported -40% felt safe all of the time and 34% felt safe attending most of the time, Grade 7 reported 37% felt safe all of the time and 53% felt safe most of the time)
- Our 3-year average is increasing, but shows lower than that of the district, specifically to the grade 4 data

##### Feeling Welcome

- Our non-indigenous learner's data indicates that they feel less welcome than that of the district and province

#### **SCHOOL STRATEGIES:**

- Address connection and sense of belonging as distinct areas as staff and dive deeper into these areas starting the year with connection.
  - Students will start in the fall with last year's teacher to bridge the connection to a new school year (at Raft River)
  - Staff will meet students at the door to greet them (at all 3 schools)

- Increase student - adult connection
  - Continuing to change areas of supervision (intermediate teachers with primary and primary with intermediate students) at Raft River
  - By sending regular and purposeful emails to families to showcase something learned about their child (not necessarily academic based) at all 3 schools
  - To focus on our ability to slow down and hear students, and do Empathy interviews to create shifts in practice/meet the individual needs of each student
  
- Increase student connection in peer groups (friendship, small group, inclusion)
  - Indigenous/non-Indigenous leadership group lead by our Grade 6/7 teacher and our IEW will support in learning as leaders focus group and put into action plans (at Raft River)
  - Instructionally: increase more partner and small group work in classes
  - Continue and increase activities with buddy classes
  - Create and use common language across the classroom/school
  - Create, plan and implement common themes school wide/class wide
    - Through developed and planned class wide instruction and strategies based on the themes
    - Incorporate the Grandfather teachings
    - School wide announcements and assemblies, with student leaders
  - Blue River – teacher and administration will continue to build opportunities for students to connect to the community
  - At Vavenby, our focus will be on supporting students by tailoring instruction to the areas of need identified through behaviour data and student concerns thus supporting the school goal

### **Evidence and Next Steps**

As a staff we will continue working around ensuring students are feeling safe, connected and have a sense of belonging.

- Use data collected in school learning survey to ensure student voice as our focus for decision making
- At the office level, we will check in with students around 3 questions and share our responses with staff. This will antidotally be tracked and questions will be re-asked of students
- Interview students on sense of belonging, feeling safe and welcome and used data to support shift in practice (purposefully target grade 4's and our non-indigenous students)

- Use common student self-assessment school wide to gather data on safety (target areas in school where students identify not feeling safe)
- Discuss data collected at staff meetings and CEA meetings, collaborative decisions to make and implement change
- Ensure continued parent involvement, school events, and positive emails to parents
- Share results and celebrations with PAC
- School based parent survey
- Ensure staff will have input on further Professional Development, including possible future book clubs
- Focused teacher committee to support with following of PBIS principles
- Open Parachute - mental health lessons across the grade, supported by PAC and support with school wide themes (Raft River)
- Address transitioning for diverse students, new Kindergarten students and those transitioning to Clearwater Secondary School and develop opportunities for transitioning throughout the year
- Indigenizing learning and activities, provide learning opportunities, continued Professional Development for staff and continue to build on school activities to support our Aboriginal Students
- Indigenous Education Worker will spend a partial day at Vavenby, weekly and will run a social group
- Learning/sharing opportunities at staff meetings that focus on classroom strategies, possible implementation of this school wide
- Empathy Interviewing will be done with a cross section of students this year to gather student voice on belonging
- Parent engagement sessions

## STREET DATA STRATEGY:

Provide your current equity-centered inquiry question:

- What are we doing to ensure ALL students are progressing in number sense and math fluency?

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

- Learners struggling with math foundations (number sense/fluency)
- Learners with gaps

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

- Collecting school-based data to help inform targeted intervention groups (identifying those who need support and monitoring growth)
- Utilize LART time for short, targeted learning (Blitz) to close gaps in number sense/fluency
- Shared learning around instructional practices at a Tier 1 level during staff meetings, utilizing math resources from District Numeracy Team

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

- To decrease gaps student have in numeracy foundations through targeted support both in and out of classroom (short term intervention)
- To support a shift of instructional practice to meet the needs of all learners and explore alternatives to current practice (ex. Team teaching, guided math, play based learning, weekly intervention at the intermediate level on number sense and fluency)
- Opportunity to engage in intentional collaboration with numeracy as a focus
- Provide continued Pro D, supported by the District Numeracy team, specifically around intervention in the classroom
- Utilize school data to support educators best support students
- Interview students: what helps them, what is hard for them
- Explore instructions equity/cognitive justice

