

Revised September 19, 2022



Westmount Elementary School
Annual School Learning Plan 2022-2023



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 Nation
- Adams Lake Indian Band
- Little Shuswap Lake Indian Band
- Neskonlith Indian Band

Although Westmount does not have any First Nations students who are
Nominal Roll, we adhere to the Local Education Agreements and the
Aboriginal Education Enhancement Agreement to guide our programming
for these children.

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CONTEXT

Westmount Elementary, beautifully situated on the shore of the North Thompson River, draws its student population from the immediate surrounding neighborhood and from families living in the lower Batchelor Heights subdivision. Our school has a diverse socio-economic and cultural population of 250 students from Kindergarten to Grade 7. These students are housed in 12 classrooms, three of which are in portables. We have 60 students with Aboriginal ancestry, and 19 students with a Ministry designation, and 16 whose learning is guided by an Inclusive Education Plan. We have 54 students coming for small-group support. Thirteen students received One-to One Reading support this year.

Our staff consists of 16 teachers, four Certified Education Assistants, one Aboriginal Education Worker, one Administrative Assistant, one Library Aid, three custodians, and one principal. Westmount Elementary is a part of the Westsyde Family of schools which encompasses a K-12 philosophy. We have adopted Positive Behavior Interventions and Supports (PBIS) and the Virtues Project to teach positive behaviors. In past years, our school hosted a variety of extra-curricular activities to enhance student learning, such as: volleyball, basketball, cross-country run club, flag football, parloff, intramurals, choice days, and student leadership.

In recent years, this school has been operating above capacity which resulted in a change to our catchment area this fall. For the 2022/2023 school year, we anticipate that we will be operating at approximately 125% capacity.

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 numeracy expectations for each level.

SCHOOL RESULTS ANALYSIS:

Our school will focus on numeracy as we see overall lower scores than that of literacy in both the Gr. 4 and 7 FSA results over the last five years. We also see a drop in scores from grade 4 to grade 7.

SCHOOL GOAL:

Improve students' foundational skills in numeracy for all students.

AREAS TO CELEBRATE:

In the past 4 of 5 years, our Aboriginal students have performed better than the district on the Gr. 4 and 7 FSA.

In the past 5 of 5 years, our diverse students have performed better than the district on the Gr. 4 and 7 FSA.

In the past 3 of 5 years, our Aboriginal students have performed better than our non-aboriginal students on the Gr. 4 FSA.

In the past 4 of 5 years, our diverse students have performed better than our non-diverse students on the Gr. 7 FSA.

In the past two years, our diverse students performed better than our non-diverse students on the Gr. 4 FSA.

AREAS TO GROW:

Our Gr. 4 Aboriginal students perform better than our non-Aboriginal students on the FSA, but our Gr. 7 Aboriginal students perform slightly below our non-Aboriginal students.

OBJECTIVES:

Aboriginal and non-Aboriginal students will meet or exceed numeracy expectations.

SCHOOL STRATEGIES:

To improve in numeracy, we will:

- Improve our instruction of number sense, geometric thinking and spatial reasoning in primary classes.
- Focus on developing the framework to build thinking classrooms in intermediate classes.

To improve classroom practices, we will (professional development strategies):

- Participate in the primary and intermediate on-going numeracy sessions facilitated by the district numeracy team
- Share learning from the numeracy sessions with staff during staff meetings.
- Work with the district numeracy team to learn and observe best practices.
- We will receive a number sense and taking-shape kit to share in our primary classrooms.
- We will ensure teachers have resources to develop thinking classrooms.
- We will dedicate Learning Assistance Resource Teacher (LART) time to math intervention.

Evidence and Next Steps

- Report card and student learning evidence
- Improvement on proficiency-based and formative assessments (District Numeracy Assessment, Numeracy portion of FSA for grades 4 and 7)
- Participation in district-supported professional learning

Teachers will meet to explore resources that can be accessed to improve instruction around geometric thinking, spatial reasoning, and number sense, particularly in primary classrooms.

Teachers will review data from District Numeracy Assessments, Numeracy portions of FSAs for Grades 4 and 7, report card data, and classroom data/observations. Time will be set aside during regular staff meetings to complete this work.

This plan will be shared with our PAC and school community through information-sharing at PAC meetings and by making the plan available digitally to all parents.

Learning Assistance Resource Teacher will collaborate with classroom teachers to identify students with common learning challenges so that she can create skills groups to address common needs.

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:

Data from the fall DEWRS survey shows that 75% of students had a high sense of belonging (2% below the national average, 87% for Gr. 5, 72% for Gr. 7, 70% for Gr. 6, and **69%** for Gr. 4).

Student Learning Survey - students completed this survey in January, February, and March of 2022. The results show that there is still work to do around: sense of belonging, how many adults that students feel care about them, how happy students are at school, how welcome students feel at school, how stressed students feel at school, and how good students feel about themselves.

Attendance records for our Aboriginal students (collected for our CommunityLink Grants) shows room for improvement - 25% of our Aboriginal students missed 10% or more vs. 5% of our non-Aboriginal students who missed 10% or more.

SCHOOL GOAL:

Improve students' sense of belonging and ability to regulate so that they can approach social and academic challenges with increased confidence and resilience.

AREAS TO CELEBRATE:

In surveys, our students communicated that 73% of them feel safe at school (above the national average which is 64%), and 8.1 out of 10 students feel they have positive teacher-student relations (the same as the national average).

AREAS TO GROW:

- Sense of belonging (as reflected in DEWRS results)
- Vulnerable students will have fewer emotional outbursts
- Attendance for Aboriginal students will improve to more closely align with attendance for non-Aboriginal students.

OBJECTIVES

Students will show growth in their role in, and their sense of belonging to, the school community by improving their acceptance of themselves and of others.

SCHOOL STRATEGIES:

To improve in our students' sense of well-being, we will:

- Enable students to understand how to contribute to an equitable school community
- Enable students to respect the well-being of self and community
- Encourage students to develop their individual voice that they value and share
- Enable students to understand and respect social and cultural diversity

- To improve (feeling welcome/safe/sense of belonging/two or more adults who care), we will put in place further clubs and lunch-hour activities to give students more opportunities to connect with a number of adults in the building

- To improve classroom practices, we will (PD strategies): bolster teachers' knowledge of mental health literacy (Andrew Baxter - Dec. or May), EASE training (Dec. or May), Response to Intervention (May or Dec) and build on the knowledge gained through SEL Project of 2021/2022
- To improve in grade-to-grade transitions, we will put in place further clubs and lunch hour activities to give students more opportunities to connect with a number of adults in the building in the hopes that this year's Gr. 4s will feel a greater sense of belonging
- To improve Aboriginal student learning, we will strive to improve AbEd attendance by encouraging Aboriginal students to attend lunch-hour clubs in the hopes that they will feel better connected to a number of adults in the building
- To improve wellbeing, we are allocating our financial resources toward materials required for lunch-hour clubs and Professional Development
- To improve connectedness, we will continue using the Roots of Empathy program

Evidence and Next Steps

- Improvement in data on DEWRS and Student Learning Survey (specifically around students' sense of belonging and how many adults to whom students feel connected)
- Fewer conduct incident reports regarding vulnerable students showing emotional dysregulation
- Use the survey that Jenna Ewert created for the SEL Project to identify which students need support to feel connected and safe at school

Target:

Reduce the total number of incident reports by 15%.

Increase the number of HOWL OUTS given to students for positive behaviour by 10%

Each year, see continued improvement in attendance of Aboriginal and Non-Aboriginal students.

Measures:

- *behaviour incident reports*
- *howlout count*
- *student survey*
- *attendance reports*

Teachers will meet to explore resources that can be accessed to improve instruction around SEL, strong school culture, and improved sense of belonging.

Teachers will review data from MyEd BC attendance records, data from DEWRS and Student Learning Survey, data from SEL survey, conduct reports, and classroom data/observations. Time will be set aside during regular staff meetings to complete this work.

This plan will be shared with our PAC and school community through information-sharing at PAC meetings and by making the plan available digitally to all parents.

If we teach social-emotional learning to all students using the common language and purposefully connect with vulnerable children, our students will have greater success with self-regulation and approach social and academic challenges with increased resilience.

Link to Strategic Plan:

Priority Four - Honour the First People's principles of learning and Aboriginal worldviews and perspectives.

- * Students will experience learning through Aboriginal ways of knowing and doing
- * Students will appreciate the historical and contemporary contributions of Aboriginal people and the local Secwepemc nation
- * Students will appreciate how cultural identity shapes worldview

Link to Aboriginal Enhancement Agreement:

Goal #1 - to increase the educational success of all Aboriginal students

Objective #1 - Continue to improve the literacy, numeracy, and graduation rates of all Aboriginal students

