

Revised September 14, 2023



Westmount Elementary School Annual School Learning Plan 2023-2024



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

Westmount has 51 students who identify as being Aboriginal and we are
familiar with the Local Education Agreements and the Aboriginal Education
Enhancement Agreement.

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 260 students from Kindergarten to Grade 7. These students are housed in 12 classrooms, two of which are in portables. We have 51 students with Aboriginal Ancestry, and 18 students with a Ministry Designation and whose learning is guided by an Inclusive Education Plan. We have 45 students coming for small-group support and 12 students received One-to-One Reading support this year.

Our staff consists of 15 teachers, four Certified Education Assistants, one Aboriginal Education Worker, one Administrative Assistant, one Library Assistant, 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 PBIS and the Virtues Project to teach positive behaviours. 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.

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 school will focus on Numeracy (number sense) and Literacy (reading and comprehension) for our two intellectual goals.

- Numeracy FSA data indicates that our 2/5-year trend is at 71% for grade 4s and 71% for grade 7s (Indigenous: Gr.4 - 47% and Gr. 7 - 80%; Diverse: Gr.4 - 50% and Gr. 7 - 67%)
- Literacy FSA data indicates that our 2/5-year trend is at 78% for grade 4s and 83% for grade 7s (Indigenous: Gr.4 - 70% and Gr. 7 - 84%; Diverse: Gr.4 - 75% and Gr. 7 - 75%)
- Primary Reading Assessment Data (from 2020 - 2022):
 - Gr. 1: 34% (Indigenous: 34%)
 - Gr. 2: 62% (Indigenous: 57%)
 - Gr. 3: 74% (Indigenous: 72%)

School Learning Goal #1: Literacy

All students will improve proficiency (demonstrate growth) in reading and comprehension.

AREAS TO CELEBRATE:

2022-2023 FSA Data (School compared to the District):

- Gr. 4 Literacy +1%
- Gr. 7 Literacy +6%

2/5- Year Trend FSA Data (School compared to the District):

- Gr. 4 Literacy +3%
- Gr. 7 Literacy +9%

2/5- Year Trend FSA Data (School comparison):

- Gr. 7 Indigenous students have outperformed Non-Indigenous by a margin of +2%

AREAS TO GROW:

2022-2023 FSA Data

- Gr. 4 and 7 students: 1 of 5 students are not proficient in Literacy

2/5- Year Trend FSA Data (School comparison):

- Grade 4 Indigenous students have underperformed compared with Non-Indigenous by -9%
- Diverse students have underperformed compared with Non-Diverse
 - In Grade 4 by -3%; In Grade 7 by -9%

OBJECTIVES:

- Aboriginal and non-aboriginal students will demonstrate growth in Literacy.
- Diverse and non-diverse students will demonstrate growth in Literacy.

SCHOOL STRATEGIES:

To improve in literacy, we will:

- Improve our instruction in reading skills, comprehension and strategies

To improve classroom practices, we will:

- Engage in professional development opportunities that focus on Literacy for the September and October 2023 Pro-D days. Part of February Pro-D to focus on Aboriginal approaches to Literacy and Numeracy.
- Plan how to better and effectively use our assessments to plan and focus learning in our classrooms.
- Work with the district literacy team to learn and observe best practices.
- We will look at various reading interventions and discuss best practices for our school so that we are collectively using similar language and approaches. (LLI kits, Heggerty, Jolly Phonics, etc.)
- We will ensure teachers have resources to develop classrooms that provide reading support and intervention.
- We will dedicate L.A.R.T. time for reading intervention (push in model).
- Teacher Conversations about best practices and how to use data to influence instruction

Evidence and Next Steps

Objectives

- 100% of students will show growth in their reading skills and comprehension.
- Increase the number of Indigenous students achieving Proficient or Extending in Reading.
- Increase the number of Diverse students achieving Proficient or Extending in Reading.

Area of Focus, Strategies and Initiatives

- Identifying sight words
- Phonemic and Phonological Awareness
- Identifying sounds (initial, middle and ending)
- Identifying reading strategies
- Rhyming and word families
- Reading fluency
- Identifying the main idea and supporting details
- Visualizing, Questioning, Inference, Connecting and Transferring

Measures

- FSA Data
- Primary Reading Assessment
- Non-Fiction Reading Assessment
- Report Card Data
- K-Survey
- Periodic communication with PAC at meetings to update progress with our literacy goal

Link to Strategic Plan

Priority One: Ensure every student acquires strong foundational skills and Core Competencies .

- Students will demonstrate growth in the Thinking, Communication and Personal/Social Core Competencies.
- Students will graduate with strong foundational skills in literacy and numeracy.
- Students will demonstrate proficiency in education, career and life planning.

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

Learning Goal #2: Numeracy

All students will improve their proficiency (demonstrate growth) in number sense.

AREAS TO CELEBRATE:

2022-2023 FSA Data (School compared to the District):

- Gr. 4 Numeracy +5%
- Gr. 7 Numeracy +11%

2/5- Year Trend FSA Data (School compared to the District):

- Gr. 4 Numeracy +4%
- Gr. 7 Numeracy +7%

2/5- Year Trend FSA Data (School comparison):

- Gr. 7 Indigenous students have outperformed Non-Indigenous by a margin of +15%

AREAS TO GROW:

2022-2023 FSA Data

- Gr. 4 and 7 students: 1 of 3 students are not proficient in Numeracy

2/5- Year Trend FSA Data (School comparison):

- Gr.4 Indigenous students have underperformed compared with Non-Indigenous by a margin of -25%
- Gr.4 Diverse students have underperformed compared with Non-Diverse by a margin of -22%

OBJECTIVES:

- Aboriginal and non-aboriginal students will demonstrate growth in numeracy.
- Diverse and non-diverse students will demonstrate growth in numeracy.

SCHOOL STRATEGIES:

To improve in numeracy, we will:

- Improve our instruction and assessment of number sense

To improve classroom practices, we will:

- Discuss how to better and effectively use our assessments to plan and focus learning in our classrooms.
- Attend the Carole Fullerton Pro-D in December. Part of February Pro-D to focus on Aboriginal approaches to Literacy and Numeracy. Focus our May 2024 Pro-D on Numeracy; specifically number sense.
- Participate in primary and intermediate on-going numeracy sessions facilitated by the district numeracy team
- Share learning from the numeracy sessions with staff during staff meetings (workshop style).
- Work with the district numeracy team to learn and observe best practices.
- Implement the work from our May 2023 Pro-D with Jennifer Carter around number sense
- Receive a number sense and taking-shape kit to share in our primary classrooms.
- Ensure teachers have resources to develop thinking classrooms.
- Dedicate L.A.R.T. time for math intervention (push in model).
- Teacher Conversations about best practices and how to use data to influence instruction for math in their classrooms

Evidence and Next Steps

Objectives

- 100% of students will show growth in their number sense knowledge and skills.
- Increase the number of Indigenous students achieving Proficient or Extending in Mathematics.
- Increase the number of Diverse students achieving Proficient or Extending in Mathematics.

Area of Focus, Strategies and Initiatives

- Identifying and understanding numbers
- Place value
- Mathematical vocabulary development
- Mental math strategies
- Interactivity and learning by doing
- Community assets and resources
- Number Sense Problem of the Week (Number Talk)
- Numeracy- Focus on Basic Facts: confidence and mastery
- Estimation
- Student Continuum of Numeracy Development: Addition and Subtraction

Measures

- FSA Data
- District Numeracy Assessment
- Number Sense Assessment (pilot in 2023-2024)
- Report Card Data
- Periodic communication with PAC at meetings to update progress with our numeracy goal

[Link to Strategic Plan](#)

Priority One: Ensure every student acquires strong foundational skills and Core Competencies .

- Students will demonstrate growth in the Thinking, Communication and Personal/Social Core Competencies.
- Students will graduate with strong foundational skills in literacy and numeracy.
- Students will demonstrate proficiency in education, career and life planning.

[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

**School Wellbeing Goal:
Sense of Belonging**

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:

DEWRS Data Results:

| Sense of Belonging | September 2022 | April 2023 |
|---------------------------|-----------------------|-------------------|
| Grade 4 | 82% | 82% |
| Grade 5 | 68% | 54% |
| Grade 6 | 61% | 67% |
| Grade 7 | 73% | 62% |

Data from the fall DEWRS survey shows that overall 71% of students had a high sense of belonging in September and it dropped down to 65% in April.

Student Learning Survey:

Students completed this survey in April of 2023.

The 2022 results show:

- Feel Welcome 76%
- Sense of Belonging 54%
- Feel Safe 83%
- Adults Care 77%

Attendance Records: _____ % of students away 15% or 27 days or more

All Students 2021-2022

All Students 2022-2023 17% (44 of 260)

Indigenous Students 2021-2022

Indigenous Students 2022-2023 29% (15 of 51)

Non-Indigenous Students 2021-2022

Non-Indigenous Students 2022-2023 14% (29 of 209)

SCHOOL GOAL:

All students will gain a better sense of belonging within the school and community.

AREAS TO CELEBRATE:

2021-2022 SLS Data (School compared to the District):

- Feel Welcome +8%
- Feel Safe +9%
- Adults Care +8%

5- Year Trend SLS Data (School compared to the District):

- Feel Welcome +7%
- Feel Safe +4%
- Adults Care +7%

2022-2023 DEWRS data (April 2023)

- 93% of students feel a connection to two or more adults
- 79% of students feel a positive teacher-student connection

AREAS TO GROW:

2021-2022 SLS Data

- 46% of students does not feel they have a positive sense of belonging

2022-2023 DEWRS data (April 2023)

- 35% of students do not feel they have a positive sense of belonging
- 34% of students feel unsafe at school
- 33% of students feel that they are not in a positive learning environment.

OBJECTIVES:

- All students at Westmount will show growth in their understanding and feeling of sense of belonging.
- All Indigenous students at Westmount will show growth in their understanding and feeling of belonging.
- All Diverse students at Westmount will show growth in their understanding and feeling of belonging.

SCHOOL STRATEGIES:

To improve sense of belonging, we will:

- Improve language and understanding of what Sense of Belonging is; what it feels like, sounds like and looks like at Westmount

To improve classroom practices, we will:

- Engage in professional development opportunities in February 2024 that help our staff best support Indigenous students' sense of belonging
- Discuss how to better and effectively use our data to plan and focus on a sense of belonging in our classrooms.
- Continue with the Roots of Empathy program
- Extend the work with Jenna Ewert around creating a positive school culture with a focus on sense of belonging

- Common language
- Teaching/Lessons for whole school
- Work on collecting street data to better understand what sense of belonging looks like at Westmount.

Evidence and Next Steps

Area of Focus, Strategies and Initiatives

- Discussions around recognition, celebration and awareness and how to best implement these at Westmount for students and staff (Monthly Recognition (Star) Assemblies, Pink Shirt Day, Students and Staff of the Week)
- Discussion of interventions for creating a better sense of belonging and positive school culture (PBIS, Virtues Project, Zones of Regulation, Mind Up, Second Steps, TILT, etc.)
- Development of teacher-lead student groups to serve the school in various capacities (Leadership Group, Inclusion Group, SOGI group, School Service, Equity Group, etc.)
- Alter the school HOWLOUTS (PBIS reward) to focus on sense of belonging
- Teacher conversations about how to collect Street Data to get a better understanding of which students feel/don't feel a sense of belonging and why.

Measures

- School Learning Survey Data
- DEWRS Data
- Report Card Data
- Attendance Data
- Periodic communication with PAC at meetings to update progress with our Sense of Belonging goal

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

CULTURAL & IDENTITY GOAL

CULTURAL & IDENTITY DEVELOPMENT

To develop a sense of identity in individuals and cultural safety and humility in communities.

DISTRICT GOAL: Every learner will feel safe and thrive personally and culturally.

DISTRICT OUTCOME: Learners will have educational experiences that are free of racism, discrimination, sexism, harassment, and homophobia.

DISTRICT OBJECTIVE: Establish a baseline of awareness with students, staff, and parents about individual identity, cultural safety and humility.

SCHOOL STRATEGIES: State how your school community will work together to learn about cultural safety.

Evidence and Next Steps

This section is to be revised on an ongoing basis as you learn from by reviewing school goals, strategies, and evidence-in-action. Describe when (dates) you review the school learning plan and who was involved. Aim to review it with students, parents, and staff on a regular basis to see how we are progressing on school goals and what might need to change. Consider making this work logistically with a student focus group, PAC, and a staff group who offer informal feedback on an ongoing basis).