



Westsyde Elementary
Annual School Learning Plan 2023-2024



Revised: September, 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

Our school partners with Whispering Pines/Clinton Indian Band through our
[Local Education Agreement](#) and the [Aboriginal Education Enhancement
Agreement](#).

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A district report will be available in the district learning plan.	

CONTEXT

Westsyde Elementary has a student population of 255 students in grades K to 7. We are part of the Westsyde Secondary Family of Schools. In 2022-23, our student population increased with new registrations and the addition of students from the Westmount catchment revision. The catchment area covers the northwest area of Kamloops extending to McClure. A significant percentage (~25%) of our students travel via school bus to and from school each day. Westsyde has a strong community connection and parents/caregivers take an active role within the school to assist with hot lunches, school sports and other volunteer roles. Our school has an active athletics program and students take part in all district sports.

Westsyde Elementary re-opened in September 2019 after being closed for 13 years due to low enrollment. As a four year old school and due to the disruptive effects of the pandemic, we continue to establish and collect baseline data. Regardless of the impact of COVID-19 and other factors restricting meaningful performance data about Westsyde Elementary students, our school aspires to maintain the current positive vibe throughout the upcoming school year. This will be attributed to the staff ensuring that we are reinforcing desired student behaviour along with many activities available to students during unstructured times. We will also continue a regular lunch hour intramural/sports program and during winter months, we will open the gym mornings, at breaks, and after school for students to participate in organized activities.

As a part of SD73, Westsyde Elementary uses a number of means to help students build meaningful relationships and to continually remove barriers to provide the environment for students and staff to thrive. We do this through reinforcing the 7 Grandfather Teachings that are Value Commitments in SD73 (Courage, Love, Wisdom, Respect, Truth, Honesty & Humility) as a Social Emotional Learning foci each month and through the school-wide activities that are provided for students and staff members.

At Westsyde Elementary we are taking an inquiry approach to working through our school goals. With a new district strategic plan in place, the staff will work together to create our school goals and identify growth areas for staff and students. Our process will include the use of Non-Instructional Days to address teaching strategies to support our goals and data/student performance will be reviewed in regular staff and collaborative team meetings. Additionally, we have connected with and continue to reach out to Whispering Pines/Clinton Indian Band Education Council as community partners.

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: In previous years, data shows that our school is below the district average in Numeracy. Our school has celebrated the gains that have been made during the 2022/2023 school year as Numeracy results (in many cases) increased to above the district average. Even with the gains that have been made, we want to ensure that this trajectory continues. Through staff consultation and data analysis, we agreed that a focus on Numeracy, specifically in fluency and problem solving, would have the greatest impact on student learning and success. By targeting the use of common Numeracy language and teaching of essential outcomes, students will improve in their abilities to independently solve problems, think critically and transfer their knowledge from one setting to the next. Please see the [data appendix](#) as a reference.

Foundation Skills Assessment (FSA)						
Grade and Category	School	District	School compared to District	School Trend	District Trend	School Trend Compared to District Trend
	2021-22	2021-22	2021-22			5 year Trend
Gr 4 Literacy	82%	74%	8%			
Gr 7 Literacy	44%	73%	-29%			
Gr 4 Numeracy	59%	64%	-5%	58%	67%	-9%
Gr 7 Numeracy	39%	57%	-18%	63%	63%	-1%

Foundation Skills Assessment (FSA)						
Grade and Category	School	District	School compared to District	School Trend	District Trend	School Trend Compared to District Trend
	2022-23	2022-23	2022-23			2/5 year Trend
Gr 4 Literacy	57%	75%	-18%	69%	75%	-5%
Gr 7 Literacy	68%	69%	-1%	56%	71%	-15%
Gr 4 Numeracy	76%	63%	13%	62%	67%	-4%
Gr 7 Numeracy	70%	62%	8%	64%	63%	1%

SCHOOL GOAL:

Numeracy: Each learner will demonstrate growth in Numeracy.

AREAS TO CELEBRATE:

In a number of metrics, our school is making gains in the area of Numeracy. Staff are seeing improvements in student’s abilities to persevere and problem solve within classroom settings. Indigenous students and Neurodiverse students in Grade 4 are achieving above the district average when it comes to Numeracy FSA results. Overall FSA results are indicating improvement in comparison to previous years.

As a school, we have worked with students to develop a culture of respect. This has resulted in positive learning environments in our classrooms

AREAS TO GROW:

Looking at the same data, we know that Indigenous students and Neurodiverse students in Grade 7 are achieving below the district average when it comes to Numeracy FSA results. It is worth noting that the number of Indigenous students and Neurodiverse students in 2022-23 is low which has a greater impact on the data results.

In addition, when considering the District Numeracy Assessment (DNA) results, we notice that Intermediate students struggle in the areas of fluency, critical thinking and the analysis of problems.

OBJECTIVES:

- 1) Students will improve their fluency in Numeracy and develop independent problem solving skills.
- 2) Students will improve their ability to solve Numeracy problems that require them to analyze and think critically.

SCHOOL STRATEGIES:

In order to achieve our Numeracy Goal we will work on the following strategies:

Objective 1 Strategies:

- Develop a scope and sequence (Essential Learning Standards)
- Application in the classrooms of the processes and ideas from our book study, “Figuring Out Fluency in Mathematics Teaching and Learning. Grades K-8: Moving Beyond Basic Facts and Memorization” by Jennifer Bay-Williams & John SanGiovanni
- Develop a common language for consistency between classes and grades
- Ensure common resources, including a wide range of Indigenous resources, are readily available for teaching and learning

Objective 2 Strategies:

- Use open ended questions in classroom Numeracy activities
- Integrate vertical whiteboard surfaces and handheld whiteboards for Numeracy problem solving activities
- Participate in at least one collaborative project, ideally with other schools or classes
- Increase the classroom time spent on higher order thinking skills as defined by Bloom’s Taxonomy and the SAMR model

To maintain and improve Indigenous Student learning, we will:

- Have ongoing Professional Development for staff pertaining to the Aboriginal Education Enhancement Agreement and the First Peoples Principles of Learning
 - Continued in-class support and family support from our Aboriginal Education Worker
 - Indigenous culture bulletin board will highlight cultural activities and language
- Regularly engage with the Aboriginal Family Counselor to ensure that Indigenous students and families are receiving support as requested.
- Aboriginal Outreach Workers will be engaged to support students and families as requested.
- Ongoing communication with the Whispering Pines/Clinton Indian Band Education Director will provide opportunity for consultation and involvement.

Professional Development Strategies:

- Teaching staff participation in a book study on “Figuring Out Fluency in Mathematics” monthly collaboration team meetings co-led by Monica Bergeron
- Accessing District Numeracy Coordinators to assist and model teaching strategies in the classroom setting
- Sharing strategies and successes at staff meetings
- School-focused professional development opportunities on Pro-D days. In particular, attend the Carole Fullerton December 2023 workshop when she is in Kamloops.

EVIDENCE OF NEXT STEPS:

Staff Consultation, Collaboration, and Professional Development:

- Fall 2022: Carole Fulerton resources purchased for Primary Teachers
- January 2023: Carole Fulerton resources purchased for Intermediate Teachers
- February-May 2023: Monthly Team Collaboration Times focused around Numeracy.
 - Teachers began building “Essential Skills” documents (Primary & Intermediate) to outline Essential Learning Standards.
 - Met with District Numeracy Coordinator Monica Bergeron to explore curriculum and assess current resources
 - Aboriginal Education District Coordinator Chelcy Ross shared newly created Indigenous Resources that are available to teachers
- Most teachers had Monica Bergeron or Cynthia Morrow into their classrooms (some multiple times) to have lessons modeled and reflect on current practice
- March 6 Staff Meeting: Teachers shared with each other what they have been learning regarding Numeracy from Monica Bergeron and Cynthia Morrow.
- May 8 Staff Meeting: Teachers reflected on the SLP data from the coming year, identified areas for growth and helped in shaping the objectives for next year
- June 5 Staff Meeting: Staff reviewed the draft version of the SLP and worked collaboratively to make suggestions
- September 25 Professional Development - Staff will attend District Numeracy Workshop

Parent/Caregiver and Community Engagement:

- January 11th Whispering Pines/Clinton Indian Band Education Director: Zoom consultation with Sandy LeBourdais
- January 18th PAC Meeting: shared current SLP goals and gathered PAC feedback through written forms
- March 16th PAC Meeting: provided an update on how the staff have been meeting with Numeracy Coordinator Monica Bergeron and are engaging with monthly collaboration times
- June Whispering Pines/Clinton Indian Band Education Director: shared a draft version of the SLP with Sandy LeBourdais and asked for feedback
- June PAC Executive: shared a draft version of the SLP with the PAC chair and asked for feedback

Allocating Financial Resources:

- Using our Professional Learning budget to purchase, “Figuring Out Fluency in Mathematics: Moving Beyond Basic Facts and Memorization” for all teaching staff members
- Using our Learning Resource funds to purchase Numeracy resources that emerge as needed and useful as guided by this professional learning.
- Allocating Learning Resource funds towards purchasing Tier 3 level Numeracy interventions with a focus on Primary students

- Using the Library budget to increase teacher and student resources that align with our Numeracy goal and focus on Numeracy problem solving and critical thinking.

Wellbeing Goal

Feeling Safe & 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 are a few areas of data analysis that are important to providing direction and guidance to our Wellbeing goal; The DEWRS survey, which is completed by all of our Intermediate students, and the Student Learning Survey, which is completed by our Grade 4 and Grade 7 students and offered to parents/caregivers. We know that in order for our group of diverse learners to experience academic, social, and emotional success they need to feel safe and welcome in our building. This connection and sense of belonging will give space for our students to grow academically. The [data appendix](#) will show specific results pertaining to Westsyde Elementary.

SCHOOL GOAL: Students will feel safe and welcome at school.

AREAS TO CELEBRATE:

The data shows that our students feel a greater sense of feeling safe and welcome at school than the district average. We are fortunate to have such a caring school community, with teachers, CEAs, AEWs, a Principal, district and community members who give much of their time and energy to ensure our students have a truly meaningful experience at school. We have strong intramural and extracurricular programs which provide enhanced opportunities for students to connect with their peers and school staff.

AREAS TO GROW:

Looking at the same data, we are able to see that 19% of our students do not feel welcome and 20% do not feel safe. Even though this is well below the district average, we want to address this area in order to further reduce the number of students who feel this way. We recognize that there is a need to determine which students don't feel safe and/or welcome at our school and target these groups.

OBJECTIVES:

1) Students will learn and utilize strategies to participate in an inclusive environment for all students.

2) Students will learn and apply skills to create connections within the school community.

SCHOOL STRATEGIES:

In order to achieve our Wellbeing Goal we will work on the following strategies:

Objective 1 Strategies:

- The Social Emotional Learning (SEL) Committee will work on areas of school-wide focus and reinforcement
- Aboriginal Groups will provide a safe space for learning about the Seven Grandfather Teachings
- Seven Grandfather Teachings focus for each month of the school year that is shared through announcements, newsletters and in-class activities
- Using the LART Room and sensory room for breaks to help students regulate emotions
- Using Zones of Regulation, Mood Meters, and other Social-Emotional programs and initiatives to teach strategies to identify and regulate feelings, emotions, and a sense of community connectedness.
- Clear communication and ongoing teaching of school-wide expected behaviours
- Identify and develop systems to connect with students individually to determine their thoughts and feelings about safety and belonging at our school
- Further development of the "Warrior's Code", potentially into a school-wide matrix

Objective 2 Strategies:

- The Social Emotional Learning (SEL) Committee will work on areas of school-wide focus and reinforcement
- To improve classroom practices, we will plan for instruction of expected behaviours and work as a school team to instruct and reinforce.
- To improve Indigenous student learning, we will utilize local resources, including programs and people to support Indigenous learners in the classroom. We will also select cultural activities and resources in consultation with the Whispering Pines/Clinton Indian Band Education Council.
- School-wide activities will occur that provide opportunities for building connections within classrooms and across the school. This will include things like: Terry Fox Run, Jump Rope for Heart, Buddy Activities, etc.

- A well defined Leadership Program will guide students into involvement in classrooms such as lunch monitors, office monitors and volunteer activities
- Continued opportunities for an excellent Intramural Sports program for Intermediate students
- Lunch hour clubs including DnD and Battle of the Books

Professional Development Strategies:

- Bringing in District Coordinators to assist and model Social Emotional teaching strategies in the classroom setting
- Seeking opportunities for staff to learn more about trauma-informed practice, FASD, and other important areas that impact student learning, behaviour and development
- Sharing SEL Committee discussions, strategies and projects at staff meetings
- School-focused professional development opportunities on Pro-D days

Allocating Financial Resources:

- Using Learning Resource and PAC funding to promote school-wide expectations. For example: purchasing classroom outdoor equipment to promote fair and cooperative play.
- Using Sports Equipment funding to ensure that the Intramural program has good quality equipment to use.

EVIDENCE OF NEXT STEPS:

Staff Consultation, Collaboration, and Professional Development:

- February 6 Staff Meeting: Information shared by Teacher Chris Martin about the Great Kindness Challenge for Feb 20-24. This led to school wide activities and two assemblies to outline expectations and inspire students to choose kindness.
- February 6 Staff Meeting: Information was shared about the book, "Permission to Feel" and the use of Mood Meters within schools.
- March 6 Staff Meeting: LART Amy Huva shared an excellent SEL website that could be used by teachers. She shared the willingness of SEL District Coordinators to come and work with staff.
- April - June 2023 SEL Committee Meetings: teachers and administrator collaborating to bring consistency and messaging of school-wide expected behaviours to staff and students.
- May 8 Staff Meeting: shared Mental Health Literacy information from a Pro-D on the Exposure Curve and possible SEL implications.
- May 8 Staff Meeting: Teachers reflected on Student Learning Survey results and collaboratively built the objectives for the 2022/2023 SLP
- May 18 Jump Rope for Heart: Student-led launch of a school-wide activity that had not previously occurred at Westsyde Elementary.
- June 5 Staff Meeting: Staff reviewed the draft version of the SLP and worked collaboratively to make suggestions.

Student Feedback on Impact:

- Review DEWRS results with staff and debrief with students.
- Review Student Learning Survey results with staff
- Possibly create and complete an SEL Intermediate Student Survey to provide space for students to share their thoughts with staff.

Parent/Caregiver and Community Engagement:

- January 18 PAC Meeting: a suggestion from a parent to hold a Literacy Lunch event where parents/caregivers can eat lunch and read books with students. After consultation with staff, this highly successful event was held on May 26th.
- April 19 PAC Meeting: shared information about the Seven Grandfather Teachings focus and the reasoning behind it.
- April 19 PAC Meeting: provided information on Jump Rope for Heart and that it was happening in order to build school-wide connections.
- May Newsletter: introduced the idea of an SEL monthly focus and shared information about Honesty (Swan).
- June Newsletter: shared the SEL monthly focus of Wisdom for the month of June (Beaver)
- June Whispering Pines/Clinton Indian Band Education Director: shared a draft version of the SLP with Sandy LeBourdais and asked for feedback
- June PAC Executive: shared a draft version of the SLP with the PAC chair and asked for feedback

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 cultural safety and humility.