

Revised Sept 18, 2023



Westwold Elementary Annual School Learning Plan 2023-2024

September 30, 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 the Secwépemc First Nations through our [Local Education Agreement](#) and the [Aboriginal Education Enhancement Agreement](#).

CONTEXT

School History

The community of Westwold has undergone many transformations over the past century including a name change in 1926. Community members were faced with a dilemma at that time as they were living in a community called Grande Prairie, using a post office called Adelphi and having a railway station called “Westwold”. Many old timers did not like the idea of changing the community name, but it was finally agreed that it was the most sensible thing to do. From then on, the community, the school, the post office and the railway station were all known as “Westwold”.

In 1937, a new school was opened on the current site to replace the old school which was becoming rather dilapidated. However, in about three years time the need for an additional classroom space forced the re-opening of the “old school”. Grades 1-4 were in the new school and grades 5-8 were in the old school.

In 1945, there was another big change. Large school districts were set up, so Westwold was included in School District #24 (now #73) and administered from Kamloops. The school population kept increasing and by 1946, there was again talk of building a new school to replace the old Westwold School. In 1952, the current building was built with an office, indoor washrooms and a furnace. The “old school” was used for the Gymnasium.

By the early 1970’s plans were underway for a new Library and Gymnasium. These additions were completed and Westwold officially opened in June, 1972 by Robert L. Clemitson. The “old school”, built in 1937, was placed at the back of the gym and was used for storage. By the late seventies, the school grounds had been completed with the generous donation of turf and the library had seen an expansion of materials.

In June 1983, the Monte Lake Primary Annex was closed and two modular rooms were added to the east side of the school for Kindergarten and primary students. With the increase in enrollment came the need for an adventure playground, which was built behind the school. As well, the school had three computers so that Westwold students had equal opportunity for computer education with urban children.

Former students have many fond memories of Westwold Elementary and many of them still live in Westwold or neighbouring communities.

Westwold Elementary’s 125th Anniversary Celebration was held in September, 2013. It was a spectacular event with many previous families, current families and guests.

School Context

Our school is part of a small community where people offer strength and support for each other and where opportunities for personal growth exist for everyone. It is a good place to learn, to work and to be. Our students and staff work together to support the core values and beliefs that we all live by to make Westwold a great school.

Our purpose is to continue to implement the new Ministry Curriculum, focus on supporting our district's Strategic Plan, integrate the First People's Principles of Learning, connect with our Aboriginal Enhancement Agreement and Local Education Agreement and meet the changing needs of our students. We have identified two major learning goals. We continue to focus on these to help move teacher practice, and in turn, student learning forward, as we develop the needed competencies for learners in the 21st century.

Westwold is a rural K-7 school located in the community of Westwold approximately 40 minutes from Kamloops. Westwold is a unique one room school that is an integral part of this rural community. All the students travel to school by school bus or by car. At this time, we have 12 students in one division, a full time administrator shared with RLC and two full time CEAs.

School Community / Citizenship

At Westwold, we believe that students are socially responsible citizens who participate actively in their school community. As adults, we model this through collaboration and engage students in positive and productive days at school and in the community. We work diligently to teach and reteach our behaviour matrices to create a safe environment to support the academic and social success of all students. We also ensure that students have access to a variety of programs. Students are able to participate in Arts Performance Assemblies with RLC, and buddy groups. At a district level, students at Westwold have the opportunity to participate in various activities like Science Fair, Battle of the Books, Young Author's, and Young Artists.

Learning Partner Engagement Process

The school goals have an impact on everyone in the school community from the students in the classroom, to the teachers leading learning to parents who help bridge the gap between school and home. For this reason, everyone must be engaged annually in the process of learning. Engagement for each group will look different because they all have different roles to play but the first step is working together to formulate and communicate the goals.

In order to accomplish this, the following strategies are used annually:

Students:	Staff:	Parents:
Class Discussions	Staff meeting discussions	Surveys
Surveys	BC Ed Plan Presentations	Discussions
	Assessment Development	

We also strive to connect with our Aboriginal partners regularly not only through the Aboriginal Education Enhancement Agreement and the Local Education Agreement but also through regular communications with parents and the support of our Aboriginal Education Worker and the District Principal for Aboriginal Education.

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: In looking at the Foundation Skills Assessment data for Westwold in literacy and numeracy it is hard to identify an area for us to focus our interventions as students did equally well in both areas with 80% of students proficient or extending in both areas. Therefore, we need to consider other assessments to help us identify areas for growth. When we drill down to look at individual student results on the FSAs and on the report card for both literacy and for numeracy, we continue to see a trend where students are doing equally well in both numeracy and literacy. In discussions with the classroom teacher, writing, and in particular written output, is a bigger struggle for students. Therefore, our goal will be related to literacy.

SCHOOL GOAL: Literacy- All students will meet or exceed literacy expectations for each level

AREAS TO CELEBRATE: For the last year, Westwold has continued to see success for students in numeracy through number talks, and making learning visible. In reading, students continue to see improvement with 80% or 5 students on track or extending in literacy on the FSA.

AREAS TO GROW: Although we have seen significant individual improvement in reading, conversations with the classroom teacher suggest that students continue to struggle the most with writing which is where we will focus our literacy interventions.

OBJECTIVES: All students will meet or exceed in writing for each level.

SCHOOL STRATEGIES:

To improve literacy, we will...

- prioritize the Collective Efficacy Learning Cycle : analyze data together, identify common challenges, identify issues, be open to a variety of learning opportunities, create safe practice environments and use formative assessment
- explicitly inform both staff and students what successful impact looks like from the outset
- review our student data and identify students requiring tier 1 and tier 2 supports

To improve classroom practices, we will...

- access the expertise of the District Principal for Information Management and Analytics and the District Literacy Team
- participate in district literacy learning events and professional development
- use up-to-date research based resources

To improve Aboriginal student learning, we will...

- purchase or develop curriculum resource materials for Aboriginal studies and other programs with Aboriginal content
- provide staff cross-cultural awareness training
- ensure excellent communication with the Aboriginal Education Worker and the Bands to develop support plans for students when needed

To improve Diverse student learning, we will...

- review our student data and identify students requiring tier 1 and tier 2 supports
- use formative assessments to identify areas of strength and areas of growth
- develop plans to support individual student needs

Evidence and Next Steps

Our goals will be reviewed regularly by staff, students and parents not only so that everyone is aware of our goals but so that each group has an opportunity for meaningful and regular feedback. The school literacy goal and strategies will be reviewed once a month at a staff meeting for staff input, quarterly with parents for parent input and once a term by our leadership students for student input.

In order for us to continue to follow our students' progress, we will monitor each individual student's growth on the FSA, the NFRA and on classroom assignments. With these assessments, we will be able to drill deeper to better understand where our students are struggling. As the next step, we want to better understand our students' ability in literacy and in particular in writing. We will gather student writing samples from each student to use as a benchmark. We will also invite the district literacy team to work with us at the school in the Fall of 2023 to help develop further steps.

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: As we use data to inform our decisions, the DEWRS assessment results allow us to look at the larger system and track student responses in grades 4 - 7. Our results show us that our students find it more challenging to develop a sense of belonging with 67% of our students identifying as feeling like they belonged. This may also be connected to our students' feeling safe while attending school as 42% also identified as feeling safe. We continue to need to explore the impact of the 2021 wildfire fires that destroyed family homes and businesses of 40% of our students on how students feel at school. Through classroom discussions, we also know that the connection students feel with other students in the school has the biggest impact on their sense of belonging and feeling safe. Students shared that with fewer students (less than 20) to make friends within the building, it can be challenging when you aren't getting along. Many of the students have been together in the same classroom for multiple years in a row. On any given day, this can lead to feelings of not belonging or not feeling safe. While student to student connections can be challenging, students feel supported by school staff with 58% reporting that they always know they can get support from an adult in the building and 100% reporting they usually or always know they can get support from an adult in the building. As we move forward with our wellbeing goal, we have many facets to explore..

SCHOOL GOAL: Students will feel a sense of belonging and feel safe at school.

AREAS TO CELEBRATE: One area to celebrate is the strong connections our students have with the teacher as 86% felt they had positive teacher-student relations. This past year, the staff at Westwold has worked extremely hard to increase a sense of belonging and connection within the school and the surrounding community. The school restarted a PAC, organized hot lunch days, fundraised through bake sales (both within the school and at community events), participated in a variety of field trips, invited guest speakers to the school, and joined RLC Elementary for various events (track and field, school performances, field trips). School staff also invited the whole community to attend the winter concert and celebrate the grade 7 students moving on to grade 8 at the Westwold Hall. It is a testament to the commitment and dedication of the relatively small staff at Westwold to work so tirelessly in support of these important school goals.

AREAS TO GROW: We need to drill down to better understand what factors are impacting students' sense of belonging and feeling safe attending school. We need to focus on peer-to-peer connections in a small one-room school setting.

SCHOOL STRATEGIES:

To improve the sense of belonging and feeling safe at school, we will:

- Use student focus groups to better understand how students define and understand belonging and feeling safe.
- Develop activities and strategies to address student needs based on the feedback from students
- Connect students and their families to the school community by hosting evening events for families to attend
- Provide opportunities for students to connect with the school outside the classroom through intra-mural activities, clubs, and extra-mural activities
- Staff professional development regarding Positive Behaviour Interventions and Supports and the impact it can have on school culture
- Introduce common language and practices school-wide to support connection and well-being

To improve classroom practices, we will (PD strategies):

- Integrate feedback from student focus groups into classroom practices
- Teach the EASE program to support students in managing stress and anxiety and feelings of being unsafe attending school
- Incorporate classroom instruction that includes targeted teachings related to Social-Emotional Learning and well-being

Evidence and Next Steps

Our goals will be reviewed regularly by staff, students and parents not only so that everyone is aware of our goals but so that each group has an opportunity for meaningful and regular feedback. The school wellbeing goal and strategies will be reviewed once a month at a staff meeting for staff input, quarterly with parents for parent input and once a term by our leadership students for student input.

In order for us to continue to follow our students' progress, we will use the DEWRS Survey and student focus groups. With these, we will be able to drill deeper to better understand where our students are struggling to connect with their peers or struggling to feel safe. Before we move forward, we will work with student focus groups to get a better understanding of how students perceive belonging and safety. With a clearer understanding of student perceptions, we will be able to develop strategies to connect students to the school while feeling safe attending. Looking ahead to next year, the student enrollment will be smaller and Westwold will move from two divisions to one division. There will be fewer intermediate students in the school so our data will be collected from only a few students which may have an impact on the reliability of the data. Therefore, it will be important to continue to collect street data in a variety of ways.