

Westside Elementary
Annual School Learning Plan 2023-2024



Revised: September, 2023

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

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


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 m o t l imicto ot contá

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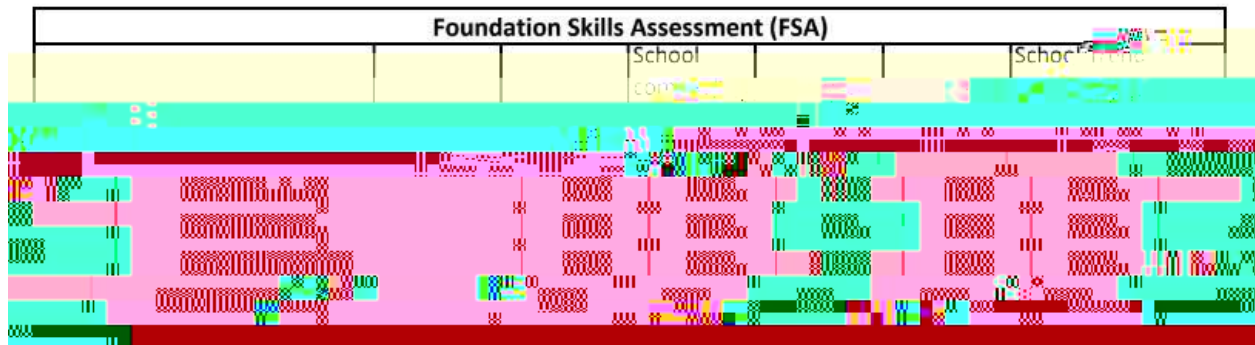


To develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.

Every learner will develop competencies and skills to succeed academically.

Students will meet or exceed Numeracy expectations for each level.

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.



Numeracy: Each learner will demonstrate growth in Numeracy.

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

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.

- 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.

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 2012 Co

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.



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.

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:

