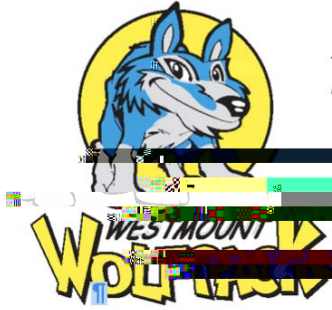
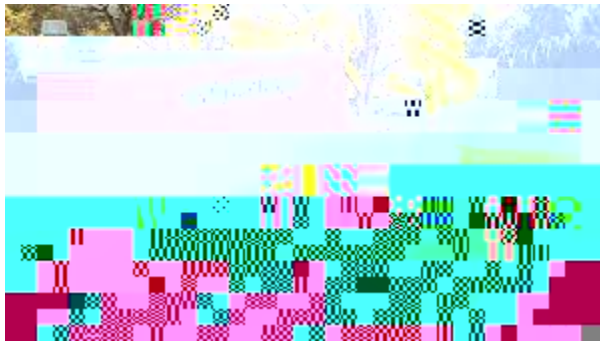


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# Annual School Learning Plan 2023-2024

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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





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

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

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%

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

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

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.)

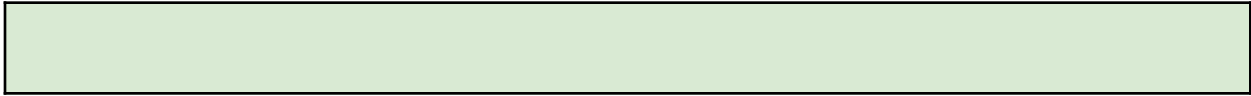
We will ensure teachers have resources to develop classrooms that provide reading support and intervention.

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

## Objectives

100% of students will show growth in their reading skills and comprehension.



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%

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%

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

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

### 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



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.

Every learner will feel welcome, safe, and connected to their environments (district-school-classroom).

Students will feel welcome, safe, and connected to their school.

DEWRS Data Results:

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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)

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

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



Common language

Teaching/Lessons for whole school

Work on collecting street data to better understand what sense of belonging looks like at Westmount.

#### 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 meetings with staff, focus student research

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

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

Every learner will feel safe and thrive personally and culturally.

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

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

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

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 (dg;ecn you revien tá reÄ g