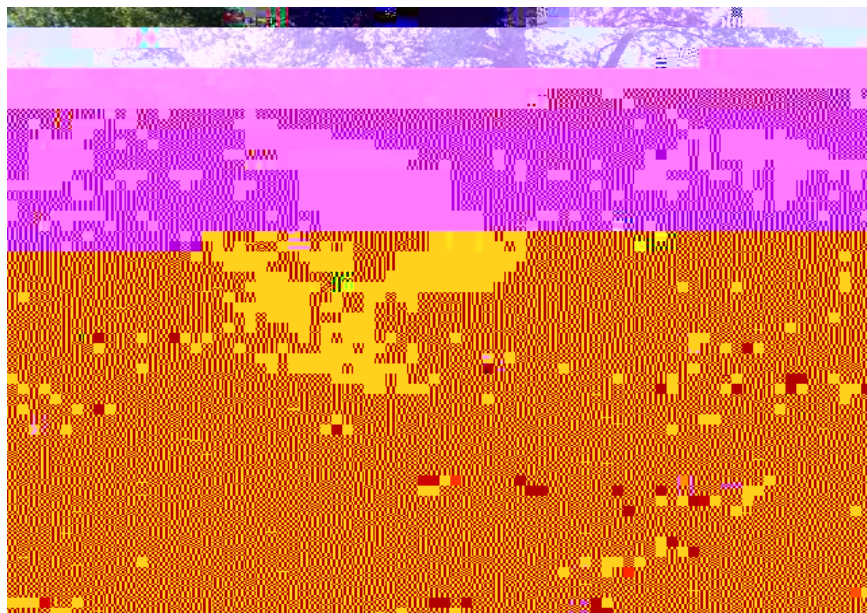




Annual School Learning Plan 2023-2024

September 2023

711 Windsor Drive
Principal: Kim Edstrom
Vice Principal: Curtis Wiebe



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 Tk'emlúps te Secwépemc through our Local
Education Agreement [link](#) and the Aboriginal Education Enhancement
Agreement [link](#).

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: Our school will focus on the development of literacy skill, as our data indicates that we have fâ areill t eve- areila i6 as

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or exceeding literacy expectations. Separate scores for reading and writing are no longer possible for this assessment. It is important to note that FSA scores are collected for Grade 4 students only, so the sample size for this assessment is relatively small and exclusive to a particular cohort of students. Each school year, the cohort being

Grade Level	Language Arts 2021/2022 (January)	Language Arts 2022/2023 (January)
K	80%	68%
1	60%	62%
2	88%	85%
3	65%	82%
4	55%	70%
5	57%	56%
6	60%	62%

SCHOOL GOAL: Students will develop stronger literacy skills: reading in primary and written expression in intermediate.

With continued staff professional development, collaboration and reflection we will develop effective practices that will support our students in meeting or exceeding reading and writing expectations.

AREAS TO CELEBRATE: Staff are receptive to collaboration and as a result, we have a cohesive staff with a shared vision for student learning. Our staff see the value in focusing on reading in primary and writing in intermediate. This goal was developed in collaboration with the staff and it is meaningful to their practice and beliefs.

An area to celebrate is the fact that student reading rates on FSA assessments are similar to the district average. This is significant, as it demonstrates potential for increased achievement in other areas of literacy such as writing.

Most of our students are meeting or exceeding in reading when we review the Primary Reading Assessments. Teachers are highly committed to developing reading skills in the primary grades and they continue to implement plans, professional development

and program considerations. We have several teacher leaders in this area who have worked with the District Team to help develop literacy programs and planning. Overall, our report card results indicate a stability in student performance. This could mean that planning for our student needs could be aligned and beneficial from year to year.

AREAS TO GROW: We would like to see an increase in student writing scores in all grade levels. More specifically, we would like to observe improvements on FSA, NFRA, PRA and report card results.

OBJECTIVE: All students will demonstrate growth in FSA, NFRA, PRA and report card results. This will include growth not only for all students, but also our diverse learners and aboriginal students.

SCHOOL STRATEGIES:

To improve in writing, we will implement the following:

- School wide literacy interventions for K/1
- School wide writing initiatives
- Primary Guided Reading programs
- Investment in Leveled Literacy Intervention LLI kits
- Connecting writing to inquiry and science
- Project based learning with a writing connection
- Hands on activities with science that lead to writing opportunities
- Heggerty Phonemic Awareness Program
- Participation in Young Authors Event and Battle of the Books
- Come Read with Me Event
- Science of Reading Resources
- SPARK Sessions
- Opportunities for teachers to be mentors and/or learners in this area
- District Literacy Coordinator Writing Sessions at BEST

We will measure the impact of these strategies through data analysis, teacher feedback, collaborative team discussions and planning.

To improve classroom practices, we will:

- Designate professional learning time on aspects of reading and writing
- Access recent research that indicates high yield results in reading and writing instruction/assessments
- Develop shared language and goals in the area of reading and writing
- Access collaboration time for staff to work together in planning for reading and writing instruction

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: Results from the School Learning Survey indicate that students at BEST could benefit from further interventions in helping them to develop their sense of belonging at school. Data will be reviewed from the DEWRS Survey, the Student Learning Survey, Science Report Card data, Myed Conduct data and staff testimony.

District Well-Being Survey DEWRS

Each fall, students in Grades 4-6 respond to a district well-being and resiliency survey. The purpose of this survey is to understand how students feel about school, their learning and the type of connections that they have with others in the school. It is also a method to discover what students feel positive about and to identify areas for future growth. Most of the survey includes standard questions that all students in the district

Student Learning Survey

Each winter, students in Grades 4-6 respond to the Student Learning Survey. This survey is accessed by all students in the province. The purpose of this survey is to

Grade Level	Science 2022/2023 (January)
K	98%
1	97%
2	100%
3	100%
4	84%
5	80%
6	75%

SCHOOL GOAL: Students will feel pride and connection in belonging to a science and technology school.

AREAS TO CELEBRATE:

Our staff expressed interest and commitment in making this goal area a priority. We recognize that our school has a unique and very specific identity. It is essential that we honour our collective purpose and share this love for science and technology with our students

Over the past few years, office referrals have been reduced

Students' sense of belonging has improved according to the DEWRS survey results

Students and parents appreciate the uniqueness of our school and they are proud of who we are

Families choose to attend BEST because of the philosophy we share and the what they know about our school culture

Students are achieving positive scores in the area of Science

AREAS TO GROW:

Not all cohorts indicate the same rate of growth in positive behaviour and in the DEWRS sense of belonging results. With continued interventions and focus in this area, it will likely lead to further growth for all sub-populations

Although student and parents appreciate our school and its uniqueness, they are not able to easily identify the elements that make us a science and technology focused school

OBJECTIVE: All students will demonstrate increased pride and connection in belonging to BEST. This will include growth not only for all students, but also our diverse learners and aboriginal students.

SCHOOL STRATEGIES:

To improve (feeling welcome/safe/sense of belonging/two or more adults who care), we will (clas

