

Revised September 15, 2024



Westmount Elementary School Annual School Learning Plan 2024-2025



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

Westmount has 51 students who identify as being Aboriginal and we are
familiar with the Local Education Agreements and the Aboriginal Education
Enhancement Agreement.

CONTEXT

Westmount Elementary, beautifully situated on the shore of the North Thompson River, draws its student population from the immediate surrounding neighborhood and from families living in the lower Batchelor Heights subdivision. Our school has a diverse socio-economic and cultural population of 250 students from Kindergarten to Grade 7. These students are housed in 11 classrooms, two of which are in portables. We have 50 students with Aboriginal Ancestry, and 24 students with a Ministry Designation and whose learning is guided by an Inclusive Education Plan.

Our staff consists of 14 teachers, five Certified Education Assistants, one Aboriginal Education Worker, one Administrative Assistant, one Library Assistant, three Custodians, and one Principal. Westmount Elementary is a part of the Westsyde Family of Schools which encompasses a K-12 Philosophy. We have adopted PBIS to teach positive behaviours. In past years, our school hosted a variety of extra-curricular activities to enhance student learning, such as: volleyball, basketball, cross-country run club, flag football, parloff, intramurals, choice days, and student leadership.

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 Numeracy (number sense) and Literacy (reading and comprehension) for our two intellectual goals.

**** All number show Proficiency over a 3-year average****

- Numeracy FSA data indicates a 67% proficiency for all grade 4 students, which is a decrease of 7% from last year. The data shows a 62% proficiency for all Grade 7 students, which is a 2% decrease from last year.
 - For Indigenous students, Grade 4s are at 37% proficiency, a decrease of 4% and Grade 7s are at 74% proficiency, which is an improvement of 2%.
 - For Diverse students, Grade 4s are at 50% proficiency, a decrease of 25% and Grade 7s are at 44% proficiency, a decrease of 17%.
- Literacy FSA data indicates a 76% proficiency for all grade 4 students, which is a decrease of 4% from last year. The data shows a 80% proficiency for all Grade 7 students, which is a 6% decrease from last year.
 - For Indigenous students, Grade 4s are at 63% proficiency, a decrease of 7% and Grade 7s are at 73% proficiency, which is a decrease of 22%.
 - For Diverse students, Grade 4s are at 67% proficiency, which is the same as it was last year (0% change) and Grade 7s are at 61% proficiency, a decrease of 9%.
- Primary Reading Assessment Data (from 2020 - 2023):
 - Grade 1 proficiency is 37%, which is a decrease of 19% and for Indigenous students is 53%, which is a decrease of 28%.
 - Grade 2 proficiency is 67%, which is a decrease of 38% and for Indigenous students is 45%, which is a decrease of 15%.

- Grade 3 proficiency is 62%, which is a decrease of 37% and for Indigenous students is 47%, which is a decrease of 40%.

Overall, our Numeracy FSA numbers indicate that it is an area that needs improvement. We have comparable numbers to the school district but are consistently seeing 30% to 40% of all students not proficient. We have determined this to be our #1 school learning goal.

In Literacy, our overall numbers have been higher than Numeracy with 20%-25% of all students not proficient and results are still above the district averages despite the sharp declines of last year. For these reasons we will continue to focus on Numeracy as our only learning goal for this school year.

School Learning Goal #1: Numeracy

All students will improve their proficiency (demonstrate growth) in number sense.

AREAS TO CELEBRATE:

2023-2024 FSA Data (School compared to the District):

- Gr. 4 Numeracy (Diverse) +5%
- Gr. 7 Numeracy +4%

3-Year Trend FSA Data (School compared to the District):

- Gr. 4 Numeracy +5%
- Gr. 7 Numeracy +8%

3-Year Trend FSA Data (School comparison):

- Gr. 7 Indigenous students have outperformed Non-Indigenous by a margin of +12%

Overall, we have many areas of strength. The data indicates that in Numeracy, our Grade 7 cohort is above the district averages both in 2023-2024 and over the 3-year average. Diverse students in Grade 4 are well above the district average and our Grade 7 Indigenous students were more proficient than our non-Indigenous students in 2023-2024.

AREAS TO GROW:

2023-2024 FSA Data

- Gr. 4 Numeracy -7%
- Gr. 7 Numeracy -2%
- Gr. 4 and 7 students: 40% of students are not proficient in Numeracy

3-Year Trend FSA Data (School comparison):

- Gr.4 Indigenous students have underperformed compared with Non-Indigenous by a margin of -34%
- Gr.4 and Gr. 7 Diverse students have underperformed compared with Non-Diverse by a margin of -17%

Overall we have areas that we need to improve. The data shows that both our Grade 4 and Grade 7 cohorts decreased in proficiency from the year before based on the 3-year averages, and we have up to 40% of all grade 4 and 7 students who are not proficient in Numeracy. Within the school we see large discrepancies within our Indigenous and Diverse students compared to the non-Indigenous and non-Diverse students. Indigenous students are 34% less proficient than non-Indigenous and Diverse students are 17% less proficient than non-Diverse.

OBJECTIVES:

- Indigenous and Diverse students will demonstrate growth in numeracy.

SCHOOL STRATEGIES:

To improve in numeracy, we will:

- Improve our instruction and assessment of number sense

To improve classroom practices, we will:

- Authentic conversations around best practices in numeracy and share what each class is doing and how to create a unified approach to improving numeracy understanding.
- Attend the Carole Fullerton in 2024/2025. September Pro-D is at HGEC with the Numeracy Team. Focus our May 2024 Pro-D on Numeracy;
- 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).
- Continue the great work with the district numeracy team to further learn and understand best practices.
- Discuss the types of resources teachers need to develop thinking classrooms.

- Dedicate L.A.R.T. time for math intervention (push in model).

Evidence and Next Steps

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 Talks)
- 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
- Report Card Data
- 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

Next Steps:

- Consistently review data to determine if interventions are working and then make necessary changes if needed.

- Review Data bi-monthly
 - Assessments, observations, report card data, qualitative
- Sharing of successful interventions at staff meetings

School Wellbeing Goal: Sense of Belonging

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:

DEWRS Data Results:

Sense of Belonging	April 2023	October 2023	May 2024
Grade 4	82%	67%	71%
Grade 5	54%	76%	81%
Grade 6	67%	55%	60%
Grade 7	62%	65%	71%

Data from the fall DEWRS survey shows that overall 65% of students (Grades 4-7) had a high sense of belonging in October and it increased to 70% in May. In September of 2023, our school developed a Sense of Belonging statement. A poster was developed through collaboration with the staff which shows how a sense of belonging looks and feels. It is encouraging to see that with consistent language about sense of belonging each grade increased in its feeling of belonging from October 2023 to May 2024.

Student Learning Survey:

Students completed this survey in April of 2024.

The 2023 results show (increase/decrease from previous year):

- Feel Welcome 83% (+7%)
- Sense of Belonging 76% (+22%)
- Feel Safe 87% (+4%)
- Adults Care 80% (+3%)

The 2022 numbers showed that the majority of the students in the school felt safe, welcome, and had caring adults in their lives, but their sense of belonging needed improvement. In 2023, numbers increased in all areas, but seeing an exponential growth in the sense of belonging speaks to the work the staff, students and community put in.

Attendance Records: % of students away 15% or 27 days or more

All Students 2022-2023	17% (44 of 260)
All Students 2023-2024	18% (43 of 245)
Indigenous Students 2022-2023	29% (15 of 51)
Indigenous Students 2023-2024	32% (13 of 39)
Non-Indigenous Students 2022-2023	14% (29 of 209)
Non-Indigenous Students 2023-2024	15% (30 of 206)

The more students are absent, the more challenging it is to have them improve in numeracy and have a greater sense of belonging at the school. The school has seen a slight dip in attendance from 2023 to 2024 and this will be an area to focus on this year.

SCHOOL GOAL:

All students will gain a better sense of belonging within the classroom and school.

AREAS TO CELEBRATE:

2022-2023 SLS Data (School compared to the District):

- Feel Welcome +15%
- Sense of Belonging +19%
- Feel Safe +13%
- Adults Care +11%

3-Year Trend SLS Data (School compared to the District):

- Feel Welcome +13%

- Sense of Belonging + 9%
- Feel Safe + 9%
- Adults Care +12%

3-Year Trend SLS Data (School's 3 year +/-):

- Feel Welcome +3%
- Sense of Belonging +9%
- Feel Safe +7%
- Indigenous students and adults who care +7%

2023-2024 DEWRS data (May 2024)

- 81% of students feel there are places they can access to get adult support
- 87% of students feel that Westmount is welcoming and inclusive
- 81% of students feel that Westmount is a safe place, and that every student is accepted for who they are

Overall, there has been great growth in wellbeing at Westmount. Students feel more welcome, that they have a greater sense of belonging and that they feel safe. The numbers are significantly higher than the district averages across all areas. However, only the Indigenous students saw an increase in adults who care.

AREAS TO GROW:

2022-2023 SLS Data

- 24% (1 in every 4) of students do not feel they have a positive sense of belonging
- 33% of Diverse students do not feel they have a positive sense of belonging or that adults care about them

3-Year Trend Adults Care SLS Data (School's 3 year +/-):

- All students at Westmount decreased by 1%
- Non-Indigenous students at Westmount decreased by 3%
- Diverse students at Westmount decreased by 17%

2023-2024 DEWRS data (May 2024)

- 38% of students are not interested or motivated in their learning
- 35% of students feel that the learning is not relevant to their everyday lives
- 30% of students do not feel safe at school

Despite great increases in numbers in all areas of wellbeing, we still have 24% of all students who do not feel that they belong. Diverse students at Westmount have

expressed that 33% of them do not feel that they belong nor have an adult that they feel cares about them.

OBJECTIVES:

- All Diverse students at Westmount will show growth in their sense of belonging and see growth in their connection with the adults in the building.

SCHOOL STRATEGIES:

To improve sense of belonging, we will:

- Dig deeper using Street Data and find out how students feel in their classrooms, during instructional and non-instructional times, to give a better indication of how their sense of belonging is.

To improve classroom practices, we will:

- Engage in professional development opportunities that help our staff best support Indigenous and Diverse students' sense of belonging
- Discuss how to better and effectively use our data to plan and focus on a sense of belonging in our classrooms.
- Continue with the Roots of Empathy program
- Extend the work with district staff around creating a positive school culture with a focus on sense of belonging in classrooms
 - Common language
 - Teaching/Lessons for each class (grade specific)
- Work on collecting street data to better understand what sense of belonging looks like at Westmount.

Evidence and Next Steps

Area of Focus, Strategies and Initiatives

- Continue Recognition Assemblies, Weekly Howlouts and prizes,
- Discussion of interventions for creating a better sense of belonging and positive school culture (PBIS, Kindness in the Classroom, TILT, etc.)
- Further development of teacher-lead student groups to serve the school in various capacities. We have a Leadership Group established, but now could form others such as: Inclusion Group, SOGI group, School Service, Equity Group, etc.
- 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
- Communication with PAC at meetings to update progress with our Sense of Belonging goal

Link to Strategic Plan:

Priority Four - Honour the First People's principles of learning and Aboriginal worldviews and perspectives.

- Students will experience learning through Aboriginal ways of knowing and doing
- Students will appreciate the historical and contemporary contributions of Aboriginal people and the local Secwepemc nation
- Students will appreciate how cultural identity shapes worldview

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

Next Steps:

Street data will be collected and analyzed to determine areas of strength and improvement

- Areas of improvement will be the focus where discussions and a plan of action will be the result.

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 individual identity, cultural safety and humility.

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

Evidence and Next Steps

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 (dates) you review the school learning plan and who was involved. Aim to review it with students, parents, and staff on a regular basis to see how we are progressing on school goals and what might need to change. Consider making this work logistically with a student focus group, PAC, and a staff group who offer informal feedback on an ongoing basis).