

Revised June 29, 2026



Westmount Elementary School Annual School Learning Plan 2026-2027



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

CONTEXT

Westmount Elementary is beautifully situated on the shore of the North Thompson River. It draws its student population from the immediate surrounding neighborhood and from families living in the Batchelor Heights. Our school has a diverse population of students from Kindergarten to Grade 7. These students are housed in 11 classrooms, with one in a portable. Westmount Elementary is a part of the Westsyde Family of Schools which encompasses a K-12 philosophy. We have developed our own Sense of Belonging and what it means to be a student at Westmount. We have also created a poster focusing on the importance MISTAKES are at Westmount; My Intentional Start Towards Acquiring Knowledge or Extending my Stretches. The Westmount community is one that is supportive, inclusive and welcoming.

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:

Foundation Skills Assessment (FSA) (% OnTrack/Extending)

Westmount FSA Grade 4	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026 Online data only	3-year average	3-year +/-
All Students Numeracy Literacy	73% 79%	68% 76%	59% 72%	55% 50%	23% 41%	46% 54%	-15% -12%
Indigenous Numeracy Literacy	25% 63%	68% 76%	17% 50%	55% 36%	0% 0%	24% 29%	-23% -25%
Non-Indigenous Numeracy Literacy	82% 82%	62% 76%	70% 78%	55% 55%	32% 55%	52% 63%	-10% -7%
Diverse Numeracy Literacy	100% 50%	0% 100%	50% 50%	100% 100%	100% 100%	83% 83%	+33% 0%
Non-Diverse Numeracy Literacy	72% 80%	71% 75%	59% 74%	51% 46%	22% 41%	44% 54%	-16% -11%

Foundation Skills Assessment (FSA) (% OnTrack/Extending)

Westmount FSA Grade 7	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026 Online data only	3-year average	3-year +/-
All Students Numeracy Literacy	62% 85%	73% 81%	58% 74%	75% 78%	39% 55%	57% 69%	-12% -9%
Indigenous Numeracy Literacy	60% 93%	100% 75%	63% 50%	20% 40%	25% 25%	36% 38%	-25% -17%
Non-Indigenous Numeracy Literacy	62% 81%	68% 82%	57% 83%	84% 84%	46% 58%	62% 75%	-8% -8%
Diverse Numeracy Literacy	33% 50%	100% 100%	0% 33%	50% 50%	29% 0%	26% 28%	-24% -33%
Non-Diverse Numeracy Literacy	65% 89%	71% 79%	64% 79%	76% 79%	48% 70%	63% 76%	-7% -3%

Numeracy FSA Data Notes:

- Due to the Westmount fire in 2025-2026, the FSA Numeracy data is only the online portion

In previous years:

- Grade 4 students have seen a decline in proficiency each year since 2021/2022 school year (an 18% overall decrease)
- Grade 7 Students had seen an increase of 2% since their last FSA in Grade 4
- Indigenous and Diverse students are continuously the lowest performing group of students

Literacy FSA Data Notes:

- Due to the Westmount fire in 2025-2026, the FSA Literacy data is only the online portion

In previous years:

- Grade 4 students have seen a decline in proficiency each year since 2021/2022 school year (a 29% overall decrease)

- Grade 7 students have seen a slight proficiency decrease of 1% since their last FSA in Grade 4

Primary Reading Assessment (PRA) (% Proficient)

Westmount Primary Reading Assessment	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026	3-year average	3-year +/-
All Students Westmount Gr.1 District Gr. 1	30% 44%	37% 62%	37% 53%	70% 58%	45% 47%	51% 53%	-3% -3%
All Students Westmount Gr.2 District Gr. 2	47% 58%	76% 66%	57% 61%	55% 67%	48% 60%	53% 63%	-3% -1%
All Students Westmount Gr.3 District Gr. 3	74% 58%	73% 71%	50% 66%	71% 70%	81% 63%	67% 66%	+6% -2%
Indigenous Westmount Gr.1 District Gr. 1	13% 34%	55% 30%	50% 41%	75% 42%	17% 24%	47% 36%	-16% -6%
Indigenous Westmount Gr.2 District Gr. 2	84% 44%	29% 47%	60% 49%	0% 54%	13% 30%	24% 44%	-6% -8%
Indigenous Westmount Gr.3 District Gr. 3	64% 43%	80% 72%	14% 57%	100% 64%	40% 32%	51% 51%	-6% -10%

Primary Reading Assessment Notes:

- PRA levels have significantly decreased in the 3-year average in all areas with exception to Grade 3 All Students
- Year-to-year comparisons:
 - This year's grade 2 cohort decreased by 22%
 - This year's grade 3 cohort increased by 26%
- Indigenous students continue to be behind non-Indigenous students in reading

School Learning Goal #1: Literacy

All students will improve proficiency (demonstrate growth) in fluency.

OBJECTIVES:

- **Kindergarten students will improve proficiency in correct letter sounds and formation**
- **Grade 1 - 3 students will improve proficiency in word and sentence fluency with understanding and syntax**
- **Grade 4 - 7 students will improve proficiency in oral reading fluency with understanding and critical thinking**

AREAS TO CELEBRATE:

- Diverse learners in Grade 4 continue to maintain 100% proficiency in literacy on the FSA
- Grade 3 students increased by 26% in the Primary Reading Assessment

AREAS TO GROW:

- All areas of Literacy have seen a dramatic decrease overall:
 - Significant decreases in 3-year averages in both grade 4 and 7 Foundation Skills Assessment results (for all students, Indigenous students and Diverse students in grade 7)
 - Significant decreases in 3-year averages in grades 1 and 2 for the Primary Reading Assessment
 - Significant decreases in 3-year averages for Indigenous students in grades 1, 2 and 3 for the Primary Reading Assessment.

SCHOOL STRATEGIES:

To improve in literacy we will:

- Make literacy our number one priority for the 2026-2027 school year
- As a staff, cohesively create a literacy plan that addresses the concerning downward trend in reading with a primary focus being on fluency.

To improve classroom practices, we will:

- Collaboratively discuss what literacy programs and approaches will best support students at Westmount
- Create learning environments that promote literacy and provide a safe space for students to take risks and persevere without fear of ridicule and embarrassment

- Create opportunities for students, school wide, to participate in activities and events that promote literacy

The Learning and Assessment:

- Full participation in all district literacy assessments, including times when they are not required, so we can best track how our students are doing
- Using data more effectively to assist in classroom instruction planning
- Understanding what fluency means and how to best teach it within each grade

The Plan:

- Create a foundation of what literacy will look like at Westmount (October 2026)
- Use or implement current and new literacy programs and practices; collaborate and discuss the pros and cons at a staff meeting (January 2027)
- Participate in all district and school literacy assessments, including those not required, so we can best monitor where students are to make necessary adjustments to the delivery of instruction. (June 2027)

STREET DATA STRATEGY:

Provide your current equity-centred inquiry question:

- How can we make reading and writing more meaningful and engaging for Indigenous students and diverse learners by connecting it to their cultures and communities?

Identify which cohort of learners (at the margins) the staff is prioritizing:

- Indigenous and Diverse Learners

State one or two actions taken by staff to understand these learners' school experience:

- Interviews, class discussions, individual conversations
- What does learning reading and writing look like for you? How does it feel? How do you like to learn?

Share how you have used, or plan to use, this information to create positive change:

- Once data is collated, using the information to create individualized plans specific to each student we are targeting.

School Learning Goal #2: Numeracy

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

OBJECTIVES:

- Indigenous and Diverse students will demonstrate growth in numeracy.

[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

AREAS TO CELEBRATE:

- Creation of the Westmount Intermediate Number Sense Assessment
- Diverse learners in Grade 4 increased proficiency by 33% on the Foundation Skills Assessment

AREAS TO GROW:

- Outside of Diverse learners in grade 4, all other areas experienced a decrease in proficiency in numeracy on the Foundation Skills Assessment in both grades 4 and 7

SCHOOL STRATEGIES:

To improve in literacy we will:

- Improve our instruction and assessment of number sense and computational fluency.

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.
- Introduce problem solving and thinking routines for all grades (ex. Grade specific thinking problems of the week)
- Dedicate L.A.R.T. time for math intervention (push in model).
- Build and use common numeracy language in all classrooms.

The Learning and Assessment:

Area of Focus, Strategies and Initiatives

- Number Sense Problem of the Week (Number Talks)
- Numeracy- Focus on Basic Facts: confidence and mastery
- Estimation (PAC sponsored estimation jars)
- Student Continuum of Numeracy Development: Addition and Subtraction

Measures

- FSA Data
- District Numeracy Assessment
- Number Sense Assessment
- Westmount Intermediate Number Sense Assessment
- Report Card Data

The Plan:

- Continue building the scope and sequence for Grades 4-7 (by June 2027)
- Develop a Numeracy Bulletin Board with common language, thinking questions, strategies, etc (by end of October 2026)
- Provide a Numeracy Day (for teacher collaboration) for each term. Each Numeracy Group (K-2; 3-5 and 6-7) will each get 1hr 10mins of collaboration time to develop, review and plan for the next term. (November/March/June)
- Consistently reviewing data to determine if interventions are working and then make necessary changes if needed (January/April/June)
- Interactive Numeracy contests for students. This will include thinking questions (grade appropriate) and bringing back the estimation jar. (Begins in September through to June)

STREET DATA STRATEGY:

Provide your current equity-centred inquiry question:

- How can we make math more meaningful and engaging for Indigenous students and diverse learners by connecting it to their cultures and communities?

Identify which cohort of learners (at the margins) the staff is prioritizing:

- Indigenous and Diverse Learners

State one or two actions taken by staff to understand these learners' school experience:

- Interviews, class discussions, individual conversations
- What does learning math look like for you? How does it feel? How do you like to learn?

Share how you have used, or plan to use, this information to create positive change:

- Once data is collated, using the information to create individualized plans specific to each student we are targeting.

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:

We created our own school survey to determine the school's Sense of Belonging over five categories: Feel Safe, Sense of Belonging (in the school), Sense of Belonging (in classroom/learning), Adult Support, and Enjoy coming to school (Runs to school).

The survey was done independently in grades 4-7 and for the younger grades, older students surveyed the younger students.

Westmount Sense of Belonging Survey	Feel Safe	Sense of Belonging at School	Sense of Belonging in the Classroom	Adult Support	Runs to School (enjoys going to school)
Kindergarten	95%	93%	73%	91%	90%
Grade 1	88%	91%	72%	90%	65%
Grade 2	78%	91%	70%	86%	74%
Grade 3	76%	85%	45%	74%	52%
Grade 4	88%	78%	42%	78%	17%

Grade 5	81%	79%	50%	70%	42%
Grade 6	81%	84%	56%	80%	52%
Grade 7	86%	78%	65%	84%	45%

Notable Trends:

- Huge discrepancy between Sense of Belonging in the school and in the classroom. Grade 3 and 4 is a huge area of concern. Overall, the sense of belonging in the classroom school wide is 59%.
- The enjoyment of going to school decreases significantly from Kindergarten, with a huge decrease in Grade 4, but overall only 53% of students enjoy attending school.

Student Learning Survey:

Students completed this survey in April of 2026.

All Students	2023	2024	2025	% change from last year	3 - Year Average	% change from last year
Feel Welcome						
Grade 4	89%	72%	88%	+16%	83%	+2%
Grade 7	78%	84%	73%	-11%	78%	-3%
Sense of Belonging						
Grade 4	70%	64%	65%	+1%	66%	-1%
Grade 7	82%	80%	64%	-16%	75%	-6%
Feel Safe						
Grade 4	81%	72%	78%	+6%	77%	+0%
Grade 7	93%	84%	77%	-7%	85%	-4%
Adults who Care						
Grade 4	74%	72%	81%	+9%	76%	+3%
Grade 7	85%	92%	67%	-25%	81%	-8%

Notable Trends:

- In 2025/2026, Grade 4 students have seen an increase in feeling welcome, sense of belonging, feeling safe and identifying adults who care.

- In 2025/2026, Grade 7 students have seen an decrease in feeling welcome, sense of belonging, feeling safe and identifying adults who care.
- Sense of Belonging has decreased over the past 3 years in both grade 4 and 7

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

	2022-2023	2023-2024	2024-2025	2025-2026	3-Year Trend	% Change
All Students	17% (44 of 260)	18% (43 of 245)	23% (57 of 253)	24% (60 of 246)	22%	+3%
Indigenous Students	29% (15 of 51)	32% (13 of 39)	39% (22 of 57)	39% (22 of 56)	37%	+4%
Non-Indigenous Students	14% (29 of 209)	15% (30 of 206)	18% (35 of 196)	27% (52 of 190)	20%	+4%

Notable Trends:

- Increase in overall student absenteeism, +1% from last year; 3% over past 3 years
- Increase in Non-Indigenous absenteeism; +9% from last year; 4% over the past 3 years
- Indigenous student absenteeism has remained the same but still significantly higher than Non-Indigenous (+12% greater)

SCHOOL GOAL:

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

AREAS TO CELEBRATE:

- Created the Westmount Sense of Belonging Survey (first implemented in June 2026) which will be done twice each year.
- 83% of students feel safe at Westmount
- 85% have a positive sense of belonging in the school

AREAS TO GROW:

- Based on the Westmount Sense of Belonging survey only 59% of students have a sense of belonging in their classroom and/or learning
- Based on the Westmount Sense of Belonging survey only 53% of students enjoy attending school overall.
- Indigenous absenteeism remains high (39% of Indigenous students missed at least 15% of the school year)

OBJECTIVES:

- Indigenous students at Westmount will increase overall attendance
- All students will show growth in their sense of belonging within the classroom and their learning.
- All students will show an increase in their enjoyment of going to school.

SCHOOL STRATEGIES:

To improve sense of belonging, we will:

- Survey students twice each year to collect data and identify trends that need to be addressed
- Provide more opportunities for students to have voice in what they do in and around the school.

To improve classroom practices, we will:

- 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 how we can better improve student's sense of belonging in the classroom and their learning

The Learning and Assessment**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. Examples could include: Inclusion Group, SOGI group, School Service, Equity Group, etc.
- 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
- Westmount Sense of Belonging Survey Data
- Report Card Data

- Attendance Data
- Communication with PAC at meetings to update progress with our Sense of Belonging goal

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

The Plan:

- Reintroduce monthly Recognition Assemblies
- Look at our Howlouts and see if we can connect it to sense of belonging better
- Implement the Seven Grandfather Teachings (September 2026)
- Westmount Sense of Belonging survey (December 2026/June 2027)
- Collection of street data to determine the reasons why sense of belonging is so low in specific grades (October-December, 2026)

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).