

Westview Public School

School Education Plan

Spring 2022



School Context

Westview School is an ECDP to grade 6 school in the Thickwood area of the city. Many parents of students currently enrolled at the school attended the school. Parents are highly supportive of the school, and prior to Covid, would volunteer frequently. The Parent Advisory Council has actually grown in number since Covid, due largely to switching to online meetings; usually 15 parents are in attendance. Staff turnover at the school has been quite low the past few years and the staff functions well as a team to meet the needs of students.

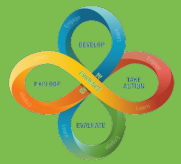
Current enrollment at Westview is 298, which is the highest it has been in many years. Last year enrollment was 264, which was a slight drop from the previous year, but still encouraging that the vast majority of our families kept their children enrolled at the school during Covid. Growth is especially high in ECDP, which is a positive indicator of continued growth. Approximately 35% of students reside outside the school catchment area, which speaks to the strong reputation of the school.

Staffing- 2021/2022

13 ATA

10 CUPE

Westview has been a Leader in Me School for many years. One of the major benefits of the program has been a highly involved student leadership system at the school. Parent Council has also been active and supportive, and has seen increased membership and attendance at meetings over the past 2 years. The parent fundraising group, WSPA, has ensured that academic and extra curricular resources are available for staff and students when requested. Westview has maintained strong partnerships with the Center of Hope, SPCA & the Salvation Army and Westwood School over the years.



OUR GOALS

1. High-Quality Learning Opportunities for All
2. Excellence in Student Learning Outcomes
3. Supporting First Nations, Métis and Inuit Students
4. Highly Responsive and Responsible Jurisdiction

ASSURANCE CYCLE

1. Explore - Analyze and Interpret
2. Develop - Identification of Problem, Strategy and Plan
3. Take Action - Implement and Adjust
4. Evaluate - Impact on Outcomes

CURRENT STATE (EVIDENCE)

STRENGTHS

School student population continues to grow. Approximately 35% of students reside outside of our catchment area. Active and supportive parent council. Strong bond and connection between students, parents and staff creating a very “welcoming family” environment.

AREAS FOR GROWTH

Literacy- At our school we are seeing an increased number of students across all grade levels that are significantly below the division's expected range for whole word recognition, decoding skills, fluency and comprehension skills.

Additional Goal- Mental well being continues to be a focus of student and staff development moving forward. We recognize that strengthening our ability to manage stressors, in various environments, will lead to increased positive connections and rewarding experiences.

LOCAL CONTEXT

Dedicated ATA and CUPE staff. Strong Leader in Me program, and a focus on fostering student leadership opportunities and input.

STRATEGIES FOR MOVING FORWARD

1. PROFESSIONAL LEARNING FRIDAYS- FMPD has a division-based literacy coordinator and has offered professional development in literacy instruction. Collaborative Response & Mental Health will also be an area of focus.
2. PHYSICAL RESOURCES- The school is well supplied with curricular and extra-curricular resources, largely due to parental support.
3. HUMAN RESOURCES- Continue to recruit and hire dedicated and experienced staff that demonstrate a strong commitment to connecting with and learning about each child and their potential.
4. BUDGET -Majority will be utilized for teacher and support staffing. The school's parent fundraising arm will continue to support the school as possible.

INDICATORS OF SUCCESS

SHORT TERM

School wide data collection spreadsheet and division Clevr data entry. Classroom engagement and increased partnership between home and school. Teachers will have a class designated Calm Area. Designated time after morning recess for Refocusing from Recess (to a state of Optimal learning)

MOVING TO - DESIRED STATE

Students that are highly literate & engaged healthy learners.



GROWTH AREA: LITERACY- At our school we are seeing an increased number of students across grades that are significantly below the division's expected range for whole word recognition, decoding skills, fluency and comprehension skills. FMPSD has a division-based literacy coordinator and has offered professional development in literacy instruction.

ACTION FOR IMPROVEMENT: LITERACY- Staff will engage during PLF time following the Collaborative Response Model to share evidence of screening, progress monitoring and tiered instruction targeting specific needs of students. Evidence will be used to guide instructional practices and future professional learning focus.



Moving From... <i>Current State</i>	Evidence in support of claim (baseline data)	What does the evidence tell you about the current state of student learning?	What does the evidence tell you about current teaching practices?	Strategies for improvement <i>How?</i>	Short term success indicators (October) <i>Evidence of Improvement</i>	Moving To... (June) <i>Desired State "Audacious" 1-year goal</i>
There is an increased number of students in all grades that are at risk or below grade level in whole word recognition, decoding skills, fluency and comprehension skills.	Running Record, Words Their Way Inventory data collection 3 times per year. LENS and CC3 for screening and progress monitoring for grades K-3.	41% of students in grades 2-3 are at risk or significantly below grade level in word recognition and decoding skills in 2021/22 (Denise McKinley LENS/CC3 analysis). 22% of students in grades 2-3 are below grade level in word recognition and decoding skills in 2021/22 (Denise McKinley LENS/CC3 analysis).	Current practices tell us that we need a more focused, tiered support system in place based on evidence with opportunities to collaborate.	Increase the number of tier 1 and 2 interventions being provided to those students at risk or significantly below grade level. Professional Learning opportunities for research based literacy instruction focused on foundational elements of reading.	School wide data collection spreadsheet and division Clevr data entry. Classroom engagement and increased partnership between home and school.	Increase the percentage of students making significant progress in their specific area of need. More focused instruction on foundational literacy skills in the early years.



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		37% of students in grades 2-3 are at grade level in word recognition and decoding skills in 2021/22 (Denise McKinley LENS/CC3 analysis).				
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GROWTH AREA: Mental well being continues to be a focus of student and staff development moving forward. We recognize that strengthening our ability to manage stressors, in various environments, will lead to increased positive connections and rewarding experiences.

ACTION FOR IMPROVEMENT: With a greater awareness and understanding of how Mental Well-being impacts daily life, Westview Staff will continue to collaborate and develop purposeful resources to build classroom capacity for recognizing and managing students well being as well as self-care.

Moving From... <i>Current State</i>	Evidence in support of claim (baseline data)	What does the evidence tell you about the current state of student learning?	What does the evidence tell you about current teaching practices?	Strategies for improvement <i>How?</i>	Short term success indicators (October) <i>Evidence of Improvement</i>	Moving To... (June) <i>Desired State "Audacious" 1-year goal</i>
Increased awareness and knowledge through collaboration and book-study during PLF time	<p>Areas to Develop:</p> <ul style="list-style-type: none"> -Importance of Self~17% -Positive Connections~18% -Anxiety~24% -Emotional Regulation ~29% <p><u>Our School Survey</u></p> <p>Anxiety 2022 March -28% 2021 November 41%</p> <p>Positive Relations 2022 March 79% 2021 November 72%</p> <p>Feeling of Safety 2022 March 71% 2021 November 64%</p> <p>Positive Behaviours 2022 March 89%</p>	Students are struggling to manage emotional events in a healthy way, whether it be at school or at home	With a team approach (staff & parents) we can build capacity to support students' understanding of their emotions and teach them strategies that they can access when needed.	Explicit Teaching of Emotions and coping strategies to manage emotions according to degree and longevity.	<p>August-October 2022</p> <ul style="list-style-type: none"> -Teachers will have a class designated Calm Area -Designated time after morning recess for Refocusing from Recess (to a state of Optimal learning) - a class Calm Box with tools for self-regulation -Staff Zen Room 	-Monthly Health & Wellbeing Newsletter with strategies, tips and Links offering Wellness choices/activities for support)



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	2021 November 93%					
	Sense of Belonging 2022 March 73% 2021 November 66%					



Westview Public School

Narrative of Education Plan

What did the data tell us about our Student and Staff needs?

- Student reading levels are an area that requires continued focus, however we are seeing improvements. When we have support, such as the literacy interventionist and small reading groups (LLI, FlyLeaf decodables), students are more successful in developing skills to support reading success. We are continuing to build teacher capacity through collaboration with district literacy coach, targeted resources, collaborative conversations between teachers (CRM), and collaboration and communication with our families in home reading programs.
- Student writing skills are also an area of continued focus. Writing is another way of communicating student ideas. Students are struggling to find appropriate vocabulary and lack organization of thought when structuring their writing. With teachers purposefully implementing opportunities to build their writing stamina, use appropriate tone, focus on the audience of the written work, and the writing process (brainstorming, drafting, editing, and final publishing).
- Numeracy skills continue to be an area of focus, including building fundamental knowledge, number sense, problem solving, mathematical vocabulary, and developing student confidence and independence.
- Classes have a wide range of student capabilities that requires differentiation in breadth, depth, and curriculum.
- Mental Health continues to be an area needing focus for Staff, Students and school families.
- Resumed SOS -Some Other Solutions mentorship program
- Student Leadership through the Leader in me program continues to be an area of strength within our school.
- Resumed in person assemblies and in-person special guest presentations
- CRM meetings have allowed for greater collaboration throughout divisions for students needing connections and interventions.
- Social Media continues to be an asset in school communication. Families continue to engage best with our School Facebook.

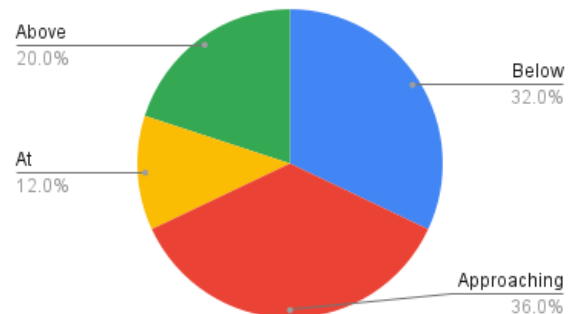
FNMI Achievement

We continue to work with Indigenous leaders and elders to engage parents and families to support student success through partnerships with schools, and by developing culturally relevant programs, resources and student supports. Staff continue to strengthen their understanding of First Nations, Metis and Inuit foundational knowledge through Professional Development activities and resources made available to the school through the Division. We honored Truth and Reconciliation Day with a focus on classroom instruction and art installations. Students have had the opportunity to experience Indigenous Culture through hands-on activities and teachings from our Indigenous Liaison. Our school continues to have a strong focus on reconciliation and the inclusion of Indigenous knowledge and teachings in our instruction.

Within our school population, 17% of the population has identified as being part of the First Nations, Métis, and Inuit population.

FNMI Students: Reading Assessment

- Above Grade Level: 20%
- At Grade Level: 12%
- Approaching Reading Level: 36%
- Below Reading Level: 32%



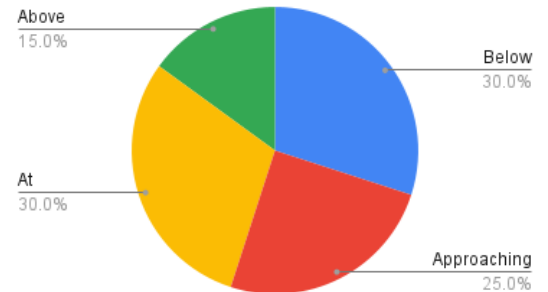
English Language Learners Data

- We are using LENS, CC3 and Fountas and Pinnell Benchmarking data to collect data
- ELL students are supported by classroom teachers with the use of anchor charts, teaching background vocabulary/concepts, conversations and verbal feedback
- Utilized literacy interventionist to support school literacy initiatives

Within our school population, 7% of the population has identified as an English Language Learner.

English Language Learners: Reading Assessment

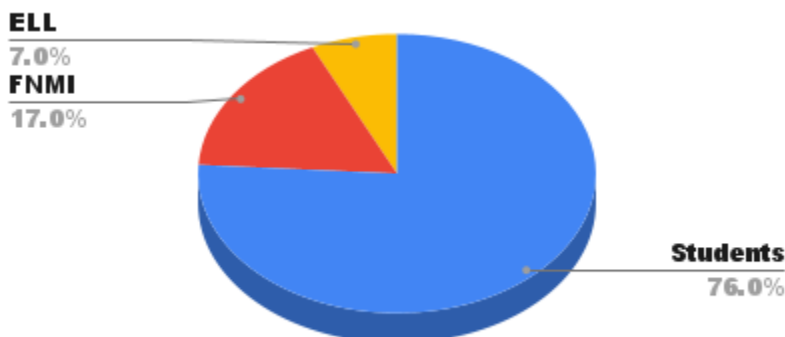
- Above Grade Level: 15%
- At Grade Level: 30%
- Approaching Reading Level: 25%
- Below Reading Level: 30%



Reading Records & Assessments

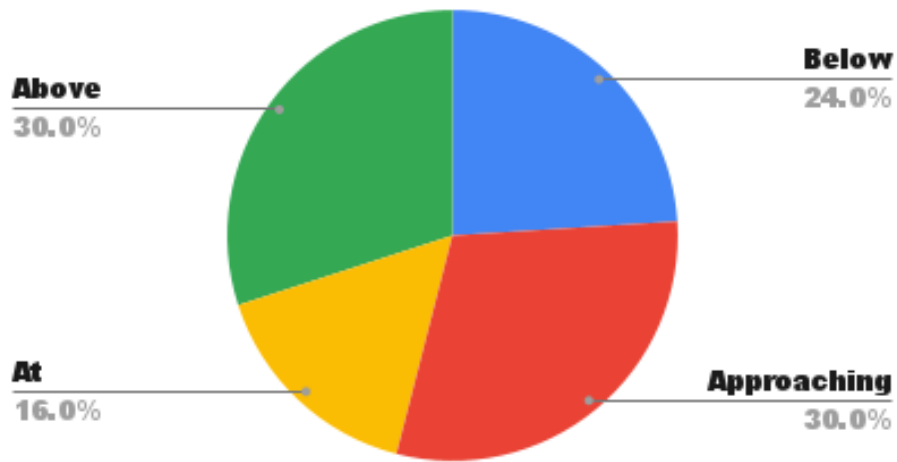
Westview School staff collect and enter running record data into CLEVR 3 times per year. This data is used to track growth, and to determine instructional needs. Fountas and Pinnell Benchmarking Kits can be found in the school library office. We track literacy data (reading levels, writing performance) with a Google Sheets document that targets 5 areas of writing and records reading assessments three times per year. This sheet generates a percentage of readers that are below, at or above grade level for each individual class.

Testing Student Demographics:



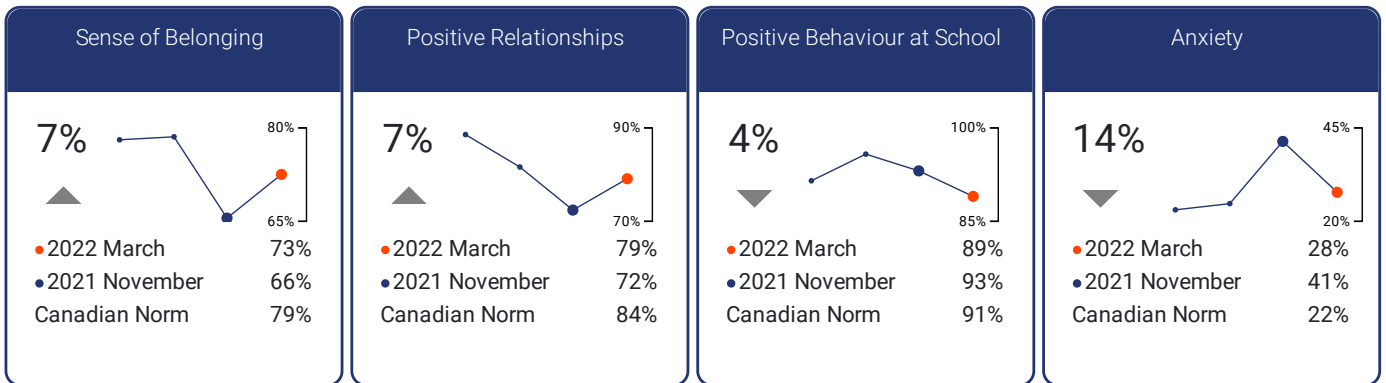
Total Number of Students Assessed - Fountas & Pinnell: 203
Above Grade Level Reading Expectations: 24% (43 Students)
At Reading Level: 30% (63 Students)
Approaching Reading Level: 16% (33 Students)
Below Reading Level: 30% (62 Students)
Students Demonstrating Improvement from Fall Assessment: 48% (97 Students)

Spring Literacy Assessment:

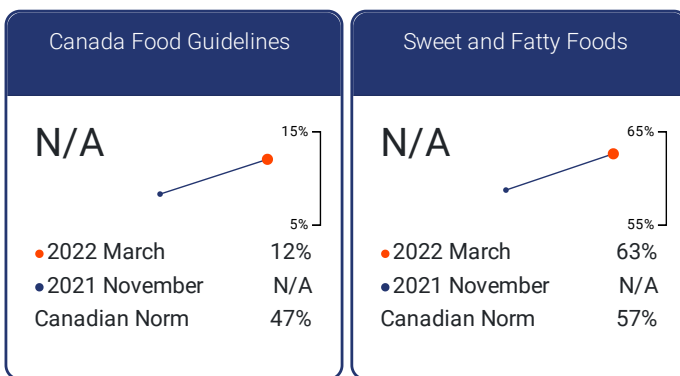


Westview School (1848)
Trend Reports

Social-Emotional Outcomes



Physical Health Outcomes



DRIVERS of Student Outcomes

