

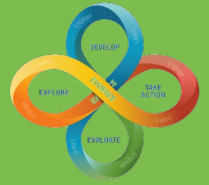
Education Plan for
Westview Public School

Principal: Jeffrey Porter
Spring 2023



Westview Public School SCHOOL ASSURANCE

Doing What's Best for Kids



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. 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. Parents are highly supportive of the school and are eager to help where they can.

Current enrollment at Westview is 334, which is the highest it has been in many years. 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.

Our school has 13 ATA and 19 CUPE staff members serving the needs of our diverse student population. Class sizes are large due to increased enrollment and hiring difficulties. Staff turnover at the school is higher this year as 30% of classroom teachers took a leave for 2022-2023, but many will be returning for the 2023-2024 school year.

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. Student leaders take on many roles including greeters, lunch monitors, library helpers, and assembly team. Our monthly assemblies are student driven by a team of writers, tech support and presenters with many parents attending regularly. Our Student Lighthouse team meets frequently to plan events and discuss new ways to incorporate Leader in Me habits into our school culture.

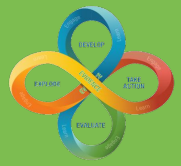
Westview also maintains strong community and family connections. The Parent Advisory Council is active and supportive. Parents are valued stakeholders whose suggestions and concerns are appreciated and taken into consideration when setting our school desired outcomes. School growth has been a topic of discussion at meetings with parents contributing to the direction we will take. The parent fundraising group, WSPA, has ensured that academic and extra curricular resources are available for staff and students when requested. One well loved tradition at Westview is the Christmas Bazaar, which is organized and run by our parent volunteers. Westview has maintained strong partnerships with the Center of Hope, SPCA & the Salvation Army and Westwood School over the years.

Jeffrey Porter
Principal Westview School



Westview Public School SCHOOL ASSURANCE PLAN

Doing What's Best for Kids



FMPSD 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

STRENGTHS

There were significant increases in enrollment for the 2022-2023 school year. We are lucky to have an active and supportive parent council with growth in active members. There are strong, positive relationships between staff, students and parents which creates a welcoming family environment as well as many opportunities for student leadership. Our most recent accountability pillar results are consistent with Division wide trends.

AREAS FOR GROWTH

There are significant literacy gaps in foundational understanding which are being addressed by our school literacy goal. Student dysregulation is evident in all grades and is being addressed by our school mental health goal and school wide implementation of *The Regulated Classroom*, a program focusing on emotional regulation.

LOCAL CONTEXT

Many engaged and supportive parents and dedicated ATA and CUPE staff. Significant percentage of student population lives outside of our catchment area, speaking to the strong reputation of the school. Strong Leader in Me program and many opportunities for student involvement.

STRATEGIES FOR MOVING FORWARD

1. PROFESSIONAL LEARNING
 - 2023-2024 School goals focus on literacy growth and a focus on mental health targeting emotional regulation.
2. MATERIAL RESOURCES
 - Parent fundraising continues to support many classroom enrichment opportunities and has allowed for growth in technology, hands on learning opportunities, and literacy resources, including home reading libraries.
3. HUMAN RESOURCES
 - Continue to advocate for smaller class sizes in ECDP to grade 3. Hiring of additional experienced teachers who are dedicated to building strong relationships with students to support learning and emotional needs.

INDICATORS OF SUCCESS

MOVING TO DESIRED OUTCOME

Continue to utilize school literacy data to track growth and identify learning gaps in order to provide classroom based literacy interventions.

Implementation of The Regulated Classroom program for the 2023-2024 school year to promote student emotional regulation and support the mental health of staff, students and families.





Westview Public School
DESIRED OUTCOME PLANNING
Doing What's Best for Kids



FMPSD PRIORITY AREA: Promote Growth and Success for All Students & Strengthen Quality Teaching and Learning

DESIRED OUTCOME: Literacy - Staff will engage during PLF time to increase 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. Targeted interventions will be provided to at risk learners. Our target area is literacy as we work to close learning gaps and implement in the new curriculum.

Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>45% of students in grades 2-3 were at risk or significantly below grade level in word recognition and decoding skills in Sept 2022 (LENs/CC3 analysis).</p> <p>47% of students in grades 2-3 are below grade level in fluency and comprehension skills in March 2023 (school based reading assessments).</p>	<p>There is an increased number of students in all grades that are at risk or below grade level in whole word recognition, decoding skills, phonological understanding, fluency and comprehension skills.</p> <p>We will address these gaps with targeted interventions while focusing on direct phonological awareness lessons in the early grades.</p>	<p>Current practices tell us that we need a more focused, tiered support system in place based on evidence with opportunities to collaborate.</p> <p>Opportunities for collaboration and professional learning regarding new curriculum outcomes and shift to a phonological literacy focus.</p>	<p>Increase the number of tier 1 and 2 interventions being provided to those students at risk or significantly below grade level through literacy centers focused on phonological skill building, small group lessons, and placing decodable book libraries in each classroom.</p> <p>Professional Learning opportunities for research based literacy instruction focused on foundational elements of reading have been incorporated into our PLF schedule.</p> <p>New resources to target gaps in phonological understanding and high interest intervention materials targeting Div 2 students. Teacher training to utilize new resources optimally has been incorporated into our PLF schedule.</p> <p>Classroom engagement and increased partnership between home and school. Continue to host Family Nights to build stakeholder engagement.</p> <p>Provide opportunities for stakeholders to learn about The Regulated Classroom and strategies being taught.</p>	<p>School wide data collection spreadsheet will track individual student growth and identify those requiring additional supports.</p> <p>Literacy data will be collected 3 times per year. LENs and CC3 for screening and progress monitoring for grades K-3 and the grades 4-6 assessment tool is to be determined. Data will be used to inform teaching, identify students in need of additional supports and specific areas of support required.</p>	<p>Increase the percentage of students making significant progress in their specific area of need. Decrease the number of students significantly at risk in literacy areas.</p> <p>More focused instruction on foundational literacy skills and phonological awareness in the early years.</p>



Westview Public School

DESIRED OUTCOME PLANNING

Doing What's Best for Kids



FMPSD PRIORITY AREA: Maintain Safe and Caring Learning Environments and Supports

DESIRED OUTCOME: Understanding of Mental Health - Implementation of 'The Regulated Classroom-Trauma Informed Teaching' framework in classrooms along with professional development opportunities for staff to deepen understanding of regulation and stress reactions. By strengthening connections and communication we will bring an increased awareness of the ever-changing events that shape our community and families guides the need and direction for Mental Health support. Building our capacity as educators will better serve our students and their families, as well as colleagues ; strengthening connections and self growth as an individual.

Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>OurSCHOOL Elementary Survey results:</p> <p>March 2023~ 32% moderate to high levels of anxiety (increased 6% since Nov. 2022)</p> <p>March 2023~79% Positive Relationships (decreased 3% since April 2021)</p> <p>March 2023~ 89% Positive Behaviours (decreased 6% since Nov. 2022)</p> <p>Currently one classroom is piloting the Regulated Classroom Program.</p>	<p>Many students are struggling to self regulate their emotions; leading to high anxiety, increased negative behaviours, frequent conflicts between students and negative feelings towards school.</p>	<p>Currently, teachers are utilizing a variety of programs to address regulation, leading to inconsistent language on a school level and disconnect from year to year.</p>	<p>Teacher professional learning of The Regulated Classroom included in the PLF schedule.</p> <p>Implementation of The Regulated Classroom.</p> <p>Direct instruction on self-regulation strategies and integration of practices from 'The Regulated Classroom' framework.</p> <p>Presentations and lessons on purposeful technology use as well as impacts of social media and texting Positive & Negative).</p> <p>Provided to parents as well.</p> <p>Community Agency Connections at school and communicated to stakeholders including: SOS, The HUB, BBBS, -Circle of Security/ Triple P Parenting Program, Counselling, Family Therapist, Play Therapist, Child Family Services (Family Support), WITS (RCMP/CMHA)</p> <p>Increased extracurricular activities for students and families.</p>	<p>OurSCHOOL Elementary survey results for 2024.</p> <p>Improved Attendance.</p> <p>Observations of interactions both in class and on playground.</p>	<p>Teachers will use co-regulation strategies in the classroom daily, leading to improved mental well being for our staff and students.</p> <p>Staff, students and families will report less stress/anxiety and more positive feelings of connection.</p>

Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

School: 1848 Westview School

Assurance Domain	Measure	Westview School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	81.1	87.7	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	86.5	90.8	91.8	81.4	83.2	83.1	Very High	Declined	Good
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT - Acceptable	75.0	n/a	82.8	67.3	n/a	73.8	n/a	n/a	n/a
Teaching & Leading	PAT - Excellence	12.5	n/a	12.1	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma - Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma - Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
	Education Quality	93.1	96.8	95.5	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Wellbeing, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.7	94.1	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	82.5	87.8	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	79.2	82.2	92.1	78.8	79.5	81.5	High	Declined	Acceptable

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Supplemental Alberta Education Assurance Measures - Overall Summary

Fall 2022

School: 1848 Westview School

Measure	Westview School			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (d+ Exams)	n/a	n/a	n/a	n/a	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	n/a	n/a	n/a	2.3	2.6	2.6	n/a	n/a	n/a
In-Service Jurisdiction Needs	84.6	100.0	83.5	83.7	84.9	85.1	Intermediate	Maintained	Acceptable
Lifelong Learning	82.5	85.0	68.4	81.0	82.1	72.0	Very High	Improved	Excellent
Program of Studies	85.1	88.4	86.4	82.9	81.9	82.3	Very High	Maintained	Excellent
Program of Studies - At Risk Students	83.1	85.7	89.1	81.9	82.7	84.8	Low	Declined	Issue
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	70.2	68.0	66.4	n/a	n/a	n/a
Safe and Caring	92.0	95.2	95.3	88.8	90.0	89.2	Very High	Declined	Good
Satisfaction with Program Access	76.3	81.7	78.9	72.6	71.8	74.1	Intermediate	Maintained	Acceptable
School Improvement	83.9	92.4	88.0	74.2	81.4	81.3	Very High	Maintained	Excellent
Transition Rate (6 yr)	n/a	n/a	n/a	60.3	60.0	59.8	n/a	n/a	n/a
Work Procurement	83.3	92.9	85.9	84.9	85.7	83.5	High	Maintained	Good

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2. Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. Caution should be used when interpreting trends over time.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

School: 1848 Westview School (ESL)

Assurance Domain	Measure	Westview School (ESL)			Alberta (ESL)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	78.5	78.7	76.0	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.1	86.9	85.9	n/a	n/a	n/a
	PAT - Acceptable	75.0	n/a	n/a	65.8	n/a	70.2	n/a	n/a	n/a
	PAT - Excellence	12.5	n/a	n/a	15.2	n/a	16.4	n/a	n/a	n/a
Teaching & Leading	Diploma - Acceptable	n/a	n/a	n/a	59.0	n/a	72.5	n/a	n/a	n/a
	Diploma - Excellence	n/a	n/a	n/a	10.8	n/a	15.3	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance										

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Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

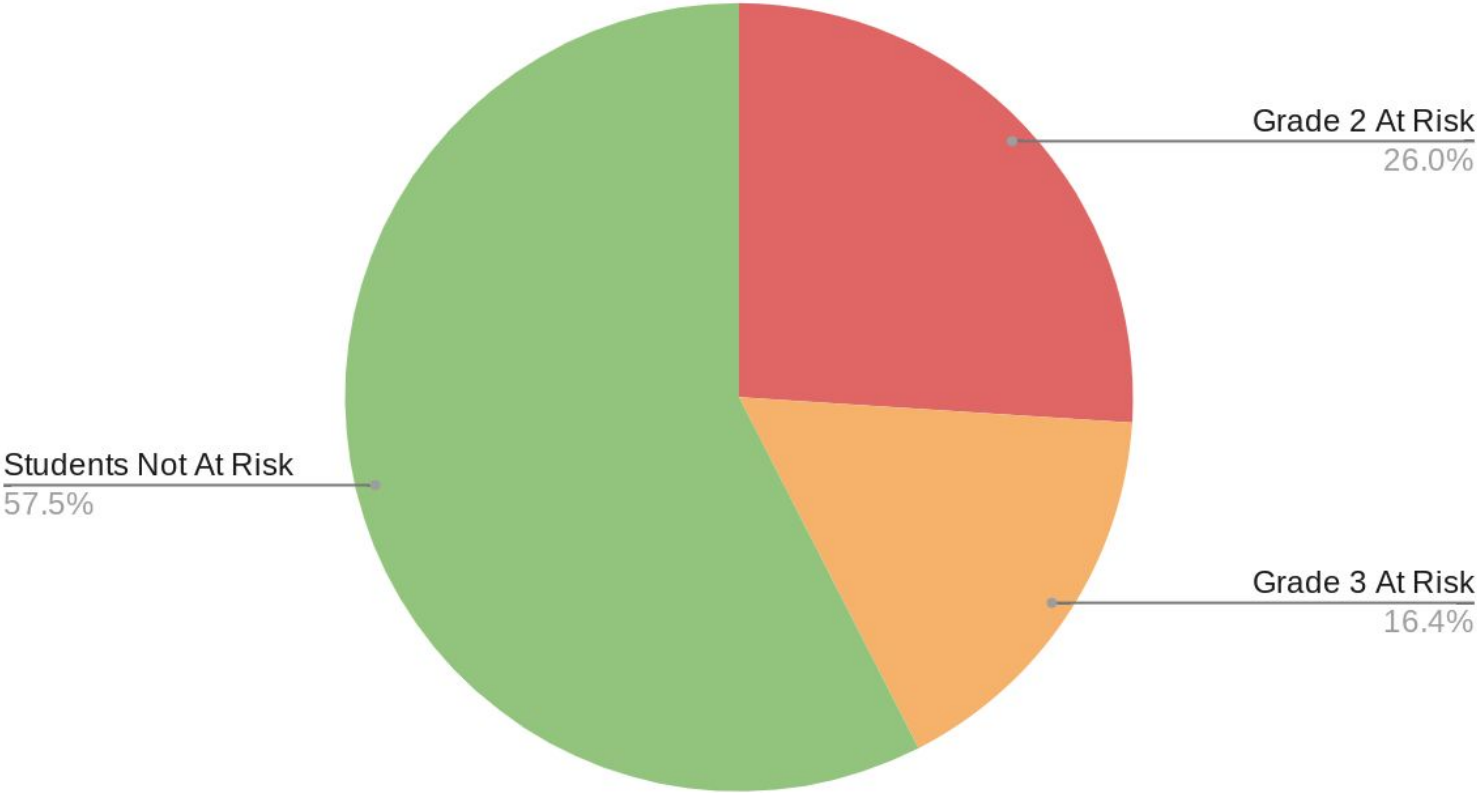
School: 1848 Westview School (FNMI)

Assurance Domain	Measure	Westview School (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	59.5	62.0	58.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	68.0	68.1	65.8	n/a	n/a	n/a
	PAT: Acceptable	62.5	n/a	n/a	46.4	n/a	54.0	n/a	n/a	n/a
	PAT: Excellence	4.2	n/a	n/a	6.4	n/a	7.4	n/a	n/a	n/a
Teaching & Leading	Diploma: Acceptable	n/a	n/a	n/a	68.7	n/a	77.2	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	8.5	n/a	11.4	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Wellness, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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Fall 2022 CC3 Literacy Assessment





Report on Student Outcomes and School Climate

OurSCHOOL Elementary School Survey (9180)

OurSCHOOL Westview School Highlights

Your version of the **OurSCHOOL** student survey measures 15 indicators based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from 95 students in this school that participated in the survey between 3 Nov. 2022 and 17 Nov. 2022. The number of students by grade level is:

- grade 4: 26
- grade 5: 29
- grade 6: 40

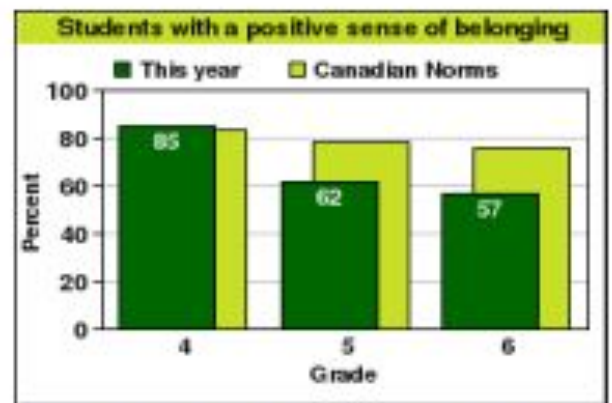
The bar charts show the results by grade for grades with at least 5 students. These are compared with Canadian norms, which are based on last year's results for all students using the OurSCHOOL survey at the grade levels found in this school. For details on the survey see www.thelearningbar.com.

Social-Emotional Outcomes

Students with a positive sense of belonging

Students who feel accepted and valued by their peers and by others at their school.

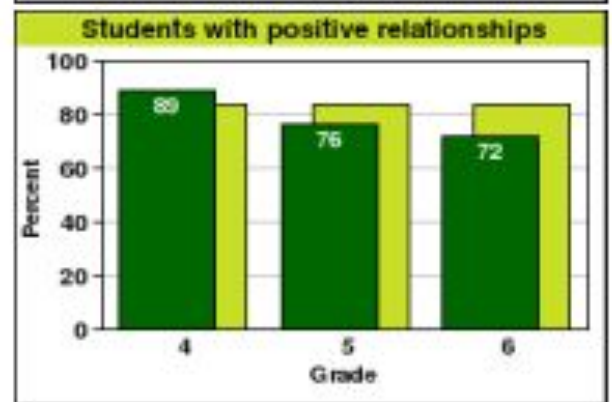
- 67% of students in this school had a high sense of belonging; the Canadian norm for these grades is 79%.
- 67% of the girls and 73% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 78% and for boys is 80%.



Students with positive relationships

Students who have friends at school they can trust and who encourage them to make positive choices.

- In this school, 78% of students had positive relationships; the Canadian norm for these grades is 84%.
- 88% of the girls and 70% of the boys in this school had positive relationships. The Canadian norm for girls is 87% and for boys is 81%.



Data Trends

