

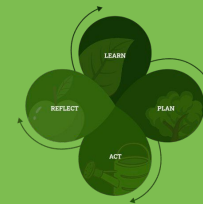
Education Plan for Westview Public School
Waleed Najmeddine - Principal
James Sedgwick - Vice Principal
Spring 2024



Westview Public School

CONTINUOUS IMPROVEMENT CYCLE

Doing What's Best for Kids



Welcome to Westview Public School!

We serve the educational needs of 350 students and their families from pre-Kindergarten to grade 6. Our staff is comprised of 15 ATA and 14 CUPE dedicated members who help nurture our diverse student population. Approximately 5% of students are learning English as an additional language, 27% are early childhood learners, 12% are First Nations, Métis, Inuit, and 5% have severe learning disabilities. Westview Public School continues to host YMCA before and after school care programming.

We feature a well established Leader in Me program through which we aim to sustain a culture of student leadership. Greeters, lunch monitors, and library helpers are a few examples of how students are taking ownership of school programming. Monthly awards assemblies are also student driven with a team of writers, tech support and presenters. Assemblies regularly have high parent attendance. Our Student Lighthouse team meets frequently to plan events and share their ideas for school improvement.

Westview School Council is active and supportive with high parent participation. Westview School Parent Association is active in many fundraising initiatives to help ensure that academic and extra curricular resources are available for staff and students. Westview Public School has maintained strong partnerships with the Wood Buffalo Food Bank, Salvation Army and other service agencies over the years, as well as collaboration with our neighbours and colleagues at Westwood Community High School.

We strive to cater our educational programming to meet the unique needs of students through individualised program plans, behaviour support plans, support in English language learning, speech pathology, occupational therapy, counselling interventions ranging from whole class to targeted small student groups and individuals. Professional Learning Friday activities include regular Collaborative Team meetings, and a focus on understanding and application of restorative practices and Regulated Classroom strategies.

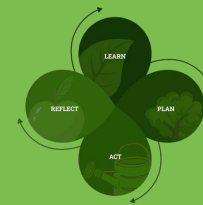
With a significant number of new staff members this year comes a fresh outlook for the future, and new energy and commitment towards revitalising extracurricular activities and programs.

Waleed Najmeddine
Principal



Westview Public School 2024-25 CONTINUOUS IMPROVEMENT CYCLE

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

CONTINUOUS IMPROVEMENT CYCLE

1. Learn - Gather, Analyse and Interpret Data
2. Plan - Identify Needs and Strategize to Address
3. Act - Resource and Implement the Plan, Adapt as Needed
4. Reflect - Impact of Plan for Continuous Improvements

CURRENT STATE

STRENGTHS

Learning environments are welcoming, caring, respectful and safe. Our data shows high parental involvement in decisions about their child's education as well as high parent and teacher satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

AREAS FOR GROWTH

Literacy: Continued focus is required on supporting students in letter sounds/blends, and in word recognition.

Mental Health: Student anxiety remains high overall. Focus is required in helping students feel more safe at school.

LOCAL CONTEXT

Westview school has a very supportive parent community and dedicated ATA and CUPE staff. A well-established Leader in Me program and culture of student leadership exists where students take ownership of school programming through leadership. They lead monthly awards assemblies, and participate in our Student Lighthouse team which meets frequently to plan events and is encouraged to share their ideas for school improvement. The Collaborative Response Model shapes our intervention strategies and is embedded in professional learning activities, along with efforts to establish a culture of restorative practices and self-regulation. We continue to grow as educators towards the inclusion of all students by incorporating indigenous themed learning activities.

STRATEGIES FOR MOVING FORWARD

1. PROFESSIONAL LEARNING

- Westview School Professional Learning plan 2024-25 goals focus on student literacy growth and mental health through physical and emotional regulation, and establishing a culture of restorative practices in and outside the classroom.

2. MATERIAL RESOURCES

- Parent fundraising activities help enhance many classroom enrichment opportunities and will allow for use of educational software, hands on learning, and literacy resources, including decodable books and home reading libraries.

3. HUMAN RESOURCES

- Staff trained in Nonviolent Crisis Intervention (NVC), Indigenous foundational knowledge, Regulated Classroom, University of Florida Literacy Institute (UFLI), and restorative practices.

INDICATORS OF SUCCESS

MOVING TO DESIRED OUTCOME

1. Tracking literacy data to measure growth, identify learning gaps and apply universal and targeted literacy interventions.
2. Implementation of restorative practices and Regulated Classroom strategies to nurture student emotional regulation and support the mental health of staff, students and families.

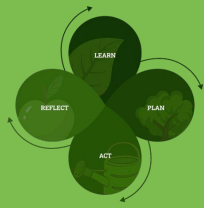




Westview Public School

DESIRED OUTCOME PLANNING

Doing What's Best for Kids



FMPSD PRIORITY AREA: Priority Area 1: Promote Growth and Success for All Students

DESIRED OUTCOME: Literacy - Staff will engage during PLF time 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. Targeted interventions will be provided to reduce the percentage of students at risk in literacy skill growth.

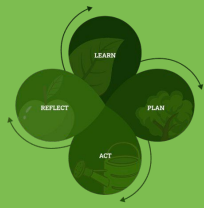
Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>Over 50% of students in grades 2-3 at risk compared to 45% from previous year's LENS/CC3 assessments.</p> <p>35% of students in grades 4-6 are at risk in accuracy, fluency and comprehension based on March 2024 DIBELS data.</p>	<p>A large number of students in all grades are at risk in literacy skills. Div 1 students require support in letter sounds/blends, and in word recognition. Div 2 students require support in accuracy, fluency, and comprehension.</p> <p>We will continue to address these gaps with targeted group and individual interventions.</p>	<p>Current practices tell us that we need a more focused, tiered support system in place for Div 2 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>Employ UFLI strategies and resources for Div 1 students. Tier 1 and 2 interventions for students at risk through literacy centers focused on phonological skill building, small group lessons. Decodable book libraries in each classroom. Home reading programs to support improvement in letter sounds/blends and word recognition.</p> <p>Professional Learning activities for UFLI and other research based literacy instruction focused on foundational elements of reading.</p> <p>Use of ReadingEggs for Div 1 and explore use of GetEpic software for Div 2.</p> <p>Classroom engagement and increased partnership between home and school. Continue to host Family Nights to build stakeholder engagement.</p> <p>Collaborative Response Model will continue to shape our efforts for student in need of Tier 1 and 2 level interventions.</p> <p>Literacy data will be collected in Fall 2024, Winter and Spring 2025.</p> <p>Targeted supports for Div 1 and 2 provided by teachers with extra prep time</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 DIBELS monthly for grades 2-6. Data will be used to inform teaching, identify students in need of additional supports and specific areas of support required.</p>	<p>10% decrease in percentage of students at risk in literacy areas.</p> <p>Literacy intervention resource for Div 2 is identified and in use by Winter 2025.</p> <p>Pre-Kindergarten to gr. 3 instruction in building foundational literacy skills and phonological awareness.</p>



Westview Public School

DESIRED OUTCOME PLANNING

Doing What's Best for Kids



FMPSD PRIORITY AREA: Priority Area # 2: 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 (Gr. 4-6):</p> <p>April 2024 - 35% moderate to high levels of anxiety (increased 8% since Nov. 2023)</p> <p>April 2024 - 63% feeling safe at school (decreased 6% since Nov. 2023)</p>	<p>Many students are struggling to emotionally self regulate leading to high anxiety, increased negative behaviours, and conflicts between students.</p>	<p>Inconsistent understanding among staff of appropriateness of certain student play behaviours. This may be leading to a perception among students that problems are being ignored and/or not managed effectively.</p>	<p>Continued professional learning of Regulated Classroom and restorative practices, and regular use in classroom learning activities.</p> <p>Lessons on purposeful technology use as well as impacts of social media and cellphone use. Provide information to support parents in their learning.</p> <p>Communicate with stakeholders availability of community agency services: (e.g. SOS, The HUB, BBBS, Circle of Security/Triple P Parenting, Counselling, Family Therapist, Play Therapist, Child and Family Services, WITS (RCMP/CMHA))</p> <p>Continue to offer extracurricular school activities for students and families.</p>	<p>OurSCHOOL Elementary survey results for Nov. 2024 and April 2025.</p> <p>Improved Attendance</p> <p>Observations of interactions both in class and on playground</p> <p>Decrease in office referrals</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>Survey data will show that staff and students report less stress/anxiety.</p>

Required Alberta Education Assurance Measures - Overall

Fall 2023

School: 1848 Westview School

Assurance Domain	Measure	Westview School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Yr Avg	Current Result	Prev Year Result	Prev 3 Yr Avg	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	79.4	81.1	81.1	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	90.2	86.5	89.0	80.3	81.4	82.3	Very High	Maintained	Excellent
	PAT: Acceptable	68.9	80.0	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	6.7	10.0	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
Teaching & Leading	Education Quality	90.1	93.1	93.5	88.1	89.0	89.7	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments	90.0	89.7	89.7	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	82.7	82.5	82.5	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	84.4	79.2	85.1	79.1	78.8	80.3	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 6, Mathematics 6, Science 6, Social Studies 6.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 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.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
6. 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.

Required Alberta Education Assurance Measures - Overall Summary Fall 2023

School: 1848 Westview School (EAL)

Assurance Domain	Measure	Westview School (EAL)			Alberta (EAL)			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	72.8	78.5	77.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.7	86.1	86.0	n/a	n/a	n/a
	PAT: Acceptable	*	83.3	n/a	57.9	59.7	n/a	*	n/a	n/a
	PAT: Excellence	*	0.0	n/a	12.2	13.7	n/a	*	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	67.1	59.0	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	13.8	10.8	n/a	n/a	n/a	n/a
Teaching & Leading	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
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 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.
3. 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 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.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. 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.
8. 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.

Required Alberta Education Assurance Measures - Overall Summary Fall 2023

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	57.0	59.5	59.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	71.3	68.0	67.0	n/a	n/a	n/a
	PAT: Acceptable	*	66.7	n/a	40.5	43.3	n/a	*	n/a	n/a
	PAT: Excellence	*	16.7	n/a	5.5	5.9	n/a	*	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	74.8	68.7	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	11.3	8.5	n/a	n/a	n/a	n/a
Teaching & Leading	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
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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Literacy Data April 2024

Grade	LENS - At Risk			CC3- At Risk	
	2	18/27		67%	23/27
2/3	12/30	40%	5/30	17%	
3	22/27	81%	14/27	52%	
Overall	52/84	62%		42/84	50%

Grade	Accuracy			Fluency			Comprehension	
	4	7/27		26%	12/27		44%	15/27
4/5	1/27	3%	3/27	11%	3/27	11%		
5	3/25	12%	10/25	40%	17/25	68%		
6	7/33	21%	14/33	42%	12/33	36%		
Overall	18/112	16%	39/112	35%	47/112	42%		

Mental Health Data

Anxiety and Feeling Safe at School April 2024

