



School Education Plan 2024/25



October/2024



Table of Contents

.....	1
Table of Contents	2
Administrators' Message	4
School Profile	5
Student Feedback from Spring 2024	6
Parent Feedback from Spring 2024.....	7
RVS Assurance Results.....	8
OurSCHOOL Results	9
Alberta Education Assurance Measure Results	10
Advancing students numeracy and literacy skills.....	11
Building future-ready students	14
Creating inclusive, engaging, healthy learning opportunities for all students.....	17
School Council Review	20

2023 – 2027 Four-Year Education Plan

Focus on the Future

The 2023 – 2027 Education Plan was shaped around goals important to our community of parents/guardians, students and staff: advancing students' numeracy and literacy skills; building future-ready students; and creating inclusive, engaging, healthy learning opportunities for all students. Collectively, these goals build a foundation on which our students can grow and flourish in life.



Advancing students' numeracy and literacy skills

Numeracy and literacy skills remain the cornerstone of learning; building these skills in students is critical for all our teachers. RVS is committed to using proven, research-based, effective strategies to help students read, write and perform math. Our AERR will showcase the results of this focus.



Building future-ready students

RVS students will be ready for the future, in any path they choose. This will be accomplished through the achievement of Alberta student competencies: critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being.



Creating inclusive, engaging, healthy learning opportunities for all students

While focusing on numeracy, literacy and critical student competencies, RVS students will also find joy and engagement in their learning. Consistent teaching practices help to create positive and inclusive learning experiences for everyone; RVS will use division practice guides to assist with this to help create inclusive, engaging and healthy learning opportunities for all.

Priorities

RVS will achieve the goals in the Education Plan by...

Providing active learning

Students have an authentic voice in their learning while being provided choice in the best ways to demonstrate their understanding.

Effective instruction and assessment practices

Meaningful, relevant teaching and assessment opportunities will be delivered while integrating Indigenous Ways of Knowing.

Creating communities of inclusivity

All students are connected to each other and their larger communities, creating thriving, positive students who belong.

Promoting healthy, safe environments

Students learn best when they are well and feel secure and respected.

Administrators' Message

To achieve the goals in RVS' 2023-27 Education Plan, our school is focusing on the following key priorities:

Improving students' literacy and numeracy skills through:

- *Organizing staff PL focused on numeracy instructional practices*
- *Dedicating a literacy specialist to work with individual students in k-3*
- *Incorporating literacy support for all teachers, regardless of subject or grade (support includes the possibility for one-on-one assistance from our literacy specialist)*
- *Utilizing flexible groupings with our grade 1 and 2 classes, with teachers working with small groups of students on specific reading skills*
- *Encouraging continued support at home for daily reading and numeracy support*
- *Utilizing the results of screening and assessment tools (LeNS, CC3, PAST, RAN, RVS writing assessment tool and the Elk Island Numeracy Assessment) to better inform universal supports for all students as well as targeted supports for students identified as working below grade level*

Building “Future Ready Students” by improving students' understanding of the connection between what they are learning at school and possible career pathways. A fantastic foundation was provided in the work the school did in 2023-24 and we are excited to build on that through:

- *Organizing Career Exploration afternoons where grades 5-8 students will have the opportunity to engage in experiential learning activities related to a variety of careers*
- *Highlighting in our Career and Technology Foundations (CTF) courses for middle school students the possible career pathways associated with those areas*
- *Working with community partners to facilitate opportunities for students to engage in hands-on learning opportunities directly related to entry categories in our 2025 School Fair handbook*
- *Providing professional learning and team planning time on each school-directed PL Day to further our work on this important goal*

Continuing to build on our positive school culture and appreciation for diversity, including the development of a greater understanding of other cultures (Indigenous cultures in particular). Strategies include:

- *Focusing on the on-going implementation of our Positive Behavioural Interventions and Supports (PBIS) program*
- *Building on the relationships that have been formed with members of our local Indigenous community to help us continue to learn about the history and purposes of tipis as we explore ways to meaningfully and respectfully use our own tipi*



Darrell Lonsberry, Principal



Cristy Leonard, Assistant Principal

School Profile

<p>Principal: Darrell Lonsberry Assistant Principal(s): Cristy Leonard Website: https://westbrook.rockyview.ab.ca</p>	<p>Mission: Westbrook School's purpose is to nurture students' intellectual, physical, social and emotional growth.</p> <p>Vision/Purpose/Beliefs: Our vision is to be a collaborative partnership of learners where students achieve their personal best and become responsible citizens in a safe, respectful, supportive and caring environment.</p>
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Total Number of Students: 199

Grades Served: Kindergarten – grade 8

Total Number of:

- Classroom Teachers: 14
- Learning Support Teacher(s): 1
- Learning Assistant(s): 3
- CDA(s)/Guidance Counsellor(s): 1
- Learning Commons Facilitator(s): 1
- Office staff: 2
- Caretaking staff: 2

School Diversity Profile

As with all Rocky View Schools, Westbrook School reflects a rich and diverse learning community.

Notably, 7% of our students self-identify as Indigenous students.

English as an Additional Language learners represent 2% of our school population.

As an inclusive school, we welcome 9.8% of our students who have significant learning needs.

Additionally, our school offers extra-curricular athletics, optional classes (outdoor education, communication technology, drama, leadership), and targeted literacy and numeracy support for students not meeting grade-level expectations. Westbrook students also participate in longstanding school traditions, such as the Walkathon and School Fair.

Student Feedback from Spring 2024

What do students think are some things that are going well?

- Appreciation for the addition of 2 new CTF courses – communication technology and outdoor education
- Grade 5-8 students valued being able to have breaks outside

What do students think could be worked on or improved?

- More recess equipment
- Continue to strengthen relationships amongst staff and students

Parent Feedback from Spring 2024

What do parents think are some things that are going well?

- Career exploration mornings were valuable
- Focus on numeracy is positive; parents enjoyed that their children were able to experiment with some new approaches to learning through math games and activities sent home
- Opportunity to participate in field trips, volunteer in the classroom and for events such as the Walkathon and winter play

What do parents think could be worked on or improved?

- Parents would appreciate more current, contemporary discussion in our social studies classes through incorporating current events

RVS Assurance Results

	Data Source	Most Recent Results
Percentage of students in grades 4 – 8 who are not requiring intensive supports on the EICS Math Screening Assessment	ECIS Math Assessment 2024	75%
Percentage of students in Grades 1 – 3 who are not at risk on the Alberta Numeracy Screening.	Dossier Data	72%
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 6.	BAS	79.7%
Percentage of students meeting expected grade level outcomes on the RVS writing assessment Grade 3, 7 and 10.	RVS Writing Assessment (2024 data)	90% - grade 3 *57% - grade 7 (7 students assessed)
School-wide score on Positive Behavioural Intervention and Supports (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	83%
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	68%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data (2024 data)	90%

What does this data tell us is going well?

- early elementary writing programming
- students on IPPs are receiving the supports they require to be successful (also supported by AB Education Assurance results)

What does this data tell us could be improved or worked on?

- Continue to develop writing skills, particularly in older grades
- Continue to develop literacy skills both at home and at school
- Continue to work with families to improve student attendance

OurSCHOOL Results

	Results as of Spring 2024
The percentage of students who are interested and motivated, trying hard to succeed and feel challenged and confident in their learning related skills.	70% - Gr. 4, 5, 6 60% - Gr. 7, 8
The percentage of students who value school outcomes and have positive homework and studying behaviors.	62% - Gr. 4, 5, 6 49% - Gr. 7, 8
The average score for relevance, rigor and effective learning time.	7.3/10 - Gr. 4,5,6 6.4/10 - Gr. 7, 8
The percentage of students who report a sense of purpose in life, who devote time to pleasurable activities, who have an understanding of their own and other cultures, and who have positive health and are goal oriented.	81% - Gr. 4, 5, 6 77% - Gr. 7, 8
The percentage of students planning to finish high school and pursue a trade, apprenticeship, college or university program.	49% - Gr. 7, 8
The average score for positive teacher-student relationships, positive learning climate, and expectations for success.	7.1/10-Gr. 4, 5, 6 6.2/10 - Gr. 7, 8
The percentage of students who report they are able to control their emotions and behaviors and maintain focus on a task.	72% - Gr. 4, 5, 6 68% - Gr. 7, 8

What does our data indicate is going well?

- Students enjoy activities and have a sense of purpose
- A higher percentage of students at our school are interested and motivated, compared to national averages
- A much higher percentage of grade 7 and 8 students at our school aspire to finish high school, compared to the national average

What does our data tell us could be improved on?

- Engaging grade 7 and 8 students to feel confident in their studies and continue to enjoy learning
- Continued exposure to potential trade and apprenticeship programs and opportunities when they become available as students get older
- Continue to evolve our teaching practices to provide engaging and motivating learning opportunities for all students

Alberta Education Assurance Measure Results

Assurance Domain	Measure	Westbrook 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	82.9	86.2	83.4	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	83.8	84.1	81.8	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	80.0	80.0	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	26.7	26.7	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a	
Teaching & Leading	Education Quality	86.2	85.7	83.6	87.6	88.1	88.6	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.8	88.2	84.7	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	81.7	78.5	74.8	79.9	80.6	81.1	n/a	Improved	n/a
Governance	Parental Involvement	89.2	90.4	83.6	79.5	79.1	78.9	Very High	Maintained	Excellent

What does our data indicate is going well?

- Citizenship and parental involvement results continue to be very high
- Maintaining a safe and caring learning environment
- We are making progress in providing appropriate access to supports and services for students

What does our data tell us could be improved on?

- Continue to work on providing engaging and motivating learning opportunities
- Student data regarding the quality of education at Westbrook is lower than the results from parents and staff

Advancing students numeracy and literacy skills



Outcome: Students are numerate and literate.

Outcome: Students are actively engaged in meaningful and relevant learning.

How Might We:

School Goal 1: How might we improve students' numeracy and literacy skills, thereby increasing the number of students currently meeting grade level expectations by 5% this school year?

Data that informed this goal:

- **Alberta Numeracy Screening Assessment:** (Sept. 2024) 10% of grades 1, 2 and 3 students assessed as "At Risk"
- **BAS** (June 2024): 79.7% of students reading at or above grade level on the BAS grade 1-6.
- **RVS Writing Assessment** (June 2024): 81% of grade 3 students are meeting or exceeding expected grade level outcomes
- **LeNs** (June 2024): 95% of grade 1 and 2 students not at risk
- **CC3** (June 2024): 100% of grade 1 and 2 students not at risk

Connection to the practice guide(s):

Instruction and Assessment Practice Guide

- When data indicates student learning is not moving forward, teachers engage in the collaborative problem-solving process, communicate and engage parents, alter instruction, provide multiple ways for the student to demonstrate their achievement of the learning outcomes.
- Universal Design for Learning (UDL): Intentionally planning learning around the student, taking into consideration where each is on their learning journey, is critical for success.
- Design learning opportunities that meet students where they are and support them in the journey to where they need to go and want to be.
- Teachers will use a variety of strategies and tools for assessment, including Indigenized assessment methods to give students a range of opportunities and a variety of ways to demonstrate their knowledge, skills and attitudes pertaining to expected outcomes.

Professional Learning Practice Guide:

- Learning and growing together to meet the needs of students and optimize learning for all requires professional learning to be grounded in data. Data related to student learning drives professional learning for individuals and propels our collective efficacy as a jurisdiction. Educators reflect on and incorporate data to measure the impact of professional learning on students and their learning.
- Use current research and evidence to inform teaching and learning.

- Use a variety of sources and types of student, educator and system data to plan, assess, and evaluate professional learning.

Inclusive Education Practice Guide:

- Design sustainable, multi-tiered systems of teaching, learning, supports and services to meet the diverse academic, social-emotional, mental health and behaviour needs of all students.
- Consistently and continuously use multiple, triangulated data sources to guide and inform decisions, practice and pedagogy
- Remove barriers within learning environments – work, collaboratively and consistently to remove social, academic, and physical barriers within learning environments to ensure all learners are successful and can participate meaningfully within their school community.
- Use of balanced assessment to ensure it is equitable for all students and comprised of ongoing observations, conversations and products that embrace multiple means of representation to ensure all students can show what they know in meaningful ways.
- Work collaboratively to build a thorough understanding on the use of classroom and school profiles to effectively allocate resources, and identify effective instructional practices and assessments based on current strengths, talents and needs of students in each class and the overall learning community

Strategies:

- Organize whole school PL focused on literacy and numeracy instructional practices in classrooms
- Continue building the number of numeracy resources accessible to staff (manipulatives, games, whiteboards) for student use
- Use the literacy and numeracy screening data to help identify students in need of targeted supports and to monitor the effectiveness of those supports. Students are reassessed periodically to determine next steps in supporting their learning
- Provide targeted supports for students, including: individual support from numeracy and literacy experts in the school multiple times per week depending on the level of need, and utilizing flexible groupings in grades 1 and 2 for literacy instruction
- Teachers utilize research-based instructional practices, including UFLI (University of Florida Literacy Intervention), PAL (Peer Assisted Learning), Heggerty Phonemic Awareness
- Use teen mentors and buddies to assist with literacy and numeracy practice

Measures:

- Alberta Numeracy Screening Assessment, RVS Writing Assessment, LeNs, CC3, BAS

Parents can:

- Read daily with their child(ren) and practice math skills and games at home
- Attend 3-way conferences and gather resources from literacy and numeracy display
- Volunteer to help small groups of students with numeracy skills through guided activities

Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	<ul style="list-style-type: none"> • Nov 1st Literacy Data Review as a staff during the PL day • Literacy and numeracy interventions are being provided for at risk students. Students are periodically reassessed to determine the next steps for their learning (for literacy, it is approximately every 6-8 weeks) • Decodable books purchased for early literacy • Elementary teachers were trained in UFLI by our literacy lead teacher and have been incorporating it into their programming 	<ul style="list-style-type: none"> • Modified our strategies to better reflect the actual steps we are taking to support learners identified as at-risk on the literacy and numeracy screening tools
April 4	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •



Building future-ready students

Outcome: Students demonstrate strong abilities in critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being (Alberta Education student competencies).

Outcome: Students graduate high school prepared to be successful for any path they choose.

How Might We:

School Goal 1: How might we increase by 5% the number of students who indicated in the OurSCHOOL survey that they believe that education will benefit them personally and economically, and will have a strong bearing on their future?

Data that informed this goal:

Alberta Education Assurance Model Results April 2024 (see chart on page 11):

- 84% of teachers, parents and students are satisfied that students model the characteristics of active citizenship.
- 87% overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish high school.
- 85% of parents, students and teachers are satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, health and physical education.

OurSCHOOL Elementary School (grades 4 to 6) Survey April 2024:

- Students with positive eudaimonia pursue personally expressive goals and have a sense of purpose in their life. 73% of students in Westbrook School had positive eudaimonia; 83% of the girls and 58% of the boys.
- Students who set relevant, attainable goals and exert deliberate and persistent effort to achieve them. 75% of students in Westbrook School had a positive goal orientation; 77% of girls and 69% of boys.

OurSCHOOL Secondary School (grades 7 and 8) Survey April 2024:

- 78% of students had aspirations for finishing high school; 86% of the girls and 71% of the boys.
- 49% of students believe that education will benefit them personally and economically, and will have a strong bearing on their future

Connection to the practice guide(s):

Instruction and Assessment Practice Guide

- Keys to designing learning opportunities: engage students as co-designers of their learning, empowering them to follow their passions and challenging them to new heights; move beyond classroom walls.

- Authentic tasks: connecting learning to real life experiences makes learning meaningful. Using authentic, hands-on experiences supports the transfer of learning so students can take what they have learned and apply it to solve a real-world problem. Authentic tasks create a bridge between what is learned in the classroom and why this knowledge is important to the world outside of the classroom.

Inclusion Practice Guide:

- Collaborate for Success – School and system staff, families and community partners are committed to ongoing and meaningful collaboration to support the success of all learners.
- Ensuring academic success for all learners by designing authentic, relevant learning experiences for all.

Professional Learning Practice Guide:

- Community Engagement – Parents, school councils, students, community members, businesses, industry, and post-secondary institutions are partners in supporting implementation.
- Effective professional learning is dynamic, current and is designed to be responsive to ever changing contexts.

Strategies:

- Continue Career Exploration mornings where grades 5-8 students have the opportunity to engage in experiential learning activities related to a variety of careers, considering student choice
- Invite presenters to K-4 classrooms to incorporate career explorations in the younger grades
- Work with community partners to facilitate opportunities for students to engage in hands-on learning opportunities directly related to entry categories in our *2024 School Fair Handbook*.
- Teachers will continue to expand involvement of community partners, including parents, to facilitate career exploration and/or hands-on, real world learning experiences for students.

Measures:

- Alberta Education Assurance Measure Results - students model the characteristics of active citizenship, overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish high school, and parents, students and teachers are satisfied with the opportunity for students to receive a broad program of studies.
- OurSCHOOL Survey results – students that value schooling outcomes

Parents can:

- Volunteer to share career related information or experiences with students, either through classroom visits or through our Career Fair or School Fair
- Work in partnership with the school to strengthen student understanding of Learner Competencies

Check-Ins	Progress and Analysis	Adjustments to Plan
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<p>December 6</p>	<ul style="list-style-type: none"> • Classroom visits from community members, including a soldier, firefighters and a nurse • Grade 6-8 teachers completed interest inventories with students to determine the careers they would like to learn more about during our career fair • Career fair planning committee is meeting and updating our list of contacts and resources 	<ul style="list-style-type: none"> • Adjusted the wording of the goal
<p>April 4</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

Creating inclusive, engaging, healthy learning opportunities for all students



Outcome: Students are happy, healthy, feel they belong and are safe, and experience success in learning environments that are inclusive of every learner and celebrate diversity.

Outcome: Students are self-aware, focused and demonstrate perseverance and resilience.

How Might We:

School Goal 1: How might we continue to build a positive school culture and appreciation for diversity, as represented by a 5% increase on the PBIS Tiered Fidelity Inventory and OurSCHOOL survey item related to understanding other cultures?

Data that informed this goal:

- **Alberta Education Assurance Model Results April 2024 (see chart on pg 11):**
 - 93% of parents and 77% of students agree that their learning environments are welcoming, caring, respectful and safe
 - 94% of parents and 78% of students agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.
- **RVS PBIS Tiered Fidelity inventory score:** 83%, maintained from the previous year
- **OurSCHOOL Elementary School (grades 4 to 6) Survey April 2024:**
 - 72% of students had awareness of other cultures.
- **OurSCHOOL Secondary School Survey (grades 7 and 8) April 2024:**
 - 68% of students had awareness of other cultures

Connection to the practice guide(s):

Instruction and Assessment Practice Guide:

- Implementing Indigenous Ways of Knowing provides all learners, Indigenous and non-Indigenous, access to high quality learning. Decolonizing and Indigenizing methodologies support all student learning and create safety in the learning environment.
- We are all learners. WE accept responsibility for the education of our community by embracing diversity and differences and promoting equal academic and social learning opportunities for all. With a focus on diversity and differences, we ensure that students with ALL levels of need are fully engaged in our classrooms.
- Design learning opportunities that use Indigenous methodologies that are visible and explicitly communicated.

- Teachers will use a variety of strategies and tools for assessment, including Indigenized assessment methods to give students a range of opportunities and a variety of ways to demonstrate their knowledge, skills and attitudes pertaining to expected outcomes.

Inclusion Practice Guide:

- Teaching to diversity – Students are in classrooms with their similar aged peers and access social and academic learning that has been designed based on classroom community strengths, talents and student learning preferences.
- Educate all members of the learning community, including parents, on diversity and inclusion through professional learning activities.
- Provide nurturing learning communities where all cultures are accepted.

Professional Learning Practice Guide:

- Transformational professional learning: high quality professional learning inspires individuals and teams to elevate and refine their practice to improve the overall experience for the school community.
- School based professional learning plans are developed to support school priorities, outcomes and strategies for professional learning each school year and are embedded in the goals of the School Education Plan

Strategies:

- Implement the next steps in the PBIS Tiered Fidelity Inventory:
 - Increase visibility of the matrix throughout the school
 - Professional learning for staff on RVS responding to behavior flowchart
 - Creation of school-wide lessons to support our PBIS matrix
 - Continue and expand our system of recognizing positive student behaviours
 - Staff will regularly review student conduct data to inform planning

Measures:

- Alberta Education Assurance Model Survey – overall teacher, parent and student agreement that their learning environments are safe, welcoming, caring and safe
- OurSCHOOL surveys – students who possess understanding of other cultures
- PBIS Tiered Fidelity Inventory

Parents can:

- Participate and volunteer in school-wide events
- Work as partners with staff to ensure students feel safe and cared for

Check-Ins	Progress and Analysis	Adjustments to Plan
December 6	<ul style="list-style-type: none"> • Nov 1 PL day, responding to student behaviour flowchart shared and discussed 	<ul style="list-style-type: none"> • Based on feedback from Cindy Stefanato, Director of Indigenous Learning for RVS, we removed the strategies specifically

	<ul style="list-style-type: none"> • We are expanding the ways that we recognize positive student behaviour (include in the newsletter, for example) • Nov 26 Zoom News clarifying bus expectations, linked to the matrix • Dec 2 PL day, Sherri Black presented on Behaviour Data Tracking. We also went through the data collected to date in regard to student behaviour sent to the office. We looked at the themes and where we will start with creating lessons to teach the expectations. 	<p>relating to increasing the staff's understanding of indigenous ways of knowing; we will focus on this important aspect of this goal in future iterations of this plan, when we are better positioned to do the work the justice it deserves</p>
<p>April 4</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

School Council Review

Presentation of School Education Plan

School council comments:

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Signatures indicate agreement with the plan

School Council Chair signature on behalf of the parents and community of Westbrook School

Principal signature on behalf of students and teachers of Westbrook School