



ANNUAL RESULTS REPORT – 2016 – 2017
SCHOOL CONTINUOUS IMPROVEMENT PLAN – 2017 – 2020

Success for All x All Kids Are Our Kids = One Year's Growth

Grande Yellowhead Public School Division priorities:

- Improving Student Learning
- Building Leadership Capacity
- Improving Internal and External Communications

To ensure a commitment to these priorities, GYPSD's three-year education plan is student-centered focused on two main areas:

- SUCCESS FOR ALL (Student Achievement) and
- ALL KIDS ARE OUR KIDS (Inclusive Learning environments ensuring all students are supported)

We will provide **quality learning environments** to ensure:

1. Literacy and numeracy success through the Programs of Study.
2. Student success through innovative, effective and appropriate uses of educational technologies
3. Our students are calm, alert and ready to learn
4. First Nations, Metis and Inuit (Indigenous) student success

With a focus on literacy and numeracy foundational practices, we will promote effective teaching practices within quality learning environments so all students are successful.

École Westhaven School

School Demographics

École Westhaven School serves the community of Edson and the surrounding area. We are very proud to be the only elementary school hosting both French Immersion and English education programs. Our students come from a variety of socio-economic, cultural, and racial backgrounds.

The total number of enrolled students is 333. We have 148 FRIM students and 185 English program students. There are 20 certificated staff and 9 support staff.

- a. class configurations (We have a total of 16 classrooms)
 - English ECS -17 students – Mrs. Reynolds
 - English ECS – 16 students – Ms. Vande Voorde
 - FRIM ECS – 27 students – Ms. Longmire
 - English Grade 1-Ms. MacPhail- 20 students
 - FRIM Grade 1- Mrs. Stanton- 25 students
 - FRIM Grade 2 – Mme. Corriveau – 18 students
 - English Grade 1/ 2 – Ms. Stewart– 7/15 students
 - English Grade 2/3 - Mrs. Keating – 8/12 students
 - English Grade 3- Mrs. Williams/Mrs Spreen – 22 students
 - FRIM Grade 2/3 - Mrs. Laborderie- 6/14 students
 - FRIM Grade 4 – Ms. Mazur – 19 students
 - English Grade 4- Ms. Gilchuk -22 students
 - FRIM Grade 4/5 – Mr. Muamba – 11/8 students
 - English Grade 4/5 – Mrs. Moses– 7/15 students
 - English Grade 5- Ms. Savoie - 24 students
 - FRIM Grade 5 – Mme. France Hamelin -20 students
 - Ms. Kylo LeMoal – 1.0 FTE Phys Ed Teacher
 - Mrs. Marina Spreen – .4 FTE Music Teacher

Mrs. Stacy McGowan – Principal (1.0 FTE)
Mrs. Jane Marcoff – Assistant Principal (.2 FTE) & LST (.8 FTE)

b. Support Staff

Secretary – Mrs. Gail Collier
Library Assistant – Mrs. Kathy Donkin (Part-time)
Teacher Assistants:
Mrs. Mary Auriat
Mrs. Carole Dion
Mrs. Elizabeth Arndt
Mrs. Janet Murry
Mrs. Katherine Hicks
Ms. Karine Holmes
Mrs. Jill Glover

Principal's Message

The staff of École Westhaven School works collaboratively together, to best meet the needs of all students. The staff gathers student test data (standardized and classroom), analyzes and evaluates it on an ongoing basis to actively promote and enhance student learning. Strategies are then agreed on and implemented to improve and increase student learning and retention. Within the Professional Learning Communities we are actively involved in identifying needs and resolving issues in student learning. We are identifying areas of strength and weakness within our classrooms, and working together to resolve learning struggles. We are looking forward to our continued work with Pyramid Response to Interventions. The PRTI project allows us to identify and work with small groups of students. Within this framework we utilize our knowledge of student learning as well as carefully evaluating students and targeting improvement. Our focus is in the areas of Language Arts and Numeracy. We are very excited about the positive learning potential we see for our students within the structure of our Pyramid Response to Interventions work and helping our students achieve one year's growth.

Our school is piloting full-day, every day, ECS program. Teachers and parents recognized and expressed the potential benefits they saw for the students. We expect to see an increase in the student's' readiness (academically, socially and emotionally) for the grade

one classroom. We are grateful for the support of our School Board for this important initiative, we feel this is another helpful initiative in moving our school forward to achieve success for all, and in helping provide our youngest students with the tools to succeed in grade one.

Communication and collaboration is a main focus of our School Continuous Improvement Plan. We have increased our strategies to communicate and work with parents especially in the area of how we prepare our Westhaven students for the world of work and in their involvement in their child's education. We are working at building positive relationships within our parents and community to enhance the educational experience for all. We are also aware of the rise in anxiety within our grade four and five students. An area of focus will be on developing strategies to help alleviate stress and anxiety within student relationships with others and within their school work. We are working on implementing Zones of Regulation and how to recognize and bring ourselves back within the optimal state to learn.

The Westhaven staff actively participates in many professional development opportunities and improving leadership capacity through Professional Learning Communities. The staff takes pride and works hard at developing their own capacities in order to enhance the learning for the students at Westhaven. The students are also encouraged to develop their leadership capacity through the many school activities and by being positive role models for others.

The "Tell Them From Me" student surveys are reviewed by administration and discussed with the students, staff and parents. The discussion with the students helps clarify what the school is doing that students appreciate and what we can do to enhance our school. We bring this information to the staff and the parents to assist us in implementation of student ideas within our school environment.

We encourage our parents to be involved in numerous aspects of our school culture. The parents are welcomed into the classrooms, on fieldtrips, in PAC meetings, and to provide feedback through Thought exchange survey, emails to the administration or phone calls.

The staff, students and parents of École Westhaven School work cooperatively together to enhance all aspects of school life. We are proud of the accomplishments of our students as we encourage them to strive for their best. We really enjoy our work with our parents and the community, and feel the positive relationships we are building are creating the best learning environment for our students. We look forward to the continued work together in 2017-18.

Stacy McGowan, Principal

ALL KIDS ARE OUR KIDS:

**Accountability Pillar Overall Summary
3-Year Plan - May 2017
School: 2023 Westhaven Elementary School**

Measure Category	Measure Category Evaluation	Measure	Westhaven Elementary 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
Safe and Caring Schools	Excellent	Safe and Caring	91.3	92.2	94.1	89.5	89.5	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	95.3	94.0	92.0	81.9	81.9	81.5	Very High	Maintained	Excellent
		Education Quality	95.6	94.6	93.4	90.1	90.1	89.6	Very High	Maintained	Excellent
		Drop Out Rate	n/a	n/a	n/a	3.0	3.2	3.3	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	77.9	76.5	76.1	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	n/a	n/a	73.6	72.9	73.4	n/a	n/a	n/a
		PAT: Excellence	n/a	n/a	n/a	19.4	18.8	18.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.0	85.2	85.1	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	21.0	20.5	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	54.6	53.1	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	62.3	60.8	60.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	57.9	59.4	59.3	n/a	n/a	n/a
		Work Preparation	80.2	88.1	88.9	82.7	82.6	81.9	High	Declined	Acceptable
		Citizenship	88.7	92.6	92.9	83.7	83.9	83.6	Very High	Declined	Good
Parental Involvement	Excellent	Parental Involvement	89.3	86.9	85.7	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	90.6	93.8	93.0	81.4	81.2	80.2	Very High	Maintained	Excellent

Thought Exchange Trend Data

At the school level, staff members determine the trends identified through the Thought Exchange platform.

Summary of Trends:

1) School Success:

- Increased focus on overall well-being and fitness of students.
- Establishing a safe and caring atmosphere in the school community.

2) Areas for Improvement

- less media time during snack and lunch times.
- Communication between teacher and parents regarding student learning and assistance in how parents can help at home.
- Communication to parents regarding how the school is preparing the students for the World of Work.

3) Student Success:

- Meeting the academic needs to individual students (differentiation)
- *A focus on positive citizenship and student success in assemblies.*

Our School Trend Data (2016-17)

At the school level, staff members determine the trends identified through the Our School survey.

Our School Report Abbreviations

SEO – Social-Emotional Outcomes	AO – Academic Outcomes	DSO-Drivers of Student Outcomes	DF-Demographic Factors
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Summary of Trends

1) Successes

Elementary

- SEO - 71% of students participation rates in school organized clubs, Canadian norms for these grades is 50%
- SEO - 82% of girls and 85% of boys participate in school sports, Canadian norm for girls is 65% and boys is 69%
- SEO - 84% of students had positive relationships with friends that they can trust, Canadian norm is 80%
- AO - 92% of students feel they are encouraged to try their best at school
- DSO - 93% of students feel their teachers care about them.

2) Concerns

Elementary

- SEO - 26% of girls and 18 % of boys have moderate to high levels of anxiety, Canadian norm for girls is 20% and for boys is 14%.
- SEO - 65% of the girls and 78% of the boys had a high sense of belonging. The Canadian norm for girls is 87% and for boys is 85%.
- SEO - Only 79% of grade 4 and 5 males felt they had positive relationships with peers, the Canadian norm is 77% .

Comment on Results:

Overall our Tell Them From Me student survey data reveals that our Westhaven students are meeting acceptable standards and doing exceedingly well in many areas. We are proud of the variety of clubs we offer and the high participation rate we have for these clubs. We recognize the need for our students to feel connections to other students and adults in the building. However, when delving into more detail we found the levels of anxiety for our female students was higher than our male students. Our students were both below the Canadian norm for sense of belonging. We also identified that students were having difficulty making positive connections with their peers. We are working to address these areas with a focus on self-regulation and utilizing zones of regulation. Our staff is working at building positive relationships with the students and encouraging positive peer relationships. Having clubs for students to participate in and opportunities to get to know other students with similar likes will develop and help build a sense of positive belonging. We are excited to belong to a pilot project for self-regulation and our work with mental health and health promotion coordinator to also address these areas of need.

Although our survey data is at acceptable standards our Accountability Pillar results do reveal a decline in the two areas of Work Preparation and Citizenship. In discussions with the parent advisory committee, staff and students we concurred that the activities that we do to prepare our students for the world of work need to be communicated to our stakeholders. Many of the world of work activities or expectations are not always shared with our parent community. It was decided to include communication in our school callout, on bulletin boards and in our newsletters to increase our stakeholder awareness of these types of activities. Our staff is also working on building our student citizenship skills within our school community. Focusing on respectfulness, helping each other and following school rules to create a positive environment for all individuals. We are looking forward to these strategies helping our students become positive citizens in our community.

ALL KIDS ARE OUR KIDS:

School Goal 1: Students are continuously learning how to self regulate.		
<p>Strategies:</p> <ul style="list-style-type: none"> ● <i>Implementation of the concepts of the zones of regulations.</i> ● <i>Clearly defined code of conduct for parents and students.</i> ● <i>Being a part of the pilot project for self regulation</i> ● <i>Working with learning services in the area of self-regulation.</i> ● <i>Building connections with a variety of students (buddy reading, circle of friends)</i> 	<p>Measures</p> <ul style="list-style-type: none"> ● <i>Students are able to identify the different areas in the school and the expectations in each.</i> ● <i>percentage of EBS incidents is lower than previous years</i> ● <i>increase of zones of regulation terminology by students and staff</i> 	
Evidence of Success October:	Evidence of Success January:	Evidence of Success May:

School Goal 2: Overall improvement of well being of students and staff focusing on mental and physical aspects.		
<p>Strategies:</p> <ul style="list-style-type: none"> ● <i>Continue with SWAT teams/clubs/intramurals</i> ● <i>Continue with morning exercise</i> ● <i>Classroom meetings/talking stick (15 min once a week)</i> 	<p>Measures</p> <ul style="list-style-type: none"> ● <i>student survey</i> ● <i>phys-ed fitness assessment</i> 	
Evidence of Success October:	Evidence of Success January:	Evidence of Success May:

SUCCESS FOR ALL:

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AIMSweb Data

% Percentage of GYPSD students meeting grade level benchmark in Reading based on AIMSweb (At or above the 40 percentile).

At the school level, staff will determine which school-wide strategies have a positive impact on reading, how teachers are differentiating instruction for students in the 25-40 percentile, what targeted interventions are in place for students in the 10-25 percentile, what individualized interventions are in place for students below the 10 percentile.

GRADE/ YEAR	S-2017	F-2017	S-2018	F-2018	S-2019	F-2019	S-2020	F-2020	S-2021
1									
2	NA	13%							
3	50%	49%							
4	55%	55%							
5	61%	53%							

HLATs Data

% of students in each grade level who are writing at or above “adequate” level as defined by HLATs.

At the school level, staff will determine which school-wide strategies have a positive impact on writing, disaggregate results in each of the different areas (audience appeal, content and planning, vocabulary usage, organization, style and voice, sentence structure and grammar, mechanics) to determine gaps and identify students who will require interventions.

GRADE/ YEAR	S-2017	F-2017	S-2018	F-2018	S-2019	F-2019	S-2020	F-2020	S-2021
1									
2	53%	17%							
3	73%	81%							
4	78%	66%							
5	76%	79%							

Mathletics Data

% of students in each grade level who are demonstrating mathematical skills at or above 50%

At the school level, staff will determine which school-wide strategies have a positive impact on math learning, disaggregate results in each of the identified strands (eg. number, pattern, measurement, statistics and probability, geometry) to determine gaps and identify students who will require interventions.

***Grade 2 FRIM did not take the Fall screen.

GRADE/ YEAR	S-2017	F-2017	S-2018	F-2018	S-2019	F-2019	S-2020	F-2020	S-2021
1									
2	76%	NA							
3	83%	83%							
4	65%	78%							
5	53%	70%							

Comment on Results:

AIMSweb results show a need for intervention in all grade levels to help our students achieve at or above grade level standards. Our teachers have focused their intervention time to help the students achieve at their highest level as well as differentiating learning within the classroom environment.

Our current HLATS results reveals that our grade 2 students require writing interventions in order to reach adequate or above standard. A writing focus goes hand in hand with reading improvement.

The Mathletics data indicates our students are doing fairly well overall. We see improvement within our grade threes and five students. However deeper analysis does show an overall weakness in the number operations strand (adding, subtracting and

multiplying). We acknowledge this as our greatest area of need. With interventions occurring in this strand of mathematics our students will excel in later grades and years.

SUCCESS FOR ALL:

School Goal 1: All students will achieve at least one year's growth in reading levels and comprehension (based on greatest area of need).		
Strategies (based on analysis of data and no more than three) <ul style="list-style-type: none"> ● <i>school wide reading time (DEAR)</i> <ul style="list-style-type: none"> ○ <i>elbow partners share, book review, draw an illustration, interesting vocabulary,</i> ● <i>Reading blitz (mid Jan to mid Feb)/teaching using common vocabulary</i> ● <i>classroom access to reading level appropriate books and providing information to families regarding the importance/value of reading throughout their life</i> ● <i>determine gaps in reading comprehension</i> <ul style="list-style-type: none"> ○ <i>synthesizing, analyzing, predicting,</i> 		Measures <ul style="list-style-type: none"> ● <i>classroom assessments (eg. Alberta Education Diagnostic Reading)</i> ● <i>AIMSweb results and progress monitoring</i>
Evidence of Success October: <i>Teachers have identified DEAR time. Initial screening has been completed, students requiring interventions have been identified.</i>	Evidence of Success January: .	Evidence of Success May:

School Goal 2: All students will improve 20% in number operations from assessments.		
<p>Strategies (based on analysis of data and no more than three)</p> <ul style="list-style-type: none"> ● <i>Analysis of the specific questions related to the greatest area of need.</i> ● <i>Focus on how subtraction, addition and multiplication of whole numbers is taught.</i> 		<p>Measures</p> <ul style="list-style-type: none"> ● <i>classroom assessments</i> ● <i>Mathletics</i>
<p>Evidence of Success October: <i>Teachers have reviewed the process of adding, subtracting and multiplying whole numbers.</i></p>	<p>Evidence of Success January:</p>	<p>Evidence of Success May:</p>