



WESTVIEW SCHOOL 2023–2024 RESULTS REPORT

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CONTEXT

The 2023-2024 school year marked an exciting new chapter for our school community as we open the doors to Westview School. Formerly known as Stony Plain Central School, this transition followed the completion of our brand-new building, located just a few hundred meters west of the original site. With the new facility came a new chapter for our school community and we were thrilled to embrace the opportunities change brings.

In the 2023-2024 school year, Westview served approximately 620 students from Early Education through Grade 9. Our community includes students from across Stony Plain, nearby acreage and rural communities, as well as the Paul Band First Nation. Throughout the year, we worked collaboratively to maintain a positive, respectful learning environment that fostered trusting relationships, pride in achievements and sense of belonging for students, staff and the school community. Our dedication to student success and well-being remained at the heart of our mission.

By utilizing student data in literacy and numeracy, we reflected on our successes and challenges to refine strategies and practices that support student learning. Alongside this, we focused intentionally on student well-being, building structures to provide access to supports and ensuring that students felt connected to the school community in meaningful ways. These efforts included developing strong programming and fostering an environment where students could thrive academically, socially, and emotionally.

The vision, mission and values and beliefs of Westview School aligns with those of Parkland School Division.

OUR ULTIMATE GOAL:

Student Success and Well-Being

OUR VISION:

Our students possess the confidence, resilience, insight and skills required to thrive in, and positively impact, the world.



OUR MISSION:

We assure supportive learning environments, meaningful experiences and healthy relationships that create opportunities to develop resilience, to gain diversity in perspectives and to achieve enduring success.

OUR VALUES AND BELIEFS:

Our Ultimate Goal is Student Success and Well-Being; we therefore value:

- Learning opportunities that are:
 - Purposeful;
 - Essential;
 - Relevant;
 - Authentic, and
 - Responsive;
- Excellence in achievement;
- Trustworthy, respectful relationships; and
- Resilience with self-awareness.

SUMMARY OF RESULTS

This report will highlight the successes and areas for continued growth specific to literacy and numeracy. At Westview School, we remain focused on improving academic success for our students. One way we achieve this is by utilizing baseline data to inform instruction and refining instructional practices to enhance student learning and growth.

LITERACY

School-wide assessments were administered in the Fall and Spring to capture where students are at in relation to grade level benchmarks. The assessments that were administered in our literacy work included the Words Their Way Spelling Inventory, LeNS-Letters and sounds, Castles & Coltheart 3 (CC3), and the RCAT in Grades 7-9. Another key component of a comprehensive literacy program is that of Word Study as it supports the process of decoding and word reading; skills that are evident in a fluent reader. Writing is also an important part of literacy programming and student results were captured using the HLAT. The results from the 2023-2024 school year are outlined and discussed below.

Word Study - Words Their Way Spelling Inventory				
Results:	School September 2023:	Divisional September 2023:	School June 2024:	Divisional June 2024:
	60% scored below grade level in the spelling inventory. 40% scored at grade level on the spelling inventory.	51.8% scored below grade level in the spelling inventory. 48.2% scored at grade level on the spelling inventory.	65% scored below grade level in the spelling inventory. 35% scored at grade level on the spelling inventory.	50.8% scored below grade level in the spelling inventory. 49.2% scored at grade level on the spelling inventory.

Reading:

School Reading Results Grades 1-6	School September 2023:	Divisional September 2023:	School June 2024:	Divisional June 2024:
	44% Reading below grade level 56% Reading at or above grade level	40.7% Reading below grade level 59.3% Reading at or above grade level	32% Reading below grade level 68% Reading at or above grade level	30% Reading below grade level 70% Reading at or above grade level
School Reading Results Grades 7-9 (RCAT)	School September 2023:	Divisional September 2023:	School June 2024:	Divisional June 2024:
	51% Reading below grade level 49% Reading at or above grade level	27.4% Reading below grade level 72.6% Reading at or above grade level	57% Reading below grade level 33% Reading at or above grade level	34.9% Reading below grade level 64.1% Reading at or above grade level

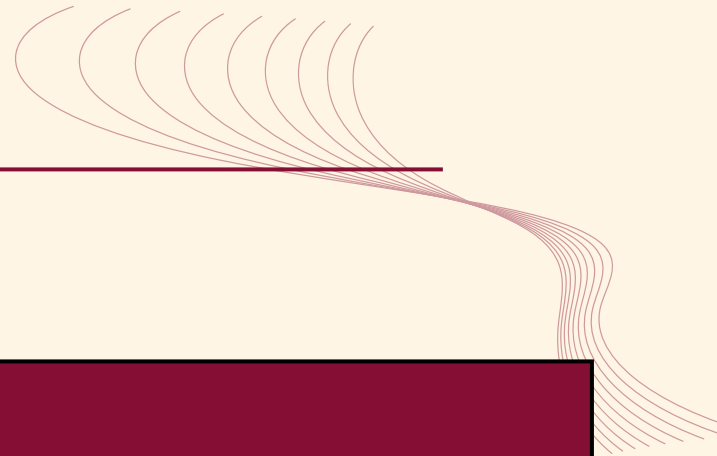
REFLECTION

With targeted interventions we saw students gain confidence and ability in their reading and a positive increase in results in Grade 1-6 scores. New curriculum was introduced in Grades 4 to 6 and teachers engaged in professional development specific to reading and supporting students reading progression. Moving forward, we will continue to utilize the expertise of our literacy leads and literacy facilitators, we will continue supporting small group literacy groups with a focus on word work, phonological awareness and guided reading. We have a large inventory of literacy resources in the building to support this work and will continue to build capacity to maximize these resources, supported by strong pedagogy, to impact growth in literacy for our students.

The results in Grade 7-9 did not see improvement over the year in reading or word study. Although our PAT results showed improvement from the previous year, there is still significant room for growth in relation to provincial outcomes. How to better impact reading growth at the Junior High level will be an area of focus in the 2024-2025 school year.

PAT: English Language Arts Grade 9 2024

Based on # of students writing	School Results	Province
Acceptable Standard	64.8%	83.8%
Standard of Excellence	1.1%	14.2%
Below Acceptable Standard	35.2%	16.2%



Writing - HLAT				
Results:	School November 2023:	Divisional November 2023:	School March 2024:	Divisional March 2024:
	24% scored below grade level. 76% scored at or above grade level.	22% scored below grade level. 78% scored at or above grade level.	20% scored below grade level. 80% scored at or above grade level.	12.5% scored below grade level. 87.5% scored at or above grade level.

REFLECTION

This year marked the first full year of an increased focus on writing, supported by comprehensive data collection at the beginning and end of the year, which showed notable growth. Students in Grades 1-9 participated in the HLAT, a benchmarking writing assessment conducted in both November and March. The process helped establish a common understanding among teachers regarding grade-level expectations for writing. The insights gained from these samples directly informed and refined writing instruction in classrooms.

While our primary focus over the past several years has been on reading, this increased emphasis on writing played a significant role in fostering growth for our students. The benchmarking results demonstrated notable improvement in writing skills, highlighting the positive impact of our targeted strategies and instructional focus. By dedicating time and resources to developing writing, we have not only enhanced students' abilities in this key area but also laid a strong foundation for continued success and growth in their overall literacy development.

NUMERACY

Westview's 2023-2024 development plan indicated a need to focus on numeracy instruction as evidenced by the increasing gaps in numeracy learning as students get older. We prioritized school-level numeracy lead time to support the implementation of numeracy programming with the support of division numeracy facilitators. Incorporating practices such as number talks, counting collections, and small group instruction were some of the instructional practices that were implemented within classroom teaching practices. We also increased our math manipulative resources that were available to classrooms.

Numeracy - Learning Loss Data (Gr. 1-5)

	Number of Students	Months Behind in Sept.	Months Behind in May	Months Gained	Months remaining behind (Year prior curriculum)
Grade One	6	9.5	5	5	-3
Grade Two	14	12	7	5	-3
Grade Three	11	12	6	6	-2
Grade Four	9	12	7	5	-3
Grade Five	6	12	9	3	-5

Numeracy - Elk Island Numeracy Screen Cohort Data (Gr. 1-6)

	Months Behind in Sept.	Months Behind in May	Months Gained	Months remaining behind (Year prior curriculum)
Grade One	6	3	3	-5
Grade Two	9	3	6	-2
Grade Three	6	6	0	-8
Grade Four	6	3	3	-5
Grade Five	6	6	0	-8
Grade Six	12	12	0	-8

PAT RESULTS MATH

Math Grade 9				
Based on # of students writing	School Results 2023	School Results 2024	Provincial Results 2023	Provincial Results 2024
Acceptable Standard	42.7%	46.2%	64.7%	62%
Standard of Excellence	8.5%	8.6%	16%	16.5%
Below Acceptable Standard	57.3%	53.8%	35.3%	38%

REFLECTION

This year marked a continued transition to Alberta's new math curriculum, with K-3 implementation last year, and Grades 4, 5, and 6 shifting this year. The results show significant improvement in math outcomes for Grades 1, 2, and 4, demonstrating the positive impact of targeting specific math concepts outlined in the updated curriculum and its alignment with foundational math skills. However, the shift in curriculum has also presented challenges for other grades as they adapt to new expectations and content and work to increase each student’s mathematical knowledge. This period of transition underscores the importance of providing ongoing support and professional development for teachers to ensure smooth implementation and sustained growth in math achievement across all grade levels.

Our Grade 9 PAT results marked a notable improvement in the number of students at the acceptable standard and standard of excellence. In the 2024-2025 school year, students in Grades 7 to 9 will also be assessed using the Elk Island Numeracy screen which will give us a more accurate reflection of math learning in Grades 7-9.

STUDENT WELL-BEING

We take a holistic approach to education, striving to meet students where they are and addressing their diverse needs. Key areas of support in 2023-2024 included:

- **Access to targeted programs and supports:** Students from Kindergarten to Grade 9 had access to a Full-time School Counsellor, along with programs like Rainbows (Grades 1-6) and Social Skills Groups to foster emotional well-being and interpersonal skills.
- **Student leadership development:** Our Student Leadership program encouraged students to connect with the school and broader community, building confidence and responsibility.
- **Nutrition and community partnerships:** Through collaboration with our division's nutrition initiative and community organizations such as the Lions Club and Rotary Club, we promoted healthy eating and ensured students had access to breakfast and lunch when needed.
- **Extracurricular activities and clubs:** Students participated in a range of activities, including Cross-country Running, Choir, Various Sports Teams (Grades 7-9), Drama, Dungeons & Dragons Club, Knitting/Crocheting and Chess club, fostering connection, creativity, and teamwork.

ASSURANCE MEASURES

The Alberta Education Assurance Measures is report that surveys parents and students in Grades 4 to 7 and teaching staff at the school. This data is helpful in relation to the development plan in identifying areas of strength and areas of concern to further explore.

2023-2024 Results Report

STUDENT LEARNING ENGAGEMENT - THE PERCENTAGE OF TEACHERS, PARENTS, AND STUDENTS WHO AGREE THAT STUDENTS ARE ENGAGED IN THEIR LEARNING AT SCHOOL.

Westview School							
	2022		2023		2024		Measure Evaluation
	N	%	N	%	N	%	Improvement
Overall	157	80.5	154	81.3	163	82.3	Maintained
Parent	11	72.7	13	82.1	12	88.6	Maintained
Student	119	69.9	111	65.1	119	64.7	Maintained
Teacher	27	98.8	30	96.7	32	93.6	Maintained

Engagement in learning is a key indicator of student success, and feedback from parents, students, and teachers suggests that we have maintained engagement in learning. While this is a positive sign of students feeling connected to their classrooms and the school community, there remains room for further growth and improvement in this area.

WELCOMING, CARING, RESPECTFUL, AND SAFE LEARNING ENVIRONMENTS (WCRSLE) - OVERALL - THE PERCENTAGE OF PARENTS, STUDENTS, AND TEACHERS WHO AGREE THAT THEIR LEARNING ENVIRONMENTS ARE WELCOMING, CARING, RESPECTFUL, AND SAFE.

Westview School							
	2022		2023		2024		Measure Evaluation
	N	%	N	%	N	%	Improvement
Overall	157	81.6	154	75.5	163	74.1	Maintained
Parent	11	75.0	13	63.7	12	76.3	Maintained
Student	119	79.5	111	76.8	119	68.1	Declined
Teacher	27	90.2	30	86.1	32	77.9	Declined

This is an area where we observed a decline in results, highlighting the need to strengthen structures that help students and families feel connected and cared for within our school community. Fostering a positive school culture and engaging the entire school community will be a significant focus for the 2024-2025 school year as we listen to the voices of students and staff in creating a space where all feel welcomed, cared for, respected and safe.

LESSONS LEARNED AND STRATEGIES FOR GROWTH:

Having a clear instructional focus on literacy and numeracy has provided valuable opportunities to assess where students are in their learning and use that information to design effective instructional practices. Targeted instruction within classrooms, supported by literacy and numeracy leads, has been instrumental in driving student growth. Moving forward, ensuring the availability of resources to support learning, and aligning pedagogy, along with intentional professional development for teachers, will remain a priority.

Achievement gaps in our Junior High grades continue to present challenges. Addressing these gaps by providing equitable resources and tailored professional development opportunities for these grade levels will also be a key focus area.

In the realm of student well-being, capturing the voices of students, staff, and parents will be essential in fostering a strong, positive school culture. Strategies to engage students and the wider school community may include:

- Focused extracurricular activities and clubs to provide specific opportunities for connection and engagement.
- Continued support through our School Counsellor for universal and targeted supports.
- Collecting more robust data about how students feel about their school experiences. This will be done through the SOS-Q survey.
- Professional development focus for staff in the area of Indigenous Ways of Knowing and Perspectives.
- Promoting healthy technology use by helping students manage personal devices, fostering mindfulness, and encouraging full engagement in their learning through clear policies and expectations.
- Involving our School Council and parents, recognizing their integral role in building a vibrant school community.
- Hosting community events at the school to strengthen connections between families and the school.

These initiatives will build on our strong foundation to further enhance a well-rounded and inclusive school environment, ensuring all students have the opportunity to thrive.

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