



Westgate School

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School Development Planning

Alberta Education Outcomes

- Alberta's students are successful.
- First Nations, Metis, and Inuit students in Alberta are successful.
- Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.
- Alberta's K-12 education system and workforce are well-managed.

CBE Results Policies

- Results 1: Mission
- Results 2: Academic Success
- Results 3: Citizenship
- Results 4: Personal Development
- Results 5: Character

See the CBE Board of Trustees' [Results Policies](#) for the full and detailed Results statements

Introduction

Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In accordance with Alberta Education's Requirements for School Authority Planning and Results Reporting, schools then provide assurance to school communities by communicating student growth and achievement in an annual report that demonstrates improvement results and next steps. These results support continuous improvement of the quality and effectiveness of education programs provided to students while also improving student learning and achievement (Funding Manual for School Authorities 2024-25 School Year p. 196).

This report includes results relative to the goals and outcomes set in the 2023-24 School Development Plan and the school's Assurance Survey results.

Data Story

Learning Excellence

Report card data from June 2024 shows that the highest percentage of students receiving 2s was related to the writing stems of FILAL. (Gr.1 - 14.0%, Gr.2 - 15.8%, Gr.3 - 27.6%, Gr.4 - 30.2%, Gr.5 - 8.6%, Gr.6 - 7.5%). This is compared to the three other FILAL stems of reading, speaking and understanding. This was compared to the other FILAL stems of reading, speaking and understanding.

Literacy Assessments – June 2024

LeNS and CC3 data shows that intervention strategies that support identified students are having an impact on foundational reading and writing skills, but more can be done to support the success of more students.

LeNS

Grade	Total students reassessed after being determined at risk overall	Percentage still at risk after intervention Name accuracy	Percentage at risk after intervention Sound accuracy
1	16	43% (7 students)	43% (7 students)
2	8	n/a	n/a

CC3



Grade	Total student reassessed after being determined at risk overall	Still at risk – regular words	Still at risk – irregular words	Still at risk – non words
1	53	9.43% (5 students)	32.08% (17 students)	30.19% (16 students)
2	37	21.62% (8 students)	18.92% (7 students)	27.03% (10 students)
3	31	45.16% (14 students)	19.35% (6 students)	12.9% (4 students)

CBE Student Survey data revealed that only 63.27% of students have the opportunity to receive feedback from others to improve their writing.

Teachers' perception also informs us that our focus on reading during the last couple of years has been excellent in terms of professional learning and student growth. They have increasingly noticed difficulties with student writing in classroom-based assessments such as dictée and 'phrase de la semaine'. In alignment with the NLA literacy loop, teachers believe it is now important to shift by making meaningful connections from reading to writing.

Well-Being

A significant portion of our Spring 2024 data revealed that many students have difficulty with self-regulation. According to the OurSchool Survey, only 61.14% of students are able to remain calm, even when things don't go their way and only 66.7% are able to control their temper. The CBE Student Survey revealed that only 65.96% have strategies they use to help themselves if feeling stressed. The OurSchool survey shows that a low percentage, 62% of students set learning goals for themselves. Only 72% of students have confidence in themselves as students.

Our Fall 2024 open-ended responses indicated that many students use breathing as a primary strategy to self-regulate. We would like students expand their toolkit when it comes emotional regulation strategies. This survey also states that 73% of students have positive self-regulation.

Attendance data

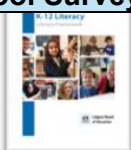
19.15% of our students have an absentee rate of 10-20%. We feel as though this is quite high for our demographic and working towards reducing this rate may contribute to students feeling more accepted at school and achieving their academic potential. Fall 2024 OurSchool Survey data shows 78% of students feel a sense of belonging.

Truth & Reconciliation, Diversity, and Inclusion

CBE Student Survey Diversity and Inclusion

We were happy to see our percentage of students connected with at least one adult increase from 62% to 71%, but we would like to see it continue in this direction. We also worry about the number of our students hesitating to speak with someone (65%) about how they are feeling. Finally, despite our efforts to celebrate diversity and use culturally responsive instructional strategies, 29% of students still fail to see their culture in the school.

Our School Survey





According to the OurSchool Survey, only 71.93% of students feel accepted at Westgate and 72.84% of students enjoy connecting with those who belong to different cultures. We want to do more to help all students see themselves in the learning and feel proud about their personal identity.

Assurance Survey – School Connectedness and Belonging

Like data in the CBE Student Survey, only 73% of students stated they get help with problems not about schoolwork and 72% of students say that they care for each other.

CBE 2024-27 Education Plan



Learning Excellence

Strong student achievement for lifelong learning and success

- Students achieve excellence in literacy and mathematics
- Student learning improves through fair and equitable assessment practices
- Learning opportunities prepare students for future learning and success

Well-Being

Students and employees thrive in a culture of well-being

- Structures and processes improve students' sense of belonging and well-being
- Employees are supported in building skills, strategies and relationships that contribute to positive well-being

Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection

- Students who self-identify as Indigenous experience improved well-being and achievement
- Students experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities
- Working and learning environments promote equity, diversity and inclusion





School Development Plan – Year 1 of 3

School Goal

Students' ability to understand and communicate in French will improve.

Outcome:

Students' written communication will improve through formative assessment.

Outcome Measures

- Report card FILAL writing stem (% of students receiving 2s improve to 3s)
- Achievement rate of identified student targets monitored through PLC
- Teacher familiarity and use of formative assessment tools
- Teachers report success following use of CR suggested strategies
- Students report receiving feedback to improve writing
- Report Card data
- CBE student survey

Data for Monitoring Progress

- Grade team PLC notes- student tracking data
- Teacher perception survey data – formative assessment form (collect Oct.25)
- Collaborative Response minutes

Learning Excellence Actions

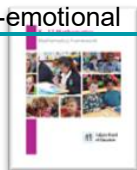
- Students will receive consistent, specific, and timely feedback that aligns with clear learning outcomes, intentions and success criteria.
- Teachers will develop common writing tasks and select formative assessment strategies such as, co-created rubrics, self and peer assessment, exit slips and use of student exemplars, to enrich student understanding of the learning outcomes, intentions and success criteria.
- Teachers will calibrate student writing samples and discuss effectiveness of formative assessment in relation to student achievement.
- Teacher professional learning of social-emotional

Well-Being Actions

- Activate students as owners of their own learning by engaging learners in goal setting, self-assessment, and/or reflection
- Helping students understand that growth mindset along with actionable feedback helps them feel successful and grow as learners
- Teachers will complete CASEL professional learning and apply to growth mindset related to writing

Truth & Reconciliation, Diversity and Inclusion Actions

- Okkakisatoo – Look Carefully: teachers will develop strength-based assessment approaches that examine and celebrate incremental growth and progress.
- Empower students to have voice in learning, assessment and decisions
- Design student and staff learning tasks that intentionally activate the spirit, heart, body and mind





learning and formative
feedback (with particular
reference to writing)

Professional Learning

- K-6 System Professional Learning Series
- Insite | Assessment and Reporting

Structures and Processes

School

- Grade Team PLC and meetings
- Collaborative Response

Classroom

- Document and support instruction and learning in intentional ways
- Make learning visible – intentions, success criteria
- Provide daily structured and supported writing times

Resources

- Dylan Willam's Embedded Formative Assessment
- Teacher self-assessment tool
- Assessment and Reporting in the CBE document
- New Literacy Framework
- NLA resources
- CBE Structured Literacy lessons
- Calibration document

School Development Plan – Year 1 of 3

School Goal

Students social and emotional learning will improve

Outcome

Students will develop social and emotional skills through increased self-management (SEL competency)

Outcome (Optional)

Students will develop social and emotional skills through increased self-awareness (SEL competency)

Outcome Measures

- CBE Student Survey - "I talk to caregivers, peers, teachers about how I feel"
- OurSchool Survey – (open-ended question) "What strategies do you use at school when feeling angry, sad, frustrated?"
- OurSchool Survey – Well-Being – "able to control temper, remain calm and stay focused"

Data for Monitoring Progress

- OurSchool Survey
- Div I – School-based survey
- Teacher Perception survey
- Students' familiarity and use of self-regulation strategies





- Teacher confidence with and promotion of self-management and self-awareness with students

Learning Excellence Actions

- Engage in tasks to deepen students' understanding of the SEL competencies such as: reflection journals, regular opportunities for self-assessment with feedback, etc.
- Engage in written and oral language tasks, such as reflection and one-on-one discussions, to engage in the SEL competencies for regulation in relationship to confidence and competence (e.g. SEL competency reflection pre-post assessments, charting/plotting regulation strategies and their effectiveness)
- Include age-appropriate tasks, texts and resources to understand and develop self-management strategies

Well-Being Actions

- Teachers will explicitly teach Social Emotional Learning to model and increase growth mindsets (CASEL)
- Engage students in regular constructive feedback loops with their peers (Social Awareness and Relationship Skills)
- Teachers and students to perform skits during assemblies to teach students about SEL
- Messages home to parents including strategies they can use at home to support their children with SEL

Truth & Reconciliation, Diversity and Inclusion Actions

- Implement restorative justice practices that prioritize dialogue, empathy, and accountability over punitive measures.
- Create opportunities for students to engage in restorative circles and conflict resolution processes to address issues related to bias, discrimination, and inequity
- Work towards staff and student understanding the domains of the Holistic Lifelong Learning Framework

Professional Learning

- Teachers will complete the introductory CASEL course - Fundamentals of SEL -Schoolwide SEL
- Student Well-Being committee to guide whole school professional

Structures and Processes

- Grade Team PLC focusing on self-regulation
- Designated time and space for students to practice self-regulation strategies
- Collaborative Response

Resources

- Student Well-Being Framework and Companion Guide
- Well-Being Professional Learning Series
- CASEL.org and Guide to Schoolwide SEL
- SEL Brightspace by D2L





learning with use of
system provided materials

▪ SLT

▪ Indigenous Education
Holistic Lifelong Learning
Framework

