



WEST HAVEN

Public School

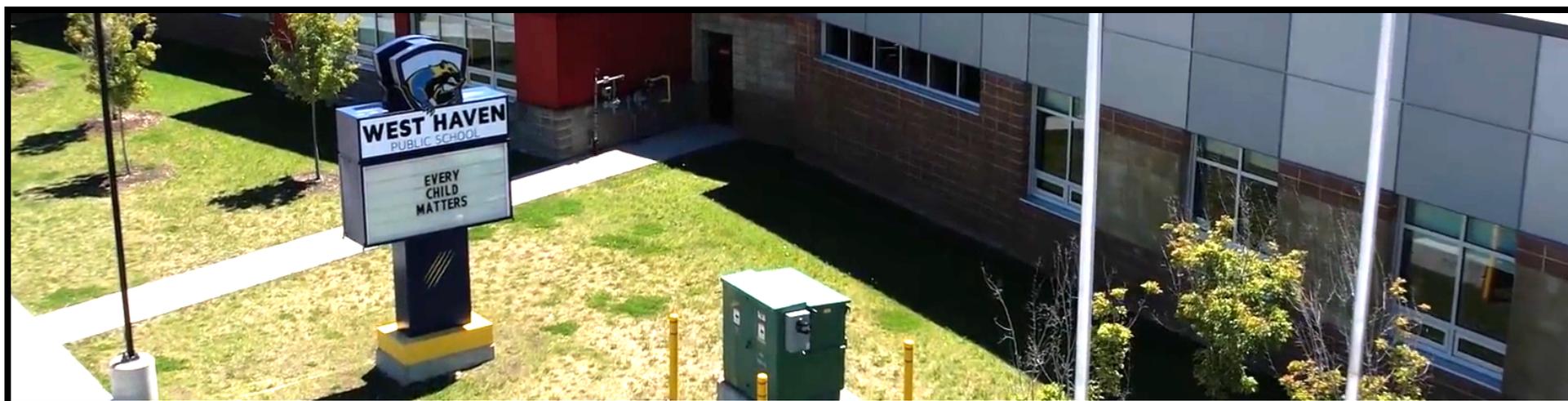


School Assurance Plan 2025-2026

325 West Haven Drive, Leduc AB, T9E 1B6

Phone: 780-986-5991 <http://whps.blackgold.ca/>

Principal: Jennifer O'Brien Assistant Principals: Isaac Schnell, Cayley Stewart



WEST HAVEN PUBLIC SCHOOL Assurance Plan - 2025/2026

School Profile:

- West Haven Public School (WHPS) is located at 325 West Haven Drive on the west end of the City of Leduc. WHPS is a proud member of the Black Gold School Division family of schools. WHPS is a Kindergarten to grade seven school with 675 students. We have a dedicated staff that consists of 34 certificated staff and 31 support staff.
- Our school has recently undergone a reconfiguration, and we are now a single-track (English programming) K-7. We now have our specialty areas, such as our Foods, Lab, Learning Commons, Music room, Sensory rooms and Meeting room back to their intended purposes.

School Celebrations:

- Through targeted interventions that are data-driven, students are engaged and excited about learning and practicing critical learning concepts in an exciting way. We have a highly trained, dedicated staff to support our students.
- WHPS has a strong foundation in the Science of Reading.
- We recognize and celebrate honours with our Junior High students.
- Parents identify that they are satisfied with the quality of education their children are receiving (88.5%).
- We are delighted to work closely with both our School Council and the WHPS Fundraising Society.
- We are proud of our level of local community involvement (Socktober campaign, Food Bank drives etc.) We are excited to continue to connect with even more partners and events.
- Our school's nutrition program continues to provide food for many students. This includes breakfast, lunch, and snacks. We have even been able to support less fortunate families outside of school, thanks to generous donations from local families.
- Our staff takes pride in our school and school activities, engaging in a high level of volunteerism (coaching, clubs, events).
- In a school that supports students with many varied needs, we are pleased to report that we are consistently reporting that overall access to supports and services has been very well received. WHPS has a strong integrated school support team.



Alberta Education Assurance Measures - WEST HAVEN PUBLIC SCHOOL

Required Alberta Education and Childcare Assurance Measures - Overall Summary Fall 2025

School: 2065 West Haven Public School

Assurance Domain	Measure	West Haven Public School			Alberta		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	Student Learning Engagement	82.9	81.0	83.5	83.9	83.7	84.4
	Citizenship	78.7	82.9	81.6	79.8	79.4	80.4
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9
	PAT9: Acceptable	n/a	68.7	71.6	62.5	62.5	62.6
	PAT9: Excellence	n/a	10.8	11.5	15.6	15.4	15.5
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9
Teaching & Leading	Education Quality	88.5	86.9	88.9	87.7	87.6	88.2
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.4	86.3	86.5	84.4	84.0	84.9
	Access to Supports and Services	83.9	85.5	85.0	80.1	79.9	80.7
Governance	Parental Involvement	79.4	72.1	76.2	80.0	79.5	79.1



Comments on Alberta Education Assurance Measures Results for West Haven Public School:

- Teaching & Leading: This is the school's strongest area, with Education Quality scoring 88.5. This is an improvement from the previous year (86.9) and sits higher than the current provincial average of 87.7.
- Parental Involvement: There has been a significant positive jump in governance, rising from 72.1 last year to 79.4 this year, bringing the school almost exactly in line with the provincial average (80.0).
- Student Learning Engagement: Engagement is trending upward at 82.9, recovering from a dip last year (81.0), though it remains slightly below the provincial average of 83.9.
- The drop in Citizenship and Safe/Caring Environments suggests the need to focus on celebrating our school culture and the many social-emotional initiatives in the coming year.



Priority Focus 2024-2027						
School Goal 1: Enhance teaching effectiveness in literacy and numeracy by mastering the new curriculum, integrating evidence-based instructional practices, and fostering an environment that encourages student engagement.	** Indicate Alignment with Division Priorities Success .	A significant area of concern, need or desire for improvement	What we need to do to address this	What our students will be able to do if we are successful	How we will know we are making progress	Actions we are taking in 2024-2027
	It's really important that...	An area of improvement that we need to focus on is...	If we...	Then...	We will know we have made progress because...	Next steps for this year are...
K- 7	It is really important that we address gaps in implementation (vertical and horizontal alignment) and navigate resource limitations and time constraints. We must ensure staff can align teaching strategies and assessment methods to	We need to focus on meeting the needs of our diverse learners in literacy and numeracy. We must address gaps in implementation to ensure <i>all</i> students, regardless of their diverse needs, can demonstrate learning through reading and writing across the curriculum and apply Number Sense	If we enhance our daily reading instruction by learning and using the UFLI framework, and utilize our Learning Support Teachers (LST) to provide weekly push-in literacy and numeracy support to Division 1 teachers. This will assist in building a strong RTI (Response to	Then our LSTs will be able to model effective strategies, provide targeted interventions, and help differentiate instruction based on individual needs in real-time. Students will receive immediate support through multiple group and cohort models, allowing the teaching team to	<ul style="list-style-type: none"> Intervention: A decrease in the number of students identified as needing Tier 3 support, as a result of strong Tier 2 support provided by LSTs. Literacy Data: Demonstrated student growth on LENS, PAST, RAN, TOSREC, and TOWRE screeners. Numeracy Data: A 	<ul style="list-style-type: none"> Push-In and Pull-Out Support: LSTs providing daily push-in and pull-out support to assist with RTI and universal supports. Groupings include Tier 2, Tier 3, EAL students, and students with complex needs. Collaborative Modelling: LSTs collaborating directly in the classroom to model strategies and differentiate instruction. Resource Utilization:

	<p>effectively guide students through the new curriculum content. Additionally, we need to employ best practice teaching methods to promote a deeper understanding for our diverse learning population.</p>	<p>concepts.</p>	<p>Intervention) program and universal supports directly within the classroom setting.</p>	<p>make data-driven decisions to ensure students are receiving appropriate levels of intervention for their success.</p>	<p>reduction in students flagged as "red" (at risk) from Fall to Winter on BG math assessments.</p>	<p>Utilizing multiple group and cohort models to increase student engagement and progress. We have hired additional LST time.</p> <ul style="list-style-type: none"> • Data Analysis: Analyzing data from frequent formative assessments to monitor progress. • Professional Development: Staff will take part in a number of PD sessions and collaborate with our Instructional Coaches. Teachers also have monthly collaboration time in grade-level teams.
--	---	------------------	--	--	---	---



Priority Focus 2024-2027						
School Goal 2: Establish an atmosphere of inclusivity and increase the mental health capacity of students by building a sense of belonging and understanding of community importance.	** Indicate <i>Alignment with Division Priorities (Wellness/Engagement and Partnerships)</i>	A significant area of concern, need or desire for improvement	What we need to do to address this	What our students will be able to do if we are successful	How we will know we are making progress	Actions we are taking in 2024-2027
	It's really important that...	An area of improvement that we need to focus on is...	If we...	Then...	We will know we have made progress because...	Next steps for this year are...
K- 7	Inclusivity & Mental Health. We must respond to the growing diversity in our school and the increasing mental health struggles of students. Students and staff need a deeper connection to the school environment to foster their socio-emotional capacity. We must	We need to focus on the increasing mental health capacity of our students. Additionally, we must improve our parent engagement rates by removing communication barriers and bridging the gap for our diverse families so they understand our educational goals	If we maximize our Student Support Team through weekly collaboration with administration and external agencies (Alberta Health, Black Gold multi-disciplinary team). We will utilize our full-time Family School Liaison (FSL) and new Wellness Dog program for therapeutic support.	Then students will be able to identify a sense of belonging and develop an understanding of community importance. Through the presence of the wellness dog and FSL support, students will experience reduced stress and improved focus. They will demonstrate a	<ul style="list-style-type: none"> Support Data: Effective tracking of student needs through weekly Student Support Team meetings. Engagement: Increased: Participation in leadership activities (emceeding, grade buddies) and spirit days. Community Impact: Tracking of 	<ul style="list-style-type: none"> Therapeutic Interventions: We have secured a full-time Family School Liaison to provide daily support and invested in "Yogi," a trained wellness dog who visits twice a week to reduce anxiety and improve social skills. Tracking of families that access Settlement Workers in Schools (SWIS). Student Leadership: The student CREW team schedules theme days (Jersey Day, Wacky Hair Day), community service projects, and organizes homeroom

	<p>also address barriers to parent engagement and ensure families understand our educational goals.</p>	<p>and feel represented.</p>	<p>We will also foster a student-centered environment that encourages student voice through the CREW and Jr. High leadership teams.</p>	<p>deeper understanding of diverse perspectives, participate in mental health campaigns, and engage in student-led leadership activities.</p>	<p>service projects (Socktober, Food Bank) and family attendance at events. <ul style="list-style-type: none"> • Surveys: Improved Assurance Survey results regarding safe/caring environments and parental involvement. </p>	<p>challenges to build community. Grade-level students help run monthly spirit assemblies. Jr. High Leadership students help to organize school events, do peer mentoring, and volunteer in and outside of the school. <ul style="list-style-type: none"> • Diverse Programming: Hosting authentic presenters (e.g., Michael Swampy, Dallas Arcand), displaying student-created diverse art, and celebrating more diverse cultures and languages. • Community Connection: Organizing service projects like the Terry Fox Run, Socktober, 5 Days of Christmas Giving, visiting the local seniors living facility, and hosting a Student Market in the Spring. • Family Engagement: Inviting families to open houses, Christmas concerts, and student recognition assemblies, while maintaining a new robust social media presence (Facebook) and enhancing communication via the "What's Up Wolverines" memo. </p>
--	---	------------------------------	---	---	---	---

