



WEST HAVEN
PUBLIC SCHOOL



School Assurance Plan 2024-2025

325 West Haven Drive, Leduc AB, T9E 1B6

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Great Things are Happening at W.H.P.S.!



West Haven Public School Assurance Plan 2024-2025



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.

Academic Celebrations:

- We are proud that our Grade 6 students are above the Provincial average in our PATs in both the acceptable (75%) and excellence standards (27.5%).
- 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 (93%).
- School improvement is an area of pride. Parents are reporting a significant increase in our school's ability to teach behaviours that will make them successful at work when the finish school.

School Celebrations:

- We are delighted to work closely with both our School Council and the WHPS Fundraising Society.
- We are proud with 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, lunches, and snacks. We have even been able to support less fortunate families outside of school thanks to generous donations from local families.
- AE Assurance Summary Report showed that parents are highly satisfied with the quality of education their children are receiving.
- 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.

Challenges:

- The implementation of many different sets of new curriculum across our grade 1-6 has been challenging. Ensuring we are responding to the gaps in implementation (vertical and horizontal alignment), resource limitations and time constraints have been a few factors staff are navigating.
- We have vast socioeconomic diversity at our school. Some of our families struggle to meet their basic needs. Through our nutrition program, working with the Leduc Food bank and with the support of our Fundraising Society, we are able to provide families with the help they need.
- Parent engagement has been another challenge and is reflected in our Alberta Education survey results. Whether it's time constraints, communication barriers, socioeconomic factors or lack of understanding of our educational goals, we see these as barriers we can address.
- With the reconfiguration of losing our Grade 8 and 9 students, we have been tasked with building a distinct Grade 7 Junior High culture in our school.
- Increased number of neurodivergent students in each grade level has required an increased level of training and support for staff.



School Council Message



The West Haven Public School School Council (WHPSSC) is comprised of a 4 person executive and a group of parent/community members. Additionally, the meetings are also supported by the school's administration and a teacher representative. We hold an annual general meeting (September) and 5 regular meetings per school year (October, December, February, April and June). Our meetings are held in person, unless not recommended by health standards, in which case they will be held online via Google Meet.

The WHPSSC partners with the WHPS Fundraising Society and the WHPS staff to provide services and resources to enhance the school experience for the students and school community. We offer support in many different areas, including but not limited to health and wellness, safety, cultural diversity, events/celebrations and education initiatives.

Our goals for this year are:

- Network with parents and community members to teach and engage them in what a school council is, why it's important and how to get involved
- Continue to offer fundraisers that not only raise money, but also promote learning and participation from school families like our christmas card event and exceedingly successful Spellathon
- Support staff and students as they navigate the challenges that arose due to the pandemic, primarily with numeracy and literacy setbacks and mental health struggles

The WHPSSC team continues to evolve in order to meet the needs of the school in these ever changing times and we look forward to a prosperous 2024/2025 school year!

Mary-Kate Boychuk
WHPSSC Chair



West Haven Public School, Fall 2024 Accountability Pillar Results



Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 2065 West Haven Public School

Assurance Domain	Measure	West Haven Public 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	81.0	85.2	84.8	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	82.9	85.9	80.9	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	75.0	72.9	72.9	68.5	66.2	66.2	Intermediate	Maintained	Acceptable
	PAT6: Excellence	27.5	15.3	15.3	19.8	18.0	18.0	High	Improved	Good
	PAT9: Acceptable	68.7	74.5	74.5	62.5	62.6	62.6	Intermediate	Maintained	Acceptable
	PAT9: Excellence	10.8	12.2	12.2	15.4	15.5	15.5	Low	Maintained	Issue
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	86.9	91.6	89.9	87.6	88.1	88.6	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.3	91.9	86.7	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	85.5	88.7	84.7	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	72.1	81.9	78.3	79.5	79.1	78.9	Low	Maintained	Issue

West Haven Public School, Fall 2024 Accountability Pillar Results



Supplemental Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 2065 West Haven Public School

Measure	West Haven Public 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
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	52.7	3.5	n/a	n/a	n/a	n/a
Drop Out Rate	0.0	0.8	0.4	2.5	2.5	2.4	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	88.9	100.0	90.0	81.1	82.2	83.0	High	Maintained	Good
Lifelong Learning	72.7	76.4	74.5	79.9	80.4	80.7	Intermediate	Maintained	Acceptable
Program of Studies	81.3	91.2	84.9	82.8	82.9	82.9	High	Maintained	Good
Program of Studies - At Risk Students	85.0	88.3	84.7	80.6	81.2	81.5	Intermediate	Maintained	Acceptable
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	70.7	71.9	70.0	n/a	n/a	n/a
Safe and Caring	88.1	94.0	90.3	87.1	87.5	88.1	Very High	Maintained	Excellent
Satisfaction with Program Access	72.2	81.3	76.4	71.9	72.9	72.7	Low	Declined	Issue
School Improvement	79.6	81.6	75.5	75.8	75.2	74.7	High	Improved	Good
Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.7	60.0	n/a	n/a	n/a
Work Preparation	86.0	77.1	77.8	82.8	83.1	84.0	High	Improved	Good

WHPS School Improvement Goals



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.



Alignment with Division Priorities: [Success](#)

Success - High learning expectations and achievement for the foundational skills in literacy and numeracy are promoted, with particular attention to students in need of additional support.

Timeline: 3-year goal

Rationale:

- In order to successfully implement a new curriculum, teachers need to understand updated content, align teaching strategies, and develop assessment methods, to ensure they can effectively guide students through the material.
- Since literacy and numeracy are key components to success in education, we are looking to ensure we are incorporating updated resources and employing best practice teaching methods to promote a deeper understanding for our diverse learning population.

Timeline	Strategies	Supporting Data
2024/2025	Staff will attend professional development sessions and utilize Blackgold's learning coaches to build lesson/unit plans and address challenges in student learning. <ul style="list-style-type: none">• Teachers will meet with our BG Instructional Coaches to analyze and create action plans from data from literacy and numeracy screeners	<ul style="list-style-type: none">• We will track the professional development sessions attended throughout the year as well as the number of collaboration sessions with our Instructional Coaches.

Timeline	Strategies	Supporting Data
2024/2027	<p>We will enhance our daily reading instruction by learning and using UFLI framework, which uses evidence based strategies to support students in developing strong foundational reading skills.</p>	<ul style="list-style-type: none"> • Increase our student numeracy success as demonstrated by the BG math assessment over the next 3 years. • Increase our student's reading success as demonstrated by the LeNS, PAST, RAN, TOSREC and TOWRE screeners over the next 3 years. • Maintain our high percentage of PAT acceptable results (75% in 2024) as compared to the provincial standard (68.5% in 2024).
2024/2027	<p>Our LST will provide weekly push-in literacy and numeracy support to our Division 1 teachers to assist in building a strong RTI (Response to Intervention) program and universal supports.</p> <ul style="list-style-type: none"> • By collaborating directly in the classroom, our LST can provide targeted interventions, model effective strategies, and help differentiate instruction based on individual needs. • This hands-on, on-going support allows teaching team to monitor progress in real time and make data driven decisions to ensure students are receiving appropriate levels of intervention for their success. 	<ul style="list-style-type: none"> • Using data from frequent formative assessments, the number of students identified as needing Tier 3 support will decrease, as a result of strong Tier 2 support provided by LST.
2024/2025	<p>We will survey teachers to identify which resources will best support their implementation of the new curriculum and will use school funds and instructional grants to purchase them.</p>	<ul style="list-style-type: none"> • Teacher access to resources that support key learning outcomes. • Feedback will be gathered from teachers on the efficacy of new resources on student achievement and engagement. • Allocation and utilization of the Alberta Education Grant funds for new resources.
2024/2027	<p>Teachers will be provided dedicated monthly planning sessions with grade level teams to collaboratively build lesson plans using the new curriculum</p>	<ul style="list-style-type: none"> • Increased communication and strengthened relationships among grade level teams. • Increase in shared approach to planning. • Increase in cross-grade activities. • Exchange of strategies and resources to plan for students with diverse needs.

Goal 2



To establish an atmosphere of inclusivity and increase the mental health capacity of our students by building opportunities for them to identify a sense of belonging and to develop an understanding of community importance by involving parents and community members.

Alignment with Division Priorities [Wellness, Engagement and Partnership](#)

Build safe, positive, and healthy environments for learning and working to nurture student and staff well-being. (Value: Safe & Supportive Environment).

Timeline: 3 Years

Rationale: Students and staff will benefit from deeper connection to the school environment and continue to foster their socio-emotional capacity.

Timeline	Strategies	Supporting Data
2024-2027	<p>We will respond to the growing diversity in our school by:</p> <ul style="list-style-type: none"> • Bringing in school performances/performers from diverse groups to increase understanding and acceptance. • Bringing in authentic presenters representing Indigenous perspectives and culture. • Building artwork and projects to display around the school, replacing teacher created displays. • We will connect families with Settlement Workers in Schools (SWIS) to help alleviate some of the challenges our English as Second Language Learners face. 	<ul style="list-style-type: none"> • We will track the number of performances and diversity of speakers in the school. • We will see a monthly change of student created, diverse art and projects in the school. • Tracking of families that access Settlement Workers in Schools (SWIS) • Tracking of presentations and collaboration with our Indigenous Lead Instructional Coach.
2024-2027	<p>We will respond to our students needs by maximizing our Student Support team.</p> <ul style="list-style-type: none"> • Student Support Team meetings (principal, APs, Learning Support teachers and Counselor will meet once a week. • Regular presentations from our Community Peace Officer. 	<ul style="list-style-type: none"> • Student records and tracking derived from Student Support Meetings. • Regular collaboration with Alberta Health and related health agencies; utilize our Family School Liaison for regular universal and targeted mental health supports, as well as BGRS psychologist, Mental Health Nurse, and Early Years Team. • Jr. High students will take part in a 5 part series with our Family School Liaison worker on mental health.

2024-2027

- We will engage our school community by:
- Inviting families into the school for various activities such as student recognition, assemblies, hot lunch, open houses, christmas concerts, sporting events and parent-teacher conferences.
 - Promoting our recently created school Facebook page.
 - Update the What's Up Wolverines weekly memo.
 - Engaging in a large variety of community service projects.

- We will create a comprehensive list of activities and/or events where parents can engage meaningfully with students, staff, and the school community as a whole.
- We will have an increase in Facebook participation and feedback from our weekly memo.
- We will track our community service projects (raising funds with our Terry Fox run, Socktober, 5 days of Christmas Giving, Food Bank drives etc.) and reflect on our impact within our community.
- We will see an increase in the student, parent and staff perspectives that students are encouraged to be involved in activities that help the community on our Assurance Surveys.

2024-2027

- We will develop and promote student engagement opportunities to further facilitate student leadership and empathy.
- We will foster a student-centered environment which encourages student input, voice, inclusive representation and collaborative projects.
 - We will bring increased awareness to mental health through theme days, training for for staff and participating in campaigns.
 - Spirit days are decided on and scheduled by our CREW student leadership. They include various theme and activity days such as jersey day, wacky hair day, PJ Day, 12 days of Christmas Fitness etc.

- We will see a marked increase in student participation in leadership-related activities which includes things such as monthly school spirit assemblies that are ran by grade level groups.
- Spirit day participation.
- Students will demonstrate a deeper understanding of diverse perspectives and participate in mental health awareness campaigns.
- We will track and see and increase in the number of recognition events, awards, or acknowledgements for students who demonstrate leadership, being kind or empathy.



Goal 3

Visible Learning Focus: Make learning visible throughout the school.



Timeline	Strategies	Supporting Data
2024-2025	<p>We will collect data collection on the degree to which students are able to clearly describe what they are learning.</p> <ul style="list-style-type: none">We will re-administer the survey process to identify if strategies have made a positive impact.	<ul style="list-style-type: none">Teachers will improve the communication of learning intentions within the school by posting I Can statements.We will see an increase in how many students can describe what they are learning as opposed to what they are doing.
2025-2026	<p>We will build capacity of all teachers' knowledge and understanding of the alignment of essential learning outcomes, success criteria and formative/summative assessments to inform instruction yielding increased student engagement.</p> <ul style="list-style-type: none">Align Professional Development Plan with our focus areas and allocate adequate time in plan to support the learning and implementation	<ul style="list-style-type: none">We will see an increase in percentage of students who are able to communicate the success criteria of the learning intentions.
2025-2026	<p>We will collect data collection on the degree to which students are able to clearly describe why it is important to learn the specific learning outcome.</p> <ul style="list-style-type: none">We will re-administer the survey process to identify if strategies have made a positive impact.	<ul style="list-style-type: none">We will see an increase in the percentage of students who are able to describe why it is important to learn a specific outcome and be able to communicate how it might be applied later.

West Haven Public School

