

School Education Plan

Westboro Elementary

2025-26



School Education Plan for the 2025-26 School Year

Westboro Elementary

SCHOOL GOAL 1

Through staff participation in professional development on resiliency, students will demonstrate increased responsibility and accountability by setting academic goals, reflecting on progress, and effectively navigating challenges with a growth mindset, as measured by self-assessments, staff observations, and academic data.

Related Division Goals

- Priority 1, Goal 1: Promote Growth and Success for All Students; Excellent Start To Learning.
- Priority 1, Goal 2: Promote Growth and Success for All Students; Success for Every Student.
- Priority 2, Goal 1: Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.
- Priority 2, Goal 2: Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

Strategy

We will build on our 2024/25 work as a flagship school in the Restorative Practice Implementation Team pilot by intentionally embedding restorative approaches throughout the school. This includes direct instruction (e.g., Playshop teachings), consistent use of common language and conflict resolution strategies, and support from our Mental Health Lead and Capacity Builder through class activities, assemblies, and clubs.

Regular communication between home and school to share information related to resiliency, student goals, and growth mindset will be used to engage families as partners in this important collaborative work. This will include classroom communication with families, the Westboro Weekly, social media, and the Westboro Elementary School website.

'Growth mindset' concepts will be intentionally taught and students will be given opportunities to repair relationships and learn from mistakes through restorative practices.

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Through collaborative planning meetings, collaborative response meetings, and collaborative data and review monitoring meetings during the early out Wednesdays, staff will develop ongoing strategies to support student success in school.

Students will have access to a sensory room to coregulate with staff, as well as regulation tools within their classrooms and during assemblies.

The 7 Grandfather teachings will be used, in conjunction with 'The Westboro Warrior Way', as the basis for our school wide character education program, including positive referrals based on these teachings to highlight and celebrate personal responsibility and accountability. A 'Warrior Wall' will be created and used as a visual to recognize students and staff who exemplify positive character traits.

Staff and families will be invited to sessions to learn more about growth mindset and restorative practices to support mental health as facilitated by the Mental Health Capacity Builder.

Staff will connect families with community supports.

Students will have opportunities to set school success goals and reflect on their own progress, and learn how to navigate challenges using a growth mindset.

Students will be encouraged in a variety of leadership roles that support our school community.

Students will participate in regular school assemblies which promote and celebrate a growth mindset and highlight contributions they make to our school community.

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Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P1	G2	M30	The percentage of EIPS stakeholders who agree students individual learning needs are met.	85.42%	82.35%	84.78%	
P1	G2	M52	The percentage of teachers and families who agree students are taught the attitudes and behaviours to be successful at work and when they finish school.	75.00%	90.20%	100.00%	
P1	G2	M53	The percentage of EIPS stakeholders who agree students at their school are taught the knowledge, skills and attitudes necessary to be successful in life.	91.67%	84.00%	86.96%	
P1	G2	M58	The percentage of teachers, families and students who agree learners are engaged in their learning.	77.40%	83.60%	78.60%	
P2	G2	M84	Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in my school.	93.70%	89.10%	84.00%	

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SCHOOL GOAL 2

All students—including those in special education programs—will engage in evidence-based literacy instruction tailored to their individual needs. Students will demonstrate measurable growth in literacy skills and/or communication abilities, and increased engagement with literacy activities will be evident through observational data, student work, and alternative communication methods.

Related Division Goals

- Priority 1, Goal 1: Promote Growth and Success for All Students; Excellent Start To Learning.
- Priority 1, Goal 2: Promote Growth and Success for All Students; Success for Every Student.
- Priority 2, Goal 1: Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.
- Priority 2, Goal 2: Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

Strategy

Implementation of UFLI resources in division one classrooms, using a critical lens to ensure that there is alignment with UFLI activities and the curriculum.

Teachers will make use of Government of Alberta assessments and other applicable assessments to ascertain areas of student strengths and growth, thus informing their literacy instruction.

Teachers will model a positive attitude towards literacy and instill the importance of building these lifelong skills through intentional dialogue with students and families.

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Maintaining a stimulating, engaging, and supportive literacy-rich environment throughout the school.

Promote the shared value for literacy by including a daily DEAR (Drop Everything and Read) block in the school schedule as time dedicated to reading or writing for at least ten minutes.

Involve families in supporting literacy through initiatives like take home reading programs, family literacy nights and providing families with strategies for supporting literacy development at home.

Continued support of a school librarian and a rich library program.

Free library available to all students.

Students in division 1 will practice communication skills through in class 'show and share'.

Division 2 students will participate in a public speaking workshop called Project Five.

Volunteers will be recruited through programs like Linking Generations and the Sherwood Park Crusaders reading program to help support building a love of literacy and developing the literacy skills of our students.

All classes will participate in buddy reading throughout the school year.

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Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P1	G2	M32	The percentage of students who achieved the standard of excellence in: Grade 6 Language Arts PAT.	25.00%	No Result	No Result	
P1	G2	M38	The percentage of EIPS stakeholders who agree students are demonstrating growth in literacy.	92.63%	84.31%	89.13%	
P1	G2	M193	The percentage of students who achieved the acceptable standard in: Grade 6 Language Arts PAT.	86.40%	No Result	No Result	

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SCHOOL GOAL 3

All students—including those in special education programs—will engage in evidence-based numeracy instruction adapted to their individual learning needs. Students will show measurable growth in numeracy skills and/or problem-solving abilities, and increased engagement with numeracy activities will be observed through assessments, student work, and alternative communication or participation methods.

Related Division Goals

- Priority 1, Goal 1: Promote Growth and Success for All Students; Excellent Start To Learning.
- Priority 1, Goal 2: Promote Growth and Success for All Students; Success for Every Student.
- Priority 2, Goal 1: Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

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Strategy

Maintaining a stimulating and supportive numeracy-rich environment throughout the school.

Teachers will make use of tools like the Government Of Alberta numeracy assessments, and the data they provide to ascertain areas of student strengths and growth, thus informing their numeracy instruction.

Incorporate math games and vertical, non-permanent surfaces into classroom activities, organize math game night for families and create a 'math club'/'coding club'.

Students will all participate in fact fluency activities for a designated period each Friday during "Fact Friday" time.

Students will participate in collaborative problem solving by working through and solving a weekly school wide math problem. Answers will be sent to the office, and students will be celebrated for their efforts.

Celebrations of numeracy to build positive student mindsets through events such as assemblies for Pi Day and 100th Day.

All classes will participate in math buddies to play math games throughout the school year.

Online math competitions will be explored by individual staff and feedback provided.

Regularly scheduled collaborative meetings focused on developing specific numeracy skills, as well as reviewing student data to identify areas of strength and growth to guide instructional practices.

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Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P1	G2	M44	The percentage of families who agree the numeracy skills their child's learning at school are useful.	84.60%	100.00%	No Result	
P1	G2	M45	The percentage of students who achieve the standard of excellence in: Grade 6 Mathematics PAT.	29.50%	No Result	No Result	
P1	G2	M46	The percentage of EIPS stakeholders who agree students are demonstrating growth in numeracy.	93.68%	88.00%	95.65%	
P1	G2	M200	The percentage of students who achieve the acceptable standard in: Grade 6 Mathematics PAT.	81.80%	No Result	No Result	