



2026-2027 School Plan for Student Success

PREAMBLE:

Westwood Elementary resides on the unceded ancestral lands of the Lheidli T'enneh First Nations. It is within walking distance of several indoor and outdoor recreational centres. Westwood staff and students are grateful for the opportunities the Lheidli T'enneh lands provide. Students and staff regularly walk, bike, and explore the lands on and around the school to further their learning. Westwood enrolls approximately 212 students representing a wide variety of cultures and employs 35 staff

Westwood staff believe students must feel safe and confident, both socially, emotionally, and academically. For this reason, they strive to meet every student's needs, so they feel welcome, supported, and confident in the school community.

SCHOOL LEARNING GOAL

By June 2027, students in grades K-3 will improve their phonics and phonological awareness skills. Students in grades 4-7 will improve their ability to read fluently. We will use DIBELS screener and Quick Phonics Screener as a screener and diagnostic for all students. By mid-year, our goal is to move all students on their DIBELS screener out of the red (at risk). By year end, our goal is to have all students in the green and blue (on track) for their DIBELS assessment. For students who are more than one grade level behind, our goal is to improve their literacy by more than one grade level within the school year.

RATIONALE

Current data shows a significant number of Westwood students are 'at risk' in literacy. The gap between students that are 'on track' and those 'at risk' grows year over year. This means that students who were 'at risk' in their primary grades are frequently falling further behind as they move through the intermediate grades. Without changing the instructional strategies and the structures within the school, individual needs of the students cannot be adequately addressed.

STRATEGIES to ACHIEVE the SCHOOL LEARNING GOAL

Tier 1 Intervention model

- School-wide literacy blocks

Resources for explicit Instruction

- UFLI, SUNFORM, Word Origins, and Rewards



MONITORING for IMPACT – Student Learning Change

Assessment Tools

- DIBELS, QSS, and QPS
- Writing Snapshot

Timeline / Checkpoints

- DIBELS – September, February, June (school-wide)
- Progress monitoring - Ongoing (classroom level)

Evidence of Student Learning

- DIBELS data
- Writing Snapshot
- FSA Results for grades 4 and 7
- Classroom-based oral reading observations

Adjustments to Strategies

- Use of the Rate and Accuracy Oral Reading Fluency Decision Tree
- Response to Intervention (RTI) – restructure literacy groups to reflect ongoing monitoring

REFLECTIONS and OUTCOMES

Mid year and end of year analysis and reflections to come