



Westdale School

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Team Name

Wildcats

Principal
Dr. Heather Anderson



Board of Trustees Three Expectations for Student Learning

1. All students in Pembina Trails will be personally and intellectually engaged in their learning at school.
2. By the end of grade 8, all students in Pembina Trails will meet the provincial curricular standards in literacy and numeracy, allowing them the greatest possibility for success in high school.
3. All students in Pembina Trails will graduate from high school.

2024/2025 School Plan Priorities:

1. **Perseverance**
2. **Personal Management**
3. **Read at Grade Level according to Fountas and Pinnell (F&P)**

Progress Toward School Plan Priorities:

Perseverance

- We saw that our students lacked perseverance and would often give up on challenging, low interest, or risk-taking tasks. To address this, we invited teachers to offer direct instruction on why it's important to persevere and had them focus on the benefits of perseverance throughout life. Our inquiry question was: How can we increase our student's ability to persevere when faced with challenges, feedback and build their stamina for hard tasks? The outcome was increased conversations with students about overcoming hard things, about giving it one more try, and about ways they had worked hard towards success in the past. We saw an increase in the willingness to try again from most of our students.

Personal Management

- It's staggering how many pencils our students can lose in one day! We noticed that students lacked basic personal management of their supplies and themselves, so we set a goal to help students become more aware of their daily processes. We started the year by giving each student two pencils and then tracked how long they kept that pencil. For the students who really needed this goal, we learned a lot about the gaps in their personal management and looked for ways to help them improve on those gaps. Overall, we raised awareness of supply use and abuse and helped many students realize they had the capacity to manage their own things.

Read at grade level Fountas and Pinnell

- Through the support of our Levelled Literacy Instructors (LLI) we targeted the 10% of our students who were approaching reading at grade level. Those are the students who are just below grade level and for whom that small, supportive push is just the thing to get them across the grade level reading line. That targeted intervention helped to push half of those students across the “grade level”.

Progress Toward the Three Expectations for Student Learning 2024/2025:

- We observed a positive increase in student supply management. Although some students continued to lose pencils hourly, we came to realize that was an avoidance strategy and not related to personal management. Our students also became more aware and responsible for other supplies and whereabouts.
- Our improvement in reading levels support the expectation of reading at grade level by end of grade 8, as well as the expectation of graduating from high school. For literacy, we offered Levelled Literacy Intervention (LLI) for students who were not yet meeting grade-level reading expectations. Every student who regularly participated in LLI made gains in their reading. Two measures of reading show varied results. One set of reading scores show that 45% of the school is reading below grade level according to the F&P assessment, which assigns a letter score to the student based on a progressive reading assessment. Students in grade 6 as assessed at W, X, and Y for reading at grade level, while students in grade 7 and 8 are assessed at Z or Z+. Most of our Gr 6s whose F&P scores show below grade level are one letter below reading at grade level. More Gr 7s are reading at a range between R-Z+ while the biggest gap appears in Gr 8 where students range from M-Z+. The great news about these data is that most of our students are right at the cusp of reading at grade level according to the F&P assessment, and we have great intervention plans in place for those who have wider gaps in their reading. Much of the F&P data is contrasted by a more fulsome literacy assessment from the teachers. That other data shows that most of our Gr 8 students ended the year with 3s and 4s in reading comprehension. The same is true for the Gr 7s, whose term 3 reading comprehensions marks showed an increase in term 3 over terms 1 and 2. Our Gr 6 reading comprehension scores show a slight decrease in the number of students who achieved 4s. The overall pattern, however, is that our Gr 6s also scored primarily 3s and 4s and final marks in reading comprehension.
- Our numeracy data was stable, with most of our students across all grades scoring 3s and 4s in knowledge and understanding, mental math and estimation, and problem solving. In knowledge and understanding, we see variability in the grade 6 classes with some groups increasing their overall scores from 3s to 4s and others decreasing from 4s to 3s. In Gr 7 and, we see an increase in the number of students who are not yet demonstrating grade level knowledge and understanding. In Gr 8, we see an increase in the number of 4s in knowledge and understanding. Overall, our numeracy data tracks higher than the divisional average.

Joy, fun, and athletics

While not an area typically included in a community report, we feel strongly that our work with students in also captured well through these categories. We hosted two successful school dances where 80% of our students attended and had an amazing time. In athletics, our Wildcats excelled in all sports. Our boys volleyball team made it to the divisional final where they got second place. Our track and field athletes brought home many top ten finishes. With our universal nutrition program we were able to grow our school-wide snack with the help of Kookan Eva and Aunty Ginger.