

Numeracy Goal: To develop and improve K-5 student achievement through best practice instructional strategies and interventions for numeracy.

We will gather and monitor assessment data frequently to provide support for teaching and learning through meeting regularly to discuss this data as well as planning, instruction, intervention and stretch learning.

Present Level of Performance: Consistently over the last 3 academic years, we have scored well below province and district on the grade 5 math assessment.

22-23 (33.3%) 23-24 (32.6%) and 24-25 (23.0%)

Target: Our goal for spring 2026 assessments would be to at least be above 55% (which is on par with the province and district results for 24-25.) Ideally, we would like to be beyond that.

Strategy with actions	Timeline	School Champion (s)	Indicator of Success
<p>Professional Learning:</p> <ul style="list-style-type: none"> Math focused PLCs meeting weekly Requests for support will have math leads in all of our math classrooms as well as providing sessions. Collaborate with Subject Coordinators and Numeracy Coaches. Exploration of the ASD-S Numeracy Page with PLC teams Self-Assessment by teachers in September 2025 	Fall 2025- Ongoing	<p>Heather, Stephanie, Carolyn, Meg & Louise</p> <p>*ALL teachers should be taking responsibility for their personal professional growth in Numeracy.</p>	<ul style="list-style-type: none"> Math screeners and other formative assessments will be examined. Report card data will be analyzed Requests for support and presence of coaches in our building. Notetaking PLC duotangs will reflect learning and growth as will their professional growth plan check ins.
<p>Parent Engagement:</p> <ul style="list-style-type: none"> Math Classroom-Home Connection Newsletter to go home monthly with games, suggestions and conversation starters about math topics covered. Math Night early in 2026 Monthly newsletters inclusions will remind parents that we are working on math as a whole school. Knowledgehook website will be available for home and school. 	Fall 2025 - Ongoing	<p>Homeroom teachers</p> <p>*ALL teachers should be committed to having parents as math partners in the child's learning.</p>	<ul style="list-style-type: none"> Honor system: Ballots sent in will hopefully indicate that the communication has been looked at and a game as been played. Attendance at math night Knowledgehook data can be collected.
<p>Formative Data to guide instruction:</p> <ul style="list-style-type: none"> Regular co-planning to analyze data, form instructional groups and discuss next steps. Reaching out to coaches to support in this. 	Fall 2025- Ongoing	<p>AST/ESST</p> <p>*ALL teachers should take responsibility for reaching those students who struggle.</p>	<ul style="list-style-type: none"> Improvement in results from pre-assessment to post-assessment Guided small instruction should be visible and teaching goals clear when school leaders visit. PL and requests present.

Goal: To develop and improve K-5 student achievement through best practice instructional strategies and interventions for writing. We will gather and monitor assessment data frequently to provide support for teaching and learning through meeting regularly to discuss this data as well as planning, instruction, intervention and stretch learning.

Present Level of Performance: Data will be collected in Pre-Assessment Piece in Fall 2025.

Target: Improvement of reflected in the end of year writing piece. (An improvement of 25% would be a reasonable target.)

Strategy with actions	Timeline	School Champion (s)	Indicator of Success
<p>Professional Learning:</p> <ul style="list-style-type: none"> • ThinkSRSD: Coursework by teachers • Think SRSD: session by teacher currently using this resource • PLCs will examine the Writing Continuum as outlined in the NB Building Blocks of Writing. 	Fall 2025	*ALL teachers should be taking responsibility for their personal professional growth in Writing instruction.	Teachers will be talking the ThinkSRSD language. Eg, THE GIST Teachers will be seen using exemplars to model.
<p>Regular Demand Pieces to monitor progress</p> <ul style="list-style-type: none"> • Pre-assessment for writing by December. • Regular discussion and feedback with individual students. • End of Year Demand Piece. 	Fall 2025 - ongoing	AST and Admin	We will have a piece of writing for each child at 3 points in the year.
<p>Strengthen basic spelling : encoding orthographically mapped sounds, phonics patterns, syllable types, and words-</p> <ul style="list-style-type: none"> • All teachers will be familiar with UFLI and Haggarty resources. 	Fall 2025-ongoing	Homeroom teachers	We will see gains in EGLA/QPS data.

What is ThinkSRSD?: Self-Regulated Strategy Development. It is evidence-based / research-based. The program offers a structured and explicit instructional framework: teachers model, scaffold, and guide writing while teaching writing strategies, then gradually release responsibility to students.

ThinkSRSD includes a set of resources (e.g. mentor texts, writing prompts, graphic organizers) across writing genres (narrative, informational, persuasive) to support consistent implementation. The program begins by exposing students to exemplars/mentor texts — high-quality writing — so they see what good writing looks like before they produce their own. Teachers model the writing process aloud (“think-alouds”), show how expert writers plan, draft, revise, and reflect. Students engage in guided practice (writing together with the teacher), self-regulation (goal-setting, self-talk, self-monitoring), peer/self-feedback, and deliberate, scaffolded practice.

Over time, teacher support fades as students take more responsibility, with support structures removed so students can write more independently.

PLWEP:

<p>Goal: PBIS will be a strong foundation for creating a system-wide approach to behaviour.</p> <p>20.1 Boundaries and expectations are explicitly taught, modeled and regularly reviewed with students and staff positively reinforcing. Students and families know these expectations.</p>			
<p>Present Level of Performance: Westfield Staff members state, via internal survey, that poor manners (arguing, talking back, interrupting), noncompliance, and aggression (hands on behaviour) are the three top areas for improvement.</p> <ul style="list-style-type: none"> Behaviour Incident Management Powerschool: <ul style="list-style-type: none"> Number of incidents filled out between September and mid November 2025 related to these areas of improvement: Defiance 11, Disrespect 6, Physical violence 26 / Fighting 4/ aggression 20 The 24-25 provincial Wellness Survey states: <ul style="list-style-type: none"> Only 68.3% of grade 4-5 students who completed the survey say that they feel totally safe at school. 47.4% of 38 grade 4-5 students who said they were bullied, (18 students) says it was a physical attack (kick, push, beaten up) 39.6% of grade 4-5 students who completed the survey said that their learning was affected by students interrupting multiple times a day. 			
<p>Target: We will complete the PBIS Tier 1 System Checklist in Appendix 5 of the PBIS Guide which in turn will produce a reduction in the above behaviours by atleast 50% by the end of the year. We will also see an improvement in the statistics for the 26-27 Wellness Survey.</p>			
Strategy with actions	Timeline	School Champion (s)	Indicator of Success
1. A PBIS team will be formed, will meet regularly and will be active in planning and problem solving.	September	Principal	Team will be formed with minutes from regular meetings
2. Behaviour Expectations will be visible throughout the school.	August: discussions whole school Fall SIP day: further work Posters by New Year / Matrix	Kaitlyn, Louise	Students and staff refer to posters to reinforce positive behaviour
3. Lessons will be taught. <ul style="list-style-type: none"> Guidance and BIM will start initial teaching of large ideas. Eg. WITS / Zones/ Expected and Unexpected behaviours Assembly in December to reinforce WITS / WES BIG 3 	<ul style="list-style-type: none"> End of December for initial lessons. When Posters are completed, teachers will implement and reinforce lessons as determined by the PBIS team. 	<ul style="list-style-type: none"> Kaitlyn, Ellena *ALL staff will need to be part of the teaching and reinforcing. 	Teachers will teach the lessons in their classes
4. Feedback and acknowledgement: <ul style="list-style-type: none"> System in place for Consistent Good Behaviour Rewards System in place for those making improvement efforts Communication with Home to acknowledge behaviour 	<ul style="list-style-type: none"> Fall and ongoing 	Louise and PBIS Team followed by consistent efforts by teachers	Tickets / documentation/ House points/ Postcards Data tracked.
5. Behaviour Definitions: <ul style="list-style-type: none"> Clear descriptions of behaviours Clear definition of class vs office handled behaviours 	Start in Fall Winter/Spring whole staff	Louise with support from Learning Specialist for PBIS	<ul style="list-style-type: none"> We will see a decrease in tracked behaviour. Less minor behaviour will be handled by the office.
6. Response to Behaviour <ul style="list-style-type: none"> Behaviour Tracking forms will change to a different system There will be a flow chart to accompany class vs office behaviours PL on the topic of consequences /PL on Restorative Practices 	Start in Fall Winter/Spring whole staff	Louise with support from Learning Specialist for PBIS	
7/8 Professional Development for current and new staff.	System set up. TEAMS	PBIS team	Easily accessed/present.