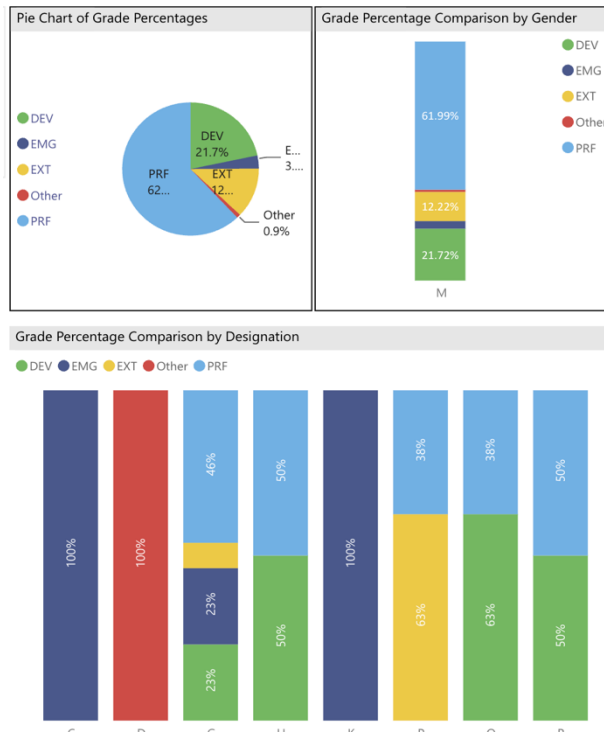
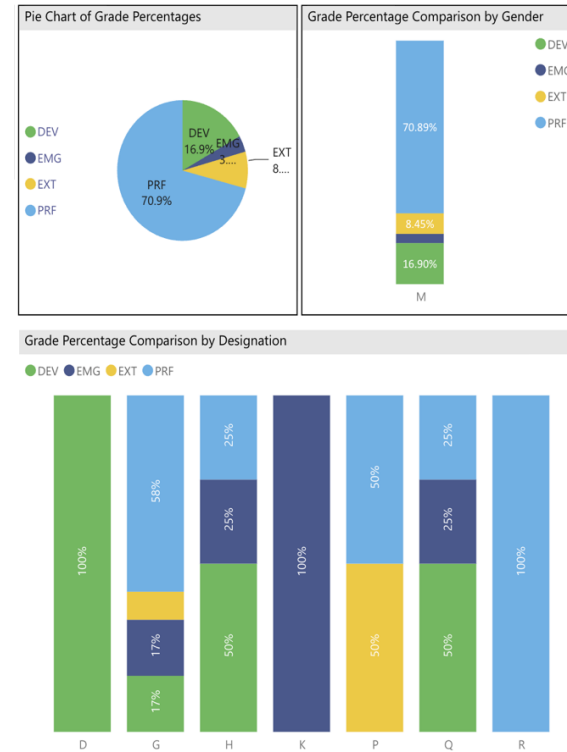


Westwind's School Learning Story Evidence (2025-2026 School Year)

2024-2025 – Overall Proficiency Comparison



2025-2026 – Overall Proficiency Comparison



In comparing overall reported proficiency from the 2024–2025 school year to the 2025–2026 school year, we note a decrease in the number of students identified as Developing and an increase in those identified as Proficient. There is also a slight increase in students categorized as Emerging and a decrease in students reported as Extending. What we interpret from this shift is that

teachers may have deepened their understanding of what true proficiency entails. As teachers and students become more attuned to the expectation that proficiency requires demonstrating understanding in varied ways, additional gaps naturally emerge. Students who may previously have been identified as Extending are now more accurately aligned with a Proficient indicator, reflecting a more refined and consistent interpretation of a student's understanding of concepts.

This year we began our work in focusing on our numeracy planning, routines, and assessment. Teachers attended planning sessions with a focus on designing a learning scope and sequence, developing a continuum of differentiation, how to use high yield routines for practicing skills, and building assessment practices to check for understanding and to create targeted support.

After our initial planning sessions and pro-d, we offered staff the opportunity to take the time needed to revamp and create an overview that was different from one they may have previously used. We noticed increased collaboration between staff, an increase in working with consultants for support, and more courage in teaching math in a different way. We saw increased student collaborative on math tasks in intermediate classrooms, an increased use of manipulatives, and assessment practices that were process based and used for planning and next step purposes.

Some teachers recognized that in the past they were moving too quickly through curriculum, feeling the pressure to check things off regardless of understanding. Teachers also recognized that the depth of understanding around concepts was shallower than it needed to be for a student to be truly proficient. Additionally, some teachers indicated that they were extending rote opportunities on worksheets, unaware that students could perform an algorithm or 'on the page' question, and struggled with pictorial, or real-world examples.

For the 2026-2027 School year we will continue with our professional learning around Numeracy instruction. One area that we want to grow is using similar numeracy assessments in all classes to measure and track students' progress over time. Staff have been accessing and gaining familiarity with The Coast Metro resources, and we will encourage and support continued growth in this area through professional collaboration opportunities, and professional development.

