

Westmount School Annual Education Results Report

2020-2021

Our 2020-2021 Annual Education Results Report provides stakeholders with accurate, accessible and easy to understand information on the progress of achieving goals as outlined in our Education Plan. As part of a continuous improvement cycle, we have analyzed data, considered local context, developed insights, drawn conclusions and identified next steps in advancing student growth and achievement. These results are used to report on our performance and to determine strengths and areas for growth. We share this information on an ongoing basis and seek input from students, staff, parents and community. Key insights from results analysis outlined in this Annual Education Results Report informs next steps in our education plan and provides assurance to our stakeholders that we are advancing our priorities of engagement, support and success for each learner.

For further information follow links to:

[Westmount School Education Plan](#)

[Westmount School Website](#)

Land Acknowledgement

We honour the spirit, life and lessons this land and its ancestors teach us. We acknowledge the traditional territories of the Siksika, Piikani, Kainai, Tsuut'ina, Îyârhe Nakoda and the Métis Nation Region 3.

Vision

Engagement, Support and Success for each learner.

Mission

Each learner entrusted to our care, has unique gifts and abilities.

It is our mission to find out what these are...Explore them...Develop them...Celebrate them!

Priorities

Engagement: Ensure and maintain Division wide engagement that is timely, meaningful and collaborative with all learners and communities.

Support: Ensure and maintain Division wide learning environments that are welcoming, caring, respectful, safe and inclusive.

Success: Ensure and maintain Division wide excellence in teaching, learning and school/Division leadership.

FSD Board Policy 01: Division Foundational Statements

About our School

Home of the Westmount Wolves: “For the strength of the pack is the wolf, and the strength of the wolf is the pack” *Rudyard Kipling*

Westmount School is a K-9 school with approximately 540 students and 45 staff. This includes certificated teachers including a Learning Coach, as well as 12 educational assistants, office staff, a Learning Commons Facilitator, and a Family School Liaison Counselor. We offer a wide range of learning opportunities in the classroom, community and outdoors. Students are invited to attend a variety of clubs and extracurricular activities, for a well-rounded schooling experience focusing on intellectual engagement, health & well-being, and social emotional development.

Outside of the core areas of study, we also offer Career and Technology Foundations (CTF) which provides students in grades 5 to 9 the opportunity to explore their interests within various occupational areas and technologies. Through CTF, students may plan, design, create, and implement solutions for relevant real-life problems. CTF in Kindergarten to Grade 6 is through Makerspace and our SPARKS program where students engage in areas of interest using the design thinking process including STEM, robotics, cooking, crafting and various other options. CTF in Junior High is offered through Options classes which vary based on student interest.

Providing Assurance

Guiding Principles

Our school’s planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in Alberta Education’s Assurance Framework. Our effective planning and results reporting occurs in a continuous improvement cycle which is integral to our accountability and assurance including:

- o Developing/updating plans based on results, contextual information and provincial direction.
- o Incorporating stakeholder input based on engagement activities at various points throughout the process, as appropriate.

- o Preparing budgets that allocate or re-direct resources to achieve priorities and meet responsibilities.
- o Implementing research and practice-informed strategies to maintain or improve performance across domains.
- o Monitoring implementation and adjusting efforts, as needed.
- o Measuring, analyzing and reporting results.
- o Using results to identify areas for improvement and to develop strategies and targets for the next plan.
- o Communicating and engaging with stakeholders about school authority plans and results.

School Highlights and Celebrations: 2020-2021

While the past year was one of limitations and numerous changes, we used it as an opportunity to show our strength and resilience as a school and community. We were challenged to be creative and consider new ways of communicating and connecting to one another. We started the year with a staggered entry allowing the staff the ability to teach the new covid protocols and routines to smaller groups, while also inviting early relationship building with a smaller number of students. We relied heavily on Instagram at the beginning of the year to show parents inside their child's classroom, and we continued with celebrations important to WMS including a Remembrance Day celebration to honour our veterans, and a Christmas Concert. We ended the year with a Grade 9 Farewell assembly and barbecue to celebrate our students' successes. We delivered medals and certificates to the grade 7 & 8 classrooms to celebrate their achievements as well.

We were able to successfully pivot through the various phases of Re-Launch, Continuity of Learning, and Renewal focusing on health and having only one full classroom disruption. Our focus was on cleanliness and cohorts with much time and effort put toward both. Our AHS inspection was positive with minor recommendations for improvement.

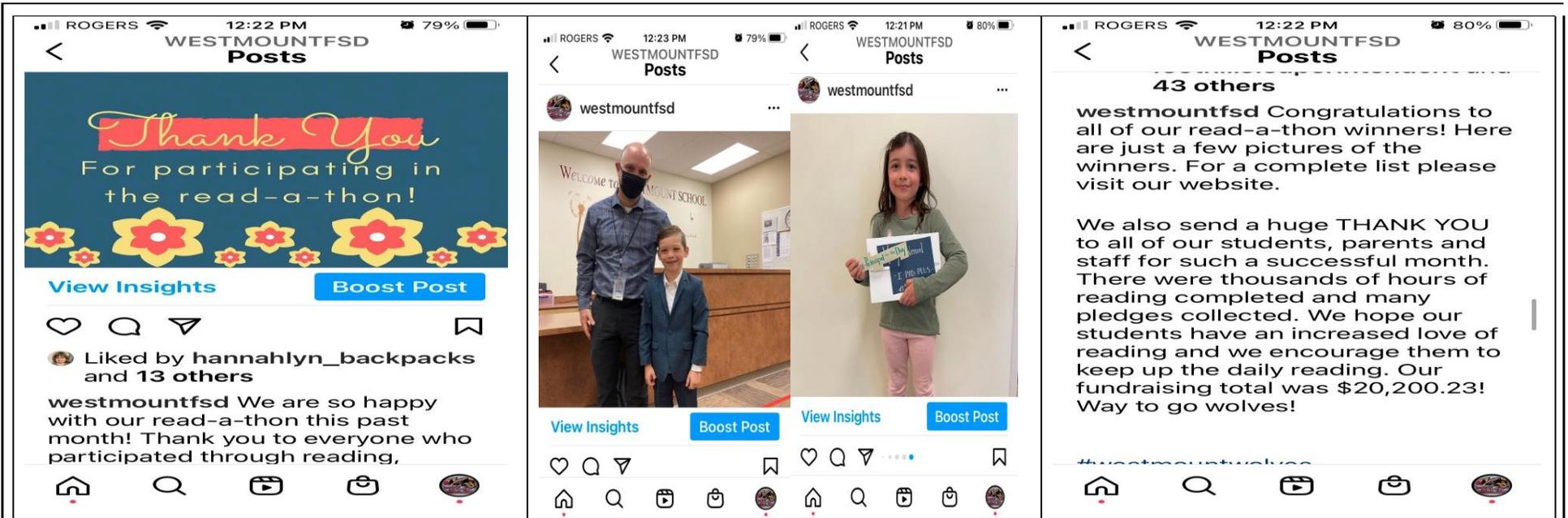
We encouraged our classes to grow beyond the classroom walls and encouraged learning outdoors.

We continued to give back to our community with the Terry Fox Walk, and the Spirit of Christmas fundraiser.

Our greatest celebration has been our improved communications with parents and community. As you will see throughout this report, our story lives in our Instagram Posts, a place where we have found parents and students and they have found us. This was newly built and incorporated in the past 2 years and is

consistently a place where we can connect to each other. The platform has grown stronger with communication, engagement opportunities, and celebrations. This is how we will share our story and results of our school year.





[Celebrations WMS 2020](#)

Engagement

Our story of engagement for each learner

We recognize parents and our community as partners. As a school we strive to reach out to our community partners and partner with local organizations throughout the year for student learning opportunities. We recognize that learning takes place in many environments outside of the classroom including Outdoor Learning, and with special guests/presenters in various fields.

We have included classes such as Enrichment to engage students in project-based learning. We encourage staff to utilize their passions as a platform through which to engage their students whether it be STEM, Outdoor Learning, or SPARKS. Maker-Space activities have also provided an avenue through which to engage students in design and critical thinking.

Historically our results have shown low parent engagement. This has been a focus for the past 3-year Ed-Plan cycle. We have focused on both communication and engagement strategies including classroom and school communications and school council including presentations and topics of interest.

To engage parent voice in our Education Plan we worked with District Office to set up a Bang the Table Engagement to get voice around Support, Success, and Engagement. As well, during school council meetings this year our 3-year focus on Deep Learning for Transfer and Assessment was shared. Our School Council Chair, in conjunction with administration, set up two engagement opportunities for parents. The first was focused on Supports at Westmount School with our Learning Coach and Family School Liaison Counsellor. The second engagement was with MLA R.J Sigurdson with questions and comments related to the new curriculum. We have engaged FOWSS and School Council on ways to engage parents with upcoming resignations in key positions. Following these discussions, we have further increased our messaging out to our parents using multiple means with an invitation to join in School Council/FOWSS. We will reconvene with School Council in the fall, and set up a Bang the Table Engagement, to ensure the feedback from our previous engagement and parent communications are captured in our goals.

Weekly school communications are sent out from the office with information and easy links to the website. Instagram is used as our key social media site to engage parents and students with happenings in WMS, and our website has been updated to reflect the voice of the School Council in terms of ease of interface.

Classroom teachers and grade levels offer more consistency in communications to streamline this for parents with a commitment to weekly communication. A communication plan was designed and shared out with commitments related to communication.

For further information on ENGAGEMENT follow links to:

[Engage FSD and Foothills School Division Stakeholder Engagement Plan](#)

[Vision 2034: Prepared for the Future](#)

Stakeholder Engagement

Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what WMS seeks to achieve.</i>	Indicators <i>Indicators of achieving outcomes.</i>
<p>Ensure & maintain community engagement</p>	<p>Westmount School engages with all stakeholders to advance student learning, health and wellness.</p>	<p>Westmount school engages with parents, students, and staff through two-way, reciprocal communication.</p> <p>Communication between the school and all stakeholders is proactive and positive.</p> <p>WMS supports an active School Council and fundraising society (FOWSS).</p> <p>School website is up to date, relevant and accessible to the public.</p> <p>WMS collects, shares, and responds to the data.</p>

Measures and Targets

Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.

Provincial

- **Parent Involvement:** Increase in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

Local

- **FSD Engage Participation Rates:** Increase in stakeholder (students, staff, parents & community) participation in a variety of engagement opportunities.

- **Stakeholder Involvement:** Evidence of stakeholders (students, staff, parents, community/business) communicating, collaborating, thinking critically, solving problems and having a voice in education planning and decision making.
- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

Strategies

Strategies are actions taken to achieve goals and desired outcomes.

Westmount: Communication/Collaboration

- Communication Plan implemented
- Weekly parent newsletter
- Classroom communication home
- Recognition of community sponsors
- Google Classroom for each class
- Personalize the connection and communication home to parents (phone vs email)
- Parent engagement via Bang the Table
- Weekly share out in Monday Morning Memo to updates in FSD Staff Learning Link

Learning

- Revamp of CTF grading rubric and reporting (ongoing)
- Offer a wide variety of CTF courses
- Use of circles to include student voice, build relationship

Stakeholder Engagement Results Analysis

Performance Measures	Student Engagement	Staff Engagement	Parent Engagement	Community Engagement	Communications
Overall Achievement	See results below	See results below	See results below	See results below	See results below

Evidence: Provincial and Local Measures

Provincial and local measures assessed progress on achieving outcomes.

Student Engagement

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Westmount School										Alberta												
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	162	85.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20	81.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	117	82.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25	93.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0

WESTMOUNTFSD Posts



View Insights

Boost Post



Liked by foothills.superintendent and 45 others

westmountfsd Just hanging around in Outdoor Leadership!!



Engaging students through engaging Options (Career & Technology Foundations)

WESTMOUNTFSD Posts



View Insights

Boost Post



Liked by foothills.superintendent and 52 others

westmountfsd A huge thank you to Liam I for the incredible work he is doing creating the maze in the Learning Commons!



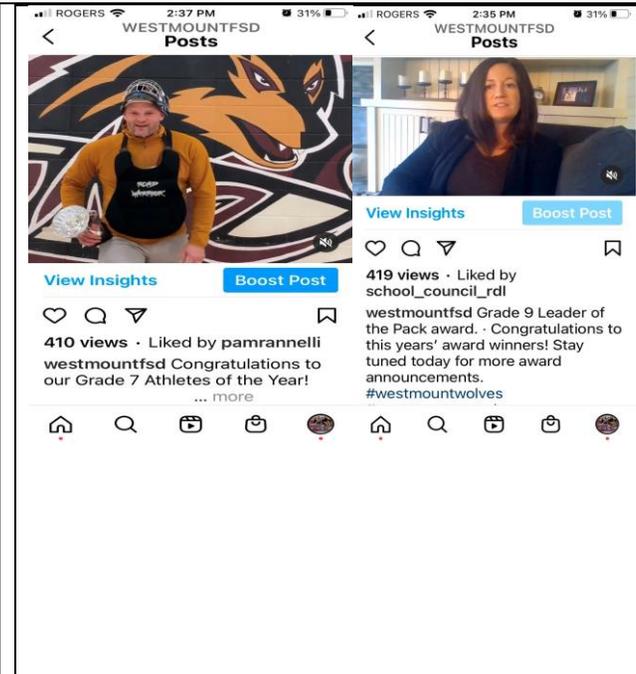
Design Thinking – creating a maze in the Learning Commons

WESTMOUNTFSD Posts



westmountfsd Student Teacher of the day, Mr. Markides, instructs the class on their Markerspace project in the LComm. #westmountwolves #whatsyoursuperpower #westmountlearningcommons

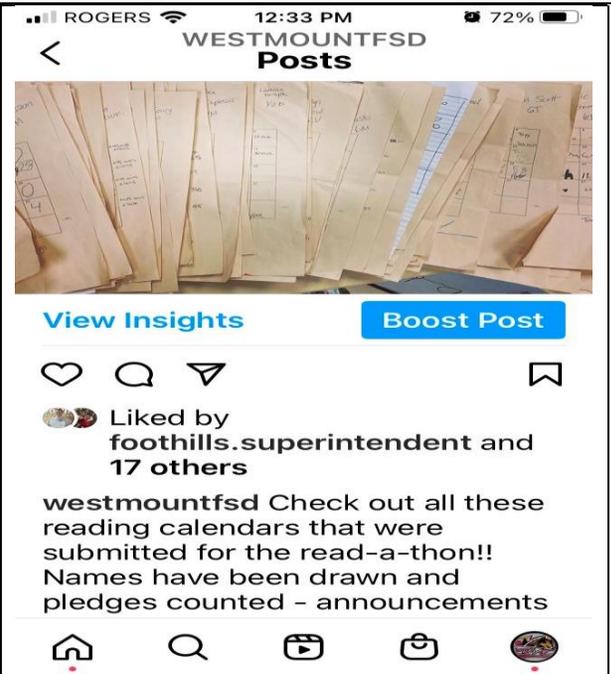
Student Teacher – MakerSpace project in the Learning Commons



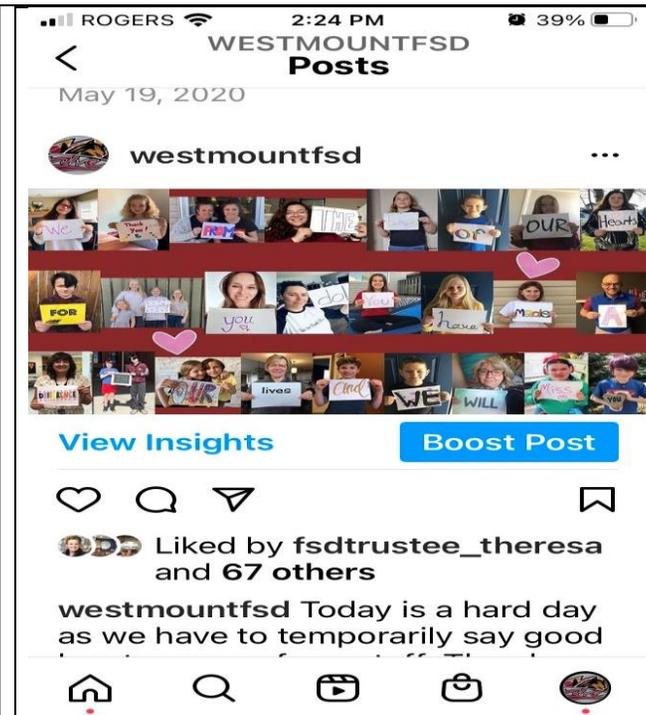
Celebrating Student Success



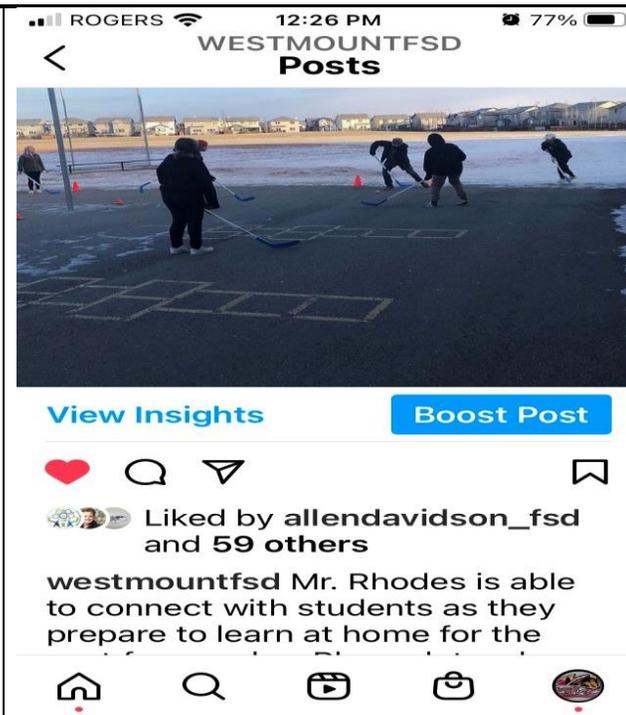
Staff Student Connections



Engaging Students in Reading – Literacy is one of our key priorities/goals



Engaging Staff through Celebrating Them



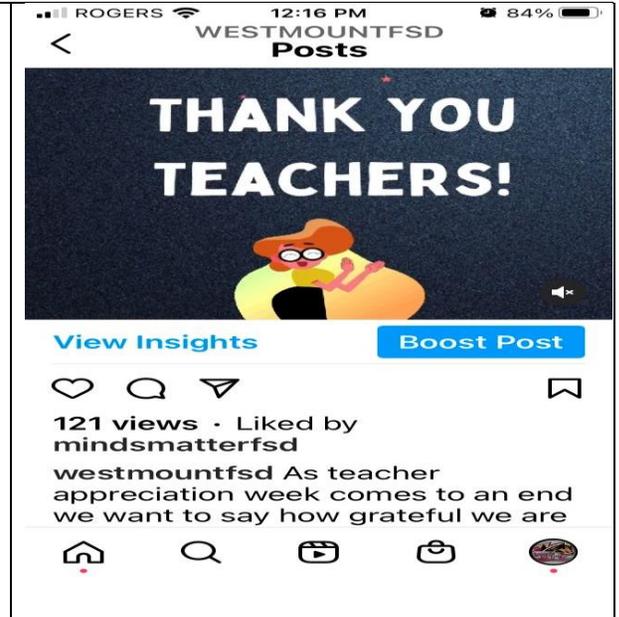
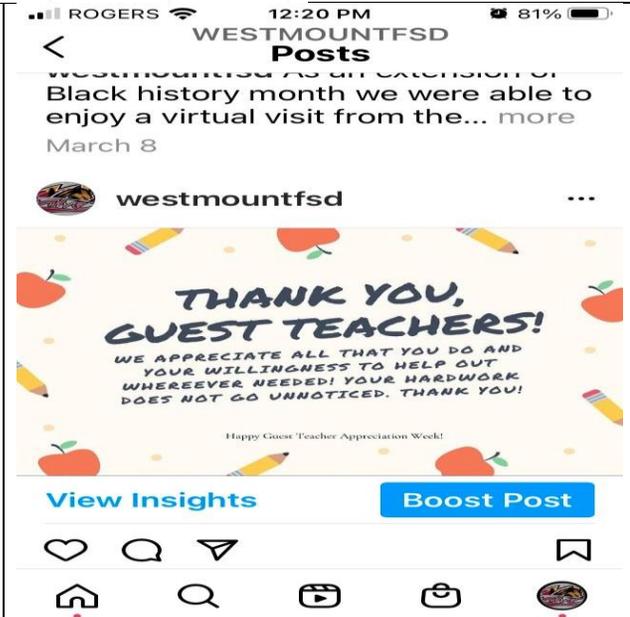
Mr. Rhodes playing road hockey with students



Engaging Students

Staff Engagement

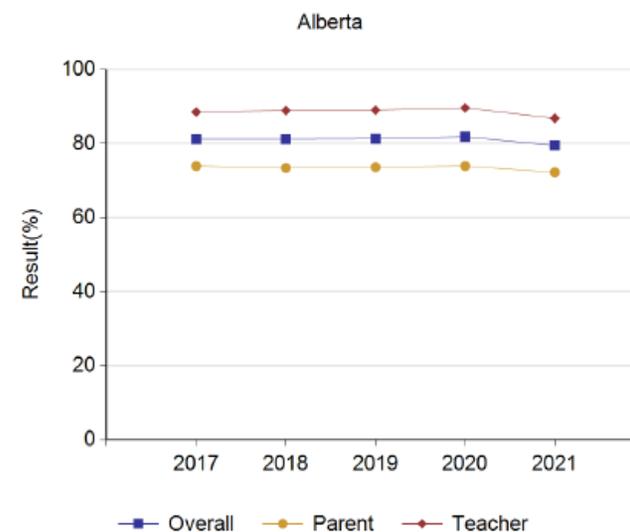
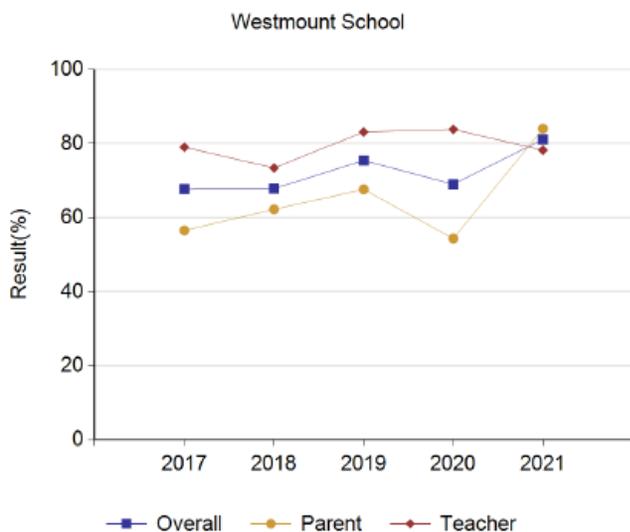
Professional Learning Survey 2021



Parent & Community Engagement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

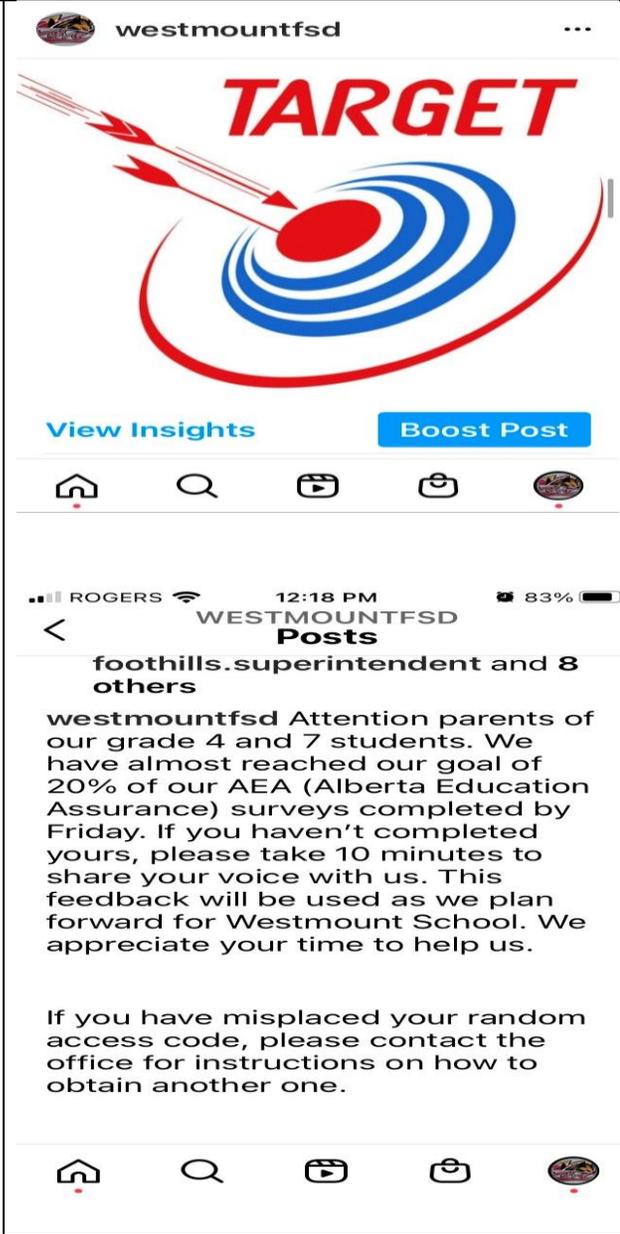
	Westmount School										Measure Evaluation			Alberta									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	56	67.7	61	67.8	98	75.4	82	69.0	45	81.1	n/a	n/a	n/a	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5
Parent	31	56.5	35	62.2	63	67.6	50	54.3	20	84.0	n/a	n/a	n/a	32,505	73.9	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2
Teacher	25	79.0	26	73.4	35	83.1	32	83.8	25	78.2	n/a	n/a	n/a	31,400	88.5	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8





BEST SCHOOL		
GOLD	Foothills Composite High School	
SILVER	Holy Trinity Academy	TIE
SILVER	Westmount School	TIE
BRONZE	Good Shepherd Catholic School	
BEST TEACHER		
GOLD	Karen McWhirter - Westmount School	
SILVER	Dylan Sinclair - St. Luke's Outreach Centre	
BRONZE	Michael Ford - Good Shephard School	

Western Wheel – Reader's Choice Awards (Okotoks)



Western Wheel – Reader's Choice Awards (Okotoks)



Thank you to our essential workers developed by Ms. Cochrane (O'Hara) with K-3 Music students

ROGERS 12:40 PM 69%

WESTMOUNTFSD Posts

View Insights Boost Post

Liked by allendavidson_fsd and 54 others

westmountfsd Thank you to our Outdoor Leadership students for taking time to clean up around the

Community Service

ROGERS 2:39 PM 29%

WESTMOUNTFSD Posts

View Insights Boost Post

Liked by livwoodingjacks and 16 others

westmountfsd We are excited to have our Family School Liaison Counsellor and Learning Coach joining us for the school council meeting on March 17. If you would like to know more about their roles

School Council meeting – Support Programs at WMS

ROGERS 2:34 PM 33% ROGERS 2:33 PM 35%

WESTMOUNTFSD Posts WESTMOUNTFSD Posts

View Insights Boost Post View Insights Boost Post

Liked by karenmcw and 64 others

Liked by foothills.superintendent and 41 others

westmountfsd It's the last stops on the Westmount Scavenger Hunt World Tour! Thank you to Mrs Parmar at Circle K and Mr Rhodes for their guest appearances this

westmountfsd Big thank you to Carson and the staff at Ridley Cycle as well as Vince and the staff at Staples for their assistance in the filming of our Westmount

Community Partners

ROGERS 12:19 PM 82%

WESTMOUNTFSD Posts



View Insights Boost Post

Liked by foothills.superintendent and 27 others

westmountfsd Thank you to School Council and FOWSS for spoiling our staff this morning. [more](#)

ROGERS 12:20 PM 81%

WESTMOUNTFSD Posts



View Insights Boost Post

Liked by allendavidson_fsd and 45 others

westmountfsd We are so excited to have another chrome cart for our junior high students to use. A big shout out to FOWSS for helping to make this happen! If you want to

ROGERS 12:19 PM 82%

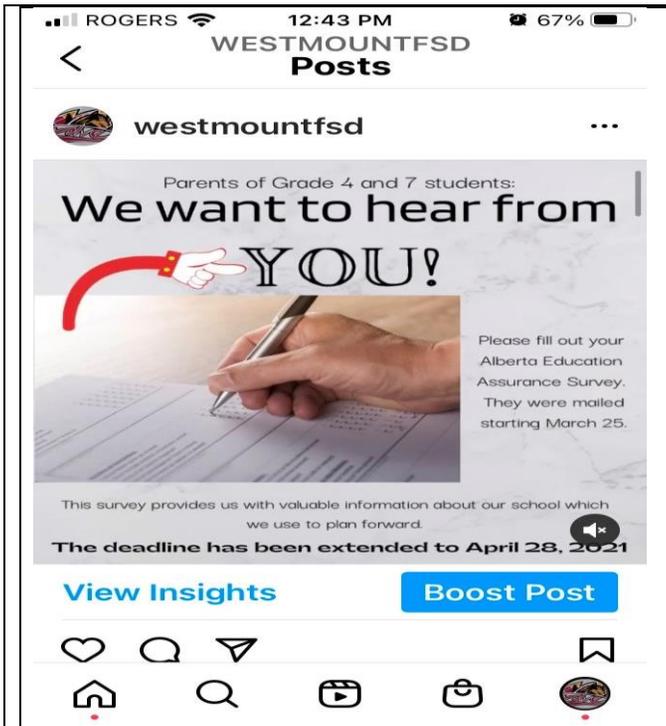
WESTMOUNTFSD Posts

westmountfsd



View Insights Boost Post

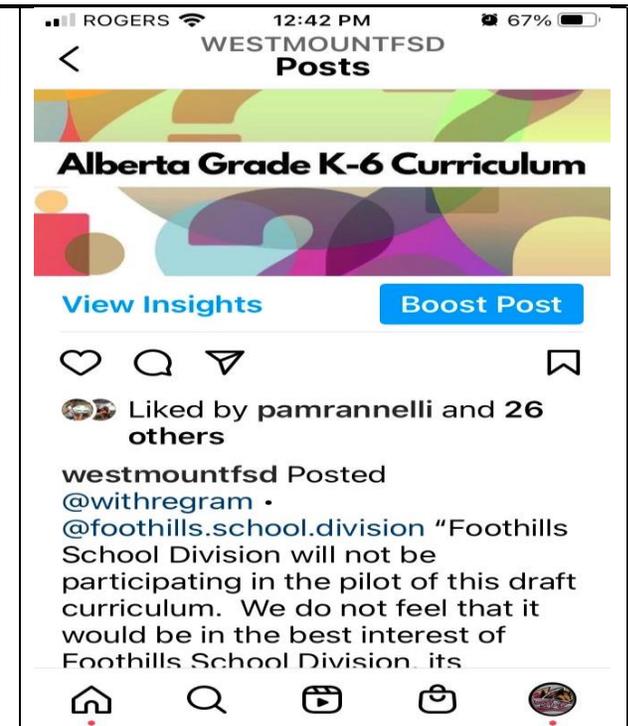
Communications



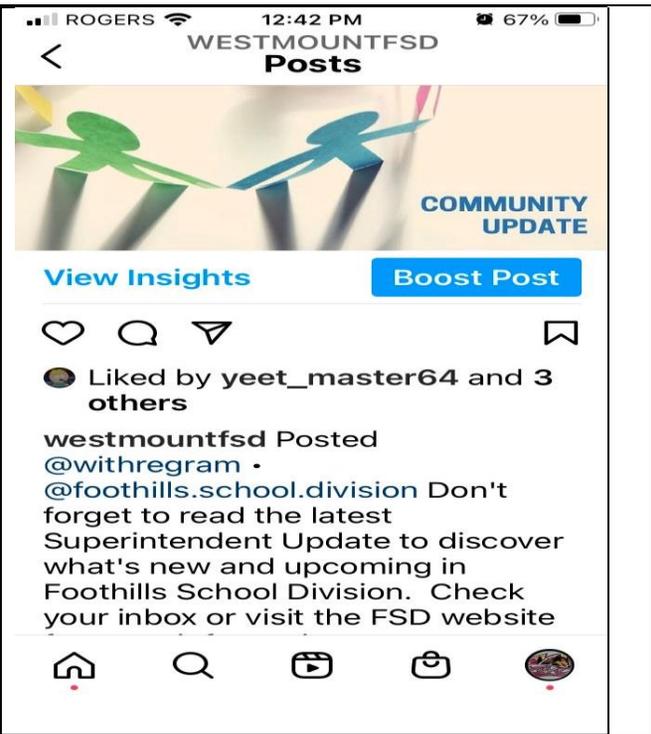
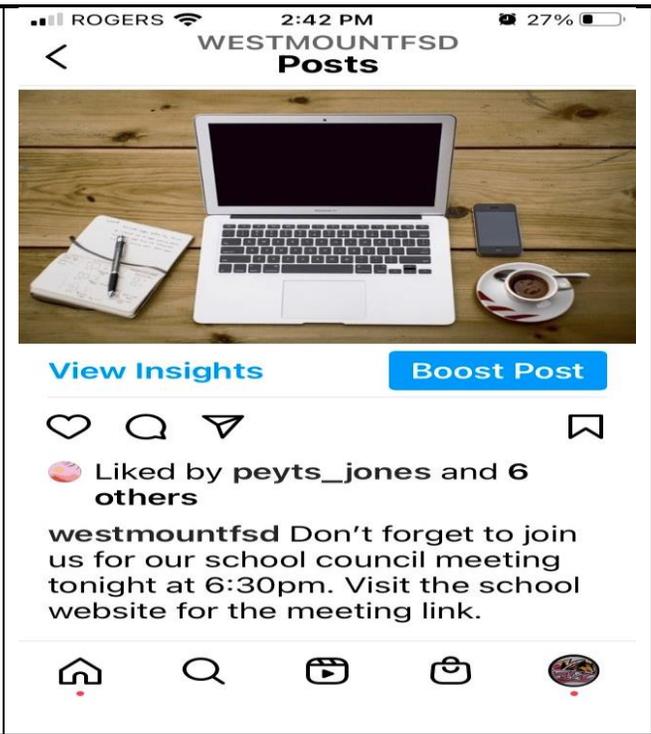
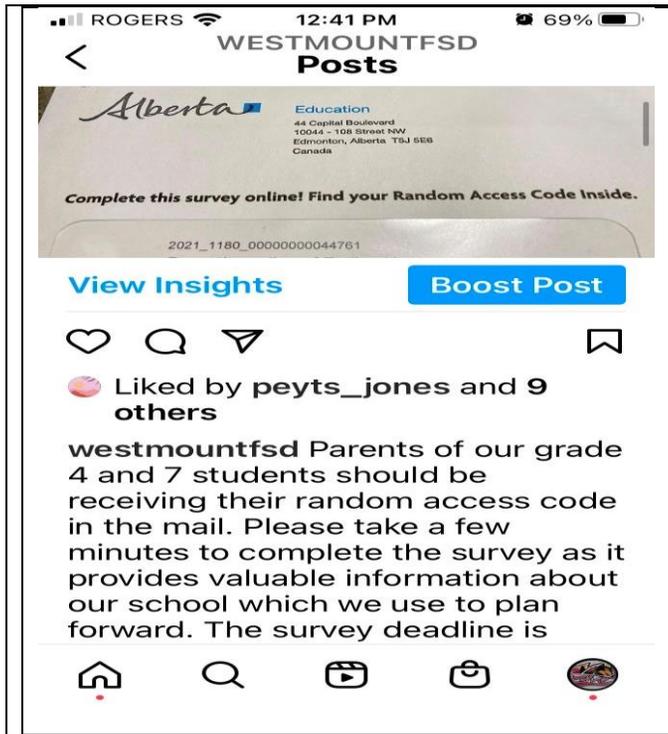
School Communication for parents to engage in the APORI Survey

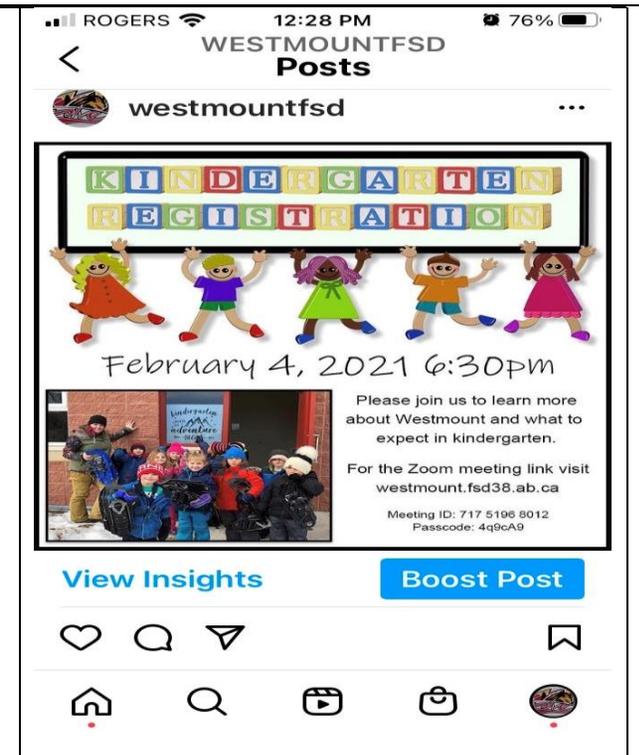
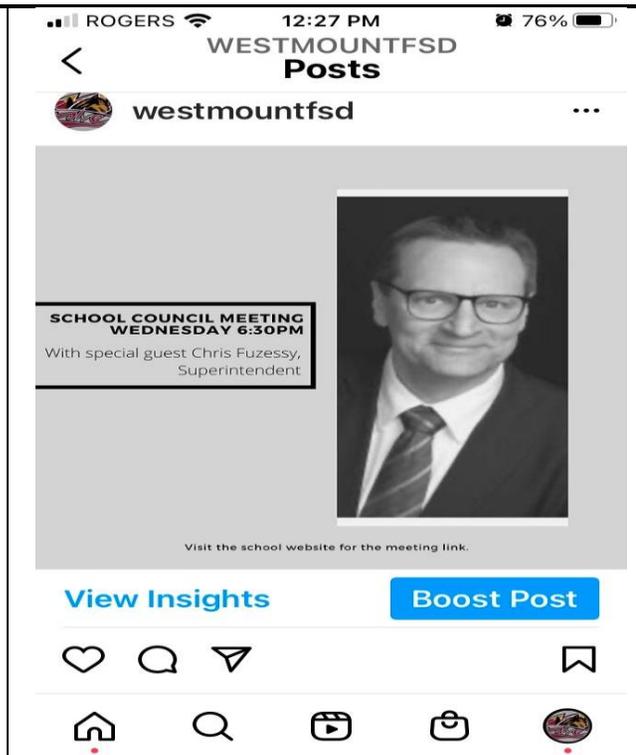
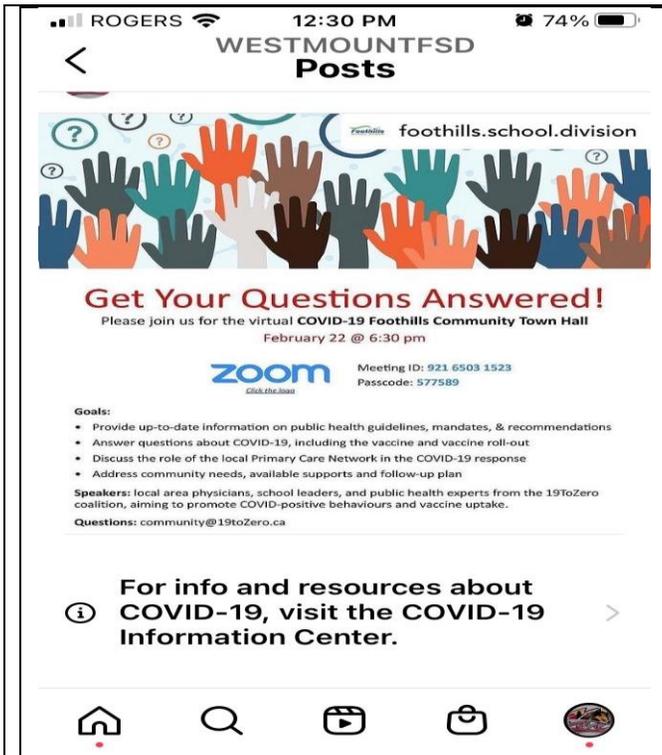


Invitations to join School Council and FOWSS Meetings



Supporting FSD Communications through our school communication systems





Dear Westmount Families,

We are feeling a great sense of gratitude for our Westmount School community this week! It takes students, parents and staff working together to make our school the best it can be for our students and families and that has really shown during these past couple weeks. We truly appreciate each of your efforts.



Thank you to everyone who visited and supported the Scholastic book fair. We hope you all find some time this weekend to enjoy your new books!



Thank you to our students and staff for showing your respect and reverence during our Remembrance Day Ceremony. We appreciate the work of our students and staff that went into this wonderful program. If you would like to view the program, click [here](#).



Another thank you to our families for your support of the Veterans Food Bank. We received lots of donations that will help support our veterans in need.



Markbooks have been locked in parent and student Edsebli and will be unlocked after Learner Profiles are sent home. Learner Profiles will be emailed home on November 26.



If your child had school picture retakes their proofs will be sent home today or Monday. Orders can be placed [online](#) or returned to the school by November 17.



Our Family School Liaison Counsellor has shared some information in the Counsellor Corner regarding The Shop of Wonders. If you'd like to know more, click [here](#).



We will be participating in the Magic of Christmas Foothills again this year. Stay tuned for more information on suggested items to donate and when to drop them off.



Key Insights from Results Analysis: *Areas of Strength and Areas for Refinement*

Impact and effectiveness of strategies implemented.

Engagement with all stakeholder groups was impacted by COVID.

Areas of Strength: Communication has continued to improve and is a consistent tool that parents have come to rely on. Feedback from parents has been positive regarding being informed, particularly considering the challenges for the school year.

Communications: This past year we focused strongly on our communications in order to engage parents in a new way as our School Council has always had low attendance. Feedback from parents has been positive regarding increased and streamlined communication from classroom and office. Positive strategies include weekly office newsletter, Instagram posts, and weekly classroom updates.

We have chosen Instagram as our main platform to engage parents and students. We attempt to share information, as well as celebrate student learning, allowing parents to see inside the doors of the school even during the pandemic. We have found staff and students also engage in this platform to see what is going on at WMS.

We tried one engagement through Bang the Table with little success. We also had a parent information session at School Council on a topic we hoped would engage parents. Neither of these were successful in bringing parents to engage in conversations around the School Ed plan or to provide voice in direction.

Student Engagement: Positive feedback from consistent student communication platform (Google Classroom), homework posting, classroom circles and student conversations.

Staff Engagement: Communication with staff has been streamlined through Monday Morning Memo with direct links to FSD communications.

Areas for Growth:

Continue to seek to bring parents into the school improvement planning conversation through School Council and other means.

Parent & Community Engagement: Continue to engage parents in 2-way communication through School Council, direct conversations, volunteer opportunities, and feedback surveys. Continued work on personalizing the connection between staff and parent through phone conversations versus email.

Reflection: Bang the Table online tool was not an effective tool to increase parental engagement/communication. Increased harassment of parents (cold-calls, conversations) did not increase feedback. Parent feedback, or lack thereof, shows that they are satisfied with the level and frequency of communication.

Next Steps:

Continue to work to re-grow our School Council. With parents leaving due to students no longer in school, or work/life commitments that do not allow for positions on School Council, we are now without any members despite cold calls, and messaging the need through numerous means (school communications, website, Instagram)

Continuous Improvement		
Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what WMS seeks to achieve.</i>	Indicators <i>Indicators of achieving outcomes.</i>
<p>Ensure & maintain community engagement</p> <p>Ensure & maintain a learning environment that is welcoming, caring, respectful, safe and inclusive.</p>	<p>Westmount School engages with all stakeholders to advance student learning, health and wellness.</p> <p>Westmount School recognizes that safety and wellness are precursors to learning and works to ensure that these are accessible for all stakeholders.</p>	<p>Westmount school engages with parents, students, and staff through two-way, reciprocal communication.</p> <p>Communication between the school and all stakeholders is proactive and positive.</p> <p>WMS supports an active School Council and fundraising society (FOWSS).</p> <p>School website is up to date, relevant and accessible to the public.</p>

		<p>WMS collects, shares, and responds to the data.</p> <p>Student Learners are met where they are at, accepted for who they are and what they are able to bring each day.</p> <p>Learners will be provided support and interventions consistent and appropriate to their unique and individual circumstances.</p> <p>Revamped ILP Process.</p> <p>Learners are supported to attend school.</p> <p>Collection of student voice.</p> <p>Staff Staff actively engage in conversation and problem-solving regarding student success/challenges.</p> <p>Barriers to accessing Staff professional learning are removed.</p> <p>Staff are visible and active in interactions with students</p> <p>Staff have the tools and training to adequately respond to students.</p> <p>Staff prioritize their collective wellness.</p>
--	--	--

Measures and Targets

Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.

Provincial

- **Parent Involvement:** Increase in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- **Continuous Improvement:** Increase in percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
- **Overall Quality of Basic Education:** Increase in percentage of teachers, parents and students satisfied with the overall quality of basic education.

Local

- **Guiding Principles for Assurance:** Evidence that planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework.
- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

Strategies

Strategies are actions taken to achieve goals and desired outcomes.

- Purposeful engagement with our parent community through School Council.
- Intentional focus of staff learning through PLT and Professional Development days
- Connection to Divisional Staff Learning (Concept-based & Learning for Transfer)

Continuous Improvement Results Analysis

Performance Measures	Parental Involvement	Continuous Improvement	Overall Quality of Education	Guiding Principles of Assurance	Principles & Practices
Overall Achievement	Significantly Improved	Maintained	Decline	These will be addressed in our first Assurance Results Report	These will be addressed in our first Assurance Results Report

Evidence: Provincial and Local Measures

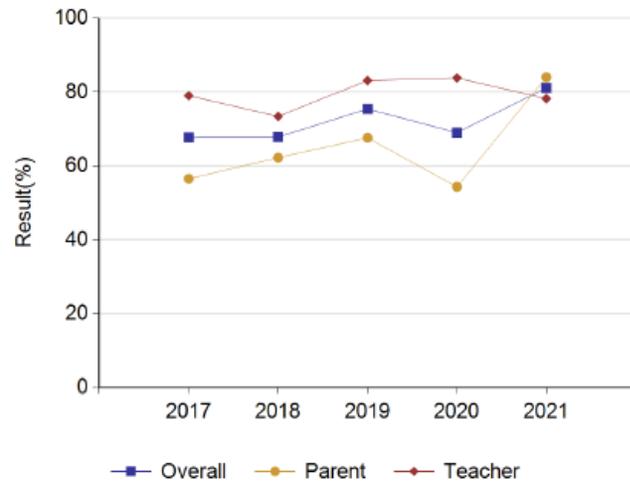
Provincial and local measures assessed progress on achieving outcomes.

Parental Involvement

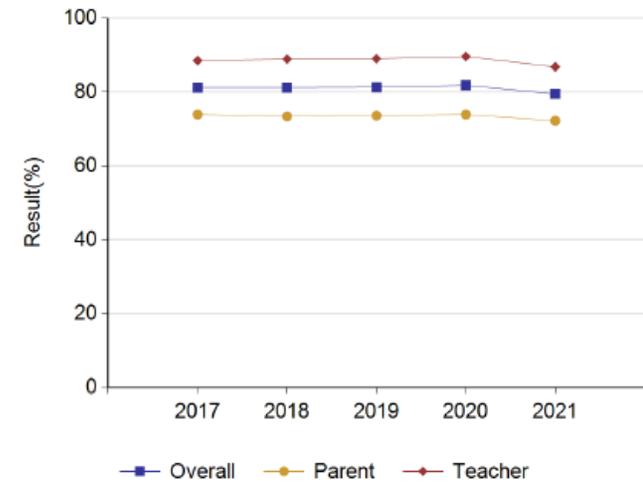
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Westmount School										Measure Evaluation			Alberta									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	56	67.7	61	67.8	98	75.4	82	69.0	45	81.1	n/a	n/a	n/a	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5
Parent	31	56.5	35	62.2	63	67.6	50	54.3	20	84.0	n/a	n/a	n/a	32,505	73.9	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2
Teacher	25	79.0	26	73.4	35	83.1	32	83.8	25	78.2	n/a	n/a	n/a	31,400	88.5	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8

Westmount School



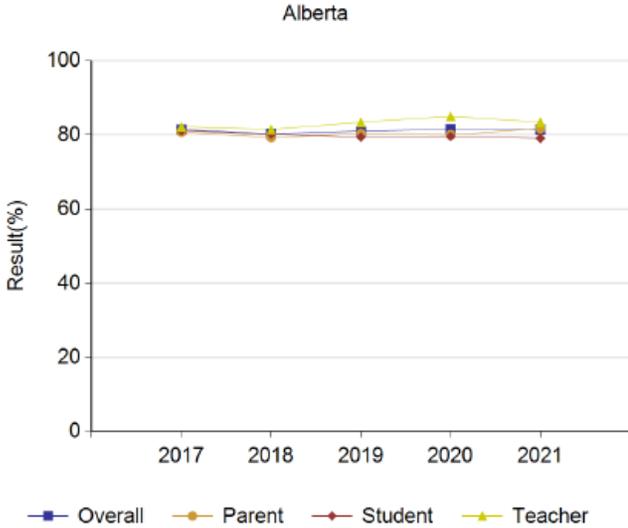
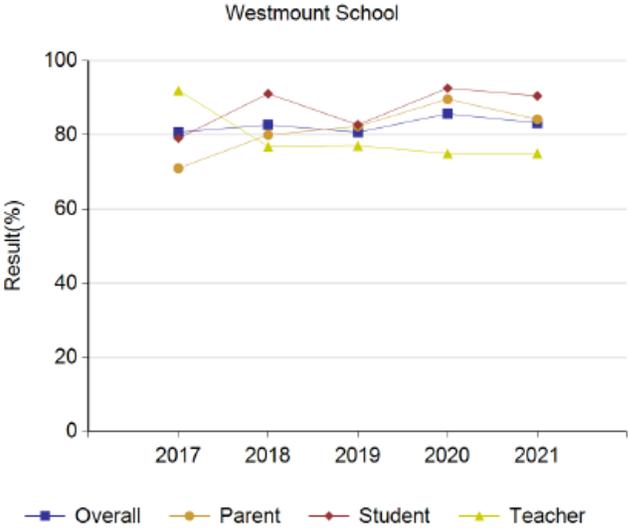
Alberta



Continuous Improvement

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

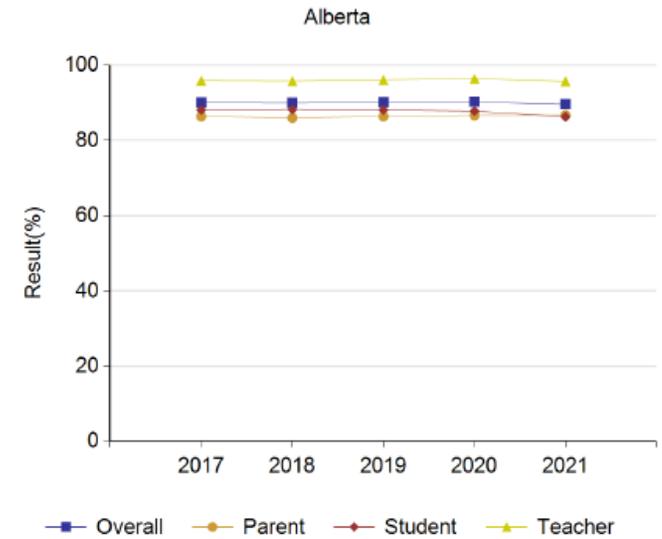
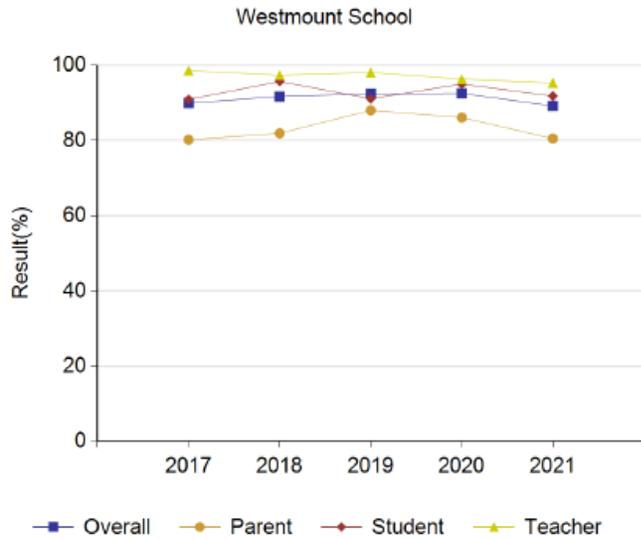
	Westmount School										Measure Evaluation			Alberta									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	453	80.7	200	82.7	248	80.7	206	85.7	159	83.2	n/a	n/a	n/a	297,632	81.4	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4
Parent	31	71.0	35	80.0	62	82.3	48	89.6	19	84.2	n/a	n/a	n/a	31,845	80.8	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7
Student	397	79.1	139	91.1	151	82.7	126	92.6	116	90.5	n/a	n/a	n/a	234,964	81.1	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1
Teacher	25	92.0	26	76.9	35	77.1	32	75.0	24	75.0	n/a	n/a	n/a	30,823	82.2	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4



Overall Quality of Education

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Westmount School										Measure Evaluation			Alberta									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	452	89.9	201	91.7	250	92.4	209	92.5	162	89.2	n/a	n/a	n/a	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6
Parent	31	80.2	36	81.9	64	88.0	51	86.1	20	80.5	n/a	n/a	n/a	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7
Student	396	90.9	139	95.7	151	91.1	126	95.0	117	91.8	n/a	n/a	n/a	235,901	88.1	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3
Teacher	25	98.6	26	97.4	35	98.1	32	96.3	25	95.3	n/a	n/a	n/a	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7



Key Insights from Results Analysis: Areas of Strength and Areas for Refinement

Impact and effectiveness of strategies implemented.

Parental Involvement: Continue to engage parents in 2-way communication through school council, direct conversations, volunteer opportunities, and feedback surveys.

Continuous Improvement & Overall Quality of Education: The ongoing impacts of the COVID-19 pandemic have hampered our ability to offer a consistent and supportive education environment. The continued shifts between in-person and at-home learning have interrupted the education quality and the learning direction of Westmount School. The impact of these changes to learning has been most noted by parents who were tasked with taking on a larger role in supporting their child's learning.

Moving forward we will look to bridge the gaps of unfinished learning and continue to develop and implement universal strategies to impact as many students as possible.

Support

Our story of support for each learner

Academics

From a student's first day at Westmount, their teacher(s) begin the process of uncovering and understanding their learning needs. When possible, meetings are set up between outgoing and incoming teachers and learning coach to help ease the transition for both the student and the teachers. It's an opportunity to learn what supports were effective and which ones might need tweaking or added. If the child is coming from another school, as much data is gathered as possible to help begin to understand the student and their needs.

In most cases, students' needs are met through thoughtful universal design, strong assessment practices, and in building meaningful relationships. When a universal approach requires further adjusting to meet the needs of a specific student or group of students, the Learning Coaches work collaboratively with teachers and Educational Assistants to help identify targeted and sometimes individualized supports to help meet those needs. Using consistent time built into teachers' schedules to meet with the learning coaches to discuss individual needs and concerns, has created opportunities to be more responsive and timelier in providing necessary supports for students as issues arise. These cyclical check-ins allow for open dialogue around problems of practice, time to debrief the effectiveness of strategies being tried, and opportunities to brainstorm next steps. It is also a time to review, create, and adjust ILP's for those students who require that level of support.

If classroom supports, such as targeted instruction, 1:1 support, small group work etc, is not yielding the desired results or improvements, teachers are supported to seek further clarity on the student's specific needs. This may include consultation with external community partners, such as those provided through Renfrew, or time to collaborate or consult with divisional team members. It may also include conducting a Level B assessment to provide further insight into the student's current cognitive profile. Results of such an assessment are reviewed with the teacher, where a plan is collaboratively determined to address implications for the classroom and identify next steps. Inviting parents into this conversation is a critical component to optimizing the success of the student. Parental insight is invaluable and can often shed new perspective and insight into the child as a learner.

Social-Emotional Supports

We have a continuum of supports including universal use of Social Emotional Learning continuums, layered with targeted small groups and individualized support.

We meet once every 2 weeks as a Student Support Team (Admin, FSLC, LC) to collaborate around complex individual cases, and universal interventions.

This past year we were able to use some of the dollars from Covid Funding that were available to supporting Learning Services to allow for coverage by a LC so that teachers could meet and collaborate around Behavior Support Plans and planning for students with complex behavioral, social-emotional, and mental health needs.

We were unable to run clubs or mentorship programs this past year due to cohort restrictions.

<p>Social & Emotional Learning Competencies</p> <p>7 Habits – Character Ed</p> <p>SEL Curriculums</p> <ul style="list-style-type: none"> • Self-Awareness • Self-Management • Social Awareness • Responsible Decision Making • Relationship Skills 	<p>Intentional teaching of 7 Habits and Social Emotional Competencies</p> <ul style="list-style-type: none"> • Zones of Regulation (K-3) • Mind Up (4-6) • 4th R (7-9) <p>Mindful Practices</p> <p>Growth Mindset</p>	<p>Intentional Small Group Teaching & Learning</p> <p>Assemblies/Bulletin Boards</p>	<p>Individual Counseling or Coaching</p> <p>Social Stories</p> <p>Social Scripts</p> <p>Re-framing (cognitive distortions)</p> <p>Gradual exposure</p> <p>Visualization</p> <p>Breathing</p> <p>Self-talk</p>
--	---	--	---

For further information on SUPPORT follow links to:

[Comprehensive School Health](#)

[FSD Parent Learning Link](#) - [FSD Staff Learning Link](#) - [FSD Student Learning Link](#)

[Support for each learner](#)

[Staff Wellness and Student Well-being](#)

[Safe and Caring Learning Environments](#)

[Resiliency](#)

[Community Resources](#)

Goals	Outcomes	Indicators
<p><i>Desired Result</i></p> <p>Ensure & maintain a learning environment that is welcoming, caring, respectful, safe and inclusive.</p>	<p><i>Measurable statements of what FSD seeks to achieve.</i></p> <p>Westmount School recognizes that safety and wellness are precursors to learning and works to ensure that these are accessible for all stakeholders.</p>	<p><i>Indicators of achieving outcomes.</i></p> <p>Student Learners are met where they are at, accepted for who they are and what they are able to bring each day.</p>

		<p>Learners will be provided support and interventions consistent and appropriate to their unique and individual circumstances.</p> <p>Revamped ILP Process.</p> <p>Learners are supported to attend school.</p> <p>Collection of student voice.</p> <p>Staff Staff actively engage in conversation and problem-solving regarding student success/challenges.</p> <p>Barriers to accessing Staff professional learning are removed.</p> <p>Staff are visible and active in interactions with students</p> <p>Staff have the tools and training to adequately respond to students.</p> <p>Staff prioritize their collective wellness.</p>
--	--	---

Measures and Targets

Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.

Provincial

- **Safe & Caring:** Increase in the percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.
- **Program Access:** Increase in the percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

- **Students at Risk:** Increase in the percentage of teachers, parents and students agree that programs for children at risk are easy to access and timely.

Local

- **SOS-Q (Student Orientation to School Questionnaire):** Increase in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.
- Evidence of feedback from Staff Advisory and Students’ Matters impacts decision making.
- **School and Divisional Student Continuum of Supports**
Evidence demonstrates students have access to a continuum of supports to support overall success, achievement and well-being.
- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

Strategies

Strategies are actions taken to achieve goals and desired outcomes

Strategies As a Staff we will:

- Re-focus on the Leader in Me Character Education program (7 Habits)
- Utilize the Social Emotional Curriculums (Zones (K-2); Mind Up (3-6); 4thR (7-9) to develop the SEL competencies (self-awareness; self-management; social awareness; relationship skills; responsible decision making
- Align competencies to the 7 Habits
- Connect with other schools through our Community of Practice on how to teach SEL Curriculums
- Use collaborative structures (CRT, Student Support Team meetings, SIS meetings etc...) to engage all partners in a wrap-around approach to support student success
- Communicate and make visible our Student Code of Conduct/Progressive Discipline
- Continuum/Continuum of Supports – Policy 18 (and AP350 – our progressive discipline continuum is our Supporting All Learners Continuum)

Student Voice:

- Student Matters
- Advocacy for needs
- Clubs

Staff:

- Provide opportunities/foster positive peer relations/inter-connectedness Teaching/embedding SEL / using SEL curriculums as a resource Trauma informed – Regulate/Relate/Reason Teacher’s corner/staff meeting – mini-lessons (7 Habits lessons to be aligned to SEL competencies)

Parents:

- Parent communication – knowledge about 7 Habits/SEL
- Parent/Teacher Night – table
- Parent tidbits e.g. Did you know in school newsletter
- Parent evening sessions (e.g. School Council)

Messaging:

- Bulletin Boards/posters
- Kindness/Gratitude messaging board

Learning Supports Results Analysis

Performance Measures	Safe and Caring	Program Access	Students at Risk Services	SOS-Q: Safe & Caring	SOS-Q: External Resilience	SOS-Q: Self Confidence	SOS-Q: Internal Resilience	SOS-Q: Peer Relations
	94.9%	76.2%	88%	Elem: 81% JH: 80%	Elem: 68% JH: 71%	Elem: 62% JH: 52%	Elem: 62% JH: 44%	Elem: 77% JH: 62%

Overall Achievement	Excellent	Excellent	Excellent	Elem: Improved 3% from previous year JH: Maintained Good	Elem: Maintained JH: Declined 10% from previous year Acceptable	Elem: Declined 2% from previous year Acceptable JH: Declined 9% from previous year Acceptable	Elem: Declined 6% from previous year Acceptable JH: Declined 11% from previous year Issue	Elem: Declined 3% from previous year JH: Declined 13% from previous year Acceptable
----------------------------	------------------	------------------	------------------	--	--	--	---	--

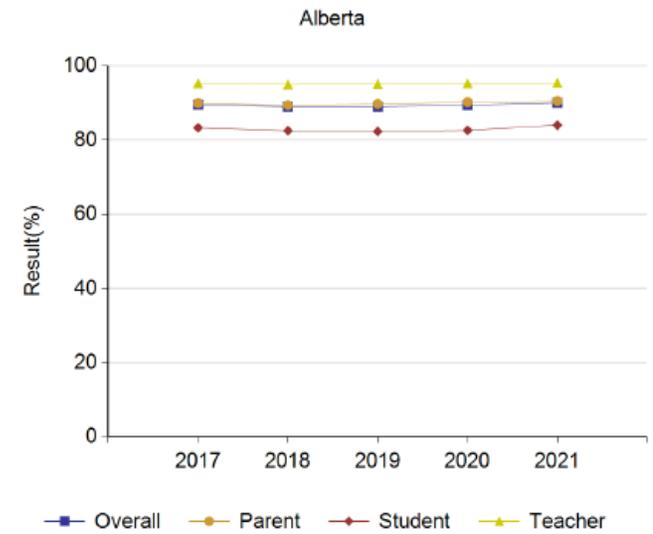
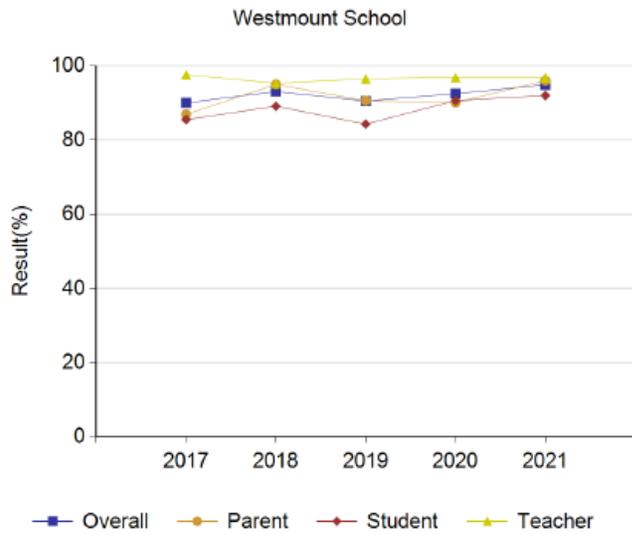
Evidence: Provincial and Local Measures

Provincial and local measures assessed progress on achieving outcomes.

Safe & Caring:

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 school.

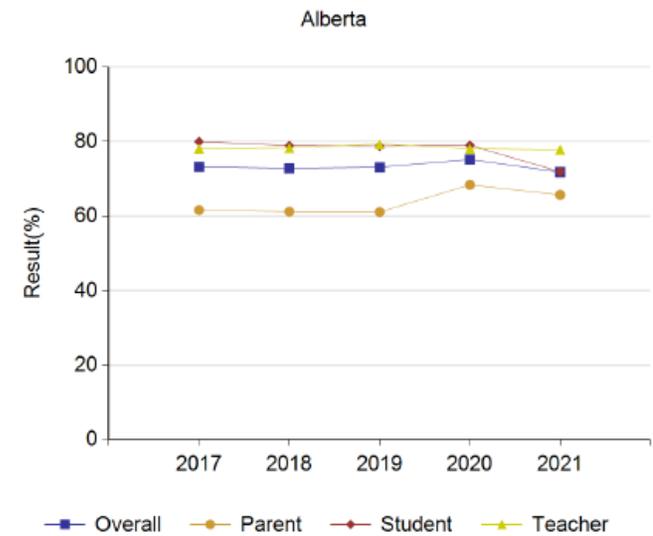
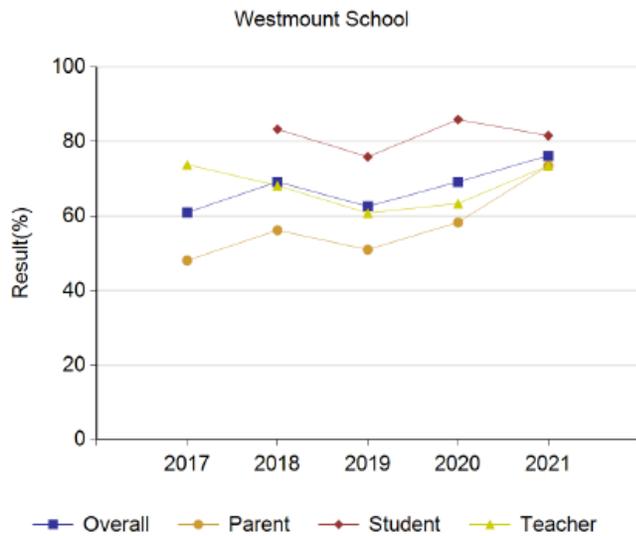
	Westmount School										Measure Evaluation			Alberta									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	453	90.0	201	93.1	250	90.5	209	92.5	162	94.9	n/a	n/a	n/a	299,627	89.5	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0
Parent	31	86.9	36	95.0	64	90.6	51	90.1	20	96.0	n/a	n/a	n/a	32,868	89.9	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5
Student	397	85.5	139	89.1	151	84.3	126	90.6	117	92.0	n/a	n/a	n/a	235,302	83.3	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0
Teacher	25	97.6	26	95.3	35	96.5	32	96.9	25	96.8	n/a	n/a	n/a	31,457	95.3	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4



Program Access:

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	Westmount School										Measure Evaluation			Alberta									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	53	61.0	199	69.2	248	62.6	205	69.2	160	76.2	n/a	n/a	n/a	159,543	73.2	251,836	72.8	263,978	73.1	262,662	75.2	228,281	71.8
Parent	28	48.1	34	56.2	63	51.0	47	58.3	19	73.5	n/a	n/a	n/a	31,898	61.6	34,350	61.2	34,371	61.1	35,963	68.4	29,417	65.7
Student	n/a	n/a	139	83.3	150	75.9	126	85.9	116	81.6	n/a	n/a	n/a	96,258	80.0	184,949	78.9	196,411	78.8	192,861	79.0	168,839	71.9
Teacher	25	73.8	26	68.2	35	60.8	32	63.4	25	73.5	n/a	n/a	n/a	31,387	78.1	32,537	78.3	33,196	79.3	33,838	78.1	30,025	77.8



Students at Risk Services:

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Westmount School										Alberta													
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	162	88.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20	80.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	117	92.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25	91.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7

SOS-Q:

Safe & Caring	2018	2019	2020		External Resilience	2018	2019	2020
Elementary	76.6%	81.3%	81%		Elementary	65.6%	71%	68%
JH	64.5%	58.6%	80%		JH	59.7%	68.5%	71%
Self-Confidence	2018	2019	2020		Internal Resilience	2018	2019	2020
Elementary	61%	65.7%	62%		Elementary	74.1%	69.5%	62%
JH	48.5%	47.5%	52%		JH	41.1%	41%	44%
Peer Relationships	2018	2019	2020					
Elementary	73.8%	73.8%	77%					
JH	55%	58%	62%					



westmountfsd



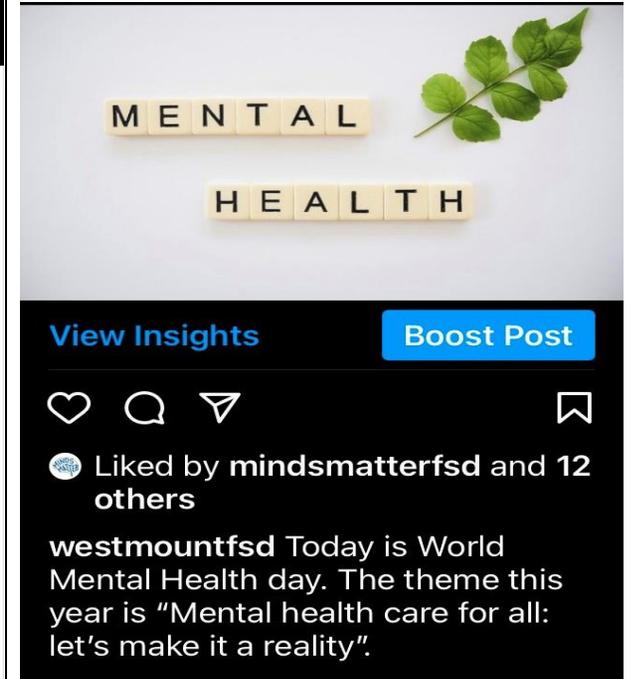
Focus on Outdoor Learning for health and wellness benefits



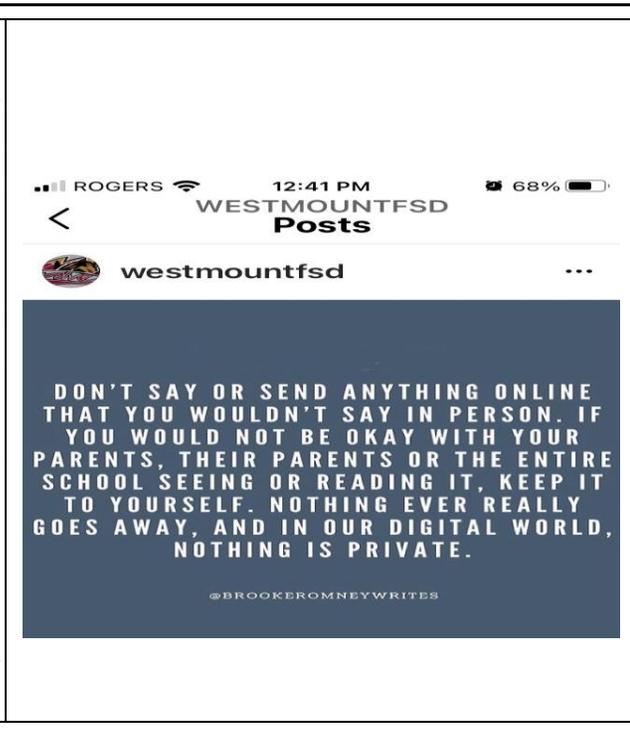
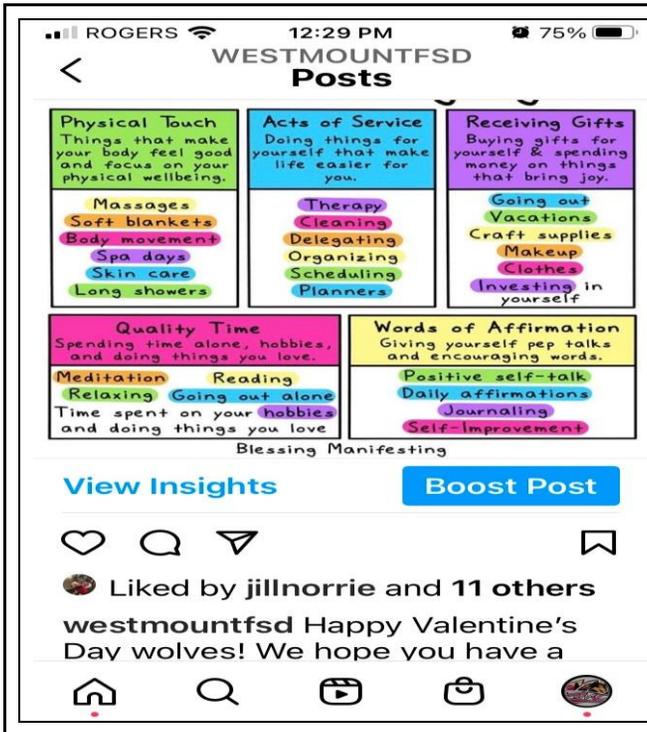
westmountfsd

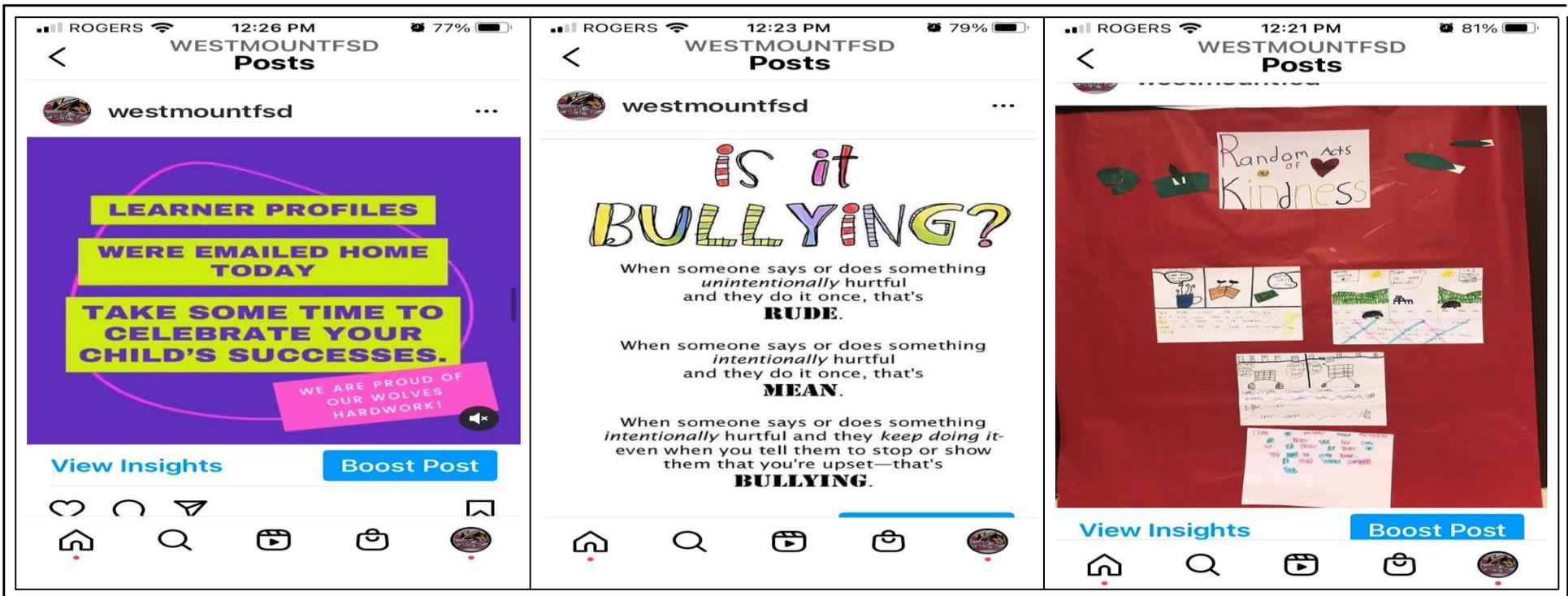


Sunday positive messages from to students and families



Celebrating Mental Health Day





Key Insights from Results Analysis: Areas of Strength and Areas for Refinement

Impact and effectiveness of strategies implemented.

Areas of Strength:

- The development of our Learning Suite was a huge success. These presentations included one on ILP's, BSP's, ELL, and Benchmark assessment processes and procedures. Staff were able to access and utilize this Just in Time Learning
- Having internal coverage for collaboration time with staff and LC was greatly appreciated, reduced stress, and improved the choice of strategies used to support students on individualized programs.
- Collaboration with district office supports, specifically Lauren Wyman have contributed to deeper learning for staff, and strong individualized programming for students.

Areas for Growth:

- CRT meetings ended up being overwhelming with many student needs presented and not the time to do a deep dive.
- Responsible use of technology supports were developed but not well implemented. This will be a focus for this next year.
- Social Emotional curriculums are not used consistently by many classes. This will be a continued focus.
- Continued focus on accommodations, differentiation, and adapted programming and assessment.

Next Steps:

- Universal strategies to support JH students in CRT meetings
- Internal coverage for K-6 teachers for CRT meetings during Learning Commons time.
- Update WMS Continuum of Supports and Services
- Possible introduction of a Student Council to build on Student Matters and grow this voice.
- Development of core values to replace Leader in Me Principles

Success

Our story of success for each learner

Westmount School believes strongly in developing the academic, physical, social, and emotional aspects of each child. The COVID-19 pandemic has highlighted the need for strong Social-Emotional learning as well as RTI frameworks that respond to where each child is at.

We strive to offer a broad range of programming that suits individual student interest while also pressing students to step outside of their comfort zone while trying something new. Students are explicitly taught social-emotional learning through three dedicated curriculums: Zones of Regulation (K-3), Mind Up (4-6), and The 4th R (7-9).

The COVID-19 pandemic has stretched our ability to offer programming and connections as we traditionally have which has led to new and creative ways of doing that will shape how we move forward.

For further information on SUCCESS follow links to:

[Literacies](#)

[Numeracy](#)

[Accessing my Learning and Academic Resources](#)

[Learn Alberta Walking Together](#)

[Story Keepers](#)

[Truth about Stories](#)

[Innovation and Design/Career Futures](#)

[FSD Truth and Reconciliation For Learner Success Toolkit and First Nations, Métis and Inuit Resources](#)

[Professional Learning Calendar and Professional Learning Opportunities and Resources](#)

[Numeracy Excellence Commitments and Literacy Excellence Commitments](#)

[FSD Staff Learning Link - FSD Parent Learning Link - FSD Student Learning Link](#)

[FSD Framework for Learning and FSD Continuity of Learning](#)

[Administrative Procedure 360 Assessment, Evaluation and Reporting and Design and Assessment Resources](#)

[Resources by Grade and Resources by Subject](#)

[Literacy and Numeracy and Early Learning Resources](#)

Student Growth and Achievement

<p>Goals <i>Desired Result</i></p>	<p>Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></p>	<p>Indicators <i>Indicators of achieving outcomes.</i></p>
<p>Ensure & maintain excellence in teaching, learning and leadership.</p>		

	<p>Westmount School focuses on effective practices for the development of literacy and numeracy skills to build the foundations for success.</p>	<p>Staff are focused on improving their daily practice as a collaborative community and through IPGP goals and strategies.</p> <p>Learning will be differentiated to meet the needs of all students.</p> <p>Specific Literacy and Numeracy PD focus. Intentional focus on design, instruction and assessment.</p> <p>Collaboration between staff through PLT & CRT structures.</p> <p>Engagement with FSD Directors and Facilitator Transfer of learning to practice in relation to conceptual understanding.</p> <p>Increased focus on universal strategies with a reduction in the number of ILPs due to universal strategies.</p> <p>Accessibility of technology.</p> <p>Evidence-based decision making.</p> <p>WMS students are encouraged to take academic risks, see the value in their learning, and develop confidence in their abilities as learners.</p>
--	--	--

Measures and Targets

Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.

Provincial

- **Program of Studies:** Increase in percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.

- **Work Preparation:** Increase in percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- **Citizenship:** Increase in percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- **Overall Quality of Education:** Increase in percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Lifelong Learning:** Increase in percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.
- **Learning Outcomes (PAT & Diploma).**
- **Drop-out Rate, High School Completion Rate, Transition Rates, Rutherford Scholarship, Exam Participation Rate:** Growth and Improvement shown in each area.

Local

- **Student Intellectual Engagement Survey:** Increase in percentage of students who chose agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
- **RRST (Reading Readiness in English & French):** Increase in percentage of students in Kindergarten and Grade 1 who are at or above grade level expectations.
- **GRADE (Literacy Assessment in English):** Increase in percentage of students who are at or above grade level expectations in Grades 2 – 9 in the areas of Listening Comprehension, Vocabulary and Written Comprehension.
- **MIPI (Math Assessment in English & French):** Increase in percentage of students who scored 50% or more in Grades 2-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.
- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

Strategies

Strategies are actions taken to achieve goals and desired outcomes.

Strategies

As a staff we will:

- Continue to strengthen a culture of learning through supporting and enhancing collaborative inquiry using professional learning community structures
- Collaborate to engage in continuous improvement in literacy and numeracy teaching practices across curricula and for all students K-9
- Continue to develop a K-9 Literacy and Numeracy Learning Continuum that supports cohesion through wiser practices and approaches
- Support staff understanding of the learning competencies and foundational awareness of how this links to concept-based learning and curriculum
- Continue to learn and to lead learning related to Indigenous foundational knowledge and its application within classrooms and the larger school community
- Develop teaching and learning strategies to support First Nations, Metis and Inuit learning outcomes

- Research and support innovation, inquiry and technology approaches to enhance learning for all students. (Technology)
- Provide meaningful and relevant work that students can access and interact with

Student Growth and Achievement Results Analysis

Innovation, Creativity and Competency Development

Performance Measures	Program of Studies	Work Preparation	Citizenship	Intellectual Engagement (CTF/CTS)	Competency Development	My BluePrint	Principles & Practices
Evaluation Overview	80.6% Maintained	79% Maintained	87.5% Maintained	28% FLOW (No comparative data)	<i>No survey School level data</i>	<i>No survey School level data</i>	<i>No survey School level data</i>

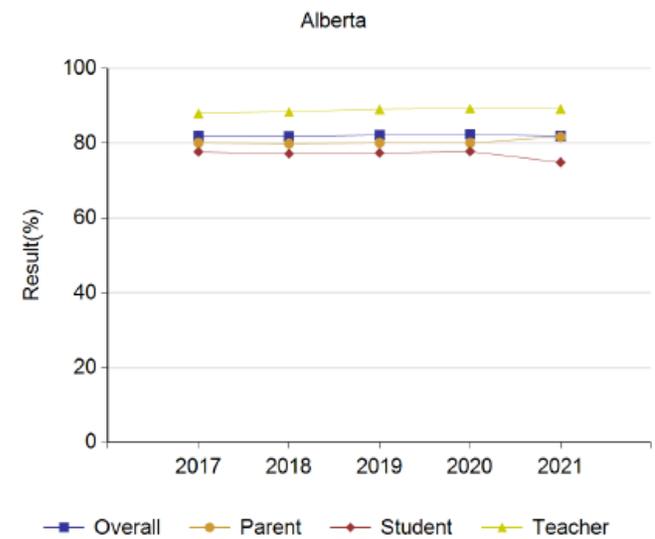
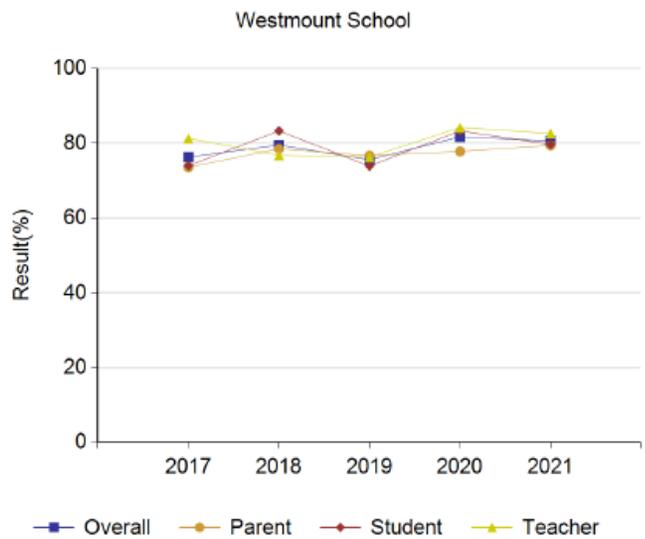
Evidence: Provincial and Local Measures

Provincial and local measures assessed progress on achieving outcomes.

Program of Studies:

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

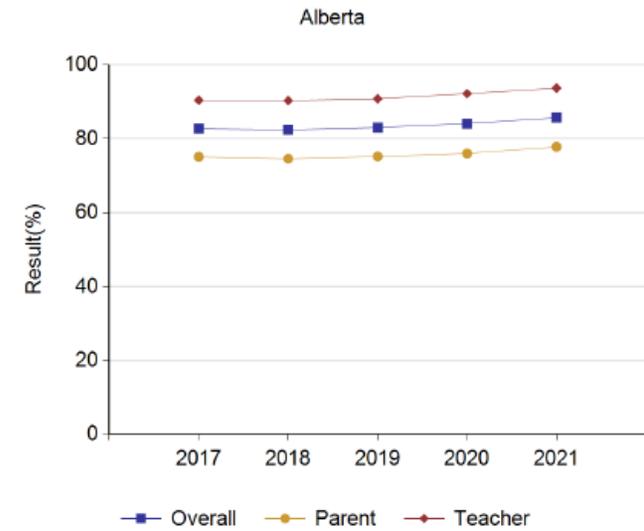
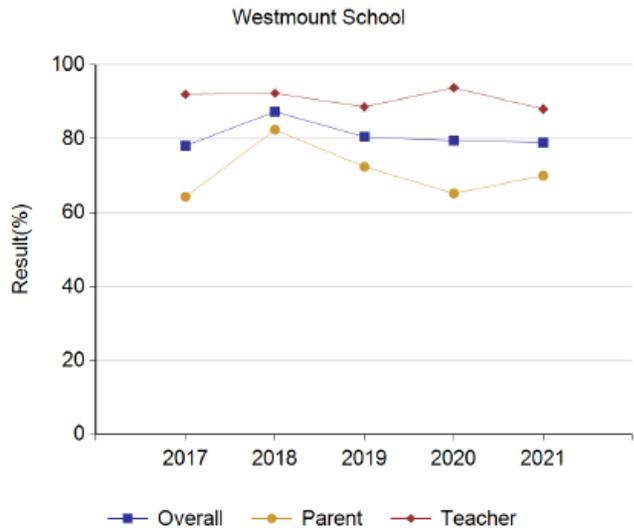
	Westmount School										Measure Evaluation			Alberta									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	234	76.3	126	79.5	173	75.6	161	81.7	112	80.6	n/a	n/a	n/a	207,304	81.9	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9
Parent	31	73.6	36	78.5	64	76.7	51	77.8	20	79.4	n/a	n/a	n/a	32,874	80.1	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7
Student	178	74.0	64	83.3	74	73.9	78	83.3	67	79.7	n/a	n/a	n/a	142,957	77.7	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9
Teacher	25	81.3	26	76.8	35	76.3	32	84.2	25	82.6	n/a	n/a	n/a	31,473	88.0	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2



Work Preparation:

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

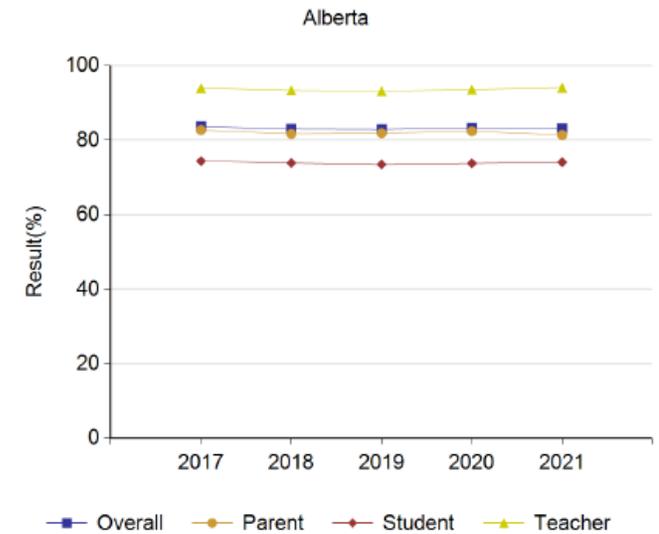
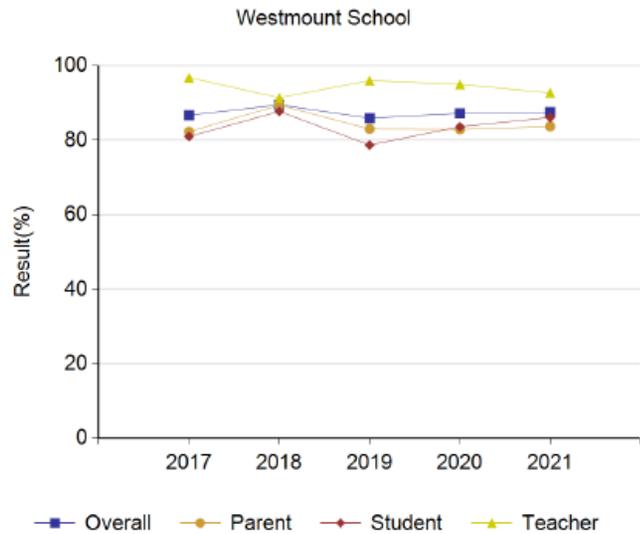
	Westmount School										Measure Evaluation			Alberta									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	53	78.1	60	87.3	93	80.5	78	79.5	45	79.0	n/a	n/a	n/a	61,674	82.7	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7
Parent	28	64.3	34	82.4	58	72.4	46	65.2	20	70.0	n/a	n/a	n/a	30,828	75.1	33,176	74.6	33,423	75.2	34,944	76.0	28,862	77.8
Teacher	25	92.0	26	92.3	35	88.6	32	93.8	25	88.0	n/a	n/a	n/a	30,846	90.4	32,010	90.3	32,665	90.8	33,277	92.2	29,247	93.7



Citizenship:

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	Westmount School										Measure Evaluation			Alberta									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	452	86.7	201	89.5	250	85.9	209	87.2	162	87.5	n/a	n/a	n/a	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2
Parent	30	82.3	36	89.4	64	83.0	51	82.9	20	83.7	n/a	n/a	n/a	32,863	82.7	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4
Student	397	81.0	139	87.7	151	78.7	126	83.6	117	86.1	n/a	n/a	n/a	235,647	74.4	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1
Teacher	25	96.8	26	91.4	35	96.0	32	95.0	25	92.7	n/a	n/a	n/a	31,462	94.0	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1



Key Insights from Results Analysis: Areas of Strength and Areas for Refinement

Impact and effectiveness of strategies implemented.

Results are generally positive but reflect a continued need to better engage our parent community regarding the work of our school. We will continue to work with staff on building and implementing the various continuums we use to ensure that learning and supports are available and consistent across our classrooms.

COVID-19 has impacted the learning environment in every classroom with significant disruptions including learning at home periods.

Learning that Transfers

Learning Outcomes: Provincial Achievement Tests/Diploma Exams Results

Performance Measures	Quality of Education	Life-Long Learning	Drop-out rate	High School Completion	Transition Rate	Rutherford Scholarship	Exam Participation
Overall Achievement AEAM	89.2% down from 92.5% previous year Maintained	Not included on AEAM	N/A	N/A	N/A	N/A	N/A
Performance Measures Intellectual	High Expectations 96%	Relevance 76%	Rigor 87%	Effort 65%	ELA/SS ELA – 61% Flow SS – 63% Flow	Math/Science Math – 62% Flow Science – 70% Flow	CTS CTS – 30% Flow

Engagement Survey							
Overall Achievement	Improved from 2019/20 94.2%	Declined from 2019/20 77.2%	Improved from 2019/20 86.8%	Declined from 2019/20 91.6%	Baseline Data	Baseline Data	Baseline Data

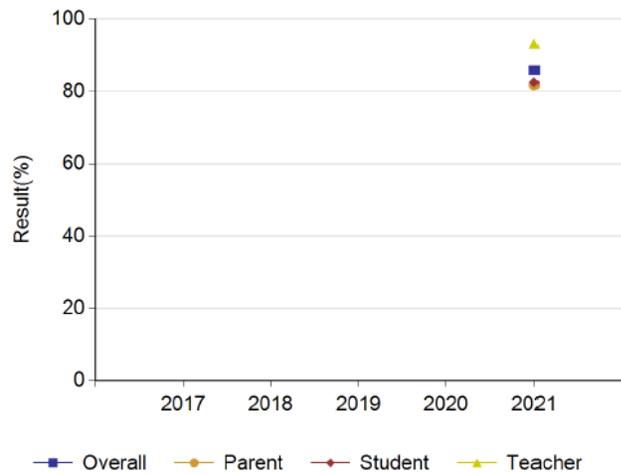
Evidence: Provincial and Local Measures

Provincial and local measures assessed progress on achieving outcomes.

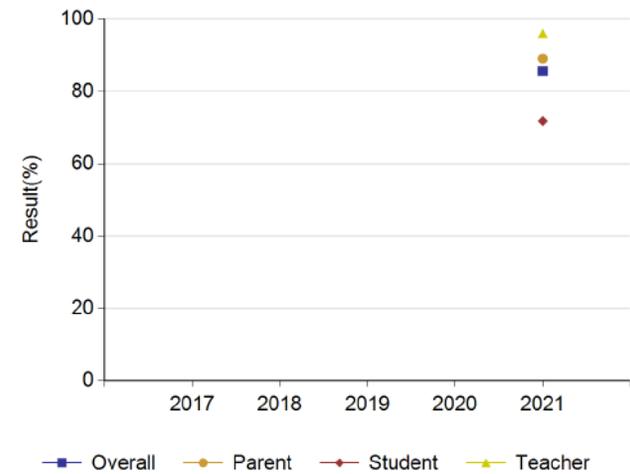
The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Westmount School										Measure Evaluation			Alberta										
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	162	85.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20	81.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	117	82.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25	93.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0

Westmount School

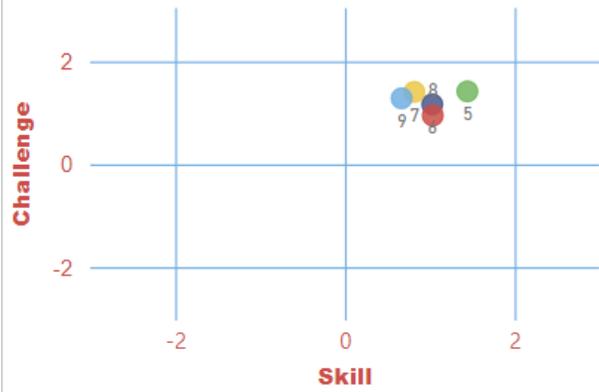


Alberta



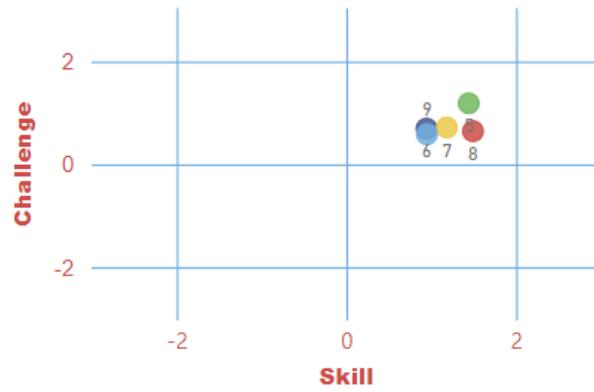
Skill vs Challenge in Math

Student_Grade ● 5 ● 6 ● 7 ● 8 ● 9



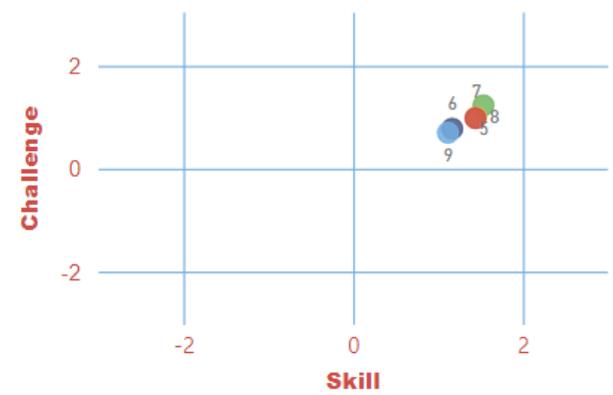
Skill vs Challenge in ELA

Student_Grade ● 5 ● 6 ● 7 ● 8 ● 9



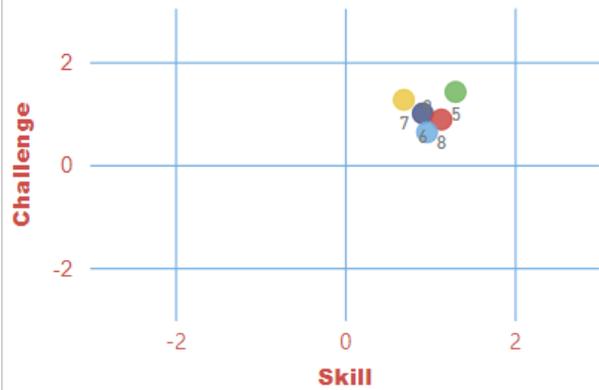
Skill vs Challenge in Science

Student_Grade ● 5 ● 6 ● 7 ● 8 ● 9



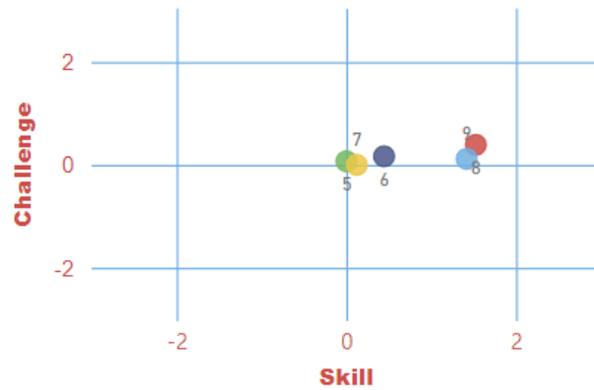
Skill vs Challenge in Social Studies

Student_Grade ● 5 ● 6 ● 7 ● 8 ● 9



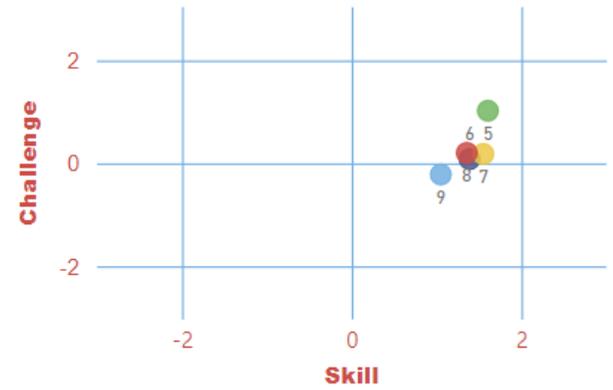
Skill vs Challenge in CTS/CTF/Maker

Student_Grade ● 5 ● 6 ● 7 ● 8 ● 9



Skill vs Challenge in the Arts

Student_Grade ● 5 ● 6 ● 7 ● 8 ● 9



Mathematics

Anxiety	Flow
15.8%	62%
Apathy	Boredom
1.2%	12.6%

ELA

Anxiety	Flow
4.5%	60.7%
Apathy	Boredom
0.8%	17.8%

Science

Anxiety	Flow
2.4%	69.6%
Apathy	Boredom
(Blank)	14.2%

Social Studies

Anxiety	Flow
7.7%	62.8%
Apathy	Boredom
1.2%	10.9%

CTS/CTF/MCL

Anxiety	Flow
(Blank)	27.9%
Apathy	Boredom
1.6%	15.4%

Arts

Anxiety	Flow
2.8%	43.7%
Apathy	Boredom
0.8%	36.4%

Key Insights from Results Analysis: *Areas of Strength and Areas for Refinement*

Impact and effectiveness of strategies implemented.

The COVID-19 pandemic has limited the number of provincial assessments from which to gather student learning evidence. However, evidence shows a need to continue to work with students on areas of engagement, agency, and ownership over learning. While students show to be generally engaged in their work there is always room for improvement. With the easing of restrictions our hope is to re-engage in many of the exciting learning opportunities that we have offered in the past but are currently unable to offer due to restrictions.

Literacy and Numeracy

Literacy

Performance Measures % of students at or above grade level (Grades 2 – 9) GRADE Assessment	Listening 74%	Vocabulary 77%	Comprehension 75%	
Overall Achievement	Improved from 2019/20 72.2%	Improved from 2019/20 75.9%	Declined from 2019/20 79.5%	

Numeracy & Mathematics

Performance Measures % of students at or above grade level	Number Sense 62.5%	Patterns & Rel's 69%	Shape & Space 75%	Stat's & Prob. 64%	
--	----------------------------------	--	-------------------------------------	--------------------------------------	--

(Grades 2 – 9) MIPI Assessment					
Overall Achievement	Declined from 2019/20 67.4%	Declined from 2019/20 75.1%	Improved from 2019/20 66.8%	Declined From 2019/20 77.3%	

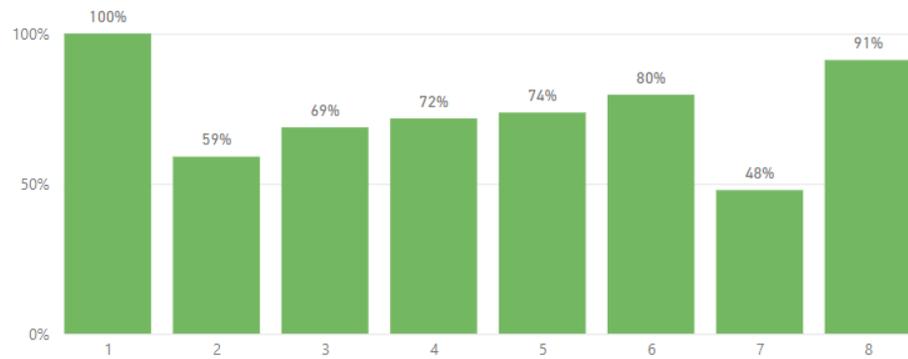
Evidence: Provincial and Local Measures

Provincial and local measures assessed progress on achieving outcomes.

GRADE

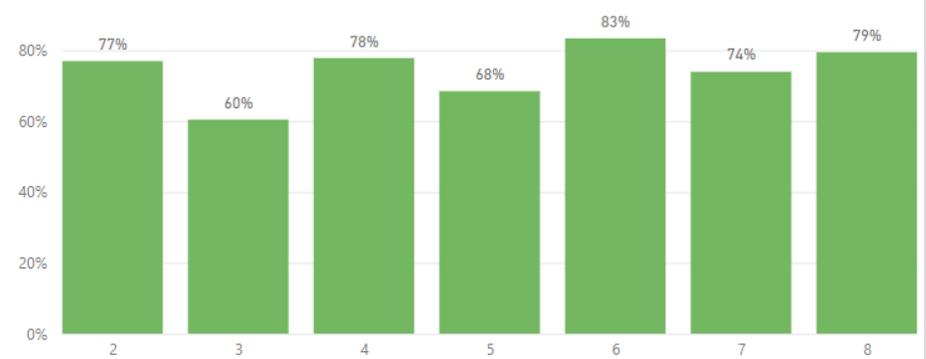
At or above Norm for Listening Comprehension

Timeframe ● April 2021 - June 2021



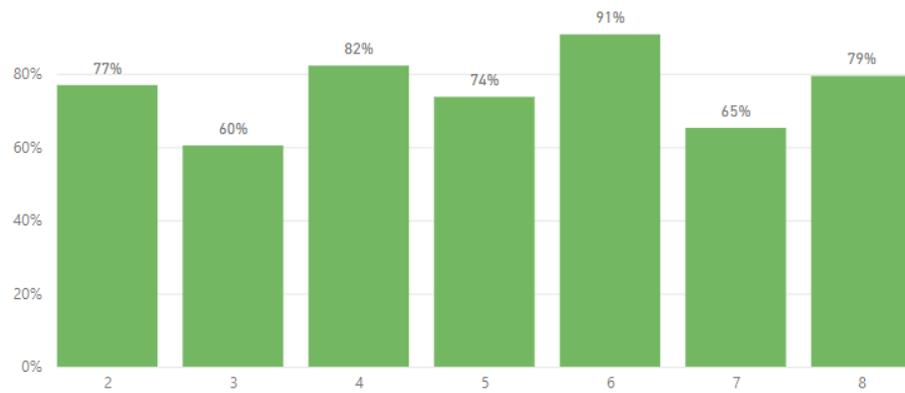
At or above Grade Level for Comprehension

Timeframe ● April 2021 - June 2021



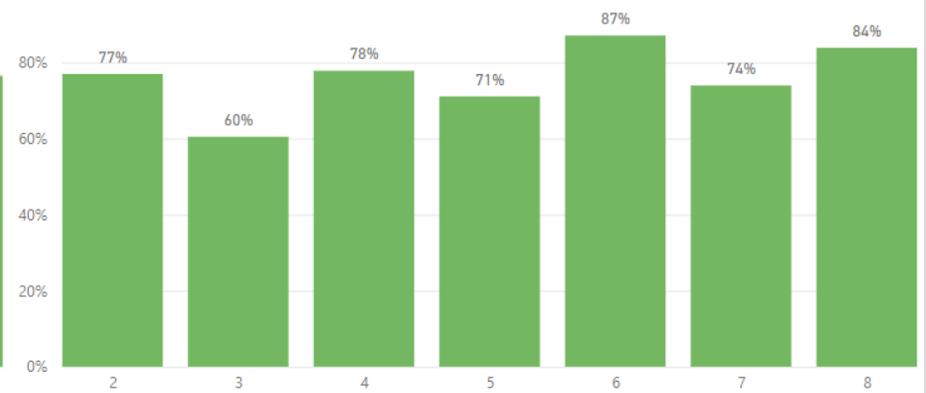
At or above Grade Level in Vocabulary

Timeframe ● April 2021 - June 2021



At or above Grade Level Total

Timeframe ● April 2021 - June 2021



Grade Results for All Students (at or above grade level)

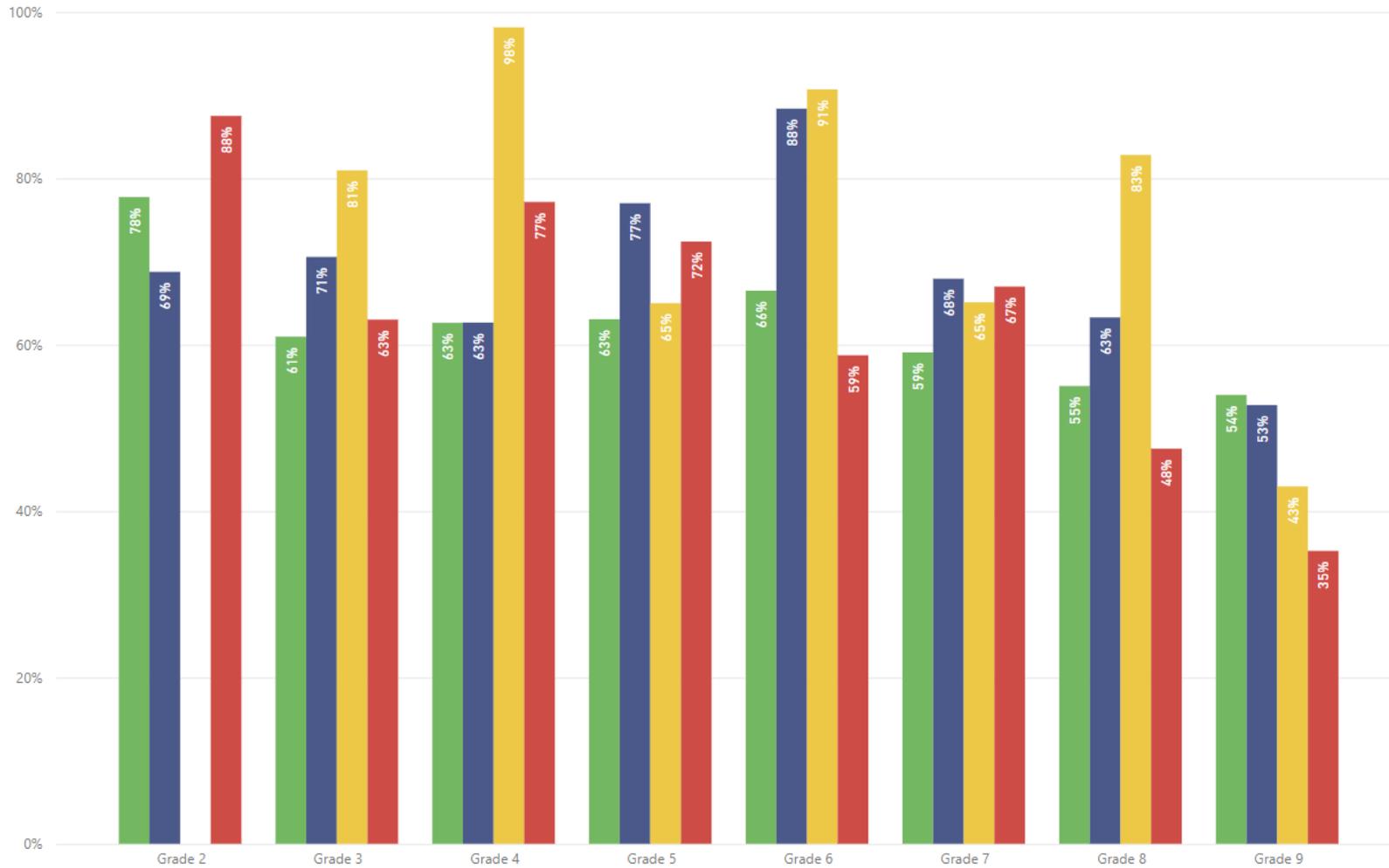
<p>74%</p> <p>At or Above Listening Comp</p>	<p>75%</p> <p>At or Above Comprehension</p>
<p>77%</p> <p>At or Above Vocabulary</p>	<p>77%</p> <p>At or Above Total</p>

MIPI

% Correct by Grade - All students



Strandcode ● NB ● PR ● SP ● SS



440
Students

Key Insights from Results Analysis: Areas of Strength and Areas for Refinement

Impact and effectiveness of strategies implemented.

The impacts of the COVID-19 pandemic are evident in the widening gap of student understanding. The disruption to learning and inequitable access of supports at home has significantly influenced student learning in a negative way. We will need to continue to bridge the gap of unfinished learning while utilizing the Response to Intervention strategies and learning continuums to get students back on track.

First Nations, Métis and Inuit Student Success

Evidence: *Provincial and Local Measures*

Provincial and local measures assessed progress on achieving outcomes.

Our number of students who are self-identified as having FNMI status is low, with data for only 5 students. Most of these students also are categorized as having specialized needs or medical diagnosis. For this reason, there is not enough evidence/data to evaluate.

Key Insights from Results Analysis: *Areas of Strength and Areas for Refinement*

Impact and effectiveness of strategies implemented.

Though small in number we continue to support individual FNMI identified students based on their individual learning needs. As a staff we will continue to increase our understanding and response to the call of reconciliation. By implementing universal supports our aim is to positively influence as many students as possible through common supportive strategies.

Teachers are also engaging with and implementing learning activities that highlight FNMI perspectives and connections. With a focus on local history and context students are able to see multiple perspectives and viewpoints from their local community.

Teaching, Learning and Leadership

Goals <i>Desired Result</i>	Outcomes <i>Measurable statements of what WMS seeks to achieve.</i>	Indicators <i>Indicators of achieving outcomes.</i>
<p>Ensure and maintain excellence in teaching, learning and leadership.</p>	<p>Westmount School engages with all stakeholders to advance student learning, health and wellness.</p> <p>Westmount School recognizes that safety and wellness are precursors to learning and works to ensure that these are accessible for all stakeholders.</p> <p>Westmount School focuses on effective practices for the development of literacy and numeracy skills to build the foundations for success.</p>	<ul style="list-style-type: none"> - Staff are focused on improving their daily practice as a collaborative community and through IPGP goals and strategies - Learning will be differentiated to meet the needs of all students - Specific Literacy and Numeracy PD focus - Intentional focus on design, instruction and assessment - Collaboration between staff through PLT & CRT structures - Engagement with FSD Directors and Facilitator - Transfer of learning to practice in relation to conceptual understanding - Increased focus on universal strategies with a reduction in the number of ILPs due to universal strategies - Accessibility of technology - Evidence-based decision making

Measures and Targets

Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.

Provincial

- **In-service jurisdiction needs:** Increase in the percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

Local

- **FSD Professional Learning Survey:** Increase in the percentage of teachers who have indicated that their school has started, is consistently doing, or having deeply embedded these practices in 50% of survey questions in the areas of Shared Mission, Vision and Values; Collaborative Culture; Collective Inquiry and Reflective Practice; Commitment to Continuous Improvement and Results and Action Oriented.

- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

Strategies

Strategies are actions taken to achieve goals and desired outcomes.

- Development of Learning Suite for staff needs driven by Learning Coach (accessible learning for staff)
- PLCs focused on intentional questions about teaching and learning
- Development and implementation of learning continuums.
- Focus on universal supports.

Teaching, Learning and Leadership Results Analysis

Performance Measures % of teachers who agree	Shared Vision, Mission & Values 66%	Collaborative Culture 85%	Collective Inquiry & Reflective Practice 78%	Commitment to Cont. Improvement 70%	Results & Action Oriented 70%	In-service jurisdiction needs
Overall Achievement	Declined	Improved	Improved	Improved	Improved	

Evidence: Provincial and Local Measures

Provincial and local measures assessed progress on achieving outcomes.

<p style="text-align: center;">From District Office</p> <p>FSD 2021-22 School Renewal Handbook</p> <p>Staff Wellness</p> <p>FSD Learning Opportunities</p> <p>Flexible Learning Modules (free)</p> <p>Supporting Students Diagnosed with Autism https://learn.pasteleducation.org</p> <p>Brain Story Certification https://www.albertafamilywellness.org/training</p>	<p style="text-align: center;">Upcoming PD</p> <p>Nov 15: In-depth look at reading FLUENCY instruction K-6 4:00-5:30 online. Sign up click here</p> <p>Nov 24: Comprehension for Grades 7-12 4:00-5:30. Sign up here</p> <p>Nov 30: Explore high impact principles and practices for deep learning and balanced practice in mathematics. Multiple Representation: Visual, Concrete & Symbolic 4:00-6:00 District Office. Sign up here</p>	
--	---	---

- Monday Morning Memo weekly shows upcoming Staff Learning Opportunities
- Staff have spent last year focusing on System Level Learning around Deep Learning for Transfer with a through-line to PLT work.

Key Insights from Results Analysis

Impact and effectiveness of strategies implemented.

FSD Professional Learning Survey				
	2017	2018	2019	2020
Shared Mission, Vision, Values	82.4%	88.7%	82.1%	66%
Collaborative Culture	69.1%	73.1%	76.8%	85%
Collective Inquiry & Reflective Practice	75%	75.8%	69.6%	78%

Commitment to Continuous Improvement	76.9%	65.3%	67.9%	70%
Results & Action Oriented	74.1%	67.7%	63.4%	70%

Areas of Strength:

Staff are showing indications of growth in Commitment to Continuous Improvement, Results & Action Orientation, Collective Inquiry & Reflective Practice, and having a Collaborative Culture.

Areas of Growth:

We attempted to bring staff into the annual PD planning process with no success. Staff felt that the PD was largely pre-planned by the system and we had no takers to an invitation to join in planning.

Staff are indicating low Shared Mission, Vision, and Values as relating to their PLC's. Staff asked for more guidance and direction in their PLC's.

We have struggled to get staff to take on Lead positions for Lead Teams set up in the division despite shoulder tapping. We are hopeful that as we move from pandemic to endemic over time staff will feel more capable of adding such lead learning to their plate.

Next Steps:

We have started to provide guiding questions for PLC's in order to help support their conversations.

Staff have asked for a replacement for the Leader in Me principles as we have shifted away from this due to cost for training and implementation. We will look to build in time to create guiding principles for our school.

The Foothills School Division is focused on the priority of Engagement, Support and Success for Each Learner

<p>Our Vision Engagement, Support and Success for Each Learner.</p> <p>Our Mission Each Learner entrusted to our care has unique gifts and abilities. It is our mission to find out what these are...Explore them... Develop them...Celebrate them!</p>	<p>Our Commitments for Optimum Student Learning</p> 	<p>Our Priorities</p> <p>Engagement: Ensure and maintain division-wide engagement that is timely, meaningful and collaborative with all learners and communities.</p> <p>Support: Ensure and maintain division-wide learning environments that are welcoming, caring, respectful, safe and inclusive.</p> <p>Success: Ensure and maintain division-wide excellence in teaching, learning and leadership.</p>
<p>Engagement</p>	<p>Support</p>	<p>Success</p>
<p>Local and Societal Context</p>	<p>Learning Supports</p>	<p>Student Growth and Achievement</p>
<p>Assurance Measure: FSD provides trust and confidence that the education system responds proactively to local and societal contexts.</p>	<p>Assurance Measure: FSD provides confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.</p>	<p>Assurance Measure: FSD provides trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners.</p>
<p>Governance</p>		<p>Teaching and Leading</p>
<p>Assurance Measure: FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, community, engagement, transparency and accountability.</p>		<p>Assurance Measure: FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.</p>
<p>FSD Goals 2020 - 2021</p>		
<p>Engagement</p>	<p>Support</p>	<p>Success</p>
<p>Local and Societal Context</p>	<p>Learning Supports</p>	<p>Student Growth and Achievement</p>

Goal 1 Advance system-wide stakeholder engagement	Strategic Plan Stakeholder Engagement	Goal 1 Advance a system-wide approach to a safe, caring and welcoming learning environment	Strategic Plan Safe, Caring and Welcoming Learning Environment	Goal 1 Advance system-wide innovation, creativity and competency development	Strategic Plan Innovation, Creativity and Competency Development
Governance		Goal 2 Advance system-wide continuum of supports	Strategic Plan Continuum of Supports	Goal 2 Advance system-wide literacy and numeracy	Strategic Plan Literacy and Numeracy
Goal 2 Advance system-wide evidence-based continuous improvement cycles	Strategic Plan Continuous Improvement Cycles	Goal 3 Advance system-wide approach to positive mental health, wellness and well-being	Strategic Plan Positive Mental Health, Wellness and Well-being	Goal 3 Advance system-wide First Nations, Métis and Inuit student success	Strategic Plan First Nations, Métis and Inuit Student Success
		 <p>Vision 2034: Prepared for the Future</p>		Teaching and Leading	
				Goal 4 Advance system-wide high-quality design, instruction and assessment practices	Strategic Plan High-quality Design, Instruction and Assessment
				Goal 5 Advance system-wide excellence in teaching and leading	Strategic Plan Excellence in Teaching and Leading