

School: Westglen [0179]  
Address: 10950 - 127 street



Enrolment		Staff FTE		Budget		
Normalized	313.000	Custodial	1.875000	Salaries	\$2,312,310	95.52%
Weighted	353.185	Exempt	0.000000	Supplies, Equip., Services	\$108,495	04.48%
Regular	333	Support	5.800000			
		Teacher	16.000000			
Year Opened	1940	Total		23.675000	Total \$2,420,805	100.00%

School Philosophy

Westglen School provides an arts-enriched educational experience that supports and inspires academic, artistic, athletic, and social growth for each student.

Community Profile

Westglen School is located in the Westmount neighbourhood in the northwest part of central Edmonton, with approximately 340 students who reside in Westmount and surrounding areas. Our school serves a broad range of student needs, offering an arts-enriched curriculum for all students. Westglen is fortunate to have strong partnerships with our Westglen School Council and our Westglen Parent Association, who support educational programming and Artists in Residence opportunities for our students. Furthermore, we are both proud and fortunate to have dedicated parent and community volunteers who support student learning. Collaborative partnerships are maintained with the Westmount Community League, EPL - Woodcroft, Food for Thought, YMCA Daycare and Out of School Care, Sports for Kids, Goldstar Daycare, and Tien Lung Taekwondo School.

Programs and Organization

Westglen School provides arts-enriched programming for approximately 340 Kindergarten to Grade 6 students, organized into 14 classes. We have developed our PRIDE Code of Conduct using positive behavioural expectations. Our school believes in restorative practices and offers many opportunities for student leadership. Westglen offers Music and Drama to all grades, along with Dance to students in Grades 4 to 6 through qualified arts teachers. Students from Grades 4 to 6 also receive instruction in French as a Second Language. All Grade 6 students are enrolled in the International Baccalaureate Middle Years Programme, designed to help students develop the knowledge, understanding, attitudes, and skills necessary to participate actively and responsibly in a changing world.

School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

Alberta Health Services Alberta Motor Association (AMA) Concordia University Food for Thought Junior Achievement Study Buddy University of Alberta Westmount Out of School Care- Sport for Kids YMCA

### Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

Based on the SMART goals that were established for 2022-2023, report on the results you achieved (with evidence, including referencing the school's Assurance Measures results, if applicable) and describe how achievement of the goal supports the above Division's Priorities (reference the priority number in your response).

#### ***To what extent can we improve student achievement in Reading?***

By June 2023, student achievement in Reading at Westglen School will improve as measured by the following indicators from 2022/23: Division reading assessments, PAT results, staff consensogram survey results, reading intervention results, triangulated classroom assessment of observations, conversations, and products, and Assurance Measure results. We will dedicate one staff meeting per month as well as collaborative assessment time and professional development time in each term this school year. **Our baseline results in Reading for the end of 21/22 are as follows:** 79.7% (232 of 291 students) were assessed at or above grade level. This includes 50% (12 of 24) First Nations, Métis, and Inuit students, as well as 58.3% (14 of 24) ELL students.

**In our September Staff Consensogram for Reading,** 67% of teachers Agree/Strongly Agree they have the levelled books they need for their students. 78% of teachers Agree/Strongly Agree they have evidence they triangulate evidence (conversations and observations) to use in formative and summative judgments for Reading. 56% of teachers Agree/Strongly Agree they give rounds of specific and descriptive feedback to students with opportunities for second chances. 56% of teachers Agree/Strongly Agree they have evidence that their students set reading goals and collect evidence of their progress.

#### **Results Achieved:**

**Our baseline results in Reading for the end of 22/23 are as follows:** 78% (269 of 297) students were assessed at or above grade level. This includes 53% (11 of 21) of our First Nations, Métis, and Inuit students, as well as 50% (10 of 20) of our EAL students.

**This corresponds with our CAT-4 results,** in which 80.1% of our Grades 4 to 6 students were above Stanine 4, at or above grade level.

**In the Division Feedback survey,** 80% of students felt they were getting better at reading in 22/23.

**In our September Staff Consensogram for Reading:** 100% of teachers Agree/Strongly Agree they have the leveled books they need for their students. 75% of teachers Agree/Strongly Agree they have evidence that students are reading books at their level. 66% of teachers Agree/Strongly Agree they have evidence they triangulate evidence (conversations and observations) to use in formative and summative judgments for reading. 54% of teachers Agree/Strongly Agree they give rounds of specific and descriptive feedback to students with opportunities for second chances. 32% of teachers Agree/Strongly Agree they have evidence that their students set reading goals and collect evidence of their progress.

#### ***To what extent can we improve our communication, participation, and engagement to enhance student achievement and respect and honour the diversity of our community?***

By June 2023, Ross Sheppard Catchment schools will advance action towards anti-racism and reconciliation. We will continue to use the Fine Arts to enrich our teaching at Westglen and to honour and celebrate the diversity of our community. Our focus will be the enhancement of our artistic and other learning experiences from a variety of perspectives, particularly Indigenous perspectives. We will engage volunteers (Library, classroom, field trips, events) through School Zone, at assemblies, and through the Westmount Community League newsletter. Indicators will be the Assurance Measures Survey, EPSB Division Survey, the number of volunteers we engage, and the number of community partnerships we establish and/or maintain.

**Westglen did not participate in the 21/22 Assurance Measure Survey.** In future years, we will explore the number of parents who feel the learning environments are welcome, caring, respectful, and safe (p. 50). We will further investigate the number of parents who Agree/Strongly Agree that if their child needs it, teachers at our school are available to them (p. 63). In addition, the number of parents who Agree/Strongly Agree they can get the support they need from the school for their child to be successful (p. 63). We will examine how many parents feel Satisfied/Very Satisfied that their input into decisions at the school are considered.

**As part of the Division Feedback Survey,** 90% of students feel included at school. 67% of parents (18 total) Agree/Strongly Agree the information they receive about their child's learning at school helps them support their child. 78% of parents Agree/Strongly Agree the information they receive from their child's school tells them about their progress. 72% of parents Agree/Strongly Agree their child has opportunities to connect with their teacher(s). 66% of parents Agree/Strongly Agree their child has been able to build or maintain relationships with their school peers. 78% of parents Agree/Strongly Agree their child feels included at school. 83% of parents Agree/Strongly Agree their child feels safe at school.

#### **Results Achieved:**

**As part of the Assurance Measure survey in Spring, 2023:** 95.8% of parents (15 of 16) agree that students are engaged in their learning at school (p. 8)

- 88% of parents (14 of 16) agree that students at our school respect each other (p. 21)

- 100% of parents agree that teachers care about their child, and that the school is a welcoming place to be (p. 61)

- 88% of parents agree that when their child needs it, teachers are available to help them (p. 71)

- 81% agree they can get the support they need from the school to help their child be successful (p. 71)

- 85% of parents are satisfied that their input into decisions about the school are considered (a jump of 18%, p. 79)
- 81% of parents are satisfied with the opportunity to be involved in decisions about their child's overall education (a jump of 31%, p. 79)

**As part of the Division Feedback survey in Spring, 2023:** 86% of students feel supported to try their best, even when learning is hard

- 80% agree staff know them as a person
- 76% agree the school is a place where students feel they belong (10% disagreed, 14% didn't know)
- 84% agreed that many diverse cultures are represented in learning materials
- 91% agree our school takes actions that support Truth and Reconciliation
- 87.5% replied they are aware of the work our school is doing to support anti-racism and belonging in school
- 80% replied they have the opportunity to participate in activities that support their sense of belonging
- 94% of parents (35 responses) believe their child feels like they belong at school
- 94% of parents replied that they feel welcome in our school community
- 91% replied they feel many diverse cultures are represented in our activities, events, and teachings at school
- 69% agree the school keeps them informed of the work we are doing in anti-racism and belonging

We had good attendance at our Meet the Staff event at the beginning of the year, as well as during Parent/Caregiver conferences and other school events. Parents adjusted to be welcomed back into the building after pandemic practices were made more flexible.

#### What were the biggest challenges encountered in 2022-2023?

Culture:

- our true, on paper staff was only in the building together for 15 days last school year

Environment:

- noise level within the building; OHS assessment showed our gym is at a concerning level; were told it could be a potential project; await movement on that
- aging infrastructure with regard to plumbing; basement flooded 2x; washroom stalls often a maintenance concern
- only one set of washrooms (organized by gender), with 2 individual gender neutral stalls; it would be great to have a second set of washrooms
- different technology in different rooms made it hard to have a fluid lesson; wasted time signing in and then figuring out how to use the technology
- technology issues that make it hard for the kids and teachers; eg, wifi being spotty or Chromebooks not working; Epson boards/SmartTVs not functioning at their full capacity
- extra wires just everywhere behind our desktops due to past improper installations
- noise level within the classrooms; students are doing what they're supposed to be doing but it sounds too loud in our classrooms and hallways, especially for students who have sensory challenges; sound barriers or different flooring would help

Learning:

- had to spend a large amount of our budget on revitalizing the Library collection
- had to invest a large amount of money in teaching resources to support school goal of Reading
- struggle to teach Math to kids below grade level at the same time as kids at grade level because the outcomes don't always line up so you almost need to teach separate lessons, unless there is support available to teach one group
- seeing vast learning gaps and behavioral levels within the students, without having the extra support or (budget) to help support these students; multiple IPP's in a class
- balancing the time between subjects (content) and needs; trying to complete the "large" curriculum on time, but also focusing on the students' needs and what's best for them
- test anxiety within the students

#### What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024?

##### **Reading: our reading results need to improve.**

We will do so by ensuring we are aligned in our expectations for our students and for ourselves when it comes to reading instruction and assessment. We started to use common resources in 22/23, and we need to build on that momentum.

With regard to assessment of reading, our data tells us we need to be consistent in our triangulation of evidence in our everyday practice. As a staff, we need to learn strategies to effectively provide feedback to students (commenting on observations and products), strategies for purposeful conversations, and strategies to record student progress in an accurate and efficient manner.

Once this is in place, we need to encourage our students to set reading goals, as this encourages engagement and commitment.

We will explore further strategies to engage our First Nations, Métis, and Inuit students, as well as our EAL students.

##### **Anti-racism and belonging: we had a baseline year in 22/23.**

We will continue to host events and encourage families to attend.

Our data tells us we need to improve our communication with students in our teaching of citizenship and how we belong at Westglen. This involves communicating why we are having events, why we are learning about other cultures, and why we want people to feel they belong. Furthermore, our data tells us that we need to better communicate this work and these efforts with our parent community so that they can support us and/or follow up with their child at home. This communication might have to be greater than SchoolZone and School Council meetings.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7542 Westglen School

Assurance Domain	Measure	Westglen School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	82.7	93.3	93.3	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	85.4	83.7	88.4	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	76.2	95.2 *	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	42.9	26.2 *	n/a	16.0	17.7	n/a	Very High	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.2	88.3	92.0	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.8	94.8	94.8	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	78.6	56.0	56.0	80.6	81.6	81.6	n/a	Improved	n/a
Governance	Parental Involvement	85.8	59.6	70.3	79.1	78.8	80.3	Very High	Improved	Excellent

## Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

\*Alberta Education has recalculated prior aggregate PAT results (2019 & 2022) due to new curriculum implementation/piloting in 2022–23. This involves excluding Grade 6 subjects (e.g., English Language Arts, Français, etc.) that were optionally implemented/piloted from aggregate results.

- For elementary schools, the aggregate PAT data now solely represents Grade 6 Social Studies.

- For K–9, 4–9, and K–12 schools, the aggregate data incorporates both Grade 6 Social Studies and Grade 9 results across all PAT subject areas.

## Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

In reflecting on our work towards continuous improvement as a Division, five reflective questions have been included in the Budget Planning Guide as a resource to help inform goal setting: Goals must align with 2022-2026 Division Priorities. All schools are to set two goals with one being in support of Priority 1. Schools also have the flexibility of setting an optional third goal. All Central DU's are to set two or three goals and indicate the priority area each goal supports.

### Division Priority 1

#### **To what extent can we improve student achievement in Reading?**

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#### **What data will you use to track continuous improvement?**

By June 2024, student achievement in Reading at Westglen School will improve as measured by the following indicators from 2023/24: reading intervention results, Division reading assessments, staff consensogram survey results, CAT-4 results, Lens/CC3 results, triangulated classroom assessment of observations, conversations, and products, PAT results, and Assurance Measure results.

### Division Priority 2

#### **To what extent can we improve our communication, participation, and engagement to enhance and demonstrate inclusivity that respects diversity and fosters a sense of belonging?**

##### **As part of the Assurance Measure survey in Spring, 2023:**

- 95.8% of parents (15 of 16) agree that students are engaged in their learning at school (p. 8); 88% of parents agree that students at our school respect each other (p. 21)
- 100% of parents agree that teachers care about their child, and that the school is a welcoming place to be (p. 61)
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- 91% replied they feel many diverse cultures are represented in our activities, events, and teachings at school
- 69% agree the school keeps them informed of the work we are doing in anti-racism and belonging

#### **What data will you use to track continuous improvement?**

We will track attendance and involvement at school events such as Meet the Staff, Movie Night, Read in Pyjamas Night, Westglen School Council meetings, Caregiver/Teacher conferences, and volunteer opportunities, as well as through the use of School Zone. We will use the Division Feedback and Assurance Measure surveys as a snapshot of student and parent sentiment regarding input and involvement.



	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,370,115		2,420,805
Internal Revenue		0		0
REVENUE TOTAL		2,370,115		2,420,805
Classroom	14.000000	1,507,422	14.000000	1,507,422
Leadership	2.000000	262,019	2.000000	262,257
Teacher Supply	.000000	45,000	.000000	60,000
TOTAL TEACHER	16.000000	1,814,441	16.000000	1,829,679
(% of Budget)		76.55%		75.58%
Exempt (Hourly/OT)	.000000	16,500	.000000	21,000
Support	5.743000	323,907	5.800000	327,022
Support (Supply/OT)	.000000	5,000	.000000	4,500
Custodial	1.875000	125,109	1.875000	125,109
Custodial (Supply/OT)	.000000	5,000	.000000	5,000
TOTAL NON-TEACHER	7.618000	475,516	7.675000	482,631
(% of Budget)		20.06%		19.94%
TOTAL STAFF	23.618000	2,289,957	23.675000	2,312,310
(% of Budget)		96.62%		95.52%
SUPPLIES, EQUIPMENT AND SERVICES		48,711		72,005
INTERNAL SERVICES		30,448		35,490
OTHER INTEREST AND CHARGES		1,000		1,000
TOTAL SES		80,159		108,495
(% of Budget)		3.38%		4.48%
TOTAL AMOUNT BUDGETED		2,370,116		2,420,805
Carry Forward Included		0		0
Carry Forward to Future		0		0