

**Profile**



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	0.000	Custodial	2.000000	Salaries	\$2,736,536	95%
Weighted	0.000	Exempt	0.000000	Supplies, Equip., Services	\$141,881	05%
Regular	0	Support	8.886000			
		Teacher	<u>19.000000</u>			
Year Opened	1966	<b>Total</b>	<b>29.886000</b>	<b>Total</b>	<b>\$2,878,417</b>	100%

**School Philosophy**

We create a learning environment where the whole child develops curiosity and transforms to meet his or her potential.

**Community Profile**

Westbrook School is located in the south west part of the city, serving students from the Aspen Gardens, Westbrook and West Blue Quill communities. The majority of students transition from Westbrook to Vernon Barford Junior High School. We are the south side district centre for the Challenge Program Grades 1 to 6 which is a special needs program for students who have been identified as Gifted & Talented. We recognize and celebrate cultural diversity at Westbrook School. Our parent community plays a strong role in enhancing the learning at the school. The school facility is used extensively by community groups outside of school hours. Connections with our extended community include work with our community league, the Music Enrichment Program, and Harry Ainlay and Lillian Osbourne High Schools.

**Programs and Organization**

Westbrook School offers Kindergarten to Grade 6 programming. We are a dual program site with a strong regular program and a strong Challenge Program for students in grades 1 to 6. The Challenge Program is a special needs program for students who have been identified as Gifted & Talented. Our Challenge Program operates as an inclusive model.

We work hard to meet the needs of our students by developing positive relationships with them and their families. An important element of our school culture is the work we do within our multi-age learning communities.

These positive relationships ensure that all members of our school community are able to contribute to a safe, caring and productive learning environment.

**School Community Relationships**

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

ATB Financial, Edmonton Public Library (EPL), Music Enrichment Program

### Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2019-2020, report on the results you achieved (with evidence, including referencing the School's Accountability Pillar results, if applicable) and describe how achievement of the goal supports the above Division's Priorities that were in effect when the goal was set.

We will continue to foster growth and success for every student by supporting their journey from early learning through high school completion and beyond. To achieve help achieve this we will focus on improving student writing.  
By June 2020, 100% of students will demonstrate growth in writing as measured by a cohort developed tracking tool; which indicates student writing progress from limited to adequate, adequate to proficient, and proficient to excellent.

- Differentiated writing instruction will be provided for all students ensuring success in writing growth for every student.
- Student engagement in writing will be enhanced through small group targeted writing instruction.
- A minimum of 3 common writing tasks will be completed by all students.
- Student writing data will be regularly reviewed by cohorts of teachers to ensure timely feedback is provided to the students as well as to inform instruction.

#### Results Achieved:

**100% of our students did not demonstrate growth in writing as measured by a cohort developed tracking tool.**

- Differentiated writing instruction was provided for all students.
- Small group targeted writing instruction occurred in all classes.
- 2 common writing tasks were completed by students. The third writing task did not occur due to the shift to online learning.
- Student writing data was reviewed by cohorts of teachers to ensure timely feedback was provided to the students as well as to inform instruction. These cohorts were within the school as well as with teachers from 2 other schools.

We will provide welcoming, high quality learning and working environments.

By June 2020, 100% of staff will engage in meaningful collaboration that demonstrates increased capacity to support teaching and learning.

- Cohort work with the staff groups at Greenfield, Richard Secord and Westbrook will continue.
- Collaboration time with cohort schools will be built into professional development days.
- Teachers will receive collaborative marking time with cohort schools.
- In-school collaboration with grade level teams will occur regularly.

#### Results Achieved:

**All staff engaged in collaboration**

- Cohort work with the staff groups at Greenfield, Richard Secord and Westbrook regularly occurred.
- Collaboration time with cohort schools was built into professional development days.
- Teachers collaboratively marked with teachers from our cohort schools and were given time during the school day to perform this task.
- In-school collaboration with grade level teams occurred regularly.

We will enhance public education through communication, engagement and partnerships with our parents focused on mental health supports for our students.

By June 2020, a pyramid of intervention to promote positive mental health for students will be developed, shared with our parent community and implemented.

- Parent satisfaction regarding the District Feedback Survey question "at school my child can get the support they need for their mental well-being" will increase.
- Parent satisfaction regarding the District Feedback Survey question "my child is being prepared at school for a successful transition to the next grade/level" will increase.
- There will be an increase in the number of parents positively responding to the Accountability Pillar question, "Your child can get help at school with problems that are not related to school work".
- A half-time success coach will be available to students who require supports with anxiety, self-regulation and social skills.

- Recess Guardians will be implemented to provide leadership opportunities for students and to promote positive interactions on the playground.
- We will develop a mindfulness and sensory space for students to use when needed to support their sensory and mental health needs.
- We will inform our parents of relevant community supports (AHS sessions, programs, etc.) that focus on positive mental health through SchoolZone, newsletters and school bulletin boards.
- The District's mental health framework, as outlined in the Navigating Mental Health resource, will be utilized as a guiding document for this work.

**Results Achieved:**

A pyramid of intervention to promote positive mental health for students was not developed, but our school did work on identifying and implementing strategies to support the mental health of students. These include a focus on Growth Mindset, staff time was scheduled to discuss and subsequently support students with mental health needs,

- There was a 31% increase in the percentage of parents agreeing or strongly agreeing with the Accountability Pillar question, "Your child can get help at school with problems that are not related to school work".
- We were advised not to hire a half-time success coach due to budget concerns in the Division.
- Recess Guardians was implemented to provide leadership opportunities for Div. 2 students and to promote positive interactions on the playground.
- We developed a mindfulness and sensory room for students to use when needed to support their sensory and mental health needs. The room was regularly used by students.
- We informed our parents of relevant community supports (AHS sessions, programs, etc.) that focused on positive mental health through SchoolZone, newsletters, Twitter and school bulletin boards.
- The District's mental health framework, as outlined in the Navigating Mental Health resource, was utilized as a guiding document for this work.

**What were the biggest challenges encountered in 2019/20?**

Clearly the single biggest challenge we encountered in 2019/20 was having to move to online learning. Although there were all kinds of pedagogical hurdles for teachers to clear, the biggest hurdle that caused many of them to stumble was the emotional impact of not being able to interact with kids and colleagues in real time. The collaborative culture that our Division has established over the last number of years helped teachers connect to tackle the online teaching issues. However, we needed a forum to talk and share in order to process the intense emotions staff were wrestling with. We began a weekly virtual teacher talking circle. The talking circle was an optional event, but most teachers regularly participated and it helped people understand that they weren't alone. It also helped them understand that, to varying degrees, everyone was struggling to make sense of their new reality.

**What was most important for your school community as you prepared for the 2020-2021 school year?**

Communication was most important to our school community as we prepared for the 2020-2021 school year. We feel like our re-entry plans were well thought out and supported. The Division did a great job at giving us direction and providing us with the supplies we needed, yet there was still a sense of trepidation and uncertainty from parents, staff and students. We desperately needed to get information to our school community regarding all aspects of our plan. We have always used SchoolZone to share info. with parents, but this one method wasn't enough. Along with SchoolZone we began using social media (Twitter, Facebook and Instagram) to communicate school happenings and the response was hugely positive. We began receiving emails and hearing from our school community thanking us for getting information to them quickly. They were able to offer feedback and ask questions because they had the information they needed.

**Accountability Pillar Overall Summary**  
**3-Year Plan - May 2020**  
**School: 7197 Westbrook School**



Measure Category	Measure	Westbrook 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
Safe and Caring Schools	Safe and Caring	96.0	87.5	90.8	89.4	89.0	89.2	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	78.0	75.5	82.3	82.4	82.2	82.0	Intermediate	Maintained	Acceptable
	Education Quality	92.7	90.0	92.5	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
	PAT: Acceptable	97.7	98.8	95.1	73.8	73.6	73.6	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Excellence	60.5	57.1	55.7	20.6	19.9	19.6	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	82.1	83.3	83.9	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	93.9	84.0	86.4	83.3	82.9	83.2	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	81.3	75.1	78.8	81.8	81.3	81.2	High	Maintained	Good
Continuous Improvement	School Improvement	74.4	67.2	74.6	81.5	81.0	80.9	Intermediate	Maintained	Acceptable

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
  3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
  4. 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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
  5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
  6. 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 Examination 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.
  7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
  8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
  9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
  10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

### Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

The following SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals have been established for the 2020/2021 school year. Select the Division Priority number that the goal supports from the drop-down box. Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

We will continue to foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.  
To achieve this we will focus on improving student reading.  
By June 2021, 100% of Westbrook students will show growth in reading *as measured by*: Fountas & Pinnell, teacher judgment and teacher developed assessments.  
There will also be an increase in the percentage of staff agreeing or strongly agreeing with the Division Feedback Survey statement "I have opportunities to regularly analyze and assess student work with colleagues to increase the reliability of my judgments."  
Strategies to be utilized:

- Small group reading instruction will be provided for all students.
- Whole group reading instruction focused on reading strategies will occur.
- Student reading levels will be assessed twice a year utilizing the Fountas & Pinnell resources.

**Priority 1**

We will provide welcoming, high quality learning and working environments.  
By June 2021, 100% of Westbrook staff will engage in meaningful collaboration that demonstrates increased capacity to support teaching and learning as measured by our cohort/catchment survey, Accountability Pillar, Division Feedback Survey and anecdotal feedback at the school level.  
There will be an increase in the percentage of staff agreeing or strongly agreeing with the Division Feedback Survey statement, "Professional growth enhanced by catchment PL".  
Strategies to be utilized:

- staff will be given voice and choice regarding topic areas and the driving questions they want to collaborate on.
- PD time will be dedicated to meaningful collaboration within the school and catchment.
- lead staff within each collaborative group will be identified and trained to facilitate the collaborative sessions.

**Priority 2**

We will enhance public education through communication, engagement and partnerships.  
By June 2021, 100% of Westbrook students will be able to demonstrate Growth Mindset thinking in order to support positive mental health as measured by the Division Feedback Survey, anecdotal information and individual student recognition.  
There will be an increase in the percentage of staff agreeing or strongly agreeing with the Division Feedback Survey statement, "My school helps students develop resiliency (not giving up)."  
There will be an increase in the percentage of students agreeing or strongly agreeing with the Division Feedback Survey statement, "My school helps me develop resiliency (not giving up)."  
There will be an increase in the percentage of students, parents and teachers expressing satisfaction when responding to the Accountability Pillar questions regarding attitudes and behaviours to be successful in work environments.  
Strategies to be utilized:

- Our school will be involved in a University of Alberta study regarding Growth Mindset in schools.
- A student recognition program will be implemented that is focused on recognizing students who demonstrate Growth Mindset thinking.
- The daily school news broadcasts will have Growth Mindset highlights.
- Social media and SchoolZone will be utilized to share Growth Mindset program updates with our school community.
- Staff will have an opportunity to participate in professional learning surrounding Growth Mindset.

**Priority 3**

	2020-21 Spring Proposed		2020-21 Fall Revised	
Resources		2,878,417		2,878,417
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>2,878,417</b>		<b>2,878,417</b>
Classroom	17.000000	1,747,447	17.000000	1,747,447
Leadership	2.000000	252,954	2.000000	252,954
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	68,850	.000000	68,850
<b>TOTAL TEACHER</b>	<b>19.000000</b>	<b>2,069,251</b>	<b>19.000000</b>	<b>2,069,251</b>
<b>(% of Budget)</b>		<b>71.89%</b>		<b>71.89%</b>
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	58,446	.000000	58,446
Support	8.886000	460,905	8.886000	460,905
Support (Supply/OT)	.000000	8,000	.000000	8,000
Custodial	2.000000	134,935	2.000000	134,935
Custodial (Supply/OT)	.000000	5,000	.000000	5,000
<b>TOTAL NON-TEACHER</b>	<b>10.886000</b>	<b>667,286</b>	<b>10.886000</b>	<b>667,286</b>
<b>(% of Budget)</b>		<b>23.18%</b>		<b>23.18%</b>
<b>TOTAL STAFF</b>	<b>29.886000</b>	<b>2,736,537</b>	<b>29.886000</b>	<b>2,736,537</b>
<b>(% of Budget)</b>		<b>95.07%</b>		<b>95.07%</b>
SUPPLIES, EQUIPMENT AND SERVICES		91,159		91,159
INTERNAL SERVICES		50,722		50,722
<b>TOTAL SES</b>		<b>141,881</b>		<b>141,881</b>
<b>(% of Budget)</b>		<b>4.93%</b>		<b>4.93%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>2,878,418</b>		<b>2,878,418</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0