



| <u>Enrolment</u> | | <u>Staff FTE</u> | | <u>Budget</u> | | |
|------------------|-------|------------------|------------------|----------------------------|--------------------|-------------|
| Normalized | 0.000 | Custodial | 2.750000 | Salaries | \$2,622,964 | 92% |
| Weighted | 0.000 | Exempt | 0.400000 | Supplies, Equip., Services | \$233,058 | 08% |
| Regular | 0 | Support | 6.200000 | | | |
| | | Teacher | <u>19.000000</u> | | | |
| Year Opened | 1913 | Total | 28.350000 | Total | \$2,856,022 | 100% |

School Philosophy

At Westmount School we focus on engagement and wellness thus preparing our students for a contemporary educational experience. Westmount staff and students pride themselves on building strong, healthy relationships. Classroom experiences are relevant and build resiliency in all students. Westmount has strived for excellence through the Career Transition Foundation (CTF) implementation model where students gain CTF competencies through options/electives that are career aligned and provide broad exposure to diverse learning opportunities. Through contemporary programming where Science, Technology, Engineering and Mathematics (STEM) become a major focus, we see authentic and project based learning; students begin to explore and develop skills to promote lifelong learning pathways. These key skills include: critical thinking and problem solving; creativity and innovation; social responsibility; cultural, global and environmental awareness; communication; digital literacy; collaboration and leadership; and an appreciation for fine arts, languages and physical activity in daily living.

Community Profile

Westmount Junior High School has a rich history that has been integral to the communities of Woodcroft, Westmount, Inglewood, Dovercourt, Sherbrooke and Westglen since 1913. In recent years, an increasing number of students from outside these communities have chosen to attend Westmount. The community includes a great deal of diversity of which Westmount is extremely proud. This diversity includes a First Nations, Métis and Inuit demographic of 35% and a growing English Language Learning cohort that makes up 12% of the student population. A welcoming atmosphere that celebrates all people is the hallmark of the Westmount Junior High experience. The area is in transition with growth anticipated as new young families move in and upgrade existing housing. Westmount Junior High is located near Westmount Mall and the 124 Street business district.

Programs and Organization

Students are organized into learning groups at each grade level for instruction, in addition to welcoming many of our learners to an online school experience. Westmount offers Cree and French as a second language instruction. Westmount is also a division site for Opportunity Programming in a sheltered 7/8/9 class. In addition, we provide targeted supports through a sheltered ELL class. There is a strong belief in a strengths-based approach and high expectations for all students, no matter what classroom students learn in. Westmount is also reaching diverse learners by integrating Science, Technology, Engineering and Math instruction into our regular instruction and providing cross curricular opportunities for all students. A variety of complementary courses are offered to provide students with well-rounded CTF programming. We promote student leadership and school community even within the challenges that cohorting presents.

School Community Relationships

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

Canadian Native Friendship Society, Garry Lee - Fiddle Instruction, Hope Mission, Mark Harmon Group, University of Alberta, YOUCAN Youth Services, Young Life Youth Association

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.

By June 2020, Westmount teachers will expand their ability to meet the needs of complex and diverse learners in the areas of literacy and numeracy so as to ensure success for every student. For Priority 1 and Goal 2, Westmount looks to build on the continued growth and success in Provincial Achievement Tests (PAT) by improving in all our core subject areas by 5-7%. Our strategies to meet this goal include Jump Math instruction for students in grade seven and eight that are below grade level and using Mathematics/Reading A-Z for supplemental learning. Our priorities are to advance diagnostic benchmarking for all students, this includes instruments like the CAT 4, Fountas and Pinnell, and the MIPI. We offer dedicated weekly classes for literacy interventions. We embed assistive technology in classes, such as Google Apps for Education with Google Read and Write. After school programs such as Number Ninjas and Word Wizards support numeracy and literacy. Lunch time tutorials/interventions offered for students that need quiet and additional time or support. Project-based Science, Technology, Engineering and Math (STEM) instruction make real world connections to curriculum and integrate learning across subject areas. In the last trimester, Westmount offers Provincial Achievement Test (PAT) Prep courses to support student success in core subjects. Career minded thinking remains a focus at Westmount as we offer many pathway courses through our extensive options program that supports student succession plans.

Results Achieved:

Due to COVID-19 and the subsequent move to Emergency Remote Teaching, Provincial Achievement Tests did not take place. We will continue with this goal, using multiple sources of data for the 2020-21 school year as PAT data will continue to be unavailable. We were able to offer weekly classes for literacy in addition to embedding technology into all classes. Until March, we offered lunch tutorials and interventions for students who needed more time and support. Our STEM focus also began to take shape, connecting the curriculum in a way that was integrated along all subject areas. We offered many option courses for students throughout the year, allowing students to explore multiple CTF offerings.

By June 2020, staff will participate in and have opportunities to enhance their professional capacity and leadership skills through a culture of collaboration and distributed leadership, creating welcoming, high quality learning and working environments. Westmount advances a shared leadership model with four members of our administration team. As a team, administrators meet daily to ensure that communication flow and school planning is a shared responsibility. Teacher leads will be mentored this year in order to grow leadership capacity aligned with areas of strength to serve students. Westmount staff will work collaboratively during professional learning throughout the year in the areas of resource development, assessment triangulation, student and staff wellness, as well as various other district offerings. Westmount has four staff participating in the Emerging Leaders Professional Development Leadership cohort with the Ross Sheppard Catchment. Our school is host to many practicum students including student teachers, social work students and counselor students, providing teachers opportunities to share expertise and mentor future professionals. Teacher leads take on a variety of tasks that include, school wide spirit events, grant writing, athletics, library technician, assessment and much more.

Results Achieved:

At Westmount, we embraced a shared leadership model; consequently, two staff members who attended the catchment's Emerging Leaders PD sessions, have gone on to different formalized leadership roles. As a result of the work in a shared leadership, multi-person administrative team, other staff members have stepped up as teacher leads, taking on a wide variety of tasks. Westmount staff participated in all catchment PD sessions with both Dr. Jody Carrington (relationship and connection) and Katie White (assessment). All teachers also participated in subject based vertical groupings to unpack and examine PAT results, while addressing intervention for individual students.

By June 2020, Westmount will grow and enhance our rich and diverse school cultures by engaging parents as partners and providing supports for the whole child. Westmount has initiated a Student Senate for the first time which gives students an opportunity for voice on current school based initiatives in alignment with school goals. We develop cohort classes in each grade that meet targeted needs for students, in consultation with parents and teachers, to provide universal supports for students and

improve student achievement. Our School Family Liaison works with students and parents to address daily challenges and facilitate holistic supports. Social Worker practicum and Psychology practicum students give access to Westmount stakeholders for more therapeutic and trauma related needs. We are proud of our close partnership with our Inclusive Learning Team to ensure that diverse student learning needs are met. Westmount is fortunate to work closely with a strong and active School Council and Westmount Fundraising Association and receives extensive engagement and assistance throughout the school year from them.

Results Achieved:

The Westmount Student Senate was very successful, involving 25 students in monthly meetings. Students were able to give their feedback and opinions on activities, programs and community initiatives. This progressed throughout COVID-19, as this group continued to meet on a weekly basis with various members of the administrative team. Our School Family Liaison ran our breakfast club, which fed close to 50 students daily. She worked with students one-on-one as needed, in addition to connecting families with community resources. Westmount continues to work closely with our strong and active School Council and Fundraising Association. These groups met regularly throughout the year, even through COVID-19. Their engagement and assistance throughout the school year is crucial and appreciated.

What were the biggest challenges encountered in 2019/20?

In addition to COVID-19 and the challenges it brought, one of the significant challenges we experienced in that time was the amount of students/families who disengaged from learning between March 2020 and June 2020. Although we employed many method of reaching out and assisting families, we still saw 28% of our students not log in or complete any work during that time. Westmount has a high social vulnerability ranking (25/208) and a significant mobility rate (16%); these two factors likely played a significant role in the numbers of disengaged students. This challenge has also had a significant impact on our results, especially our reading scores (at, above, below); we saw 5.4% increase in students who were reading below grade level (30.1% in June 2019 compared to 35.5% in June 2020). We will be addressing these challenges as part of our plans for the 2020-21 school year.

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

1. Staff wellness was the most important consideration as we prepared for the 2020-2021 school year. The sudden change to online learning and the loss of proximity to students and colleagues was challenging for staff. We wanted to ensure that school staff had time to reflect, collaborate, and approach the new school year with optimism and flexibility.
2. Continuity of learning relationships was our priority for students. Despite the switch to online learning in March teachers wanted students to know that even if they were not physically in the building, staff maintained the same passion to teach them and see them every school day. We lent out 110 Chromebooks for our Westmount families and coordinated internet access for those students without access. Preparing for this school year we organized orientation information, employing SchoolZone and social media updates, and offering a staggered start for each grade cohort with welcome back information. Whether our students chose online or in-person we have worked hard to let them know we are so happy to see them and we care for their success.
3. Working closely with parents and maintaining connections through virtual means was very important to our school community. Last spring we made phone calls to check in with parents, involve them in their children's online learning, and liaise with community resources. We connected 16 families with Hope Mission hampers and we applied to the Rupertsland Institute and received 30 Chromebooks that were gifted to all our self-identified Métis students. It was most important that we guided parents through the quick pivot to virtual learning and maintained relationships so that our families would be able to make an equitable choice for in-person or online learning in September 2020.

Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 7544 Westmount School



| Measure Category | Measure | Westmount 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 | 94.6 | 92.7 | 93.2 | 89.4 | 89.0 | 89.2 | Very High | Maintained | Excellent |
| Student Learning Opportunities | Program of Studies | 96.3 | 93.6 | 94.8 | 82.4 | 82.2 | 82.0 | Very High | Maintained | Excellent |
| | Education Quality | 95.3 | 91.2 | 94.3 | 90.3 | 90.2 | 90.1 | Very High | Maintained | Excellent |
| | Drop Out Rate | 5.3 | 8.4 | 4.3 | 2.7 | 2.6 | 2.7 | Intermediate | 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 | 59.3 | 51.9 | 57.9 | 73.8 | 73.6 | 73.6 | Very Low | Maintained | Concern |
| Student Learning Achievement (Grades K-9) | PAT: Excellence | 13.9 | 8.6 | 8.7 | 20.6 | 19.9 | 19.6 | Intermediate | Improved | Good |
| | Diploma: Acceptable | n/a | n/a | n/a | 83.6 | 83.7 | 83.1 | n/a | n/a | n/a |
| Student Learning Achievement (Grades 10-12) | 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 |
| | Transition Rate (6 yr) | n/a | n/a | n/a | 60.1 | 59.0 | 58.5 | n/a | n/a | n/a |
| Preparation for Lifelong Learning, World of Work, Citizenship | Work Preparation | 89.4 | 88.5 | 88.0 | 84.1 | 83.0 | 82.7 | Very High | Maintained | Excellent |
| | Citizenship | 93.4 | 91.0 | 90.7 | 83.3 | 82.9 | 83.2 | Very High | Maintained | Excellent |
| Parental Involvement | Parental Involvement | 88.8 | 88.3 | 88.0 | 81.8 | 81.3 | 81.2 | Very High | Maintained | Excellent |
| Continuous Improvement | School Improvement | 85.1 | 86.5 | 86.0 | 81.5 | 81.0 | 80.9 | Very High | Maintained | 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. 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.

By June 2021, our teachers will expand their ability to meet the needs of complex and diverse learners in the areas of literacy and numeracy so as to ensure success for every student. We will measure growth and success through school based assessments (5 Pillars Screeners, practice HLAT writing tasks), the percentage of students no longer identified as below 60% on the MIPI, and the success rate of interventions for students, as measured by division assessments (HLAT and MIPI), school reading assessments (5 Pillars) and teacher awarded marks.

Priority 1

By June 2021, staff will participate in and have opportunities to enhance their professional capacity and leadership skills through a culture of collaboration and distributed leadership, creating welcoming, high quality learning and working environments. We will measure growth and success based on staff feedback on the Accountability Pillar Survey in addition to the staff created Professional Growth Plan process (inquiry based, with a focus on impact and reflection).

Priority 2

By June 2021, we will grow and enhance our rich and diverse school cultures by engaging parents as partners and providing support for the whole child. We will measure success and growth based on parent feedback on the Accountability Pillar Survey (Safe and Caring Schools, Modeling Active Citizenship, Parental Involvement) and by tracking overall parent involvement (attendance at School Council, conferences and SchoolZone usage).

Priority 3

| | 2020-21 Spring Proposed | | 2020-21 Fall Revised | |
|----------------------------------|-------------------------|------------------|----------------------|------------------|
| Resources | | 2,856,022 | | 2,856,022 |
| Internal Revenue | | 0 | | 0 |
| REVENUE TOTAL | | 2,856,022 | | 2,856,022 |
| Classroom | 16.640000 | 1,710,443 | 16.640000 | 1,710,443 |
| Leadership | 2.360000 | 298,996 | 2.360000 | 298,996 |
| Teacher Supply | .000000 | 40,000 | .000000 | 40,000 |
| TOTAL TEACHER | 19.000000 | 2,049,439 | 19.000000 | 2,049,439 |
| (% of Budget) | | 71.76% | | 71.76% |
| Exempt | .400000 | 30,555 | .400000 | 30,555 |
| Exempt (Hourly/OT) | .000000 | 0 | .000000 | 0 |
| Support | 6.200000 | 346,994 | 6.200000 | 346,994 |
| Support (Supply/OT) | .000000 | 0 | .000000 | 0 |
| Custodial | 2.750000 | 168,476 | 2.750000 | 168,476 |
| Custodial (Supply/OT) | .000000 | 27,500 | .000000 | 27,500 |
| TOTAL NON-TEACHER | 9.350000 | 573,525 | 9.350000 | 573,525 |
| (% of Budget) | | 20.08% | | 20.08% |
| TOTAL STAFF | 28.350000 | 2,622,964 | 28.350000 | 2,622,964 |
| (% of Budget) | | 91.84% | | 91.84% |
| SUPPLIES, EQUIPMENT AND SERVICES | | 127,275 | | 127,275 |
| INTERNAL SERVICES | | 102,783 | | 102,783 |
| OTHER INTEREST AND CHARGES | | 3,000 | | 3,000 |
| TOTAL SES | | 233,058 | | 233,058 |
| (% of Budget) | | 8.16% | | 8.16% |
| TOTAL AMOUNT BUDGETED | | 2,856,022 | | 2,856,022 |
| Carry Forward Included | | 0 | | 0 |
| Carry Forward to Future | | 0 | | 0 |