

OUR ANNUAL EDUCATION RESULTS REPORT SCHOOL KEY INSIGHTS (FROM 2022-2023 AERR)

WESTMOUNT SCHOOL

Key Insights for Engagement

Advance Stakeholder Engagement and Communications Advance Continuous Improvement and Assurance

Areas of Strength

Advance Stakeholder Engagement and Communications

- Clear and consistent communication to all stakeholders through a variety of means
- Engagement of staff voice on various topics e.g. PLC's, timetable, TFFI. Transparency and involving staff in decision making
- Analyze Assurance Data with staff on an ongoing basis (Data stored and shared in TEAMS)
- Establishing a School Advisory Council
- Work with FOWSS to get capital projects moved through (e.g. Screens in gym, T.V.'s in school)
- Formation of School Council with Operating Principles
- Engagement with School Council and FOWSS
- Assurance data shared each month at School Council
- Parent voice and feedback in several areas (eg. student-led conferences, option classes, hot lunch, etc.)

Advance Continuous Improvement and Assurance

- Revitalization of School Council
- Development of operational procedures for School Council
- Collaboration between FOWSS and School Council
- Sharing of Data with School Council to inform of student achievement and areas for growth
- Parent presentations for School Council (Speaker Series)
- Engagement opportunities for voice

Areas for Growth

- Involving more parents in School Council, Fundraising, volunteer opportunities, and opportunities to share their voice
- Increased student feedback opportunities
- Increase opportunities for parental involvement

Next Steps

- Continue to increase parental involvement and engagement in school
- Create a school-based Supervision Plan to engage staff in discussing and reflecting on their teaching practice
- Increased student engagement opportunities through interviews, focus groups etc...
- Provide more opportunities for parents to have a say through various technologies during open houses, student led conferences, etc
- Coffee with admin for parents to bring forward ideas and areas for improvement

Key Insights for Support

**Advance Wellness and Wellbeing
Advance our Continuum of Supports**

Areas of Strength

Advance Wellness and Wellbeing

- Social Emotional Learning Curriculums – universal classroom
- Targeted SEL groups – drumming circles, girls’ group, social skills group, etc.
- Stress, Anxiety and Mindfulness focus in Div 2 with FSLC – universal classroom
- Use of Minds Matter bins (e.g., Buddha boards, bell, breathing ball etc.)
- Focus on Emotions with Kindergarten classes – universal classroom
- Worked collaboratively with community agencies (e.g., McMan, Danna – FFAS, Eunoia)
- Junior High Wellness Day
- Individual counseling
- Restorative practice including Circles and Conferences – targeted and universal classroom

Advance our Continuum of Supports

- Co-designed Visible Continuum of Supports, Interventions and Responses with annual review
- Learning Coach meetings to support teachers with strategies and goals for students on individualized learning plans and behavior support plans
- Collaborative Response Team Meetings
- Collaboration with District Office
- Co-designed Student Code of Conduct
- Low levels of serious student behaviors resulting in suspension

Areas for Growth

- Universal support in JH
- Thoughtfully embedding grade level wellness outcomes across curriculum
- Re-establish regularly scheduled (every 6 weeks) Elementary CRT meetings with updated process/protocols
- More work with UDL where teachers are implementing a variety of strategies to support an increasingly diverse student population within the classroom
- English Language Learner best-practices
- Interventions at the Junior High level

Next Steps

- Expanding Wellness Day
- Creating additional connections to more outside agencies
- Mental Health Literacy using the Elementary Mental Health Literacy Resource
- Referral Process for FSLC Services determining best type of service response (Universal/Targeted/Individual)
- Review our Continuum of Supports and align with the Divisional and AB ED Continuum of Support
- Continue with bi-weekly Student Support meetings (Admin, FSLC, LC) to discuss at-risk students and create universal, targeted and individualized structures that will support the student both academically and socio-emotionally (e.g., Attendance protocol, updated CRT structure based on staff feedback)
- Use the Student Code of Conduct as a reference to guide staff response for consistency

Key Insights for Success

Advance Innovation and Design

Areas of Strength

- Using class time in Learning Commons to specifically support and enhance Maker Space, STEM, Robotics and Coding learning
- Intentionally embedding STEM problems in core classes
- Focus on JH programming/coding in the Learning Commons
- Garnering student/parent voice in terms of Options
- Providing students access to authentic tools, programs, and resources to support learning in a variety of contexts
- Providing authentic, real-world projects that allow students to engage in meaningful work

Areas for Growth

- Increasing teachers' capacity to embed STEM problems in core classes
- Increasing the opportunities to have experts in various fields present to classes to share connections

Next Steps

- Trialing a quarter system of Options to allow for more choice
- Increase resources for coding/design projects

Advance Learning that Transfers

Areas of Strength

- Focus on concept-based learning in different contexts beyond the classroom
- Interdisciplinary unit planning allowing students to think about their learning through a variety of lenses.
- Focus on experiential and hands on learning
- Connections between concepts with current happenings in our world
- Incorporating critical thinking skills
- Cross-curricular projects that allow for transfer of learning and making connections beyond the classroom
- Use of essential guiding questions and critical challenges to engage learners

Areas for Growth

- Having teachers identify main concepts across curriculums to identify commonalities
- Continue to design learning tasks that are authentic and can lead to transfer of understanding
- Continue to build effective assessment practices to support student learning & inform teaching practices

Next Steps

- Focus on effective assessment practices to help students deepen understanding of key concepts which will help with transfer to new contexts
- Engaging teachers in iterative cycles of collaborative professionalism where evidence of student learning is at the forefront

Advance Literacy and Numeracy

Areas of Strength

Areas for Growth

<ul style="list-style-type: none"> • Use of a variety of individual/targeted and universal strategies to support student learning in literacy and numeracy • Using pre and post assessments to determine growth and impact of teaching practices • Increase use of manipulatives • Explicit teaching of foundational literacy skills including phonemic awareness and specific reading strategies • Incorporating math stations to help address vast needs of students 	<ul style="list-style-type: none"> • Continued focus on building students reading comprehension across all grades • Targeted RTI plan for students who are below grade level <p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> • Return to embedding cross-grade groupings to target specific learning gaps in reading • Focus on designing engaging tasks in both literacy and numeracy • Cont'd goals for focus in PLTs based on analysis of data/evidence of student learning
Advance First Nations, Métis, and Inuit Student Success	
<p style="text-align: center;">Areas of Strength</p> <ul style="list-style-type: none"> • Focus on Two-Eyed Seeing when designing units in all subject areas • Engaging students in Circles • Connecting with Indigenous expertise. including authentic resources (art, music, literature, artifacts), people, and field trips • Lead teachers engaging school staff in professional learning • Lead teachers organizing cultural events for school • FNMI Video Evidence 	<p style="text-align: center;">Areas for Growth</p> <ul style="list-style-type: none"> • Continuing to design intentionally to incorporate Indigenous ways of knowing <p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> • Further developing an understanding of embedding Indigenous ways of knowing in authentic ways (intention and purpose) • Provide intentional learning opportunities for JH students e.g. Blanket Ceremony, Kookum visit
Advance Teaching, Learning and Leading	
<p style="text-align: center;">Areas of Strength</p> <ul style="list-style-type: none"> • Significant improvement in all areas on the Professional Learning Survey with a focus and modeling PLT protocols • Cross grade PLTs focusing on effective teaching practices and impacts on student learning • Increased openness to bringing evidence of student learning to analyze and engage in iterative cycles of feedback followed by taking action based on feedback • Embedding learning from Divisional PD days into daily practice 	<p style="text-align: center;">Areas for Growth</p> <ul style="list-style-type: none"> • Move PLT's into intentional focus on design and assessment <p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> • Continue with structured PLT process and protocols including using evidence of student learning • School based PLT focused on task design and assessment • Continue with cross-grade PLTs during local PD days • Create Learning Portfolio's to share evidence of student learning as part of FSD Reporting System