

WESTLOCK ELEMENTARY SCHOOL

Annual Education Results Report

2019-2020

June 30, 2020

TABLE OF CONTENTS

Section 1: School Context: Foundation Statements, History and Demographics

[School Council Involvement in Education Plan Development](#)

[Education Plan Distribution](#)

[PHPS Foundation Statements](#)

[School Foundation Statements](#)

[School Profile:](#)

Section 2: Outcomes, Measures, and Commentary

[Alignment of Outcomes to Key Strategies](#)

[Key Priorities and Strategies 2019-2020 - Westlock Elementary School](#)

[OUTCOME ONE: Alberta Students are successful.](#)

[Jurisdiction Outcome 1-A](#)

[OUTCOME TWO: The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.](#)

[OUTCOME THREE: Alberta's education system is inclusive.](#)

[Jurisdiction Outcome 3-A](#)

[OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders.](#)

[Jurisdiction Outcome 4-A](#)

Section 1: School Context: Foundation Statements, History and Demographics

School Council Involvement in Education Plan Development

Stakeholder input is sought in various ways as we consider priorities for the next school year. School and system administrators collect this information and consider it during the annual planning meetings each winter. The Board of Trustees then sets the goals, priorities and outcomes based on this information. These become the framework for school education plans.

The School Council at Westlock Elementary is very active. Five meetings are held annually. The Principal and School Council chair collaborate regularly in the development of meeting agendas and all School Council related events and activities. Activities that School Council participates in includes but is not limited to: Acting as hosts/hostesses for the back-to-school BBQ, PTS interviews, and Kindergarten Open House, organizing Pizza Days, supervision, and input vis-a-vis general school operations. The WES School Council was recently involved in planning for making one of our playground areas more accessible and inclusive.

Education Plan Distribution

This Education Plan will be posted on the School website where a 'pdf' version will be available for download. In addition, copies of this plan will be available in the office.

PHPS Foundation Statements

Mandate

Pembina Hills School Division shall deliver an education program consistent with the Alberta School Act.

Purpose

Our purpose is to ensure the delivery of an excellent education to our students so they become ethical citizens who contribute to society.

Motto

"Together we learn"

School Foundation Statements

Value Statements:

- We believe that all students, through support and opportunity, can learn
- We believe it takes the whole community, actively working together to build a strong and nurturing environment.
- We believe that honesty and trust in relationships support learning.
- We believe everyone should be treated with dignity and respect.
- We believe that family and a sense of belonging is the foundation for learning.

Vision Statements:

As a staff we commit to working together in a professional, supportive and unified manner to promote a nurturing learning environment.

At WES we offer programs and supports that allow students to achieve their potential. We will have high expectations for growth...

Social~Physical~Intellectual~Cultural~Emotional~Spiritual

We commit to the use of best practices of teaching through ongoing professional development, collaboration with colleagues and parents to meet the academic needs of all students.

In WES we create a sense of belonging in a school that cares about others. Our school will be positive, inclusive and safe for all.

Together in a supportive partnership we encourage ongoing, honest communication to move toward shared goals for our students.

Purpose Statement:

Inspire
We Educate Students
Guide

School Profile:

Westlock Elementary School is a dual track K to 6 school serving 455 students in the town of Westlock, Alberta.

In addition to regular classes, play school, W-PREP, and Westlock Childcare Society (providing before and after school care), are also housed in the building. The Starburst Room (Snoezelen) is used by a variety of students in our school as well as students from other schools and adult agencies. Operating with an inclusionary model, WES offers full programming for Special Needs students. The school-wide Virtues program provides character education - a model for all to follow.

WES staff is noted for their service to students and commitment to excellence. Many have assumed leadership roles related to professional development, literacy and numeracy initiatives, and technology.

Section 2: Outcomes, Measures, and Commentary

Alignment of Outcomes to Key Strategies

Bold, black text represents Outcomes defined by Alberta Education. [Links](#) are underlined and blue. Blue text represents Outcomes, Measures, Priorities or Strategies defined by the Division.

2020-2021

(The 2019-2020 plan was built on the foundation of the 5 outcomes defined in Alberta Education's previous business plan. The measures and strategies were re-aligned to the current Outcomes as part of planning for 2020-2023)

OUTCOME ONE: Alberta Students are successful.

Jurisdiction Outcome 1-A: Children in PHSD communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation.

OUTCOME TWO: First Nations, Métis and Inuit students in Alberta are successful.

OUTCOME THREE: Alberta has excellent teachers, school leaders and school authority leaders.

Jurisdiction Outcome 3-A: PHSD learning environments are varied, flexible and predictive of students' diverse learning needs and exemplify balanced, evidence based assessments that inform instruction.

OUTCOME FOUR: Alberta's K-12 education system is well governed and managed.

Jurisdiction Outcome 4-A: The jurisdiction demonstrates sound fiscal management, considering the needs of the community.

Key Priorities and Strategies 2019-2020 - Westlock Elementary School

<p><u>Student - Teacher relationships</u> <i>Positive relationships between students and teachers are the foundation upon which we build students' resilience, confidence and mental well-being.</i></p>	<p>Alberta Education Outcome(s) impacted</p>
<ul style="list-style-type: none"> ● Division High Schools will continue to implement the principles of High School Redesign to focus on developing and maintaining strong relationships between staff and students. Site based strategies may include and are not limited to: <ul style="list-style-type: none"> ○ Teacher advisory structures to support enhanced student-teacher relationships ○ Use of MyBluePrint as a tool to organize and plan for student success 	<p>1</p>
<ul style="list-style-type: none"> ● The division, in collaboration with the local PD Committee, will support an Opening Day Keynote address to build understanding and to set the culture relative to Mental Health. ● Division administration will continue to assign roles within district lead teacher / coordinator assignments to: <ul style="list-style-type: none"> ○ Guide and support the Mental Health Literacy project ○ Coordinate and monitor district counselling supports ○ Coordinate inclusive supports for classrooms with Tier 2 and 3 students ○ Coordinate behavior supports for classrooms with Tier 2 and 3 students ○ Support principals and classroom teachers with the implementation of Universal Design for Learning (UDL) and purposeful inclusion ○ Support staff with students who have complex communication needs ○ Orient and develop capacity of new teachers to PHPS ● Division and school level staff deployment decisions will prioritize school level supports of Tier 2 students. The following positions will continue to be assigned in this regard: <ul style="list-style-type: none"> ○ Two district First Nations, Metis and Inuit Liaisons ○ Site based mental health supports such as “success coaches” ○ Site based high school completion liaisons ● All schools will continue to implement the mental health literacy project, guided by and supported by division lead teachers / coordinators. <ul style="list-style-type: none"> ○ Schools will assign a Mental Health Literacy ‘point person’ to support the implementation and coordination of the Mental Health Literacy project. ○ The Education Services team will provide role and responsibility descriptions and an annual work plan to support the people assigned to these roles. ○ Where assigning FTE to support this role in a school is less viable, the principal will request increased support from and guidance from the district lead teacher / coordinators. ○ Other related school level strategies may include aligned implementation of framework programs such as NME (Neurosequential Model of Education), or the Collaborative Response Model ● Division high schools will take a lead role in coordinating effective transitions of students from feeder schools ● The principal’s role is to: <ul style="list-style-type: none"> ○ Create staff deployment and programming structures to focus on transitions from: <ul style="list-style-type: none"> ■ Elementary to Junior High ■ Junior High to Senior High ○ Facilitate collaboration between district services, coordinators, school lead teachers and classroom teachers 	<p>3,4</p>

<ul style="list-style-type: none"> ○ Support teacher release time to participate in Communities of Practice, grade / division level training sessions, and other professional learning opportunities (using EPPC funding) 	
<ul style="list-style-type: none"> ● The division administration will administer the Guarding Minds at Work survey with all staff followed by an analysis to determine key areas of need and strategies to address these areas. ● At least one K-9 school will be selected to pilot the “Student Orientation to School” questionnaire. 	4,5
<p><u>In Westlock Elementary School we will:</u></p> <ul style="list-style-type: none"> ● Host a Div 1 and Div 2 Mental Health day. <ul style="list-style-type: none"> ○ Games, activities, and sessions will align with positive mental health skills. ● Provide opportunity to participate in monthly multi-grade Div 1 collaborative math games and activities ● Provide opportunities for recess play and participation of adult-led (supervised) games. <ul style="list-style-type: none"> ○ This will include experimenting with different grade/age specific playground configurations. ● Continue providing safe, healthy opportunities for multi-grade, same grade, and adult-student interaction through social interaction, physical activity, learning activities. <ul style="list-style-type: none"> ○ Examples: Buddy classes, Social circles, Games Day, Heritage Classic, BOKS, Play Day, GLOW, Let’s Talk, French culture day 	

<p><u>Literacy and Numeracy</u> <i>Literacy and Numeracy are critical for Student Achievement in all areas of the curriculum.</i></p>	Alberta Education Outcome(s) impacted
<ul style="list-style-type: none"> ● Steering Committees for Numeracy and Literacy will guide the strategies and support the work of the Coordinator. <ul style="list-style-type: none"> ○ Steering Committees will be comprised of school principals with background and interest in Literacy or Numeracy. ● A Literacy Committee will include certificated representation from each of the schools, preferably the assigned school leads / pnt persons. ● A Numeracy Committee will include certificated representation from each of the schools, preferably the assigned school leads / pont persons. ● The Education Services team will designate roles within district lead teacher / coordinator assignments to coordinate Literacy and Numeracy strategies. The intent of coordination is to : <ul style="list-style-type: none"> ○ Support and develop teachers’ capacity to achieve the division’s standards of effective math instruction and the balanced approach to literacy. ○ Lead grade level and division level training sessions intended to develop teachers’ capacity for effective implementation of the division standards in literacy and numeracy. ○ Orient and develop capacity of new teachers to PHPS ● Schools will assign a Lead Teacher (or at minimum, a point of contact person) at their sites to support the Literacy and Numeracy strategy. <ul style="list-style-type: none"> ○ The Education Services team will provide role and responsibility descriptions and an annual work plan to support the people assigned to these roles. ○ Where assigning FTE to support this role in a school is less viable, the principal will request increased support from and guidance from the district lead teacher / coordinators. ● All teachers are expected to participate in both strategies and align instruction and interventions to the non-negotiable district standards. 	1, 4

<ul style="list-style-type: none"> ● All schools will continue to administer specified assessments in Literacy and Numeracy, according to an annual work plan: <ul style="list-style-type: none"> ○ Reading Readiness Screening Tool - RRST (Literacy) ○ BenchMark Assessment System - BAS (Literacy) ○ Math Intervention Programming Instrument - MIPI (Numeracy) ● The principal's role is to ensure implementation and alignment by: <ul style="list-style-type: none"> ○ Ensuring and facilitating logistics for implementing the specified assessments ○ Facilitating collaboration between the district lead teacher / coordinators, school lead teachers (and /or point persons) and classroom teachers ○ Supporting teacher release time to participate in Communities of Practice and or grade level training ○ Monitoring implementation of the Literacy and Numeracy strategy ○ Being a participant in professional learning 	
<p><u>In Westlock Elementary School we will:</u></p> <ul style="list-style-type: none"> ● Implement "Spiral Math Review" instruction based on the PNCS model ● Host two Reading months that include a variety of activities. <ul style="list-style-type: none"> ○ We will build on the success of our March Reading month from this past year ● Have students participate in monthly multi-grade Div 1 collaborative math games and activities 	

<p><u>Support for Staff</u> <i>A collaborative environment enables staff to teach a diverse student population through purposeful inclusion and supports the implementation of effective practices.</i></p>	<p>Alberta Education Outcome(s) impacted</p>
<ul style="list-style-type: none"> ● The division will continue to use funding from Aspen Collaborative Services, combined with Coop Pool funds, to ensure specialist support to school teams for classrooms with Tier 2 and 3 students ● District administration will allocate special needs funding to schools in a manner aligned to the Response to Intervention model (based on our 6 levels) 	<p>1, 2, 3</p>
<ul style="list-style-type: none"> ● School principals will assign certificated staff (lead inclusion teachers, or point person) to be responsible for: <ul style="list-style-type: none"> ○ Identification of students with risk factors ○ Planning or facilitating planning for identified students ○ Monitoring, supporting and reviewing the implementation of plans ○ Facilitating access to and support from division staff and/or external services 	<p>3</p>
<ul style="list-style-type: none"> ● Division administration will continue to assign roles within district lead teacher / coordinator assignments to: <ul style="list-style-type: none"> ○ Guide and support the Mental Health Literacy project ○ Coordinate and monitor district counselling supports ○ Coordinate inclusive supports for classrooms with Tier 2 and 3 students ○ Coordinate behavior supports for classrooms with Tier 2 and 3 students ○ Support principals and classroom teachers with the implementation of Universal Design for Learning (UDL) and purposeful inclusion (Tier 1-3) ○ Support and develop teachers' capacity to achieve the division's standards of effective math instruction and the balanced approach to literacy. ○ Lead grade level and division level training sessions intended to develop teachers' capacity for effective implementation of the division standards in literacy and numeracy. ○ Orient and develop capacity of new teachers to PHPS 	<p>3, 4</p>

<ul style="list-style-type: none"> ○ Support staff with students who have complex communication needs ● Division and school level staff deployment decisions will prioritize school level supports of Tier 2 students. The following positions will continue to be assigned in this regard: <ul style="list-style-type: none"> ○ Two district First Nations, Metis and Inuit Liaisons ○ Site based mental health supports such as “success coaches” ○ Site based high school completion liaisons ● Education and Student Services will prioritize the deployment of specialists / lead teachers / coordinators to classrooms with Tier 2 and 3 students. ● Schools will collaborate to align and distribute the services of PA Mentors ● The division will partner with ERLC and Shelley Moore to support classroom case studies that can be used to create models of process and practice that demonstrate alignment between Purposeful Inclusion and the Concept Based structure of new curriculum ● The principal’s role is to: <ul style="list-style-type: none"> ○ Facilitate collaboration between district services, coordinators, school lead teachers and classroom teachers ○ Support teacher release time to participate in Communities of Practice, grade / division level training sessions, and other professional learning opportunities ○ Monitor how the needs of students and staff are being addressed ○ Actively participate in professional learning 	
<ul style="list-style-type: none"> ● The division will ensure that schools designate funding for release time for teachers to participate in PD directly associated with Education Plan priorities (EPPC code) ● The division, in collaboration with the local PD Committee, will support an Opening Day Keynote address to build understanding and to set the culture relative to Mental Health. ● The professional development plan will be intentionally designed to: <ul style="list-style-type: none"> ○ Support a balance of teacher directed, school led and division focused PD ○ Align implementation of division Literacy and Numeracy strategies with the structures and expectations of the new TQS, Universal Design for Learning, Purposeful Inclusion and Concept Based Instruction. ○ Support implementation of the Mental Health Literacy Project ○ Support implementation of the Moving Forward with High School Redesign ○ Maintain awareness of the cross curricular integration of Literacy and Numeracy, applicable at all levels ○ Develop Foundational Knowledge of First Nations, Metis and Inuit ways of knowing and historical perspective. ○ Coordinate training and Professional Development for Principals (LQS) 	4
<p><u>In Westlock Elementary School we will:</u></p> <ul style="list-style-type: none"> ● Have teachers intentionally include First Nation, Metis, Inuit based resources accompanied by extended learning discussion related therein. <ul style="list-style-type: none"> ○ Teachers will document (track) the resources and pedagogic activities used, for future sharing ● Continue with monthly SLT meetings ● Continue to use our Mentor PA to work with new and experienced PA’s ● Continue to access district expertise and resources in programming for our more complex students ● Have teachers articulate (through PGPlans) individual or group PD plans that demonstrate a balance of teacher directed, site-based, and district led priorities. 	

OUTCOME ONE: Alberta Students are successful.

Accountability Pillar Measures:

- 1.1 PAT Acceptable and Excellence** Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard, and the percentage who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).
- 1.2 PDE Acceptable and Excellence** Overall percentage of students who achieved the acceptable standard, and overall percentage of students who achieved the standard of excellence on Diploma Examinations (overall results).
- 1.3 High School Completion Rate:** High school completion rate of students within three years of entering Grade 10.
- 1.4 Diploma Exam Participation Rate (4+ Exams)** Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.
- 1.5 Drop Out rate:** Annual dropout rate of students aged 14 to 18.
- 1.6 Transition Rate (6 yr)** High school to post-secondary transition rate of students within six years of entering Grade 10.
- 1.7 Rutherford Scholarship Rate (Revised)** Percentage of Grade 12 students eligible for a Rutherford Scholarship.
- 1.8 Citizenship** Overall teacher, parent and student agreement that students model the characteristics of active citizenship.

Jurisdiction Measures:

- 1.9 Student Achievement** - Grade 9 cohort results at the acceptable standard in Mathematics.
- 1.10 Student Achievement** - Number and Percentage of students (in grades 7-12) on honor rolls (based on Rutherford criteria).
- 1.11 Student Achievement** - Number of coded students who graduate (code 41 to 46).
- 1.12 Citizenship** - Number and Percentage of students who received Pembina Hills Citizenship awards (Measure adjusted in January 2019 to align with new [Policy 27 - Division Citizenship Awards](#)).

Jurisdiction Outcome 1-A

Children in PHPS communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation.

Commentary:

Literacy

- The WES literacy supports have been well developed and effective for years and this was observable again.
 - With .5 fte our Literacy Lead developed a system of support in both our English and French Immersion programs. Support was both individual and in small groups.
 - With additional PUF and expertise, we had two ladies (representing 1.6 fte) provide Speech and Phonemic Awareness support to all Kindergarten and some grade 1 students.
 - Four other teachers had time regularly scheduled to offer ERI, LLI, and Numeracy support.

- Early in the year teachers identified students most at risk, especially with literacy, and arranged for extra support for them.

Numeracy

- The traction gained through Mathematics and Numeracy PD, administering the MIPI, and other strategies, is observable and soon to be measurable.

Commentary on PAT Results

Due to the COVID-19 pandemic, and the cancellation of in-school classes during the spring of 2020, Provincial Achievement Tests were cancelled.

Citizenship Strategies

- Our Student Council (grades 4-6) was active in promoting school spirit, organizing theme days, and mentorship roles
- The Farm Credit Canada food drive (October), Remembrance Day ceremony, Toys for Kids (Christmas), Orange shirt day, Pink shirt day, Hats on for Mental Health, Autism awareness, and National Aboriginal Day were given special attention.

Early Learning Programming

- While staff and programming was separate from the WES, the Early Ed team worked closely with us throughout the year.
- Our Preschool continues to work closely with both the school and with PHRD.
- In collaboration with the Early Learning team, we piloted a speech and language support program for Kindergarten students this past year.
 - We experienced great success and will plan and budget for this program to continue.
- Typical and higher needs students populated our Early learning program.
- Collaborative SPICE (W-PREP) to Kindergarten transition meetings have proven very effective.

OUTCOME TWO: The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.

Accountability Pillar Measures:

- 2.1 PAT Acceptable and Excellence** Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard, and the percentage of self-identified FNMI who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).
- 2.2 PDE Acceptable and Excellence** Overall percentage of self-identified FNMI students who achieved the acceptable standard, and overall percentage of self-identified FNMI students who achieved the standard of excellence on Diploma Examinations (overall results).
- 2.3 High School Completion Rate** High school completion rate of self-identified FNMI students within three years of entering Grade 10.
- 2.4 Diploma Exam Participation Rate (4+ Exams)** Percentage of self-identified FNMI students writing four or more Diploma Exams within three years of entering Grade 10.
- 2.5 Drop Out rate:** Annual dropout rate of self-identified FNMI students aged 14 to 18.
- 2.6 Transition Rate (6 yr)** High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.

2.7 Rutherford Scholarship Rate (Revised) Percentage of self-identified FNMI Grade 12 students eligible for a Rutherford Scholarship.

Commentary:

- FNMI events (Remembrance Day and June).
 - Our FNMI liaison and a member of our School Council were instrumental in organizing FNMI events in our school
 - Our FNMI liaison was present at and participated in our Remembrance day ceremony.
 - The FNMI acknowledging statement was read
- We increased classroom awareness, learning projects, and made FNMI perspectives a regular focus, including Orange Shirt day Teachers were asked to keep a record of FNMI related resources and learning activities. We were not able to follow up at our Spring planning day but plan on doing so next year.
- The support from the FNMI Liaisons included regular meetings with identified students and home visits as needed.

OUTCOME THREE: Alberta's education system is inclusive.

Accountability Pillar Measures:

- 3.1 Program of Studies** Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.
- 3.2 Programs - (ACOL Measure – Satisfaction with Program Access)** Percentage of teachers, parents and students satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community.
- 3.3 Programs - PHPS Satisfaction survey:** Percentage of parents satisfied with the range of programs classes offered at the school.
- 3.4 Programs - PHPS Satisfaction survey:** Percentage of students (gr 10-12) satisfied with opportunities to choose high school courses and programs.
- 3.5 Programs:** Number and percentage of community school students (g. 10-12) taking advantage of alternate delivery methods.
- 3.6 Programs - PHPS Satisfaction survey:** Percentages of parents and students satisfied with opportunities to participate in extracurricular activities.
- 3.7 Programs -** Number and Percentage of students (grade 10-12) qualifying for provincial extracurricular events.
- 3.8 Excellent Staff - PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied that teachers challenge students to do their best.
- 3.9 Excellent Staff - PHPS Satisfaction survey:** Percentage of parents and students satisfied with their teachers.
- 3.10 Excellent Staff - PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied with the performance of their school administrators.
- 3.11 Excellent Staff - PHPS Satisfaction survey:** Percentage of parents, staff and students satisfied with behavior expectations at their school.

3.12 Excellent Staff - PHPS Satisfaction survey: Percentage of teachers and students satisfied with the recognition they receive for their accomplishments.

3.13 PD (ACOL Measure – In-service Jurisdiction Needs) Percentages 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.

Jurisdiction Outcome 3-A

PHPS learning environments are varied, flexible and predictive of students' diverse learning needs and exemplify balanced, evidence based assessments that inform instruction.

Jurisdiction Measures:

3-A.1 PHPS Satisfaction survey: Assessment and Feedback. Percentage of parents and students satisfied with the communication they get about progress and achievement. Percentage of teachers who report prevalent application of evidentiary assessments and feedback for scaffolding subsequent learning

3-A.2 PHPS Satisfaction survey: Active Professional Learning Community. Percentage of staff agreeing that their principal and or vice principal regularly observes student learning in their classes, and the rate at which students feel their principal and or vice principal knows what is happening in their classes.

3-A.3 PHPS Satisfaction survey: Clarity of Learning Goals. The degree of prevalence at which teachers clarify lesson goals and attempt to predict the variance of students' skills, knowledge and previous understanding.

3-A.4 PHPS Satisfaction survey: Response to diversity of student needs. Percentage of students who are satisfied that their teachers know them as individuals and know what they need as learners. Also, the prevalence of teacher practice wherein they offer students choices from a range of difficulty and complexity.

3-A.5 PHPS Satisfaction survey: Meeting learning needs. Percentage of parents agreeing that their children appear confident about what they are learning at school.

Commentary:

Educational Programming

- WES offers dual track, English and French, programming from K to 6. The French Immersion program is small but mighty, its influence pervades the school with cultural and language related events planned about every two months.
- WES features a Snoozelum room to help support the sensory needs of some of our higher RTI students.
- For years, Pet Therapy has been a feature of supporting some of the social/emotional needs of many of our students. It will continue into next year but our partnership with CHIMO has ended (due to budget). We are fortunate to have in-house pet therapy free of charge.
- WES offers daily Phys. Ed. to all students. One teacher is assigned as our PE specialist, teaching a full PE schedule in addition to coordinating extracurricular physical activities.
- WES has a Music specialist who teaches Music to all students.
- The Virtues program is still a feature of a character education program. Of the eight focus virtues, we have highlighted Kindness In the past two years more than the other virtues. The Dare to Care anti-bullying curriculum has helped bolster this program.

- Grades 2 and 4 participate in swim lessons.

ExtraCurricular

- We coordinated a variety of ExtraCurricular Planning and Supports including
 - Choir
 - BOKS
 - Coding club
 - GLOW
 - Knitting club
 - Student Council
 - Soccer, X-country running, Running Room games, grade 6 volleyball and basketball

Satisfaction with instruction, teachers and administration

- 2019 survey data indicates that
 - Parents are very satisfied with the teachers, their instruction, and with school administration with favorable ratings in the 93% - 95% range.
 - Staff is once again less satisfied with the school's approach to student discipline with 13 of 42 respondents in disagreement with its effectiveness.
 - Parents and staff are generally happy with administration and comments were particularly favorable for the Principal.

ProfessionalDevelopment

- The two teacher directed days were well received and a variety of learning emerged. Some examples include collaboration relative to MIPI results, Words Their Way music education, mental health awareness, and Concept Based Instruction.
- CBI has emerged as a focus for us. Administration and all Division 1 teachers participated in the "made in Pembina Hills" 3-day CBI PD.

Strategies to support formative and summative assessments

- The use of Fresh Grade
- MIPI assessments

Communication regarding Student Progress and Classroom Activities

- WES had an excellent year using Fresh Grade and many teachers expanded their repertoire in its use as an effective tool for communicating student learning and assessment.
 - Feedback from parents was very positive be it in real time or through survey comments.
 - Our in-house Fresh Grade expertise cohort has grown to more than 20 people, with several support staff helping lead the way.
 - An exploration into the reporting (learner outcomes) and summative assessment capacity of Fresh Grade began this past year and will continue.
 - We provided PD opportunities to support Fresh Grade implementation and PLC collaboration to share best practices

OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders.

Accountability Pillar Measures:

- 4.1 Safe and Caring:** Overall teacher, parent and student are in agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.
- 4.2 Education Quality:** Overall teacher, parent and student satisfaction with the overall quality of basic education.
- 4.3 Work Preparation:** Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- 4.4 Parental Involvement:** Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.
- 4.5 School Improvement:** Overall 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.

Jurisdiction Measures:

- 4.6 Inclusion / Safe and Caring - At Risk Students:** Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.
- 4.7 Inclusion / Safe and Caring -** Ratio of students in Response to Intervention levels.
- 4.8 Safe and Caring - PHPS Satisfaction survey:** Percentages of parents, staff and students satisfied that their school is safe and caring.
- 4.9 Safe and Caring -** Percentage of Full Time Equivalent assigned by each school to address a guidance program that includes career, educational and personal counseling.
- 4.10 Character - PHPS Satisfaction survey:** Rate at which parents, students and teachers responded positively on the group of Character Education questions.
- 4.11 Character:** Number of service projects/groups facilitated by the school in which students participated.
- 4.12 Character:** Number and Percentage of students involved with or who participated in service projects.
- 4.13 Education Quality - PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied with the overall quality of education the school provides.
- 4.14 Education Quality - PHPS Satisfaction survey:** Percentage of parents, teachers and students who give their school of "excellent", "proficient" or "acceptable".
- 4.15 Work Preparation -** Online school-career planning software usage metrics (myblueprint.ca) (grades 7-12).
- 4.16 Work Preparation -** Number and Percentage of grade 7-12 students participating in sessions for students on career decision-making.
- 4.17 Work Preparation -** Number and Percentage of grade 10-12 students earning (3 or more) credits through Work Experience, RAP, Green Certificate programs and local programs such as Petroleum Field Operators program.
- 4.18 Parent / Community Involvement - PHPS Satisfaction survey:** Percentage of parents and teachers that are satisfied that the school council at their school has a meaningful role.
- 4.19 Parent / Community Involvement - PHPS Satisfaction survey:** Percentage of parents, teachers and students who are satisfied with opportunities to be involved in decisions affecting the school (and students).

- 4.20 Parent / Community Involvement - PHPS Satisfaction survey:** Percentage of parents, teachers and students who are satisfied that their school is making a positive contribution to the community.
- 4.21 Parent / Community Involvement -- PHPS Satisfaction survey:** Percentage of parents, teachers and students (gr 10-12) who are satisfied with their community's involvement in student learning.
- 4.22 Parent / Community Involvement -** Number of registered* parent/community volunteers in schools. ("Registered" means they have been vetted as per AP 40-60 – Volunteers in School).
- 4.23 Parent / Community Involvement -** Number of school activities/events taking place in the community. (Quantify events which involve students and the community or parents. This includes but is not limited to school concerts and ceremonies, sporting events, field trips and excursions, guests in the classroom and /or school, etc.)
- 4.24 Parent / Community Involvement -** Number of off-campus partners supporting students in Work Experience, Registered Apprenticeship, Green Certificate and or Dual Credit programs. (NEW Measure in 2015)
- 4.25 Technology / Management - PHPS Satisfaction survey:** Percentage of parents, teachers and students surveyed who are satisfied with the opportunity to use computers for learning.
- 4.26 Technology / Management -** The number of staff requests for resources and services through Learning Technology Services as monitored by the LTS department. (Number of service and resource requests met)
- 4.27 Technology / Management -** Annual student to computer ratio overall, and by jurisdiction, of computers within each school.
- 4.28 Technology / Management -** Average age of computers in schools.

Jurisdiction Outcome 4-A

The jurisdiction demonstrates sound fiscal management, considering the needs of the community.

Jurisdiction Measures:

- 4-A.1 Fiscal - Balanced operational budget:** The number of system, site and department budgets that are balanced.
- 4-A.2 Fiscal - Percentage of increase to Instructional Materials Fees**
- 4-A.3 Fiscal -** Amount of money acquired from third parties in support of community schools.

Commentary:

Welcoming, Caring, Respectful and Safe Learning Environments

- We were responsive to emergent parent concerns (five in total), relative to bullying, perceived bullying, and social exclusion.
- Members of the LGBTQ community have chosen WES because of its inclusive practices and the manner in which we consistently handle topics and issues with dignity.

Inclusive practices / Supports for students at Risk

- We matched the skill set of Program Assistant staff with RTI 5 and 6 students in a more profound way than in years past. In a few situations, we made changes mid-year to better support our most complex students.
- The Mentor PA role and support provided therein, has evolved into one of the most important aspects of our building.

- The support for students, teachers, programs, and the program assistants who work most closely with our RTI level 4-5-6 kids, is invaluable.
- Many student supports were offered by external partners (in collaboration with WES staff), including but not limited to:
 - OT, SLP, behavior, Pet Therapy, FNMI liaison, FSL, RCMP, and Mental Health.

Engaging and communicating with the community

- We facilitated the following events to draw parents to the school:
 - Back to School BBQ in September
 - Food Drive in partnership with the local Farm Credit Canada folks
 - Parent-Teacher-Student conferences in October and March
 - School Council meetings
 - Volunteering; such as during Picture days, Pizza days, field trips or in the classroom
 - Christmas performances
 - Athletics
 - Volunteer Appreciation event
 - We were unable to host our Volunteer Appreciation, Grade 6 Outdoor Ed camp, Play Day, and Track & Field events due to COVID-19; events heavily supported by our parent community.

Strategies associated with the use of learning technologies

- Teachers continue to use technology and tech related instruction tools and artifacts such as Mathletics, Read/Write Google, SMART technology, I-pads etc. to support numeracy and literacy skill development.
- Parents are extremely pleased with the application of technology into learning.
- WES has plenty of tech hardware and teachers are well positioned to use these tools appropriately to enhance instruction.

Communications Strategies

The following is a list of tools used to facilitate communication between school and home. We are happy to add the School Messenger platform to our communications tool box for the upcoming school year.

- School Messenger
- School Website
- WES Facebook page
- Monthly digital newsletter (with a few paper copies available at the office).
- FreshGrade - a formative and summative assessment portfolio for students
- Student agendas - teacher notes and/or school notes - this continues to be the most reliable method of daily communication between the classroom and home.
- The message sign board next to the bus lane entrance.
- Advertisement in the Westlock News
- Remind 101
- Email, voicemail, phone calls

Budgets and School Generated Funds

- Our average classroom size (Pupil teacher ratio and number of students per classroom) has slightly increased.

