



**Three-Year Education Plan &
Annual Education Results Report
2017/2020**

**Gifted Education:
*From the Inside Out***



November 30, 2017

Message from the Board Chair

Vision: "Fostering gifted education from the inside out"

Westmount Charter School is a public charter school with a caring, respectful, inclusive environment. Combined with Westmount's excellent teachers, this environment allows and encourages Westmount's gifted students to strive towards their academic and social potential so that they will be passionate lifelong learners and valuable contributors to their communities.

The quoted vision statement from Westmount's Charter informs everything we do with and for our students. As Westmount continues in the second year of its 15-year Charter, the vision remains paramount. Approaching gifted education – and, therefore, gifted students – from the inside out means that Westmount works to understand all students for who they are, while encouraging them to build on their own self-awareness to be resilient and to be the best they can be. This is seen in all aspects of school life, including student involvement in volunteering (within Westmount and in the broader community), school clubs, drama, athletics, art, debate, music and other such important aspects of personal development, ethical citizenship and leadership. Westmount's approach also results in our students' high academic performance and graduation statistics.

This Three-Year Education Plan sets out Westmount's continued journey of helping our students to master the Alberta Program of Studies, to understand and accept themselves, to challenge themselves, and to engage with the broader community. Westmount also continues to promote research and innovation and to share its practices and innovative approaches to gifted education.

Sincerely,



Kathleen Rockwell, Board Chair

Accountability Statement for the Combined Annual Education Results Report and Three-Year Education Plan

The Annual Education Results Report for the **2016/17** school year and the Education Plan for the three years commencing **September 1, 2017** for **Westmount Charter School** were prepared under the direction of the Board in accordance with its responsibilities under the *School Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2016/2017 school year and the Three-Year Education Plan for 2017/2020 on November 22, 2017.



Kathleen Rockwell
Board Chair



Joe Frank
Superintendent

Foundational Statements

Vision

Fostering gifted education from the inside out.

Mission

To provide students who are gifted an authentic educational experience that:

- supports need, ability and potential;
- provides opportunities for inner growth;
- develops genuine relationships; and
- is facilitated by empathic, passionate, creative educators whose ethical practice develops lifelong learners.

Guiding Principles

At Westmount Charter School, we believe:

- 1) students who are gifted are capable of exceptional performance;
- 2) students who are gifted require comprehensive, specialized educational programming if they are to understand and maximize their varied abilities;
- 3) teachers of gifted students require specialized training and experience in the education of the gifted if they are to effectively guide the development of those students' learning;
- 4) parents and guardians are vital partners in their children's education; and
- 5) members of the community at large have an important role to play in the education of students who are gifted.

Summary of Accomplishments

- Our students continued to excel on standardized tests, exceeding provincial averages in all categories of results.
- The first phase of the outdoor classroom project at the Elementary campus was completed.
- A total of twenty (20) students enrolled in Dual Credit courses in biology at Mount Royal University and mathematics courses at the University of Calgary (U of C) during the 2016/2017 academic year.
- Westmount continued its participation in the *Partner Research Schools* (PRS) initiative with the Werklund School of Education, U of C, including presentations at the Field Experiences panel for visiting U.S. educators.
- A research study entitled "Exploring the Linguistic Profile of Gifted ESL Students" was conducted by a U of C doctoral student.
- One of our teachers is completing a Master's Degree based on continuing the longitudinal study of academic literacy of students at Westmount's K-4 campus.
- We continued the partnership with Briar Hill Elementary School (CBE) in a longitudinal study of academic literacy with Dr. Hetty Roessingh, Werklund School of Education, U of C.
- Two Westmount elementary teachers received a Community Environment Action Grant for \$149,200 related to our People for Energy and Environmental Literacy (PEEL) project to work with other schools in Alberta to better understand and address climate change.
- School Council updated its bylaws (1997) to a more current set of Operating Procedures.

Combined 2017 Accountability Pillar Overall Summary

Measure Category	Measure	Westmount Charter School Soc.			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	93.4	92.7	92.5	89.5	89.5	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	85.9	86.2	85.1	81.9	81.9	81.5	Very High	Maintained	Excellent
	Education Quality	93.7	92.4	93.0	90.1	90.1	89.6	Very High	Maintained	Excellent
	Drop Out Rate	0.8	0.0	0.2	3.0	3.2	3.3	Very High	Declined	Good
	High School Completion Rate (3 yr)	93.2	96.2	95.9	77.9	76.5	76.1	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	97.2	96.5	96.6	73.4	73.6	73.2	Very High	Maintained	Excellent
	PAT: Excellence	66.7	57.6	59.9	19.5	19.4	18.8	Very High	Improved	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	92.1	96.6	95.3	83.0	82.7	83.1	Very High	Declined	Good
	Diploma: Excellence	47.8	56.2	53.8	22.2	21.2	21.5	Very High	Declined	Good
	Diploma Exam Participation Rate (4+ Exams)	83.6	92.2	90.6	54.9	54.6	53.1	Very High	Declined	Good
	Rutherford Scholarship Eligibility Rate	100.0	92.4	92.4	62.3	60.8	60.8	n/a	Improved Significantly	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	85.5	71.5	75.8	57.9	59.4	59.3	Very High	Improved	Excellent
	Work Preparation	84.6	85.2	82.4	82.7	82.6	81.9	High	Maintained	Good
	Citizenship	89.3	89.2	88.0	83.7	83.9	83.6	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	85.9	85.7	85.2	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	87.4	86.6	88.1	81.4	81.2	80.2	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. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
5. 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 (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
8. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
9. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
10. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

Westmount Charter School

Diploma Examination Results 2016/17

Exam	WCS		Province	
	Acceptable	Excellence	Acceptable	Excellence
Biology 30	97.4	59.2	84.2	32.3
Chemistry 30	90.3	54.8	83.1	38.6
Physics 30	95.8	60.4	85.7	41.8
Mathematics 30-1	75.5	40.4	73.1	30.7
English 30-1	100	48.3	86.5	11.7
Social Studies 30-1	95.8	34.7	86.0	14.8

Provincial Achievement Test (PAT) Results 2016/17

Exam	WCS		Province	
	Acceptable	Excellence	Acceptable	Excellence
English 6	98.2	67.0	82.5	18.9
Mathematics 6	98.2	60.6	69.4	12.6
Science 6	97.2	78.9	76.9	29.0
Social Studies 6	98.2	90.2	72.9	21.7
English 9	96.3	44.4	76.8	14.9
Mathematics 9	93.5	66.7	67.2	19.0
Science 9	99.1	65.7	74.0	21.4
Social Studies 9	97.2	59.3	67.0	20.2

Charter Goal (2016/2031): To improve gifted pedagogy from the inside out.

Outcome One: Students will understand giftedness from the inside out.

Performance Measures	Results (in percentages)				
	2016	2017	2018	2019	2020
Percentage of students who agree they understand their own giftedness.	74				
Percentage of students who agree they know characteristics of their own giftedness.	74				
Percentage of parents satisfied that Westmount helps their child understand his or her own giftedness.	74				
Percentage of teachers satisfied that they help students to understand their own giftedness.	72				

Comments on results: This is the first full year of implementation of the new Charter and these results set a benchmark for future years.

Strategies:

K-12

- Focus ongoing professional learning to enable staff to enhance their abilities to meet the needs of students who are gifted.
- Embed opportunities in classroom lessons for students to explore the nature of giftedness, gifted characteristics and their effects on individual learners.
- Select materials and themes that reflect and represent the diverse and complex experiences of gifted learners.
- Professional Learning sessions with Dr. Lannie Kanevsky (Simon Fraser University) at the K-4 campus on effective differentiation.
- Integrate opportunities for students to explore their interests at a level appropriate to their intellectual needs and intensities.
- Discuss with students how and why programming is modified to their gifted characteristics.

5-12

- Encourage students to pursue passion projects in middle and high school.
- Facilitate students’ engagement in the development of their own Individual Program Plans (IPP).



Outcome Two: Students will demonstrate increased resilience.

Performance Measures	Results (in percentages)				
	2016	2017	2018	2019	2020
Percentage of students who agree that they understand what it means to be resilient.	88				
Percentage of students who agree they have strategies to overcome challenges.	88				
Percentage of parents who agree Westmount fosters resilience in their child.	77				
Percentage of teachers who agree they foster development of resilience in students.	91				

Comments on results: This is the first full year of implementation of the new Charter and these results set a benchmark for future years.

Strategies:

K-4

- Reinforce and support the teaching of factors that enhance resilience as one of the three main priorities stated in our Matrix (four areas of focus in gifted programming).
- Continue to use the Superflex program (extension of Zones of Regulation) to build resilience and self-awareness.
- Continue using the Zones of Regulation resource to increase self-awareness and self-regulation, as well as to establish a common language with staff, students and parents about self-awareness, perspectives and self-regulation.

K-12

- Teach, model and support self-awareness, self-regulation and self-advocacy.
- Teach and support students to:
 - recognize physical and emotional signs of anxiety;
 - become aware of options when anxious;
 - develop adaptive strategies for problem-solving;
 - assess the usefulness of strategies; and
 - assess the effectiveness of individual strategies in their specific contexts.
- Use bibliotherapy to model examples of adversity related to giftedness and how it was overcome.
- Teach, model and encourage the development and use of metacognitive skills.
- Support the development of critical and creative thinking, problem-finding, problem-solving and decision-making.
- Design instruction to maximize the effects of the interactions between cognitive and emotional factors.
- Incorporate self-understanding of giftedness and characteristics that apply to each student into instructional strategies.

Outcome Three: Students will recognize the importance of goals.

Performance Measures	Results (in percentages)				
	2016	2017	2018	2019	2020
Percentage of students who agree they know how to set meaningful goals for school and personal success.	83				
Percentage of parents who agree their child has learned to set meaningful goals for school and personal success.	80				
Percentage of teachers who agree they foster development of meaningful goals with students for school and personal.	93				

Comments on results: This is the first full year of implementation of the new Charter and these results set a benchmark for future years.

Strategies:

K-4

- Teach and support goal setting for school and personal success.
- Teach and support students to reflect on and evaluate their success in achieving school and personal goals and the factors that lead to the successful implementation of set goals.
- In selecting learning materials, provide students with examples of others who have set and met goals.

5-12

- Continue the use of Specific, Measureable, Attainable, Realistic and Timely (SMART) goals and other goal-setting activities related to students’ IPPs and career planning.

K-12

- Engage students in the development and implementation of IPPs.
- Support the development of lifelong learner goals and aspirations.
- Require students to reflect on their learning to establish goals and strategies based on teacher feedback and self-reflection.
- Support students’ understanding of their strengths and areas for growth in the context of the broader population.
- Facilitate awareness of career opportunities and the educational and practical steps required to pursue these possibilities.

Outcome Four: Students will comprehend the connection between personal wellness and strong communities.

Performance Measures	Results (in percentages)				
	2016	2017	2018	2019	2020
Percentage of students who agree they understand how their personal wellness is connected to the community.	86				
Percentage of parents who agree their child understands that personal wellness contributes to a strong community.	78				

Percentage of teachers who agree that they work with students to foster personal wellness and to contribute to a strong community.	92				
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Comments on results: This is the first full year of implementation of the new Charter and these results set a benchmark for future years.

Strategies:

K-4

- Develop K-1 Friendship lessons.
- Continue Health curriculum instruction and discussion regarding physical, nutritional and emotional wellness and the benefits of mindfulness.
- Develop and reinforce awareness of the connection to communities through involvement with the Jane Goodall Institute’s Roots and Shoots program.
- Reinforce the concept of the Westmount School Community as a metaphor for the greater community outside of Westmount.
- Continue to pursue educational video-conferencing opportunities between schools and between agencies at the provincial, national and international levels.
- Select curricular materials that feature characters from various historical, geographical and social contexts and invite comparisons.

5-12

- Workshops facilitated by the Canadian Mental Health Association for teens about suicide prevention and Youth Central about volunteering.
- Student-led initiatives such as Student Wellness Action Team (SWAT), Interact Club and United for Africa where community outreach is a critical element of their activities.

K-12

- Employ instruction and practices that inform healthy lifestyles, ethical citizenship and pro-social interactions.
- Connect instruction to real-world applications.
- Extend curriculum outside the classroom through physical and virtual exploration at local, provincial, national and international levels.
- Provide students with access to varied human and material resources within and outside of the school.

CLUBS SCHEDULE
GET INVOLVED!

Monday	Tuesday	Wednesday	Thursday	Friday
Business case → Rm 320, LUNCH	Sr. Debate → Rm 316, LUNCH	Interact → Rm 320, LUNCH	MODEL UN → Rm 314, LUNCH	MATH CLUB (MID-HIGH) → Rm 320, LUNCH
Yearbook → Rm 308, LUNCH	ATHLETIC PROMO. → Rm 213, LUNCH	SCIENCE CLUB → Rm 221, LUNCH	FIRST AID → Rm 221, LUNCH	SECOND LANGUAGES CLUB → Rm 214, LUNCH
BOARD GAMES → Learning Commons, LUNCH	UNITED FOR AFRICA → Rm 305, LUNCH	SPEECH → Rm 213, LUNCH	Sr. ART CLUB → ART ROOM, LUNCH	GSA → Rm 308, (EVERY LAST DAY OF THE WEEK)
NEURO → Rm 319, LUNCH	STITCH → Rm 217, LUNCH	SWAT → Rm 318, LUNCH		
Jr. Debate → Rm 217, LUNCH	Jr. ART CLUB → ART ROOM, LUNCH	Chess → Rm 225, LUNCH		
ROBOTICS → Rm 218, AFTER SCHOOL		Jr. SCIENCE OLYMPICS → Rm 218, LUNCH		
PEER SUPPORT → Rm 307, LUNCH		Sr. SCIENCE OLYMPICS → Rm 318, LUNCH		
		PERCUSSION → Rm 105, LUNCH		

Provincial Outcomes

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	97.9	97.7	95.6	96.5	97.2	97.2	Very High	Maintained	Excellent	97.3	97.4	97.5
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	62.7	65.1	56.9	57.6	66.7	66.7	Very High	Improved	Excellent	66.8	66.9	66.9

Comments on Results: Westmount students continue to exceed the provincial results on PATs.

Strategies:

K-12

- Teachers continue to review instructional strategies and modify according to the performance levels of individual groups of students at each level.
- Administration and Learning Leaders are engaged in analysis of PATs to explore ways to improve programming through data-informed decisions.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	95.9	93.0	96.2	96.6	92.1	92.5	Very High	Declined	Good	92.7	92.8	92.9
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	43.4	49.5	55.6	56.2	47.8	48.0	Very High	Declined	Good	48.5	50.0	50.0

Comments on Results: Westmount results continue to exceed provincial results in all categories for the above measures. The percentage of students achieving the acceptable and excellence standards on the Math 30-1 diploma exam declined. Westmount offers only Math 30-1 and not Math 30-2. A greater percentage of students at Westmount enroll in Math 30-1 than typical as our students accept the challenge at the higher level. Although we are proud of our students, we may consider offering Math 30-2 for students who do not require Math 30-1 for university or other post-high school studies or work.

Strategies:

K-12

- Teachers will adjust instructional strategies and supports as required when there is a significant decline in results for any group of students or for a particular measure.

- Explore the option of introducing Math 30-2 for students for whom this level of mathematics course may be more appropriate.

Outcome One: Alberta’s students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2017	Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	96.9	94.8	96.8	96.2	93.2	93.4	Very High	Maintained	Excellent	93.5	93.6	93.7
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	0.6	0.0	0.0	0.8	0.7	Very High	Declined	Good	0.6	0.6	0.5
High school to post-secondary transition rate of students within six years of entering Grade 10.	66.2	75.9	80.0	71.5	85.5	85.5	Very High	Improved	Excellent	86.0	86.1	86.2
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	92.4	100.0	100.0	n/a	Improved Significantly	n/a	100.0	100.0	100.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	89.7	86.9	89.1	92.2	83.6	84.0	Very High	Declined	Good	84.1	84.2	84.3

Comments: The small number of high school students, affects results significantly when as few as 1 or 2 students do not meet the criteria measured.

Strategies:

5-12

- Implementation of a clearly-articulated attendance strategy.
- Facilitate post-secondary study opportunities and choices through individual counseling.

Outcome One: Alberta’s students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	88.1	89.5	85.1	89.2	89.3	89.5	Very High	Maintained	Excellent	89.5	89.6	89.7
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	84.8	85.9	76.0	85.2	84.6	85.0	High	Maintained	Good	85.5	85.6	85.7

Strategies:

K-4

- Continue integration of affective and character programming.

- Pursue additional opportunities to engage with the community outside of our school (e.g., use of the Parkdale Community Association outdoor space, garden and skating rink, dog park).
- Continue activities associated with the Jane Goodall Institute’s Roots and Shoots program, now in its fourth year.
- Continue social responsibility initiatives such as Kids and Healthy Active Schools Community (HASC), including Interfaith Food Bank drives, Inn from the Cold clothing collections, and Christmas Cards for Veterans.
- Junior leaders (grade 4 students) who help with various initiatives such as morning announcements, assemblies, house challenges and other major school events.

5-12

- Enhancement of SOURCE (Self/Organization/Understanding Relationships/Career Explorations), a homeroom program supported by staff that is vertically aligned with grade levels.
- Enhanced Peer Support program with new initiatives to facilitate positive school community development.
- Continuation of the Heroes/Impact strengths-based program for character development.
- Continuation of the Interact program that connects the Haskayne School of Business (U of C) with the “fast pitch” program to support charities.
- Highlight local initiatives to support low SES families in the University Heights Community (UHC) in partnership with University Elementary School (CBE) and UHC.
- Student well-being initiatives supported by the Student Wellness Action Team (SWAT).
- Provide extracurricular clubs and sports that focus upon “whole child” development. (e.g., athletic teams, model UN, debate, and humanitarian travel opportunities).
- Provide staff with professional learning regarding executive functioning abilities of students.
- Assessment methods to focus on learning rather than achievement.
- Implement Learning Strategies courses for grades 10-12.
- Continue the power writing course aimed primarily at English an Additional Language Learners (EAL).

Outcome Two: *As adapted for Westmount Charter School*

Charter schools should include strategies that ensure all students, teachers and school leaders learn about First Nations, Métis and Inuit (FNMI) perspectives and experiences, treaties, and the history and legacy of residential schools.

Strategies:

K-4

- Continued focus on the K-4 Social Studies curriculum, particularly the core concepts of Citizenship and Identity, and specifically Aboriginal Perspectives and Experiences.
- Continue the grade four, annual field trip to Head-Smashed-In Buffalo Jump Heritage Site or Blackfoot Crossing Historical Park.

5-12

- FNMI studies are referenced in the grade five curriculum unit on People of Alberta.
- Mid-High teachers participated in Design the Shift learning at the Niitsitapi Learning Centre that includes exploration of the indigenous ways of knowing.

- Grades 5-12 teachers integrate FNMI studies at natural places in the curriculum, rather than study as separate units.
- High school Social Studies classes involve focus investigations in each unit in globalization where FNMI perspectives are specifically included.
- Literature and novel choices include FNMI perspectives, as well as using a number of sources when there are direct curriculum ties (e.g., Oka crisis, Mercy Lake accord, Chief Clarence Louie).

Outcome Three: Alberta’s education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	92.6	93.7	91.0	92.7	93.4	93.5	Very High	Maintained	Excellent	93.5	93.6	93.7

Strategies:

K-4

- Continuation of programs such as Virtues Program and Zones of Regulation.
- Intentional instructional design around the Social Responsibility aspect of the K-4 Matrix will enhance attention to safe, secure and respectful learning and teaching environments.
- Anti-bullying activities, particularly during the provincial Anti-Bullying Week.
- Continue to draw resources from the community.

5-12

- Enhancement of SOURCE and the Heroes/Impact strengths-based program for character development.
- Continue efforts of the student Peer Support Team and other student leadership groups.
- Strengthen the grade 4 to 5 transition processes to more effectively involve staff at both levels.
- Continue the looping protocol to help grades 5 and 6 students positively adapt to middle school classes. This protocol involves grade 5 students staying with their two main subject area teachers into their grade 6 year.
- Apply the looping process to SOURCE groups for consistency of student-teacher developing relationships.
- Enhance the gathering of quality data from students, parents and teachers.

Outcome Four: Alberta has excellent teachers, school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	84.1	84.5	84.6	86.2	85.9	86.5	Very High	Maintained	Excellent	86.7	86.7	86.8

Strategies:

K-4

- Continue to improve re-grouping strategies in elementary mathematics and language arts by assessing the strengths and weaknesses of students, including criteria for learning styles, readiness, gifted types (Betts and Neihart) and parental input as well as pre-testing scores.
- Allow students to pursue areas of passion through project work (individual or small-group projects, investigations, inventions, artistic productions) and curriculum enrichment activities.
- Offer students opportunities to learn outside of formal curriculum by offering Learn, Explore, Acquire, and Discover (LEAD) sessions.
- Continue and refine the understanding and incorporation of Builders, Innovators and Explorers student groupings in grades 1-4 mathematics.
- Enhance Student Services through information sessions for parents and improve parent engagement activities for input to decisions affecting students.
- Continue newsletter surveys for K-4 parents to solicit their feedback on supports offered.
- Initiate opportunities to share programming considerations with parents through consistent communication via homeroom teachers with parents, monthly newsletters and weekly general e-mail messages from administration.
- Enhance parent awareness of concepts and skills taught, as well as teaching strategies through improved communication between the classroom and the home.

5-12

- Continue flexible grouping and acceleration processes using best practices research as a guide in addition to standardized testing for students considering subject level or grade level acceleration.
- Explore ways to effectively communicate the above processes with families.
- Continue and expand upon Dual Credit opportunities with post-secondary institutions.
- Inform students about distance learning opportunities.
- Provide Advanced Placement courses.

Outcome Five: The education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	84.0	87.5	90.2	86.6	87.4	87.5	Very High	Maintained	Excellent	87.7	87.8	88.0
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	86.7	88.4	81.4	85.7	85.9	86.0	Very High	Maintained	Excellent	86.4	86.5	86.7
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	93.9	94.3	92.2	92.4	93.7	93.8	Very High	Maintained	Excellent	93.8	93.9	94.0

Comments on Results: The schools continue to seek opportunities for parents to engage in decision-making on behalf of their children’s education.

Strategies

K-12

Classroom-based:

- Encourage parents to attend Parent-Teacher interviews.
- Continue to host Student Resource Group (SRG) meetings to discuss options for additional supports for students who have identified needs.
- Host sessions to seek input and feedback from parents (e.g., Coffee Chats with the Administrative teams, personal invitations and School Council meetings).
- Encourage parents, students and alumni to respond to surveys measuring satisfaction with school operations and practices.
- Ensure that students and parents are well informed about expected learning outcomes through enhanced communication between the classroom and the home.

School-based:

- Extend Parent-Teacher interview time slots.
- Customize the annual parent-based survey to include written responses.
- Customize student and alumni surveys to correspond with the parent survey.
- Communicate the school's accomplishments beyond the use of the weekly newsletter.
- Explore ways that parents can participate in extracurricular activities (e.g., coach, manager, leading clubs, etc.).
- Strive to launch a new school website during the 2017/18 school year for effective information sharing.
- Appoint a teacher representative to School Council.

Governance-based:

- Engage the School Council in the development of the Three-Year Education Plan.
- Encourage staff, students and parents to engage in the Provincial Curriculum Development initiative through the variety of options being provided.

Future Challenges and Opportunities

The following are challenges that Westmount will continue to face in seeking new opportunities for growth and innovation:

- identifying and utilizing pertinent research to inform our understanding and instructional design of giftedness from the inside out;
- continuing the refinement and standardization of student admissions criteria and practices;
- improving teacher training and accessing outside resources to understand and meet the needs of our twice-exceptional learners;
- reviewing the effectiveness of the K-4 campus models for mathematics instruction;
- updating and maintaining the current technology infrastructure to support teaching and learning needs;
- facilitating effective professional learning for our staff;
- obtaining ownership or long-term lease of our current facilities;

- acquiring additional Capital Planning grants to continue modernization of the Mid-High campus to address critical facility needs and programming requirements;
- continuing to share innovative practices with the broader education community; and
- enhancing communication with and engagement of stakeholders.



Project Earth Classroom

Summary of Financial Results for the 2016/17 School Year

Actual Revenue by Source	2017	2016	YoY Change
Alberta Education	14,181,893	14,524,830	-2%
Instructional and Transportation Fees	1,185,053	1,224,346	-3%
Other	306,974	348,397	-12%
	<u>15,673,920</u>	<u>16,097,573</u>	

Actual Expense by Source	2017	2016	YoY Change
Instruction (K-12)	11,914,102	12,055,897	-1%
PO&M and Rent	1,500,489	2,411,564	-38%
Transportation	1,018,002	991,045	3%
Board & System Administration	821,317	845,836	-3%
External Services	46,806	35,375	32%
	<u>15,300,716</u>	<u>16,339,717</u>	

Surplus/(Deficit)	<u>373,204</u>	<u>(242,144)</u>
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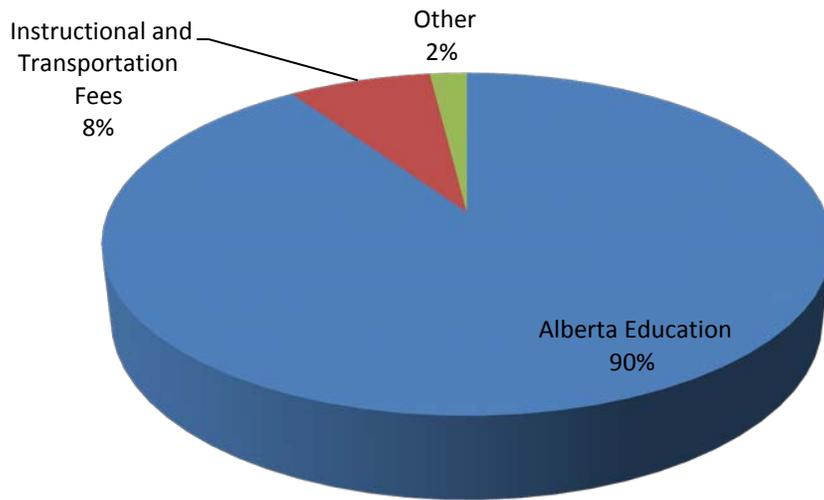
Accumulated Surplus	2017	2016
Unrestricted net assets	1,314,365	1,556,509
Operating Surplus/(Deficit)	<u>373,204</u>	<u>(242,144)</u>
Total	<u>1,687,569</u>	<u>1,314,365</u>

Information pertaining to Westmount's sources of school-generated funds and their uses for 2016/2017 may be accessed from Note 8 (Notes to the Financial Statements) of the 2016/2017 Audited Financial Statements.

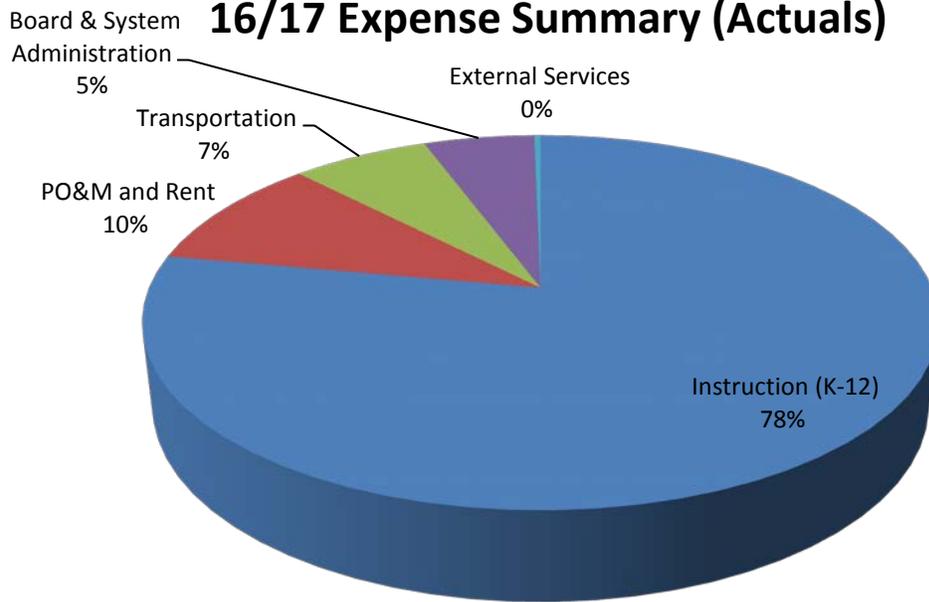
Westmount's most recent Audited Financial Statements may be accessed from the Westmount website at: http://www.westmountcharter.com/charter_board/index.html

The provincial roll-up of Audited Financial Statement information can be found here: <https://education.alberta.ca/financial-statements/combined-statements>

16/17 Revenue Summary (Actuals)



16/17 Expense Summary (Actuals)



Summary of the Approved Update to the Budget for the 2017/18 School Year

Budgeted Revenue by Source	Final Budget	% of Budget
Alberta Education	13,574,473	90%
Instructional and Transportation Fees	1,152,339	8%
Other	354,335	2%
	15,081,147	100%

Budgeted Expense by Source	Final Budget	% of Budget
Instruction (K-12)	12,371,009	82%
PO&M and Rent	948,193	6%
Transportation	1,029,033	7%
Board & System Administration	738,087	5%
External Services	44,500	0%
	15,130,822	100%

Budgeted (Deficit) (49,675)

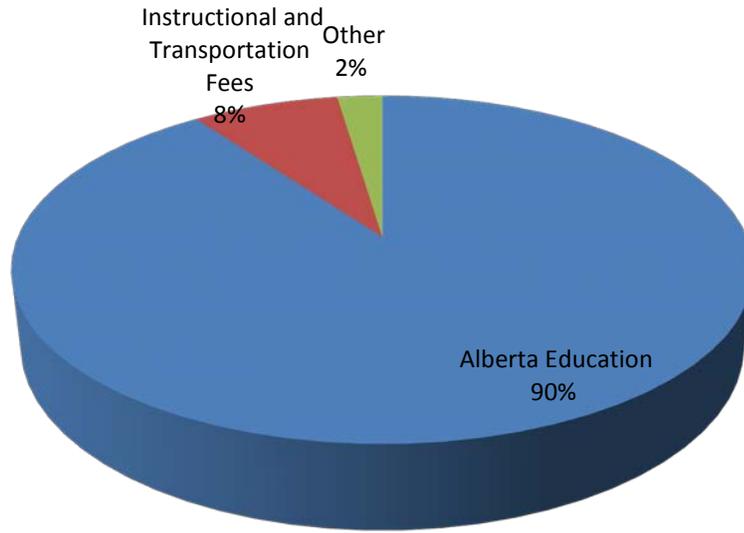
The Approved Update to the Budget for the 2017/2018 School Year may be accessed from the Westmount website at: http://www.westmountcharter.com/charter_board/index.html

For additional information please contact the office of the Secretary-Treasurer at: secretary-treasurer@westmountcharter.com.

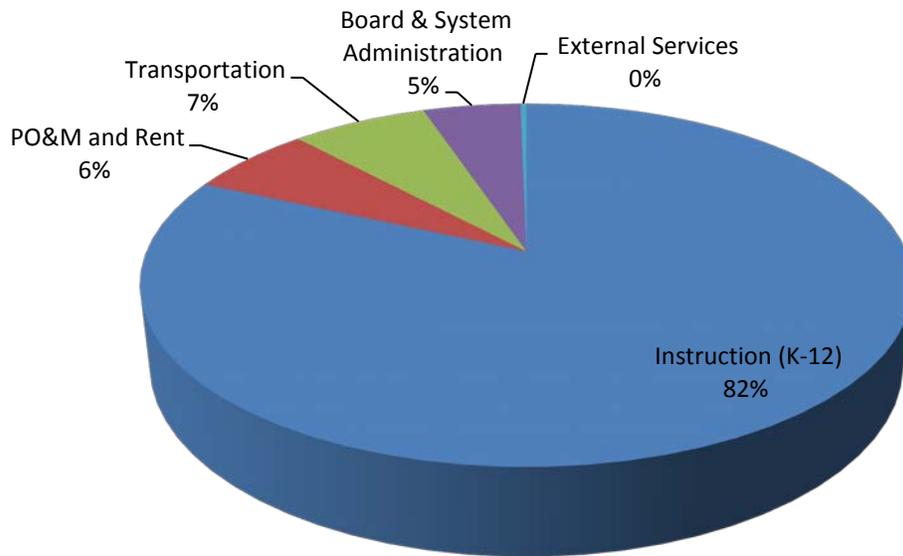


Fall Drama Production

17/18 Revenue Summary (Budgeted)



17/18 Expense Summary (Budgeted)



Capital and Facilities Projects

The following school facility projects were undertaken during the 2016/17 school year:

Mid-High campus:

- Completion of the last phase of the modernization focused on the renovation of the former atrium into a new Learning Commons.

Elementary campus:

- Initial phase of the outdoor classroom installation was completed.
- Re-fresh of numerous painted surfaces, improved lighting in some classrooms, installation of additional coat hooks and boot racks.
- CBE directed Infrastructure Maintenance and Renewal (IMR) funding to upgrade the exterior façade and replace windows and casings for Phase I.

Summary of Facility and Capital Plans

Westmount's Three-Year Capital Plan submission for 2017/2020 includes:

Location	Project	Priority	Factor	Funding Request
Mid-High Campus	Upgrade to current standards; eligibility for Chemistry AP courses	1	Health, Safety, Infrastructure condition	\$266,500
Mid-High Campus	Replacement of aging electrical power panels to new codes	2	Health, Safety, Infrastructure condition	\$370,000
Mid-High Campus	Conversion of former garage to classroom instructional space, possibly expanded music facility or CTS lab	3	Health, Safety, Infrastructure condition	\$750,000

The most recent Capital Plan may be accessed at:

http://www.westmountcharter.com/charter_board/index.html

Parental Involvement

Parental involvement at Westmount is diverse. Opportunities for parental engagement include:

- active monthly School Council meetings, Coffee Chat with the Administrative Teams, Coffee Talk with the Superintendent and sessions on particular topics where parents interact with each other and the administration or special guest presenters;
- volunteer activities initiatives over the year;

- regular parent information sessions on various topics including Giftedness from the Inside Out, Social Media Safety (e.g., Mothers and daughters session with Paul Davis), student anxiety, and programming initiatives such as the Mid-High school redesign project and the elementary Virtues and Zones of Regulation programs;
- significant fundraising initiatives to support a new focus on a medium-term project such as a component of the facility upgrade (e.g., chemistry lab);
- multiple opportunities to provide feedback to the school such as annual parent surveys, accountability pillar surveys, ad hoc surveys for particular issues, representation on committees (e.g., Calendar Committee) and individual meetings with the school administration or superintendent;
- review of and input by School Council (parents) to the draft Three-Year Education Plan and Annual Education Results Report, and
- participation on the Board of Directors where 3 out of 8 directors are parents of current students.

Through these deliberations and activities the Three-Year Education Plan and Annual Education Results Report reflect the views and values of our parent community.

Communication Plan

Objectives:

To share our effective practices and innovative approaches to gifted education for the benefit of Alberta's education system.

Key Audiences:

- the greater education community including Alberta Education, post-secondary institutions, and educators of gifted learners in Alberta and beyond;
- currently-enrolled Westmount students, their parents, School Council and alumni;
- Westmount's teachers, support staff, administrators and Board members;
- prospective students and their parents, prospective staff and the general public; and
- gifted advocacy groups.

Key Strategies:

- strive to launch a new school website with comprehensive information about our school and our programs;
- host professional learning sessions to provide a venue for educators and parents to gather and share best practices in gifted education;
- host educators from other school jurisdictions to share best practices and engage in collaborative initiatives and partnerships;
- facilitate staff presentations at external forums and conferences such as the National Association for Gifted Children, the World Council for Gifted and Talented Children, and The Association of Alberta Public Charter Schools (TAAPCS) to share our practices;
- engage in networking and partnerships with post-secondary institutions such as the Partner Research Schools with the U of C, Mount Royal University, other schools, gifted organizations and interested parties;
- continue the partnership with Briar Hill Elementary School within the CBE;
- distribute information materials as appropriate;
- participate in TAAPCS to increase public visibility and understanding of charter schools;

- participate in appropriate educational forums to increase knowledge about Westmount programs; and
- continue to host education practicum students from U of C, Mount Royal University, and Ambrose University.

Westmount Average Class Size Report 2017/2018

Westmount's average class size report for the 2017/2018 school year may be accessed at:

http://www.westmountcharter.com/charter_board/class_size_report.html

Whistleblower Protection Report

Westmount did not receive any disclosures pursuant to Section 32 of the *Public Interest Disclosure Act* (2013) during the 2016/2017 school term.

Three-Year Education Plan and Annual Education Results Report Access

The comprehensive plan for 2017/2020 and summary report for 2016/17 are available at:

http://www.westmountcharter.com/charter_board/index.html

