

WESTWOOD

COMMUNITY HIGH SCHOOL

SCHOOL ASSURANCE PLAN
2022/2023

<https://westwood.fmpsdschools.ca/>



Fort McMurray
Public Schools

Westwood Community High School

#AAASchool

Westwood was established in 1986 and has opportunities for students in arts, athletics and academics. We focus on relationships and connection to make every student feel welcome. Westwood strives to meet students where they are by providing choice and voice through leadership opportunities and a variety of programming. From computer science, drama productions, science fair, and city basketball championships, we always strive for excellence. Westwood offers world-class technology classes and has both mainstream and honours programming in grades 7-12.



Demographics

- 696 students
- 411 students 7-9
- 285 students 10-12
- 34 ATA Staff
- 19 CUPE Staff



Diverse Programming

- Grades 7-12
- Honours/AP
- Leadership
- Computer Science
- Foods
- Robotics, 3D Printing, Digital Design
- Art, Digital Art, Drama
- Options in Volleyball, Basketball & Soccer
- Energy & the Environment
- Band, Guitar & Choir

Stakeholder Consultation

The school growth plan includes data from:

- Parent, Student and Staff Consultation of School Strengths, Weaknesses, Opportunities and Threats (SWOT)
- Alberta Education Results Report (FNMI/ELL)
- OurSchool Survey
- Custom School Data from Literably/MIPI
- Staff Wellness Survey

2021-2022 Highlights

- Five students selected for the National Science Fair
- Senior High Robotics competing in Texas at the World Championships
- Six Students scoring Excellence in the National Waterloo Coding Competition
- Senior City Badminton and Zone Champions
- Girls Basketball Senior High Champions
- Junior High Volleyball Boys Tier 2 City Champions and Junior High Badminton City Champions
- Two Drama productions in May 2022
- Music Association trip to Calgary
- Over \$3000 in food donated to the Food Bank

School Culture

- Collaborative Response Model and Continuum of Supports
- First Nations, Metis and Inuit Gathering Space and Coordinator
- Off-Campus Programming (RAP)
- English Language Learning Supports
- Career and Technology Studies
- Academics, Arts and Athletics



OUR GOALS

1. High-Quality Learning Opportunities for All
2. Excellence in Student Learning Outcomes
3. Supporting First Nations, Métis and Inuit Students
4. Highly Responsive and Responsible Jurisdiction

ASSURANCE CYCLE

1. Explore - Analyze and Interpret
2. Develop - Identification of Problem, Strategy and Plan
3. Take Action - Implement and Adjust
4. Evaluate - Impact on Outcomes

CURRENT STATE (EVIDENCE) WESTWOOD

STRENGTHS

Safe & Caring Schools (Building Relationships), Quality Education (Specialized Programs), High Achieving Learning Opportunities for Students (Extra-curricular included), Citizenship, preparation for lifelong learning and focus on Leadership & Citizenship.

AREAS FOR GROWTH

1. **Literacy Skill Development** - Reflect on literacy and reading comprehension strategies in all disciplines and adjust supports from CRM. Streamline data collection for numeracy interventions modeled after Literacy programming (MIPI). Using data from foundational gaps and alert meetings in June 2022, build in tutorial supports targeting the needs of those below scoring grade level, and ELL and FNMI students.
2. **Rebuilding School Culture** - Focus on in-person connection for students and staff, in reflection of the lack of social interactions impacted by COVID. Emphasizing school culture will include multicultural appreciation and diversity training.

LOCAL CONTEXT

After two years of shifting between in-person and virtual learning, students are struggling with academic gaps and feeling connected with peers and staff. The OurSCHOOL survey shows that only 62% of students have a high sense of belonging in the school and 6.6/10 students feel that they have positive teacher-student relationships. Student, parent and teacher stakeholder groups participated in an analysis of strengths, weaknesses, opportunities for growth and threats (SWOT) to Westwood, and all groups emphasized a need for culture building and reviewing/intervening areas where academics need support (literacy and numeracy). The Literably assessment in October showed that 6% of students in grades 7&8 required intensive literacy interventions and 32% were reading below grade level. In our 9-12 grades, based on reading comprehension, 12% of students were not able to pull meaning from text at grade level and 20% were just meeting reading comprehension levels. With the snapshot of MIPI scores collected in 2021-2022, 15% of students in grades 7&8 were below grade level for Math. Junior High teachers are concerned with completing curriculum and addressing gaps in current instructional minutes.

STRATEGIES FOR MOVING FORWARD

1. **PROFESSIONAL LEARNING FRIDAYS** - [2022 - 2023 Westwood PLF Cycle Plan](#)
Collaborative Response Model to review data and apply CRM interventions, Options for Mental Health time
2. **Physical RESOURCES** - [The Walk Around Guides](#) - School Leaders and Teachers Safe and Caring Environments
Literacy resource (research based) from *Supporting Adolescent Readers* by Dawn Reithaug (2007)
Mathletics (Junior High) and Math XL (Senior High) and Junior High Schedule Revision
3. **HUMAN RESOURCES** - The following groups will support goals: CRM Groups, Staff School Culture Committee, Peer Mentors, Student Council, Principal's Advisory, ATA Local 48 DEHR, SOGI 123, FNMI Coordinator, Rehoboth Alliance, In-School Settlement Worker (ELL)
4. **BUDGET** - Literacy and Numeracy Coordinator Support is FREE, Book Study Option fees covered, Diversity Training

INDICATORS OF SUCCESS

SHORT TERM

- ★ Continuation of revised [Data Tracking](#) for all students with customized information for CRM meetings (ELL, FNMI, Literably, MIPI)
- ★ Specialized Tutorial Schedule established for those reading below grade level, ELL, and performing below grade level in Math
- ★ Monthly School Culture Events/Calendar for Students and Staff, collaborating with the Staff Culture group/Student Council
- ★ Early connections with Peer Mentors and Social Skills Training across grades

MOVING TO - DESIRED STATE

- ★ Literacy and Numeracy skills are woven into the day-to-day fabric of teaching and learning.
- ★ Students are aware of their learning targets, gaps and improvement strategies.
- ★ Increased sense of belonging by students (OurSchool) and SWOT Analysis feedback positive for school culture
- ★ At-risk students are identified and supported with targeted interventions
- ★ Once student sense of belonging increases (OurSCHOOL) achievement improves



GROWTH AREA: Westwood currently has established literacy assessments and CRM supports to enhance literacy skills for students. These current interventions need to be reflected on, to ensure skills are increasing with application. Increased interventions need to be in place for students with ELL and FNMI backgrounds. Numeracy data also needs to be collected beyond a sampling in the grades, and a similar structure needs to be implemented for interventions.

ACTION FOR IMPROVEMENT: *If time is provided* to review Literacy interventions from 2021-2022, and evaluate improvements, support can be restructured for increased results in targeted areas. We can also streamline and use math results as an early indicator for numeracy interventions, following the existing model with literacy. A schedule can be built within existing tutorial time for targeted support with identified students through data and CRM.

Moving From...	Evidence in support of claim (baseline data)	What does the evidence tell you about the current state of student learning?	What does the evidence tell you about current teaching practices?	Strategies for improvement <i>How?</i>	Short term success indicators (October)	Moving To... (June)
<p>Current State</p> <p>Annual Literably assessments, data sharing 7-12, and reassessments for those below grade level in junior high</p> <p>Weekly literacy interventions</p> <p>Dawn Reithaug strategies in CRM and all classrooms, regular tutorial, monitoring grades, ELL tutoring (May 2022 - Rehoboth Alliance)</p> <p>Numeracy - Student pull out with teacher assessment in grade nine (EA), some MIPI</p>	<p>Teacher feedback and reflection on current practice and student achievement related to literacy and numeracy development (SWOT Analysis)</p> <p>Need to assess if literacy levels have gone up due to interventions with second Literably assessment (end of May) and end of year assessment reading comp for 9-12 increased</p> <p>Limited PAT Results</p>	<p>Literably Assessment showed that 6% of students in grades 7&8 required intensive literacy interventions and 32% were reading below grade level. In grades 9-12, 12% of students were not able to pull meaning from text at grade level and 20% were just meeting reading comprehension levels for their grade</p> <p>Snapshop of MIPI shows 15% below</p>	<p>Teachers have been focusing on the four quadrants for literacy improvement volume, rc, vocabulary, pull-out intensive lit interventions</p> <p>ELL added interventions limited in the classroom</p> <p>Teachers are still finding it difficult to bridge class time in gaps they have now (request more JH minutes)</p>	<p>Review Data Tracking and build into instructional decision making</p> <p>Teacher sharing of best literacy practices from 2021-2022</p> <p>Assigned mandatory ELL tutorial bi-weekly (JH and SH) students level 1-3</p> <p>Assigned mandatory literacy tutorial for those below grade level in reading</p>	<p>Evidence of Improvement</p> <p>Regular use of data tracking to guide instructional decision making, demonstrated in CRM</p> <p>Feedback from the Math department in Junior High on content understanding based on increase of instructional time (increase of grades)</p> <p>Senior High feedback on mandatory tutorials in Literacy, ELL, Math (increase in grades in targeted students from data tracking)</p> <p>Literacy Review - School Analysis of consistent</p>	<p>Check for improvement on Gap Areas identified In December and April of the 2021-2022 school year by staff and if there is an effective use of resources suggested/implemented (tutorials and tutoring)</p> <p>Improved Literably level to check for increase with interventions in May assessment</p> <p>Improved numeracy skills and Math levels with second round of MIPI see if interventions have been useful</p> <p>PAT and Diploma improvements from June 2022 Data.</p>



<p>assessment data collected</p> <p>After school tutoring from TOC volunteer</p> <p>Peer tutoring (literacy/numeracy)</p> <p>Concerns from math teachers with foundational skills</p> <p>Concerns about not enough instructional minutes for Core in Junior High (82 minutes every second day on a day ½ schedule) 119 Hours with 174 instructional days (all but English)</p> <p>SLEP analysis for ELL students</p>	<p>Limited Diploma Results</p> <p>Prerequisite marks from previous grades</p>	<p>grade level in grades 7 & 8</p> <p>Sample size for FNMI (4 for MIPI and 13 for Literably) small for accurate data.</p> <p>PAT data from January</p> <p>PAT Results from June</p> <p>Will review Data from PAT from June and Diplomas from June for further information, based on lack of current government data</p>	<p>Reflection on students using tutorials. High achievers versus high needs</p>	<p>Assigned mandatory math tutorial from start of year for students who failed math/below grade level</p> <p>Use pre and post MIPI to track progress (numeracy linked to CRM - continuum of supports)</p> <p>Possible use of Mathletics/MathXL</p> <p>Information session with staff on data sheet and use</p> <p>Changing of the Junior High Timetable to increase core instructional minutes. 60 min daily (174 hours)</p> <p>Continuation of newly established tutoring programs (TOC - Shilpa Arvikar, Rehoboth Alliance)</p>	<p>CRM interventions in each classroom - teacher data at start of year (volume of reading, vocabulary, reading comprehension)</p> <p>Google Form</p>	
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GROWTH AREA: Due to the pandemic and limitations of social interaction, students and staff are struggling with feelings of belonging and connectedness, impacting achievement and mental health. All three stakeholder groups (parents/students/teachers) commented on the need for connection and culture in SWOT analysis. By focusing on school culture, celebrating diversity, and building opportunities for increased connection, we aim to improve the sense of belonging for all Westwood community members

ACTION FOR IMPROVEMENT: If time and resources are dedicated for staff and students to support school culture and promote diversity with school, then we would expect to see an increased sense of belonging and an increase in positive teacher-student relationships, achievement and mental health.



Moving From...	Evidence in support of claim (baseline data)	What does the evidence tell you about the current state of student learning?	What does the evidence tell you about current teaching practices?	Strategies for improvement How?	Short term success Indicators (October) Evidence of Improvement	Moving To... (June) Desired State "Audacious" 1-year goal
Focus on mental health on Mondays, and literacy. Connection with outside social agencies (BGC, Justin Slade) Understanding of mental health disorders versus mental health levels. Limited school events, culture building opportunities, continued online learning, extra-curricular inconsistencies, virtual engagement for events versus in-person. Currently staff are using relationship	Feedback from OurSchool Survey on sense of belonging. Feedback from parents, students and staff stakeholders on the value of connection events within class and outside of class time (SWOT). Assurance Measures - Citizenship 85.3 (above province but could do better) 87.8 Safe and Caring (same as province, but could improve)	When students feel like they belong it impacts attendance, mental health, achievement (PISA, CCHS) The OurSCHOOL survey shows that 62% of students in our school have a high sense of belonging in the school and 6.6/10 students feel that they have positive teacher-student relationships. Student SWOT analysis shared a desire for more connection activities in school.	Staff well-being improves with quality of mental health and it is highly valued in job satisfaction (Mental Health Survey data done with DO). Teachers feel connected with students when given time to build relationships. Staff are working on building relationships during class time, noting during CRM meeting minutes, CRM COS students are struggling with social skills	Completion of Walk-Around-Guides from Alberta Education Spirit Day at start of school year to start the tone Culture Calendar for monthly events Continued parent emails and return of Meet the Teacher Night BBQ In-Person PTIs for connection. Staff Meeting activators - starting with identifying students in school	Regular Cultural Events (using established calendar as monthly checklist -student and staff) Feedback from Spirit Day and impact on relationships Increased participating in School Council by parents Increased participation in Westwood Wednesday and school culture events (sports events, arts) Attendance Tracking (count numbers of student participation vs sample from last year) - Westwood Wednesday	Increase in Sense of Belonging in OurSchool data feedback from stakeholder groups. Assurance measures improved in Citizenship and Safe and Caring Increased participation in Westwood Wednesday and school culture events (sports events, arts) Completion revision of student connection activity from August and seeing increase in connected students Review of Walk-Around-Guides from Alberta Education as increased checklist for safe and caring schools



**FORT MCMURRAY PUBLIC SCHOOL DIVISION
GOAL PLANNING**
Doing What's Best for Kids



<p>builders as listed in the CRM Continuum of Supports.</p> <p>Social Skills program established for Junior High Students.</p> <p>Mentoring organized for Junior High students.</p> <p>Staff events and bowling at end of year</p> <p>Weekly Westwood Wednesday and culture builders in May</p> <p>Gathering Space with FNMI coordinator open weekly.</p> <p>Start of Diversity Presentations and Events (Ramadan, Multicultural Association, SOGI Pride Week)</p>				<p>with staff connections in August</p> <p>Return of transition events for new students</p> <p>National Honours Society Chapter reflection</p> <p>Student Council In-person Activities</p>	<p>Relationship builders tracked in every class</p>	
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300 likes #welcometoWW



WESTWOOD DATA REVIEW

- Alberta Education Assurance Measures
- ELL/FNMI Assurance Results
- OurSchool Survey
- Literably
- MIPI
- ELL/FNMI Data
- FMPSD Staff Wellness Survey
- SWOT Analysis x 8
(Strengths/Weakness/Opportunities/Threats)
- Parent Advisory, Principal's Advisory (Students),
Student Council, Westwood Staff Departments



Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

School: 1857 Westwood Community High School



Assurance Domain	Measure	Westwood Community High School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	87.7	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	85.3	89.9	85.5	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	95.1	92.7	90.8	83.4	80.3	79.6	Very High	Improved	Excellent
	5-year High School Completion	96.5	92.0	93.3	86.2	85.3	84.8	Very High	Improved	Excellent
	PAT: Acceptable	n/a	n/a	76.1	n/a	n/a	73.7	n/a	n/a	n/a
Teaching & Leading	PAT: Excellence	n/a	n/a	34.3	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	79.3	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	20.1	n/a	n/a	24.1	n/a	n/a	n/a
	Education Quality	88.9	93.4	88.4	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.8	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	85.5	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	83.1	88.0	84.9	79.5	81.8	81.4	n/a	n/a	n/a

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
- Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
- The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Supplemental Alberta Education Assurance Measures - Overall Summary

Spring 2021

School: 1857 Westwood Community High School



Measure	Westwood Community High School			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (1+ Exams)	n/a	70.7	61.7	n/a	56.6	56.4	n/a	n/a	n/a
Drop Out Rate	0.0	0.5	0.3	2.6	2.7	2.6	Very High	Improved	Excellent
Program of Studies	83.9	85.4	82.7	81.9	82.4	82.1	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	78.1	81.0	78.8	68.0	66.6	64.9	Very High	Maintained	Excellent
Safe and Caring	88.4	93.7	90.3	90.0	89.4	89.1	n/a	n/a	n/a
School Improvement	82.5	86.2	81.7	81.4	81.5	81.0	n/a	n/a	n/a
Transition Rate (6.yr)	66.3	58.9	59.8	60.0	60.3	59.5	Intermediate	Maintained	Acceptable
Work Preparation	84.0	98.1	86.3	86.7	84.1	83.2	n/a	n/a	n/a

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

School: 1857 Westwood Community High School (FNMI)



Assurance Domain	Measure	Westwood Community High School (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	91.4	92.1	82.7	62.0	55.9	55.6	Very High	Maintained	Excellent
	5-year High School Completion	89.0	94.3	95.8	68.1	65.0	63.4	Intermediate	Maintained	Acceptable
	PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	52.9	n/a	n/a	n/a
Teaching & Leading	PAT: Excellence	n/a	n/a	n/a	n/a	n/a	7.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	73.7	n/a	n/a	77.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	14.1	n/a	n/a	11.2	n/a	n/a	n/a
Learning Supports	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

School: 1857 Westwood Community High School (ESL)



Assurance Domain	Measure	Westwood Community High School (ESL)			Alberta (ESL)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	92.9	100.0	89.8	76.7	74.1	75.0	Very High	Maintained	Excellent
	5-year High School Completion	98.6	84.0	90.5	86.9	85.0	84.9	Very High	Improved	Excellent
	PAT: Acceptable	n/a	n/a	69.4	n/a	n/a	69.8	n/a	n/a	n/a
Teaching & Leading	PAT: Excellence	n/a	n/a	38.9	n/a	n/a	16.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	70.4	n/a	n/a	73.2	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	19.1	n/a	n/a	16.0	n/a	n/a	n/a
Learning Supports	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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Report on Student Outcomes and School Climate OurSCHOOL Secondary School Survey (8694)

OurSCHOOL Westwood Community High School Highlights

Your version of the **OurSCHOOL** student survey measures 34 indicators based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from 483 students in this school that participated in the survey between 14 Mar. 2022 and 23 Mar. 2022. The number of students by grade level is:

- grade 7: 85
- grade 8: 95
- grade 9: 126
- grade10: 79
- grade11: 52
- grade12: 46

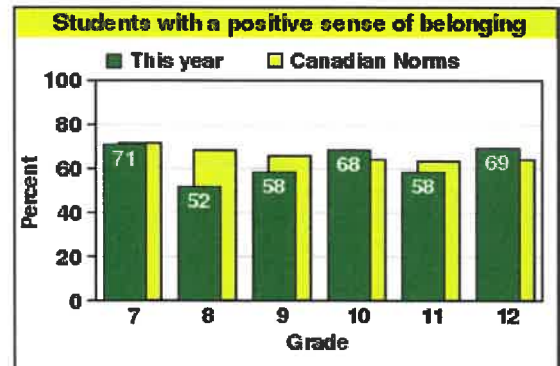
The bar charts show the results by grade for grades with at least 5 students. These are compared with Canadian norms, which are based on last year's results for all students using the OurSCHOOL survey at the grade levels found in this school. For details on the survey see www.thelearningbar.com.

Social-Emotional Outcomes

Students with a positive sense of belonging

Students who feel accepted and valued by their peers and by others at their school.

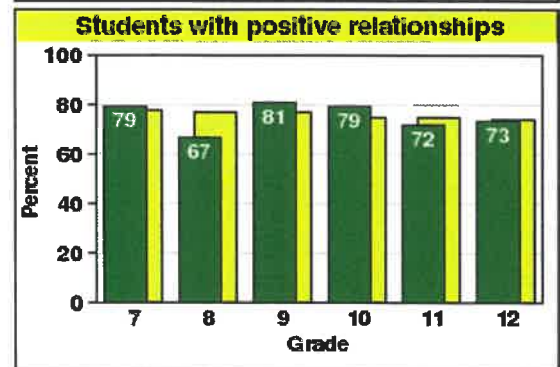
- 62% of students in this school had a high sense of belonging; the Canadian norm for these grades is 66%.
- 60% of the girls and 67% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 62% and for boys is 71%.



Students with positive relationships

Students who have friends at school they can trust and who encourage them to make positive choices.

- In this school, 76% of students had positive relationships; the Canadian norm for these grades is 76%.
- 78% of the girls and 72% of the boys in this school had positive relationships. The Canadian norm for girls is 78% and for boys is 74%.





Report on Student Outcomes and School Climate OurSCHOOL Secondary School Survey (8694)

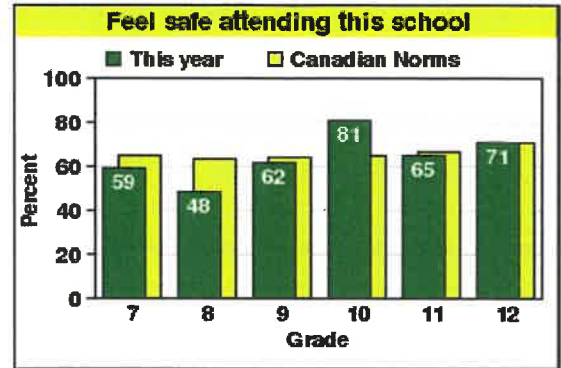
OurSCHOOL Westwood Community High School Highlights

DRIVERS of Student Outcomes

Feel safe attending this school

Students who feel safe at school as well as going to and from school.

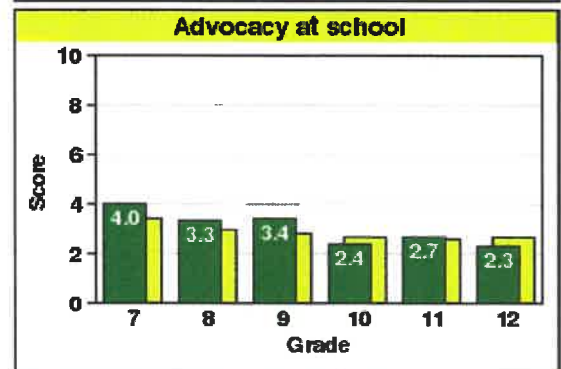
- 63% of students felt safe attending the school; the Canadian norm for these grades is 66%.
- 67% of the girls and 65% of the boys felt safe attending the school. The Canadian norm for girls is 64% and for boys is 67%.



Advocacy at school

Students who feel they have someone at school who consistently provides encouragement and can be turned to for advice.

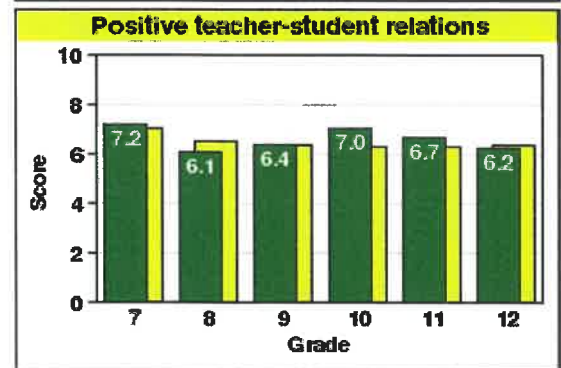
- In this school, students rated advocacy at school 3.2 out of 10; the Canadian norm for these grades is 2.9.
- In this school, advocacy at school was rated 2.9 out of 10 by girls and 3.4 out of 10 by boys. The Canadian norm for girls is 2.7 and for boys is 3.1.



Positive teacher-student relations

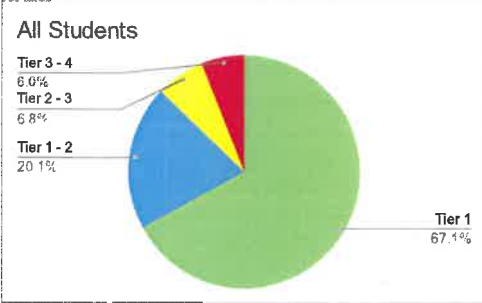
Students who feel teachers are responsive to their needs, and encourage independence with a democratic approach.

- In this school, positive teacher-student relations were rated 6.6 out of 10; the Canadian norm for these grades is 6.5.
- In this school, positive teacher-student relations were rated 6.5 out of 10 by girls and 6.8 out of 10 by boys. The Canadian norm for girls is 6.4 and for boys is 6.5.

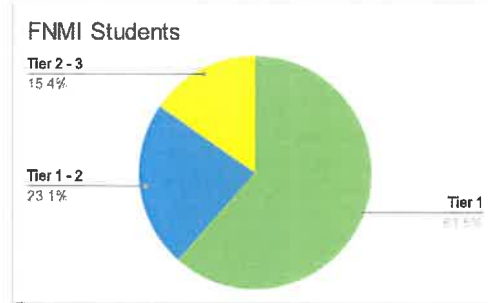


Westwood Literably Results 2021

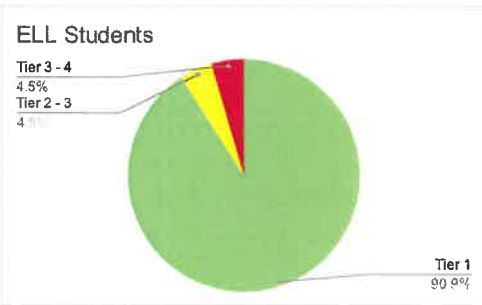
All Students (249 grade 7/8 students)				
	Tier 1	Tier 1 - 2	Tier 2 - 3	Tier 3 - 4
Totals	167	50	17	15
% of Total (All Students)	67.07	20.08	6.83	6.02



FNMI Students (* 13 only)				
	Tier 1	Tier 1 - 2	Tier 2 - 3	Tier 3 - 4
Totals	8	3	2	0
% of Total (FNMI)	61.54	23.08	15.38	0.00



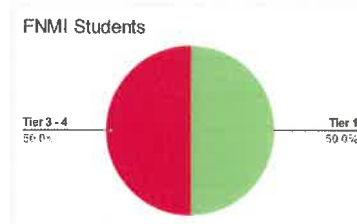
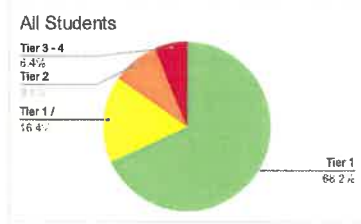
ELL Students (* 22 only)				
	Tier 1	Tier 1 - 2	Tier 2 - 3	Tier 3 - 4
Totals	20	0	1	1
% of Total (ELL)	90.91	0.00	4.55	4.55



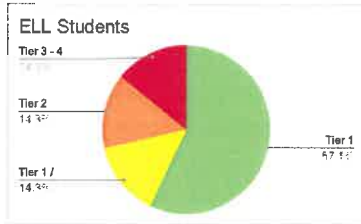
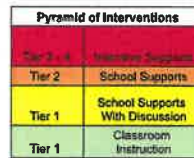
Pyramid of Interventions	
Tier 3 - 4	Intensive Supports
Tier 2 - 3	School Supports
Tier 1 - 2	School Supports
Tier 1	Classroom Instruction

Westwood MIPI Results 2021

	All Students (110 grade 7/8 students)				Totals	FNMI Students (* 4 only)			
	Tier 1	Tier 1 / Discussion	Tier 2	Tier 3		Tier 1	Tier 1 / Discussion	Tier 2	Tier 3
Totals	75	18	10	7	2			2	
	Tier 1	Tier 1 / Discussion	Tier 2	Tier 3 - 4	Tier 1	Tier 1 / Discussion	Tier 2	Tier 3 - 4	
% of Total (All Students)	68.18	16.36	9.09	6.36	% of Total (FNMI)	40.00	0.00	0.00	40.00



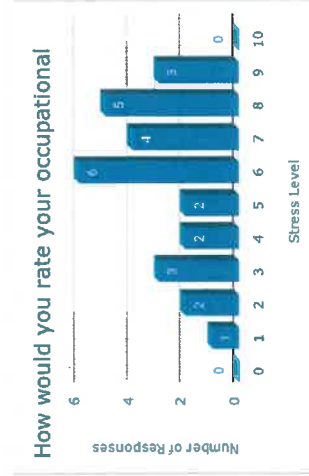
	ELL Students (* 8 only)			
	Tier 1	Tier 1 / Discussion	Tier 2	Tier 3
Totals	4	1	1	1
	Tier 1	Tier 1 / Discussion	Tier 2	Tier 3 - 4
% of Total (ELL)	50.00	12.50	12.50	12.50



WW Staff Wellness Check-in (January 2022)

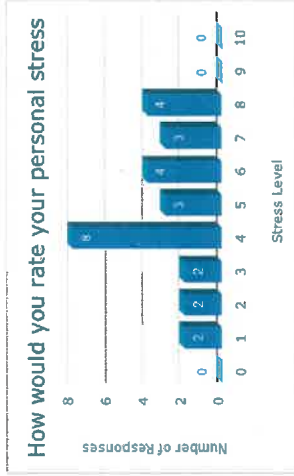
How would you rate your occupational stress levels?

0	0
1	1
2	2
3	3
4	2
5	2
6	6
7	4
8	5
9	3
10	0



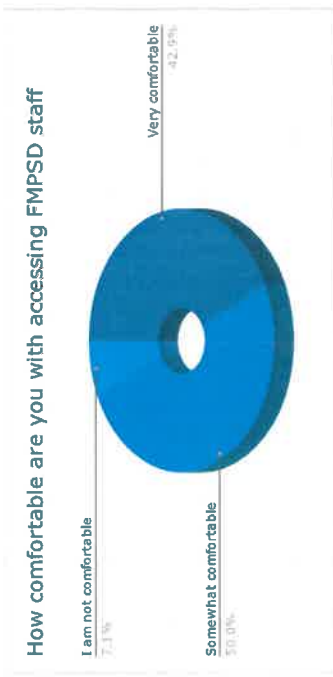
How would you rate your personal stress levels?

0	0
1	2
2	2
3	2
4	8
5	3
6	4
7	3
8	4
9	0
10	0



How comfortable are you with accessing FMPSD staff resources for emotional and mental well-being?

Very comfortable	12
Somewhat comfortable	14
I am not comfortable	2
Uncertain how to access	0



SWOT Analysis by Department
Strengths/Opportunities/Weaknesses/Threats
For WW Growth Plan

Stakeholders Consulted	Date
Parent Association and School Council	March 29, 2022
Student Principal's Advisory Group	March 22, 2022
Westwood Student Council	April 25, 2022
Staff Student Services	March 11, 2022
Staff Humanities Department	March 11, 2022
Staff Math Department	March 11, 2022
Staff Science Department	March 11, 2022
Staff PE Department	March 11, 2022

Reference Documents:

Current Goals: [Literacy Enhancement](#) and [Mental Health Literacy](#), [Assurance Data Snapshot](#)

Focus: Factors that we CAN control

Strengths	Opportunities
<ul style="list-style-type: none"> ● Great teachers - knowledgeable, multi-discipline, passion, want to be here, engage students, experienced ● Amazing student volunteers, go above and beyond (Peer Tutoring, Mentors, Open Houses) ● Multicultural Student Body ● Honors and AP Programs ● Extra curricular clubs are the best in the city ● Staff Consistency ● Computer Science, Robotics, Clubs (variety of extra-curricular activities) ● Tradition of Excellence in the Community ● Beautiful Trees in the pit - Natural element ● History of Connections with Elementary Schools ● Welcoming Environment ● Support Staff feel supported and equal ● RAP Program and PEERs for Social Skills in Grade 7 	<ul style="list-style-type: none"> ● More interaction between students and building healthy relationships (in-person) ● Team building (school culture) ● More Arts and Athletics (to go with Academics) ● Bring back Spirit Day and Student grade level competitions ● School Newsletter ● Diversity Celebrations ● Bring Community Resources back into the building ● More Spirit Weeks/School Culture ● Indigenous Connection ● Social Media ● Bring back connections with Elementary Schools ● Reflection of programming for students struggling, in addition to Honors ● Future partnership with new YMCA tenant a possibility? ● Social Skills programs for higher level grades

<ul style="list-style-type: none"> ● FNMI Gathering Space and weekly Indigenous Liaison Support 	
Weaknesses (Challenges)	Threats
<ul style="list-style-type: none"> ● Tutorial not used enough by students (they use as an extension to lunch) ● Mental Health Mondays not working (group settings an issue for some, not getting through to the students) ● Test anxiety as students haven't written a lot of assessments in the past 2 years ● Gaps in learning: how do we get students to use tutorials and after school help sessions to their advantage? ● More strict tutorial attendance: how to enforce; incentives to help bridge the gaps (½ marks for fixing wrong answers on quizzes and tests during tutorial time) ● Work on mentoring skills in older students to younger (remind that they are role models) ● Mental Health - focus on failures, fears, procrastination ● Perception of Only Academic Focus ● Junior High Schedule - need more core minutes, especially in Math ● Need more ELL Supports 	<ul style="list-style-type: none"> ● Mental health supports not enough, especially after Covid. What is our Plan B for students when someone is not available to talk to? ● Moving from the individual to the collective (COVID isolation mindset) ● Learning gaps between in-person and remote learning: what is the best way to address? ● Less pride in the school with disconnection ● Maturity level of students with lack of opportunities for Social Interactions ● Tutorial - is it being used appropriately? ● Student criticizing other students for academics, not promoting supportive, connected culture ● Struggle with regulation with students who are re-adjusting to social interactions ● Blending teaching schedule between Senior and Junior High Poses Challenges

Suggestions for Goals	Implementation Strategies
<p>Goal 1: Student Achievement Improvement in all grades. (Literacy & Numeracy)</p>	<p>Restructuring of tutorial (more mandatory) Adjustment of Junior High Timetable Reflect on Literacy and Numeracy Interventions and Assessment practices to identify those performing below grade level (Literably/MIPI) More -3/-2/possibly K&E classes for supports</p>
<p>Goal 2: School Culture</p>	<p>Diversity and Multicultural Focus Role Models Mentorships Student Leaders Regular Calendar of Events (BBQs, Assemblies, Games, Intramurals) Trojan Spirit Pot Lucks/Book Clubs/Friday Staff Team Builders/Student Team Builders</p>