



WESTMOUNT

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CHARTER SCHOOL

TM

**Three-Year Education Plan**

**2008-2011**

*Revised October 16, 2008*

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# ACCOUNTABILITY, VISION AND MISSION

## Accountability Statement

The Education Plan for Westmount Charter School for the three years commencing September 1, 2008 was prepared under the direction of the Charter Board in accordance with the responsibilities under the *School Act* and the *Government Accountability Act*. This Education Plan was developed in the context of the provincial government's business fiscal plans. The Charter Board is committed to achieving the results laid out in this education plan.

*Original Signed By*

Ms. Judy Hoad  
Chairperson, Charter Board

*Original Signed By*

Mervyn Kurtz  
Superintendent

## Vision

Westmount Charter School, "as a partner in the best learning system in the world," will be recognized as the centre for excellence in gifted education.

## Mission

To meet the learning needs of gifted students and promote their social-emotional development in a congregated setting.

## Principles and Beliefs

At Westmount Charter School, we believe:

- a) gifted students, by virtue of outstanding ability in one or more of the multiple intelligences, are capable of exceptional performance;
- b) gifted students display a broad spectrum of characteristics and needs which distinguish them from their less able peers as well as from one another;
- c) gifted students require comprehensive, specialized educational programming if they are to maximize their varied abilities and ultimately fully realize their contribution to self and society;
- d) teachers of gifted students require specialized training and/or experience in the education of the gifted if they are to effectively guide the development of gifted behaviours in those students;
- e) parents of gifted students are vital partners in their child's education; and
- f) members of the community at large have an important part to play in the education of gifted students.

# OVERVIEW OF WESTMOUNT CHARTER SCHOOL

## Profile of School Community

Located in the Southwest region of Calgary, the school provides a unique educational program for gifted, highly able students in the greater Calgary area. The school's diverse population is multi-ethnic and multi-cultural, as well as being representative of all socio-economic levels. The school's program has expanded to offer programming from kindergarten to grade 12.

The school utilizes a broadened, contemporary conception of giftedness, with a focus on the Theory of Multiple Intelligences to define its admissions criteria. The vast majority of students meet or exceed the admissions criteria and consequently, achieve an acceptable standard on curriculum-based measures (e.g. Provincial Achievement Tests). The percentage of students who achieve a standard of excellence is consistently greater than the provincial results. There are also a few students who, though they easily met or exceeded the admissions criteria, fail to achieve at an acceptable standard on curriculum-based instruments due to a diagnosed or undiagnosed learning disability, or due to motivational issues. In such cases, students are identified and an "Improvement Plan" is developed to assist them in achieving acceptable results.

Variability in student performance can be accounted for by the nature of the gifted learner, as well as a result of individual differences. That is, it is not unusual for gifted students to read at an advanced level, yet experience difficulty getting their ideas down on paper, as their cognitive thought processes occur so quickly that their hands can't keep up with the flow of new ideas. Some underachieving gifted students are hindered by perfectionist tendencies that limit their ability to start or complete tasks. This is a result of escalating, and sometimes debilitating, stress incurred in producing the 'perfect' piece of work. Many gifted students display asynchronous profiles, whereby they may possess stronger abilities and demonstrate achievement at a higher level in one area than in another. The affective domain of gifted students is inherently complex and includes a broad spectrum of special attributes and social-emotional needs which distinguish them from peers not identified as cognitively gifted.

In order to meet greater success in their learning, the school's third AISI project focuses on helping all students – particularly those presenting a profile of underachievement – to develop the organization skills, work/study habits and time management skills necessary to promote greater success in their learning. Success in this venture will be achieved through a strengthening of the tri-partnership of teacher, student and parent, thereby raising the level of accountability for student achievement. **(For an overview of the third-cycle AISI project, please go to this webpage: [http://www.westmountcharter.com/giftedness/gifted\\_underachievement.html](http://www.westmountcharter.com/giftedness/gifted_underachievement.html) )**

Parent involvement is tremendous at Westmount Charter School. Parents volunteer their time and efforts to support the school in numerous ways and to work with students at band festivals, sports team activities, on field trips, and in the classroom.

## Enrolments

The enrolment of Westmount Charter School for the 2008-2009 school year is as follows:

GRADE	Number of Students
ECS	66
1	74
2	67
3	79
4	90
5	86
6	93
7	101
8	91
9	91
10	81
11	87
12	51
<b>Total Enrolment</b>	<b>1057</b>

The following table illustrates the enrolment growth experienced by the school since its inception in 1996:

School Year	Gr 1 to 12	ECS	Total (FTE)	Growth Over Prior Year
96/97	116	16	124	n/a
97/98	168	-	168	35.5%
98/99	280	28	294	75.0%
99/00	345	39	365	24.1%
00/01	387	33	404	10.7%
01/02	540	52	566	40.1%
02/03	684	33	701	23.9%
03/04	790	50	815	16.3%
04/05	803	54	830	1.8%
05/06	820	54	849	2.3%
06/07	896	52	922	8.3%
07/08	920	33.5	953.5	3.4%
08/09	991	33	1032	4.1%

## 2008-2011 EDUCATION PLAN

**Charter School Goal: Each gifted student is provided with opportunities to optimize his or her own unique potential.**

Charter Outcome "a": Students will demonstrate maximum achievements of skills and concepts in the Alberta Education curriculum.					
Performance Measures (NOTE: Measures NOT part of the Accountability Pillar are shown in blue)	Current Result '08	Previous 3-yr avg.	Targets		
			08/09	09/10	10/11
a.1 Percentage of Students who achieve the standard of excellence in Provincial Achievement Tests.	See Appendix I. For 2009, 2010 and 2011, the school's target is "Overall Excellence" in the Accountability Pillar's Provincial Achievement Test and Diploma Exam results evaluation.				
a.2 Percentage of Students who achieve the standard of excellence in Diploma Exams.					
a.3 Percentage of Students and Teachers who agree that the school establishes and maintains a school culture that promotes and recognizes excellence.	S 85% T 98% <b>92%</b>	S 81% T 90% <b>86%</b>	<b>92%</b>	<b>93%</b>	<b>94%</b>
a.4 Percentage of parents who are satisfied that the school is responsive to the needs of gifted students.	<b>84%</b>	<b>87%</b>	<b>88%</b>	<b>89%</b>	<b>90%</b>
a.5 Percentage of graduates who receive the Gifted Education Diploma in Academic Excellence and the Gifted Education Diploma with Honours.	<b>76%</b>	<b>49% (2 yr)</b>	<b>63%</b>	<b>76%</b>	<b>n/a</b>
<b>Strategies</b> <ul style="list-style-type: none"> <li>Establish and maintain a school culture that values, promotes and recognizes excellence.</li> <li>Enrich the curriculum with learning outcomes that extend beyond the Alberta Education program of studies.</li> <li>Foster ongoing professional development to enhance the ability of school staff to meet the needs of gifted students.</li> <li>Continue the mentorship program for probationary and temporary teachers. This program will begin in August and will continue through the year.</li> <li>Promote graduate programs for staff with the University of Calgary.</li> <li>Showcase student talent and achievement in hallway display cases, student performances, and open house activities.</li> <li>Encourage students to appraise their own work/projects and explore opportunities to enrich their understandings.</li> <li>Continue to recognize student achievements in the monthly newsletter and at assemblies, including an Honour Roll for grade 6-12 students.</li> <li>Offer the Westmount Charter School Diplomas in Gifted Education to grade 12 students with exceptional achievement in defined areas. Within the Diploma program, the Gifted Diplomas in Academic Excellence (80% average in grade 12) and the Gifted Diploma in Academic Excellence with Honours (80% average in grades 9-12) are available to graduates who meet or exceed the requirement of the Rutherford Scholarships.</li> </ul>					

- Expand the range of school-based student bursaries.
- Continue to challenge students to develop their potential through Differentiated Instruction.
- Continue to allot extra instructional time for core subject areas in grades 6-8.
- Continue to utilize Multiple Intelligence theory in lesson/unit planning.
- Survey Westmount graduates one year after grade 12 graduation, to ensure that the school is truly meeting the needs of its graduates.
- Involve students, staff and parents in School Resource Groups (SRGs) to increase communication and effective program planning.
- Complete the 3rd-cycle AISI project to build partnerships in educating gifted students, in order to improve and support student organization, time management, study skills and work habits.
- Utilize the resources of the expanded Student Services team to enhance student learning.
- Continue to monitor and refine the student intake process to ensure that students enrolled meet gifted criteria as listed in the charter agreement.

Charter Outcome "b": Students will evidence growth in identified multiple intelligences.					
Performance Measures (NOTE: Measures NOT part of the Accountability Pillar are shown in blue)	Current Result '08	Previous 3-yr avg	Targets		
			08/09	09/10	10/11
b.1 Percentage of students, parents and teachers who are satisfied that I am satisfied that teachers engage a wide range of Multiple Intelligences in their teaching. (new measure)	S 74% P 84% T 93% <b>84%</b>	n/a	n/a	n/a	n/a
b.2 Percentage of students, parents and teachers who agree that students are more comfortable with a wide range of Multiple Intelligences, compared with the prior year. (revised application of measure)	S 75% P 68% T n/a <b>72%(S,P)</b>	S 71% (2yr) P 69% (2yr) T n/a <b>70% (2yr)</b>	<b>72% (S,P)</b>	n/a	n/a

**Strategies**

- Continue staff sharing of resources and strategies in Multiple Intelligence development in professional learning communities and through peer observation.
- Identify students' primary learning modality and Multiple Intelligences and include them in each student's Personal Education Plan (PEP).
- Present content that is related to broad-based themes, issues or problems and serves to integrate knowledge within and across the various disciplines.
- Provide students with opportunities to conduct individual or small group projects (investigations, inventions, artistic productions) of genuine interest.
- Utilize Multiple Intelligence theory to aid in planning differentiated curriculum units, lessons and activities.
- Provide students with opportunities to demonstrate learning outcomes in individual and varied ways.
- Expose students to a wide variety of fields of study, modes of expression, professions and occupations.
- Focus on portfolio development in CALM class to highlight the breadth of student interests and achievement.
- Provide a wide variety of Multiple Intelligence based courses. These include "Rotary" courses (Elementary), "Project Earth" (grade 7) and "Renaissance Project" (grade 8) programs, "The Human Condition", "Speech and Debate" and the full range of Science courses (High School).
- Provide in-servicing regarding Multiple Intelligences and Gifted concepts, mandatory for new teachers, optional for established staff.

**Charter Outcome "c": Students will improve their ability to think critically and creatively, solve problems and conduct research.**

Performance Measures (NOTE: Measures NOT part of the Accountability Pillar are shown in blue)	Current Result '08	Previous 3-yr avg.	Targets		
			08/09	09/10	10/11
c.1 Percentage of parents and teachers satisfied with opportunities to develop students' problem-solving and decision-making.	P 90% T 97% <b>94%</b>	P 91% (1 yr) T - n/a <b>91% (P)</b>	n/a	n/a	n/a
c.2 Percentage of parents and teachers satisfied with opportunities provided to develop students' critical and creative thinking.	P 89% T 97% <b>93%</b>	P 93% (1 yr) T - n/a <b>93% (P)</b>	n/a	n/a	n/a
c.3 Percentage of parents and teachers satisfied with opportunities provided to develop students' independent study/research skills and processes.	P 85% T 91% <b>88%</b>	P 85% (1 yr) T - n/a <b>85% (P)</b>	n/a	n/a	n/a

**Strategies**

- Promote the development of critical and creative thinking, problem-solving and decision-making, and independent study/research skills and processes.
- Provide students with opportunities to conduct individual or small group projects (investigations, inventions, artistic productions) of genuine interest.
- Provide teachers with opportunities to develop their ability to ask open-ended questions, utilizing Bloom's Taxonomy, to stimulate

students' critical thinking.

- Continue math teachers' involvement in Galileo Inquiry-based learning at University of Calgary.
- Utilize a "problem-based" teaching methodology where appropriate.
- Provide students with opportunities to demonstrate learning outcomes in individual and varied ways.
- Provide students with access to experts in a variety of fields, through special presentations, assemblies and classroom visits.

<b>Charter Outcome "d": Students will display an understanding of the interrelatedness of knowledge within and across the disciplines.</b>					
<b>Performance Measures</b> (NOTE: Measures NOT part of the Accountability Pillar are shown in blue)	<b>Current Result '08</b>	<b>Previous 3-yr avg.</b>	<b>Targets</b>		
			<b>08/09</b>	<b>09/10</b>	<b>10/11</b>
d.1 Percentage of teachers who are satisfied with the extent to which students take information from one subject area and see how it applies to another.	<b>83%</b>	<b>79% (1 yr)</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>
d.2 Percentage of students and teachers who are satisfied that teachers allow them to demonstrate their understanding in a variety of ways. (new measure)	S 83% T 100% <b>92%</b>	S 81% (1 yr) T 98% (3 yr) <b>90% (P)</b>	<b>100% (T)</b>	<b>100% (T)</b>	<b>n/a</b>
<b>Strategies</b>					
<ul style="list-style-type: none"> <li>• Provide a variety of learning activities that supplement or extend requirements of the curriculum.</li> <li>• Present content that is related to broad-based themes, issues or problems and serves to integrate knowledge within and across the various disciplines.</li> <li>• Continue the elementary grades' Integrated Studies/Self-Directed Studies program.</li> <li>• Plan grade-level meetings to discuss cross-discipline teaching opportunities.</li> <li>• Provide students with opportunities to demonstrate learning outcomes in individual and varied ways.</li> <li>• Offer mid-grade students with programs founded on an integrated approach to core-subject curricula: "Project Earth" (grade 7) and "Renaissance Project" (grade 8).</li> <li>• Continue professional learning communities through grade group and department planning.</li> <li>• Employ a variety of authentic assessment strategies to allow students to demonstrate their learning.</li> <li>• Refine the narrative and mark-based reporting system for all grade levels, to reflect a holistic understanding of the student's learning.</li> <li>• Provide teachers with opportunities to plan cross-disciplinary integration.</li> <li>• Begin using the Integrated Curriculum Model (ICM) as developed by The College of William and Mary – Williamsburg, VA., which utilizes concept learning across curricula.</li> </ul>					

<b>Charter Outcome "e": Students will develop independence, self-direction and self-discipline in learning.</b>					
<b>Performance Measures</b> (NOTE: Measures NOT part of the Accountability Pillar are shown in blue)	<b>Current Result '08</b>	<b>Previous 3-yr avg.</b>	<b>Targets</b>		
			<b>08/09</b>	<b>09/10</b>	<b>10/11</b>
e.1 Percentage of parents and teachers satisfied with student progress toward independence and self-direction in learning.	P 85% T 97% <b>91%</b>	P 81% (1 yr) T - n/a <b>81% (P)</b>	n/a	n/a	n/a
e.2 Percentage of students, parents and teachers satisfied with student progress toward self-discipline in learning.	S 79% P 82% T 93% <b>85%</b>	S - n/a P 82% (1yr) T - n/a <b>82% (P)</b>	n/a	n/a	n/a
<b>Strategies</b> <ul style="list-style-type: none"> <li>• Complete the 3<sup>rd</sup>-cycle AISI project to build partnerships in educating gifted students, to improve student accountability.</li> <li>• Foster on-going professional development to enable school staff to enhance their ability to meet the needs of gifted students. In particular, staff are directed to the resources of the Centres for Gifted Education at University of Calgary and the College of William and Mary.</li> <li>• Utilize "problem-based learning" and "critical thinking" teaching models where appropriate.</li> <li>• Ensure student understanding of curricular objectives through the use of clearly-articulated rubrics.</li> <li>• Utilize two Resource Teachers within the Student Services team to address independence, self-direction, and self-discipline in learning.</li> <li>• Share day/unit/month plans with students: via whiteboards, bulletin boards, wall calendars, planner notes, blogs, etc.</li> <li>• Use clearly-articulated rubrics to enhance student understanding of curricular objectives.</li> <li>• Identify age-appropriate planning skills and move towards greater student independence.</li> <li>• Provide a variety of learning activities that supplement or extend requirements of the curriculum.</li> <li>• Continue to increase focus on life skills by all teachers, in the areas of organization, time management, study skills and work habits, as identified in the PEP process.</li> <li>• Provide opportunities for mid-high students to pursue independent study through distance learning courses, special projects, and courses taken at outside institutions.</li> </ul>					

<b>Charter Outcome "f": Students will develop self-awareness and acceptance of one's capabilities, interests and needs.</b>					
<b>Performance Measures</b> (NOTE: Measures NOT part of the Accountability Pillar are shown in blue)	<b>Current Result '08</b>	<b>Previous 3-yr avg.</b>	<b>Targets</b>		
			<b>08/09</b>	<b>09/10</b>	<b>10/11</b>
f.1 Percentage of students and parents who are satisfied with student progress towards achieving goals to improve self-awareness and acceptance of his/her capabilities, interests and needs as stated within his/her Personal Education Plan.	S 82% P 77% <b>80%</b>	S – n/a P 78% <b>78% (P)</b>	<b>80% (P)</b>	<b>81% (P)</b>	<b>82%(P)</b>
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Provide learning activities at an appropriate level and pace.</li> <li>• Assess student outcomes by using appropriate and specific criteria through self-appraisal, criterion referenced and standardized instruments.</li> <li>• Utilize student portfolios and Learning Logs where appropriate.</li> <li>• Develop students' skills to identify their own strengths/weaknesses to build greater self-awareness.</li> <li>• Increase student confidence through student-led conferences.</li> <li>• Involve students in peer teaching and self-evaluation.</li> <li>• Encourage students to identify and advocate for their learning needs.</li> <li>• Build meta-cognition skills in all curriculum areas.</li> <li>• Plan student groups to address social skills, conflict management and decision-making skills (eg., Friendship Club, Peer Support, extracurricular clubs, school teams).</li> <li>• Hold Celebration Assemblies to recognize the accomplishments of groups, classrooms, teams and individuals.</li> <li>• Complete the 3<sup>rd</sup>-cycle AISI project to build partnerships in educating gifted students, to improve student accountability.</li> <li>• Focus student PEP goals on the areas of student organization, time management, study skills and work habits.</li> </ul>					

<b>Charter Outcome "g": Students will develop understanding, acceptance and appreciation for the capabilities, interests and needs of others.</b>					
<b>Performance Measures</b> (NOTE: Measures NOT part of the Accountability Pillar are shown in blue)	<b>Current Result '08</b>	<b>Previous 3-yr avg.</b>	<b>Targets</b>		
			<b>08/09</b>	<b>09/10</b>	<b>10/11</b>
g.1 Percentage of students, parents and teachers who are satisfied that the school provides an atmosphere of trust, respect and inclusiveness.	S 83% P 93% T 90% <b>89%</b>	S 77% P 92% T 93% <b>87%</b>	<b>90%</b>	<b>91%</b>	<b>92%</b>
g.2 Percentage of graduates receiving the Gifted Education Diplomas in Leadership and in Community Volunteerism.	<b>69%</b>	<b>48% (2yr)</b>	<b>59%</b>	<b>69%</b>	<b>n/a</b>
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Provide a safe, supportive learning environment that acknowledges similarities and honours differences.</li> <li>• Plan regular Celebrations of Learning assemblies with the student body, staff and parents.</li> <li>• Enable students to lead activities focusing on the capabilities, interests and needs of others.</li> <li>• Provide opportunities for the development of desirable character traits in our students.</li> <li>• Continue to have classroom trips within the local community which promote community service (eg., local seniors' care facilities, Habitat for Humanity projects, the Mustard Seed mission).</li> <li>• Promote student engagement in the world through "The Human Condition" locally-developed High School courses, and related international travel/humanitarian service opportunities.</li> <li>• Provide appropriate opportunities for student-organized fundraising for national and international causes.</li> <li>• Promote social action projects/class-owned projects with a broad social focus.</li> <li>• Encourage students to pursue leadership and community volunteer opportunities by presenting the Gifted Education Diploma in Leadership to graduates completing 60+ hours of volunteer leadership within the school community, the Gifted Education Diploma in Community Volunteerism to graduates completing 60+ hours of community volunteerism outside the school community, and the Gifted Education Diploma with Distinction to graduates completing both requirements, while also displaying academic excellence.</li> <li>• Involve students in programs with a social responsibility focus, eg., "The Human Condition" course, trips abroad.</li> <li>• Plan student groups to address social skills, conflict management and decision-making skills.</li> <li>• Provide information and discussion sessions for students to discuss conceptual models of giftedness, social-emotional domains, etc.</li> <li>• Promote a safe and caring school philosophy and incorporate into all aspects of the school culture.</li> <li>• Communicate the code of conduct via the student handbook and in-class talks to promote an environment of trust, respect and inclusiveness.</li> </ul>					

## Provincial Goal 1: High Quality Learning Opportunities For All

Outcome 1.1: Schools provide a safe and caring environment for students.								
Performance Measures	Current Result '08	Previous 3-year average	Evaluation (Student, Parent, Teacher combined)			Targets		
			Achievement	Improvement	Overall	2008/09	2009/10	2010/11
1.1.1 Overall student, parent and teacher agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly at school.	90 %	89%	Very High	Maintained	Excellent	91%	92%	93%
<b>Strategies</b> <ul style="list-style-type: none"> <li>• Continue the use of affective/character programming in Elementary grades.</li> <li>• Develop age-appropriate mentorship through the Student Leadership &amp; Friendship clubs, Health in Perspective &amp; Peer Support programs.</li> <li>• Establish a Community Health Partnership in conjunction with outside agencies.</li> <li>• Continue to work with Southland Transportation to ensure student safety on school buses, and to improve service and communication.</li> <li>• Continue to work with Chinook Learning Services and the Calgary Board of Education to ensure student safety and satisfactory space-sharing arrangements within the Viscount Bennett Centre.</li> <li>• Continue to urge parent and student sensitivity to the needs of students with food allergies.</li> <li>• Enhance student safety for High School students by attendance at the Calgary Health Region's PARTY (Prevent Alcohol and Risk Related Trauma in Youth) program and by inviting PARTY to make a Safe Grad presentation prior to the grade 12 graduation festivities.</li> <li>• Provide a school-wide assembly during the first week of school to introduce all staff in order to enhance their familiarity to students.</li> <li>• Encourage students' creative expression and collegial sharing, to enhance students' sense of being cared for.</li> <li>• Develop strong student-teacher relationships in High School, an advantage of a small High School population .</li> <li>• Utilize "Safe and Caring Schools" strategies as detailed at <a href="http://www.sacsc.ca">www.sacsc.ca</a>. This includes the explicit integration of the objectives "building respect and responsibility" and "managing and resolving conflict peacefully" into classroom lessons and student assemblies.</li> </ul>								

Outcome 1.2: The education system meets the needs of all K-12 students, society, and the economy								
Performance Measures (NOTE: Measures NOT part of the Accountability Pillar are shown in blue)	Current Result '08	Previous 3-year average	Evaluation (Student, Parent, Teacher combined)			Targets		
			Achievement	Improvement	Overall	2008/09	2009/10	2010/11
1.2.1. Overall student, parent and teacher satisfaction with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	84%	82%	Very High	Maintained	Excellent	85%	86%	87%
1.2.2. Overall student, parent and teacher satisfaction with the overall quality of basic education.	94%	92%	Very High	Improved	Excellent	94%	95%	95%
1.2.3. Overall student, parent and teacher satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	69%	64%	n/a	n/a	n/a	70%	72%	75%
<b>Strategies</b> <ul style="list-style-type: none"> <li>Emphasize the use of Differentiated Instruction (the focus of AISI cycle II), and encourage students to use of various ways to demonstrate their mastery of learning objectives, in order to engage the interest of a wide variety of students.</li> <li>Utilize students' preferred multiple intelligences and learning modalities (an aspect of AISI cycle III) in classroom teaching.</li> <li>Offer students the requisite core subjects and a range of options, including French and Spanish.</li> <li>Help students and parents to know what is expected of students by using clearly-defined marking rubrics.</li> <li>Continue to offer and develop the popular locally-developed <i>Human Condition</i> courses.</li> <li>Utilize small class sizes to optimize the education experience. <b>The verified class size report may be found at <a href="http://www.westmountcharter.com">www.westmountcharter.com</a></b></li> <li>Create a culture of volunteerism through field trips, newsletter articles, and by awarding graduates the Gifted Education Diplomas in Leadership and Community Volunteerism.</li> <li>Emphasize "learning how to learn" in our teaching styles.</li> <li>Introduce students to the broad usage of computers in home and workplace by providing ample access to Pentium IV computers in the Library, Computer Labs and classrooms.</li> <li>Broaden the use of videoconferencing and online interactive learning tools.</li> <li>Offer laptop computers for students to use within the school's Atrium area.</li> <li>Model good environmental stewardship by increasing "paperless" communications between home and school.</li> </ul>								

<b>Outcome 1.3: Children at risk have their needs addressed through effective programs and supports.</b>								
<b>Performance Measures</b>	Current Result ('07)	Previous 3-year average	Evaluation (Student, Parent, Teacher combined)			Targets		
			Achievement	Improvement	Overall	2008/09	2009/10	2010/11
1.3.1. Annual drop out rate of students age fourteen to eighteen.	<b>0.5</b>	<b>Nil</b>	<b>Very High</b>	<b>Maintained</b>	<b>Excellent</b>	<b>Nil</b>	<b>Nil</b>	<b>Nil</b>
<b>Strategies</b> <ul style="list-style-type: none"> <li>• Provide a Student Services team which is knowledgeable about professional resources and services available to support the school community.</li> <li>• Actively pursue referrals, when appropriate, to the resources available through Student Health Program (SHP), Calgary Health Region (CHR), etc.</li> <li>• Teach students to problem-solve and make informed decisions.</li> <li>• Provide student programs for the development of social skills, friendship skills, self-confidence and leadership.</li> <li>• Provide anger management training and bully proofing programs for students.</li> <li>• Provide psycho-educational assessments, when appropriate, for identified students-at-risk.</li> <li>• Provide Teaching-Learning Assistants and Resource Teachers to assist coded students as well as students identified with learning challenges. This support will be coordinated by the Student Services team.</li> </ul>								

Outcome 1.4: Students complete programs.								
Performance Measures	Current Result ('07)	Previous 3-year average	Evaluation (Student, Parent, Teacher combined)			Targets		
			Achievement	Improvement	Overall	2008/09	2009/10	2010/11
1.4.1. High School completion rate of students within three years of entering Grade 10.	<b>91%</b>	77%	<b>Very High</b>	<b>Improved</b>	<b>Excellent</b>	<b>83%</b>	<b>91%</b>	<b>92%</b>
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Coordinate services (academic, social and emotional supports) to encourage student success.</li> <li>• Encourage strong student-teacher relationships that contribute to the educational experience.</li> <li>• Ensure that all grade 9-12 students are aware of their graduation requirements, through student meetings and a series of clearly worded "Guides for Successful Course and Career Planning."</li> <li>• Assist parents to understand Alberta's High School graduation requirements and Westmount's course offerings through meetings, booklets and website documents.</li> <li>• Assist students in developing a High School Completion portfolio, through CALM class and follow-up with the Student Services team.</li> <li>• Contribute to a higher High School completion rate (not only at Westmount but in other Alberta schools as well) through the Summerstock Drama Program that draws students from around Calgary.</li> <li>• Offer a series of Gifted Education Diplomas to increase student interest in High School completion. These "value-added" Diplomas spur student interest in post-secondary study.</li> <li>• Survey Westmount graduates one year after their graduation from grade 12 to discern which aspects of Westmount's program were or were not helpful in preparing them for post-secondary studies and/or the working world.</li> </ul>								

## Provincial Goal 2: Excellence in Student Learning Outcomes

Outcome 2.1: Students demonstrate high standards in learner outcomes.								
Performance Measures	Current Result '08	Previous 3-year average	Evaluation (Student, Parent, Teacher combined)			Targets		
			Achievement	Improvement	Overall	2008/09	2009/10	2010/11
2.1.1 Percentages of students (cohort) in grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.	97%	97%	Very High	Maintained	Excellent	See Appendix I. For 2009, 2010 and 2011, the school's target is "Over-all Excellence" in the Accountability Pillar's Provincial Achievement Test and Diploma Exam results evaluation.		
2.1.2 Percentages of students (cohort) in grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	54%	44%	Very High	Improved Significantly	Excellent			
2.1.3 Percentages of students who achieved the acceptable standard on diploma examinations.	91%	95%	Very High	Maintained	Excellent			
2.1.4 Percentages of students who achieved the standard of excellence on diploma examinations.	33%	54%	Very High	** Declined Significantly	Acceptable			
2.1.5 Percentage of students who have written four or more diploma exams by the end of their third year of high school.	89% ('07)	63% ('04-'06)	Very High	Improved Significantly	Excellent	80%	89%	90%
2.1.6 Percentage of Grade 12 students who meet the Rutherford Scholarship eligibility criteria.	73% ('07)	67% ('04-'06)	Very High	Maintained	Excellent	70%	73%	76%
<p>** - note – while we trust that there will be improvement in the percentage of students achieving the standard of excellence on diploma exams, the "significant decline" noted by Alberta Education is an anomaly. Westmount did not have a grade 12 graduating class prior to 2006, but a group of eight advanced students wrote their English 30 diploma exams in 2005 while they were still in grade 11, all eight of them achieving the standard of excellence. Statistically, the "drop" from this 100% rate of excellence in 2005 makes the 2006 - 2008 diploma exam results look like a "significant decline." In reality, these advanced students reported in 2005 were members of the graduating class of 2006.</p>								
<p><b>Strategies</b> See Charter Goal Objective "a" for further strategies.</p> <ul style="list-style-type: none"> <li>• Provide subject-specific acceleration and/or subject regrouping, where appropriate.</li> <li>• Complete the cycle 3 AISI project, "Building Partnerships in Educating Gifted Students: improving student achievement by establishing greater accountability among teachers, students and parents."</li> <li>• Ensure that younger students are mastering basic math concepts before moving on to higher-order math reasoning.</li> <li>• Develop consistent assessment practices to monitor student learning.</li> <li>• Encourage parents to have students participate in all available Provincial Achievement Tests</li> <li>• Provide a timetable for Grade 6-12 students which allows them to work in appropriate blocks of time</li> <li>• Continue to provide "Exam Bank" computer log-ins and utilize the practice PAT exams provided by Alberta Education.</li> <li>• Publish an Honour Roll and expand the range of student awards for grade 6-12 students.</li> <li>• Expand the range of Advanced Placement (AP) courses available to High School students.</li> </ul>								

<b>Outcome 2.2: Students are well prepared for lifelong learning.</b>								
<b>Performance Measures</b>	Current Result ('07)	Previous 3-year average	Evaluation (Student, Parent, Teacher combined)			Targets		
			Achievement	Improvement	Overall	2008/09	2009/10	2010/11
2.2.1 High School to post-secondary transition rate within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Strategies</b> <ul style="list-style-type: none"> <li>• Accompany High School students to Post-Secondary Education Fairs.</li> <li>• Publicize scholarship and post-secondary opportunities through posters, newsletters, e-mails and daily announcements.</li> <li>• Emphasize the knowledge, skills and attitudes necessary for lifelong learning in the development of individual student PEPs.</li> <li>• Model lifelong learning by teachers' participation in Professional Development activities.</li> <li>• Provide all teachers with extensive study and practice in the topics of differentiated instruction, understanding Multiple Intelligences, authentic assessment, building a learning community and action research.</li> <li>• Help students to develop strong study skills, reinforced by documents in the student day-planner and on the school website.</li> <li>• Survey Westmount graduates one year after their graduation from grade 12 to discern which aspects of Westmount's program were or were not helpful in preparing them for post-secondary studies.</li> <li>• Provide career counselling specifically for gifted learners who can struggle with career choices due to high levels of multi-potentiality.</li> </ul>								

<b>Outcome 2.3: Students are well prepared for employment.</b>								
<b>Performance Measures</b>	Current Result '08	Previous 3-year average	Evaluation (Student, Parent, Teacher combined)			Targets		
			Achievement	Improvement	Overall	2008/09	2009/10	2010/11
2.3.1 Overall parent and teacher agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.	<b>85%</b>	<b>80%</b>	High	Improved Significantly	Good	<b>85%</b>	<b>86%</b>	<b>87%</b>
<b>Strategies</b> <ul style="list-style-type: none"> <li>• Encourage High School students to complete 120 hours of volunteer service (60 hours of school leadership activities, 60 hours of community volunteering) through the Gifted Education Diploma program.</li> <li>• Survey Westmount graduates one year after their graduation from grade 12 to discern which aspects of Westmount's program were or were not helpful in preparing them for the working world.</li> <li>• Develop a Career Resource Centre.</li> <li>• Provide career counselling through the Student Services team, including the use of interactive career-selection tools</li> <li>• Accompany High School students to Career fairs.</li> </ul>								

Outcome 2.4: Students model the characteristics of active citizenship.								
Performance Measures	Current Result '08	Previous 3-year average	Evaluation (Student, Parent, Teacher combined)			Targets		
			Achievement	Improvement	Overall	2008/09	2009/10	2010/11
2.4.1 Overall student, parent and teacher agreement that students model the characteristics of active citizenship.	<b>88%</b>	<b>85%</b>	<b>Very High</b>	<b>Improved</b>	<b>Excellent</b>	<b>88%</b>	<b>89%</b>	<b>90%</b>
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Continue the use of affective/character programming in Elementary grades.</li> <li>• Involve students in opportunities for student leadership: Student Leadership Club, Bus Buddies, Playground Partners, Safety Patrol, Health in Perspective program, etc.</li> <li>• Promote and support the activities of Student Council.</li> <li>• Continue to offer the locally-developed "Human Condition" high school courses.</li> <li>• Encourage High School students to engage in significant volunteer service (minimum of 60 hours of school leadership activities, 60 hours of community volunteering) through the Gifted Education Diploma program.</li> <li>• Provide varied extracurricular activities on the theme of engaged citizenship: Athletic teams, Debate team, Model UN, Mayor's Forum, Forum for Young Canadians.</li> <li>• Organize student travel opportunities on the theme of citizenship: eg., to Washington, DC (Holocaust Museum) and to Ecuador (humanitarian efforts).</li> <li>• Provide appropriate opportunities for student-organized fundraising for national and international causes, including the annual "Evening for Ahmed and Fawzia" fundraising concert.</li> <li>• Encourage student initiative within the Yearbook and Grad committees.</li> </ul>								

## Provincial Goal 3: Highly Responsive and Responsible Charter School

Outcome 3.1: The education system at all levels demonstrates effective working relationships.								
Performance Measures	Current Result '08	Previous 3-year average	Evaluation (Student, Parent, Teacher combined)			Targets		
			Achievement	Improvement	Overall	2008/09	2009/10	2010/11
3.1.1 Overall parent and teacher satisfaction with parental involvement in decisions about their child's education.	85%	86%	Very High	Maintained	Excellent	86%	87%	88%
<b>Strategies</b> <ul style="list-style-type: none"> <li>• Provide opportunities for Westmount students to benefit from business and social agency programs such as Computers for Schools and the Calgary Educational Partnership Foundation Initiatives.</li> <li>• Continue to work with Southland Transportation to ensure student safety on school buses.</li> <li>• Continue to work with Chinook Learning Services and the Calgary Board of Education to ensure student safety and satisfactory space-sharing arrangements within the Viscount Bennett Centre.</li> <li>• Coordinate efforts with the ABC(Calgary) Society to provide information evenings for parents of gifted children.</li> <li>• Work closely with the University of Calgary's Centre for Gifted Education.</li> <li>• Invite parents to school assemblies and to the annual Grade 12 Graduation ceremony.</li> <li>• Work with The Rotary Club of Calgary West to promote the Rotary Youth Leadership in Action and Rotary Exchange programs.</li> <li>• Provide a training site for MT Student Teachers from the University of Calgary.</li> <li>• Continue to participate with the Galileo Project to enhance Math education.</li> <li>• Administer and analyze results of Parent and Alumni Satisfaction Surveys to measure levels of key partners' satisfactions.</li> <li>• Facilitate support groups for parents.</li> <li>• Host parent and student information nights on topics of general interest and, when appropriate, invite local community members to attend.</li> <li>• Continue to support the Charter Board's Communications Committee in its efforts to network with media to provide opportunities to share student accomplishments throughout the community.</li> <li>• Utilize the newly-established Communications Coordinator position to enhance the school's relationship with all stakeholders.</li> <li>• <i>See also the "Communications Plan" section of this Education Plan for an extensive list of relevant strategies.</i></li> </ul>								

<b>Outcome 3.2: The Charter School demonstrates leadership and continuous improvement.</b>								
<b>Performance Measures</b> (NOTE: Measures NOT part of the Accountability Pillar are shown in blue)	Current Result '08	Previous 3-year average	Evaluation (Student, Parent, Teacher combined)			Targets		
			Achievement	Improvement	Overall	2008/09	2009/10	2010/11
3.2.1 Overall percentages of parents and teachers indicating that their Charter School has improved or stayed the same the last three years.	<b>82%</b>	<b>79%</b>	<b>Very High</b>	<b>Maintained</b>	<b>Excellent</b>	<b>82%</b>	<b>84%</b>	<b>86%</b>
3.2.2 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.	<b>72%</b>	73%	n/a	n/a	n/a	<b>73%</b>	<b>75%</b>	<b>76%</b>
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Remain current with research in the area of gifted education through the Board's Education Planning Committee.</li> <li>• Maintain a close connection with the Centre for Gifted Education at the University of Calgary, especially in light of its stated mandate to focus on the social-emotional needs of gifted learners.</li> <li>• Enhance the education of gifted students by attendance at the annual conferences of SAGE (Society for Advancement in Gifted Education) and NAGC (National Association for Gifted Children).</li> <li>• Establish two Resource Teacher positions to support student learning.</li> <li>• Participate in meetings of TAPCS (The Association of Alberta Public Charter Schools) and share leadership in the annual Charter Schools Conference.</li> <li>• Continue the Charter Board initiative of encouraging and formally recognizing Teachers as they take graduate level courses in gifted education.</li> <li>• Provide a Teacher-Librarian to assist students and teachers in research skills and resource access.</li> <li>• Hold an annual retreat for Staff members to launch Professional Development priorities for the coming school year and to build a cohesive school community.</li> <li>• Analyze Provincial Achievement Test and Diploma Exam results for action planning.</li> <li>• Develop an on-line "Virtual Library" to enhance student, parent and public access to school resources.</li> <li>• Encourage membership in specialist Councils, i.e. GTEC (Gifted and Talented Education Council) of the ATA through associate memberships.</li> </ul>								

## HIGHLIGHTS OF SCHOOL FACILITY AND CAPITAL PLANS

Over the next one to two years, Westmount's enrolment will continue to increase, primarily at the high school level. Our continued expansion into high school has created demand for specialized facilities, particularly in Science and CTS programming. Current CTS programs include Information Processing, Foods, Communications Technology, Community Health and Financial Management. Additional CTS strands will be offered as funding, space and enrolment allow.

It is expected that Westmount will continue to share Viscount Bennett Centre with Chinook Learning Services, a division of the Calgary Board of Education for the next several years. The planned relocation of a portion of Chinook has been delayed until at least 2011 and this has impacted upon our planned expansion into additional areas of the building. We will continue to work with the CBE and government to plan for the continued sharing of the school building for the medium term. Westmount's current leased area does not provide us with sufficient classroom space to meet our enrolment cap.

The condition of the building itself is deteriorating and will require considerable investment to bring it up to current standards for code and educational programming. Due to a lack of other suitable alternatives, long-term occupancy at Viscount Bennett Centre is Westmount's preferred solution to its long-term facility needs.

Westmount's School Capital Plan 2008-2013 provides information on the school's facility needs over a five-year period. Highlights of the plan submitted to the provincial government include requests for:

- ✓ On-going lease cost support for a portion of Viscount Bennett Centre at \$1.092 million annually
- ✓ Addition of three portable classrooms to the school site to accommodate enrolment growth in 2009/10
- ✓ Modernization of Viscount Bennett Centre over a two year period
- ✓ Requested funding for additional CTS equipment has been deferred until modernization of Viscount Bennett Centre begins in 2011/12

Additional information on Westmount's School Capital Plan can be obtained by contacting the office of:

Megan O'Hara, Secretary-Treasurer  
Westmount Charter School  
2519 Richmond Road SW  
Calgary, Alberta T3E 4M2  
Phone: 403/217-0426 ext.232

# BUDGET HIGHLIGHTS

Westmount's Budget Report for 2008/09 was approved by the Charter Board in June. It is consistent with the Charter Board's Budget Principles and is essentially a balanced budget based upon conservative estimates of enrolment growth. Budget information is shown in graphical format on the following page.

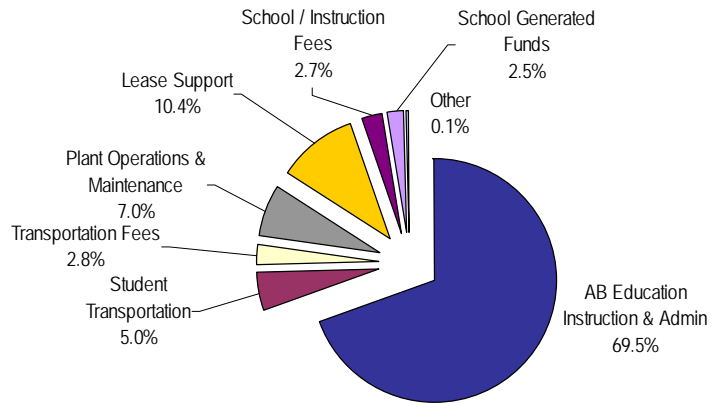
## REVENUE SUMMARY

	2008-2009	
	Preliminary Budget	% of total
	(\$000)	
<b>Alberta Education Funding</b>		
Instruction & Administration	7,277	69.5
Student Transportation	525	5.0
Plant Operations & Maintenance	733	7.0
Lease Support	1,092	10.4
	<u>9,627</u>	<u>91.9</u>
<b>Other Revenue</b>		
School / Instruction Fees	282	2.7
Transportation Fees	288	2.8
School Generated Funds	260	2.5
Other	15	0.1
	<u>845</u>	<u>8.1</u>
<b>TOTAL</b>	<b><u>10,472</u></b>	<b><u>100.0</u></b>

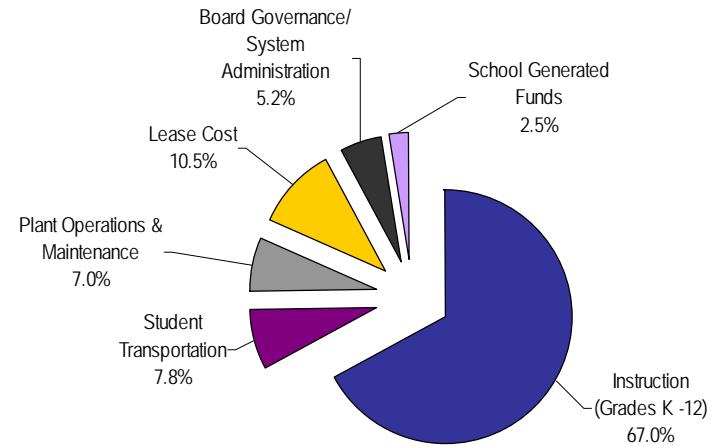
## EXPENSE SUMMARY

	2008-2009	
	Preliminary Budget	% of total
	(\$000)	
Instruction (Grades K – 12)	6,998	67.0
Student Transportation	813	7.8
Plant Operations and Maintenance	733	7.0
Lease Cost	1,092	10.5
Board Governance/System Administration	548	5.2
School Generated Funds	260	2.5
<b>TOTAL</b>	<b><u>10,444</u></b>	<b><u>100.0</u></b>
Surplus	28	

**REVENUE SUMMARY**



**EXPENSE SUMMARY**



Additional information on Westmount's 2008/09 budget can be obtained by contacting the office of:

Megan O'Hara, Secretary-Treasurer  
 Westmount Charter School  
 2519 Richmond Road SW  
 Calgary, Alberta T3E 4M2  
 Phone 403/217-0426, ext. 232

A copy of the school's Budget Report is available on the school's website at [http://www.westmountcharter.com/pdfs/budget\\_report.pdf](http://www.westmountcharter.com/pdfs/budget_report.pdf)

# BUDGETING PRINCIPLES 2008-2009

## Westmount Charter School Budgeting Principles 2008/09

A primary objective in the development of the budget is to ensure a minimum balanced budget, whenever possible. A reasonable contribution to reserves of 1 to 2% is desirable.

### Instruction

- Ensure that adequate provision is made for projected timing of cash flow
- Ensure that government funding is directed to provide staffing and programs consistent with the charter
- Maintain the average class size specified by Alberta Education class size guidelines
- Support professional development
- Ensure the school's program remains accessible and affordable
- Provide for the acquisition of resources for new and expanding programs while continuing to support existing programs
- Summerstock program is self-supporting
- Maintain essential insurance policy coverage
- Engage in consultation with staff regarding compensation and working conditions

### Facilities

- Lease payments paid in instalments to the landlord (the Calgary Board of Education) in accordance with provisions in lease
- Hall monitor costs are deducted from monthly payments
- Landlord provides for overall building operations and maintenance, utilities (excluding telephone, facsimile and internet), repairs and upkeep
- Westmount will be responsible for its share of overall building costs
- Westmount will assume responsibility for custodial services in 2008/09, if beneficial
- Ensure that available funds are directed to improving facilities for school programs
- Operations and maintenance block is self-supporting

### Transportation

- Transportation services provided to eligible students within Calgary city limits
- Costs in excess of grants are passed onto users on an equal basis
- Parent-provided funding application will be made for eligible non-bussed students whose parents enter into transportation agreements
- Parent-provided grants will be passed along to parents
- Transportation costs for field trips covered through school budget or participant fees
- Surplus funds transferred to transportation reserve or refunded to users on an equal basis
- Funds transferred into reserve are used (for transportation) after two years

### Board and System Administration

- Total expenditures to be within maximum expense limit of 6% set by Alberta Education
- Revenues provided for Board and System Administration will be used for Board and System Administration expenses
- Adequate staffing levels will be provided
- Charter Board members do not receive remuneration as per *School Act*
- Reasonable funding is provided for Charter Board member travel and subsistence

# COMMUNICATION PLAN

## Objectives:

- To share our effective practices and innovative approaches for the benefit of Alberta's education system as a whole.
- To ensure that Westmount Charter School is known as "the centre for excellence in gifted education."

## Key Audiences:

- The greater educational community, including Alberta Education, post-secondary institutions, and gifted educators in Alberta and beyond.
- Currently-enrolled Westmount students, their parents, School Council and Student Council.
- Westmount's teachers, support staff, administrators and Charter Board Members.
- Gifted advocacy groups, medical professionals, educational psychologists, and the general public.
- Prospective students and their parents.
- Prospective teachers and other prospective employees.

## Key Strategies:

- Maintain the School's redeveloped website ([www.westmountcharter.com](http://www.westmountcharter.com)), with the following features:
  - ✓ Special section on Giftedness, where our principles, research and learnings regarding gifted education (including our cycle 3 AISI project) are made available to gifted students, parents and educators in Alberta and around the world
  - ✓ Fully compliant with international accessibility standards, modified easily through the use of Cascading Style Sheets
  - ✓ Effectively found through major search engines, by parents looking for gifted education programming and/or charter schools
  - ✓ Quick loading and easy to navigate, to provide an encouraging experience for first-time visitors
  - ✓ Information-laden, regularly updated to encourage repeat visits
  - ✓ Centralized, password protected zone for currently enrolled students and their parents looking to communicate with teachers or administrators
  - ✓ Easily accessed for all citizens to public policies and government-required reports
  - ✓ Extensive links to Charter Schools, Alberta Education resources, and gifted organizations.
  - ✓ Open, accessible sharing of Westmount's innovations and successes through a dedicated web page.
- Produce Education Plans and Annual Education Results Reports that advance the goals of the Charter, and share these documents via stakeholder meetings and the school's website.
- Publish a monthly Newsletter for stakeholders, including articles from the Principal on gifted education and special aspects of the school's program, and highlights of student accomplishments.
- Distribute informational pamphlets to kindergarten program operators, Junior High counsellors and educational psychologists, each of whom is likely to encounter gifted children and their parents.
- Host topical information meetings with the cooperation of School Council and other Parents-of-Gifted organizations.
- Put effort into "branding" Westmount, to build a strong public connection between the Westmount name and our stated goal of "excellence in gifted education."
- Establish links with local media, to continue sharing our story through the Calgary Herald's Neighbours section, Clear Quest Annual Guide to Schools, etc.
- Promote our students' accomplishments through newsletters, assemblies, media, and increased use of audio-visual productions.

- Invite all mid/high school students to grade 12 graduation and awards ceremonies, so they see what has been accomplished by students at our school.
- Increase visibility of the program by attendance at teacher recruitment fairs and other public events that feature a variety of school programs.
- Network with other gifted educators through Admin attendance at the annual conference of the National Association for Gifted Children, and participation with the Centres for Gifted Education at the University of Calgary and the College of William and Mary.
- Host parent information nights in February to provide information to prospective students, parents and the general public about the student assessment/admission process, giftedness, and the uniqueness of the Westmount Charter School program.
- Provide school tours, hosted by our Registrar.
- Participate actively with the Alberta Association of Public Charter Schools (TAAPCS), to increase public visibility and understanding of Charter Schools, and participate in the annual Charter Schools Conference.
- Participate fully in the AISI process, including special gatherings with representatives from other school jurisdictions.
- Institute an “alumni satisfaction survey”, administered one year after graduation from grade 12, asking Westmount Charter School graduates about their readiness for post-secondary education and the working world. Findings from this survey will be used to enhance the educational program, strengthen connections to post-secondary institutions, and further parent/student confidence in the excellence of our High School program.
- Oversee this Communications Plan through the Communication Coordinator’s position, established in January 2007.

**School Council involvement in the preparation of this Education Plan:**

Our administration team involves School Council throughout the school year. Academic results, student achievement, survey questions and results are shared with School Council at regular monthly meetings and with Parents on Information Sessions. As a result of these deliberations with School Council and parents, the Education Plan reflects these important viewpoints and values of School Council and parents in general.

The Education Plan will be communicated to School Council and Parents at a General Meeting scheduled for the Fall of 2008. The plan is available on the Westmount Charter School website, [www.westmountcharter.com](http://www.westmountcharter.com) , and Westmount parents were notified via the June 26, 2008 *Notice to Parents* that the 2008-2011 Education Plan was posted on the website.

## APPENDIX I – A NEW LOOK AT PROVINCIAL ACHIEVEMENT TEST AND DIPLOMA EXAM RESULTS AND TARGETS –

All results are based on #enrolled, written in English

Westmount Charter School's Provincial Achievement Test targets for this Education Plan are set by looking at two sets of data:

- 1) Three-Year Averages – looking at Westmount student performance for the previous three years, in comparison with Province-wide results, gives a general sense of a level of achievement that could reasonably be expected.
- 2) Three-Year-lag results - as a K-12 school with a relatively stable student population, Westmount has the ability to look at the test results (relative to Province-wide results) from that "same" group of students three years ago, and use those results as a predictor of this year's results. So, for example, in predicting the grade 9 test results for 2009, the test results from Westmount's grade 6 class of 2006 (three years prior) are reviewed; in predicting grade 6 results for 2009, the grade 3 PAT results from 2006 are reviewed. (Note: as of the fall of 2008, these results are now referred to by Alberta Education as "Added Value" results)

In cases where the three-year lag results are not available – the grade 3 students, who are writing their first set of PATs, and grade 6 Science and Social Studies students, for whom no corresponding grade 3 PAT exists – the three-year averages provide the sole basis for target-setting.

Diploma Exam targets are set using three-year averages only. We have determined that the grade 9 PATs are not a meaningful predictor for grade 12 Diploma exams, since (a) at the provincial level, PATs and Diploma Exams are written by substantially different populations, (b) Biology, Chemistry and Physics do not exist as separate exams at the grade 9 level and (c) a significant number of Westmount's students write Diploma exams prior to grade 12, rather than with their grade cohort.

### GRADE 3 LANGUAGE ARTS: 2009

		ACTUAL: Gr 3 LA PAT 3-yr average			TARGET: 08-09 Gr 3 LA PAT
		School	Province	<i>School above Province</i>	<i>School above Province</i>
Grade 3 is the first year for Provincial Achievement tests					
Acceptable %		96.6	81.3	15.4	16.0
Excellence %		<b>37.9</b>	<b>16.0</b>	<b>21.9</b>	<b>22.0</b>

### GRADE 3 MATHEMATICS: 2009

		ACTUAL: Gr 3 Math PAT 3-yr average			TARGET: 08-09 Gr 3 Math PAT
		School	Province	<i>School above Province</i>	<i>School above Province</i>
Grade 3 is the first year for Provincial Achievement tests					
Acceptable %		97.7	80.3	17.4	18.0
Excellence %		<b>49.4</b>	<b>25.5</b>	<b>23.9</b>	<b>24.0</b>

**GRADE 6 LANGUAGE ARTS: 2009**

	ACTUAL: 05-06 Gr 3 LA PAT			ACTUAL: Gr 6 LA PAT 3-yr average			TARGET: 08-09 Gr 6 LA PAT
	School	Province	<i>School above Province</i>	School	Province	<i>School above Province</i>	<i>School above Province</i>
Acceptable %	94.3	81.3	13.0	96.1	78.9	17.2	18.0
<b>Excellence %</b>	<b>31.0</b>	<b>14.1</b>	<b>16.9</b>	<b>42.0</b>	<b>17.0</b>	<b>25.0</b>	<b>25.5</b>

**GRADE 6 MATHEMATICS: 2009**

	ACTUAL: 05-06 Gr 3 Math PAT			ACTUAL: Gr 6 Math PAT 3-yr average			TARGET: 08-09 Gr 6 Math PAT
	School	Province	<i>School above Province</i>	School	Province	<i>School above Province</i>	<i>School above Province</i>
Acceptable %	94.3	81.4	12.9	97.7	75.1	22.6	23.0
<b>Excellence %</b>	<b>46.0</b>	<b>27.1</b>	<b>18.9</b>	<b>41.0</b>	<b>15.9</b>	<b>25.1</b>	<b>25.5</b>

**GRADE 6 SCIENCE: 2009**

	ACTUAL: Gr 6 Sci PAT 3-yr average			TARGET: 08-09 Gr 6 Science PAT
	School	Province	<i>School above Province</i>	<i>School above Province</i>
Acceptable %	98.0	77.3	20.7	21.0
<b>Excellence %</b>	<b>56.6</b>	<b>27.1</b>	<b>29.5</b>	<b>30.0</b>

Grade 6 is the first year for Science Provincial Achievement Tests

**GRADE 6 SOCIAL STUDIES: 2009**

	ACTUAL: Gr 6 Soc PAT 3-yr average			TARGET: 08-09 Gr 6 Social PAT
	School	Province	<i>School above Province</i>	<i>School above Province</i>
Acceptable %	96.1	77.8	18.4	19.0
<b>Excellence %</b>	<b>46.0</b>	<b>22.6</b>	<b>23.4</b>	<b>24.0</b>

Grade 6 is the first year for Social Studies Provincial Achievement Tests

**GRADE 9 LANGUAGE ARTS: 2009**

	ACTUAL: 05-06 Gr 6 LA PAT			ACTUAL: Gr 9 LA PAT 3-yr average			TARGET: 08-09 Gr 9 LA PAT
	School	Province	<i>School above Province</i>	School	Province	<i>School above Province</i>	<i>School above Province</i>
Acceptable %	95.0	79.0	16.0	97.5	77.6	19.9	20.0
<b>Excellence %</b>	<b>33.8</b>	<b>15.9</b>	<b>17.9</b>	<b>32.8</b>	<b>14.1</b>	<b>18.6</b>	<b>19.0</b>

**GRADE 9 MATHEMATICS: 2009**

	ACTUAL: 05-06 Gr 6 Math PAT			ACTUAL: Gr 9 Math PAT 3-yr average			TARGET: 08-09 Gr 9 Math PAT
	School	Province	<i>School above Province</i>	School	Province	<i>School above Province</i>	<i>School above Province</i>
Acceptable %	97.5	74.5	23.0	95.4	66.2	29.2	29.5
<b>Excellence %</b>	<b>38.8</b>	<b>15.3</b>	<b>23.5</b>	<b>36.8</b>	<b>18.0</b>	<b>18.8</b>	<b>24.0</b>

**GRADE 9 SCIENCE: 2009**

	ACTUAL: 05-06 Gr 6 Science PAT			ACTUAL: Gr 9 Sci PAT 3-yr average			TARGET: 08-09 Gr 9 Science PAT
	School	Province	<i>School above Province</i>	School	Province	<i>School above Province</i>	<i>School above Province</i>
Acceptable %	96.3	77.7	18.6	96.5	67.5	29.0	29.5
<b>Excellence %</b>	<b>58.8</b>	<b>28.1</b>	<b>30.7</b>	<b>27.7</b>	<b>13.7</b>	<b>14.0</b>	<b>31.0</b>

**GRADE 9 SOCIAL STUDIES: 2009**

	ACTUAL: 05-06 Gr 6 Social PAT			ACTUAL: Gr 9 Soc PAT 3-yr average			TARGET: 08-09 Gr 9 Social PAT
	School	Province	<i>School above Province</i>	School	Province	<i>School above Province</i>	<i>School above Province</i>
Acceptable %	Westmount is involved in developing the new Social 9 curriculum. During this three-year period an alternate Social 9 PAT will be piloted at Westmount which is not statistically comparable with the PAT administered in the rest of the province.						
<b>Excellence %</b>							

**ENGLISH 30 Diploma Exam: 2009**

	ACTUAL: English 30 Diploma 3-yr average **			TARGET: 08-09 English 30 Diploma
	School	Province	<i>School above Province</i>	<i>School above Province</i>
Acceptable %	97.9	91.2	6.7	7.0
<b>Excellence %</b>	<b>60.8</b>	<b>19.5</b>	<b>41.4</b>	<b>30.0</b>

**PURE MATH 30 Diploma Exam: 2009**

	ACTUAL: Pure Math 30 Diploma 2-yr avg			TARGET: 08-09 Pure Math 30 Diploma
	School	Province	<i>School above Province</i>	<i>School above Province</i>
Acceptable %	89.9	86.7	3.2	4.0
<b>Excellence %</b>	<b>25.3</b>	<b>26.9</b>	<b>(1.7)</b>	<b>4.0</b>

**BIOLOGY 30 Diploma Exam: 2009**

	ACTUAL: Biology 30 Diploma 2-yr average			TARGET: 08-09 Bio 30 Diploma
	School	Province	<i>School above Province</i>	<i>School above Province</i>
Acceptable %	95.9	87.3	8.6	9.0
<b>Excellence %</b>	<b>39.0</b>	<b>29.0</b>	<b>10.8</b>	<b>11.0</b>

**CHEMISTRY 30 Diploma Exam: 2009**

	ACTUAL: Chem 30 Diploma 2-yr average			TARGET: 08-09 Chem 30 Diploma
	School	Province	<i>School above Province</i>	<i>School above Province</i>
Acceptable %	96.6	91.8	4.8	5.0
<b>Excellence %</b>	<b>34.3</b>	<b>35.9</b>	<b>(1.7)</b>	<b>5.0</b>

**PHYSICS 30 Diploma Exam: 2009**

	ACTUAL: Physics 30 Diploma 2-yr average			TARGET: 08-09 Physics 30 Diploma
	School	Province	<i>School above Province</i>	<i>School above Province</i>
Acceptable %	79.9	89.4	(9.5)	7.0
<b>Excellence %</b>	<b>39.6</b>	<b>32.7</b>	<b>6.9</b>	<b>7.0</b>

**SOCIAL STUDIES 30 Diploma Exam: 2009**

	ACTUAL: Social 30 Diploma 2-yr average			TARGET: 08-09 Social 30 Diploma
	School	Province	<i>School above Province</i>	<i>School above Province</i>
Acceptable %	100	91.0	9.0	9.0
<b>Excellence %</b>	<b>41.7</b>	<b>24.9</b>	<b>16.9</b>	<b>17.0</b>

\*\* - note – Westmount has only had grade 12 classes for the past two years so most subjects have only a two-year average. However, in 2005, eight academically advanced grade 11 students wrote the English 30 Diploma exam, so English 30 has three years of results rather than two.

# APPENDIX II – ACCOUNTABILITY PILLAR OVERALL SUMMARY

Accountability Pillar Overall Summary  
 Annual Education Results Reports - Oct 2008  
 Authority: 0109 Westmount Charter School Society



Goal	Measure Category	Measure Category Evaluation	Measure	Westmount Charter School Soc.			Province			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	Excellent	<a href="#">Safe and Caring</a>	88.8	88.7	88.6	86.1	84.2	83.9	Very High	Maintained	Excellent
	Student Learning Opportunities	Excellent	<a href="#">Program of Studies</a>	88.8	83.0	82.0	78.4	78.5	77.8	Very High	Maintained	Excellent
			<a href="#">Education Quality</a>	88.8	93.6	92.4	88.2	87.6	87.1	Very High	Improved	Excellent
			<a href="#">Drop Out Rate</a>	0.6	0.0	0.0	6.0	4.7	5.0	Very High	Maintained	Excellent
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Excellent	<a href="#">PAT: Accessible</a>	97.0	98.1	97.0	76.8	75.9	76.7	Very High	Maintained	Excellent
			<a href="#">PAT: Excellence</a>	68.7	43.5	44.2	18.8	19.4	19.3	Very High	Improved Significantly	Excellent
	Student Learning Achievement (Grades 10-12)	Excellent	<a href="#">Diploma: Accessible</a>	91.0	92.7	94.8	86.0	85.4	85.2	Very High	Maintained	Excellent
			<a href="#">Diploma: Excellence</a>	38.4	28.3	53.5	22.8	23.3	23.1	Very High	Declined Significantly	Acceptable
			<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	88.8	62.6	62.6	68.8	53.7	53.2	Very High	Improved Significantly	Excellent
			<a href="#">Rutherford Scholarship Eligibility Rate</a>	72.7	74.1	67.0	38.2	37.2	35.4	Very High	Maintained	Excellent
	Preparation for Lifelong Learning, World of Work, Citizenship	n/a	<a href="#">Transition Rate (5 yr)</a>	*	n/a	n/a	60.3	59.5	57.1	-	-	-
			<a href="#">Work Preparation</a>	86.4	83.5	79.6	80.1	77.1	76.4	High	Improved Significantly	Good
Goal 3: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	Excellent	<a href="#">Parental Involvement</a>	86.3	86.4	85.9	78.2	77.5	77.2	Very High	Maintained	Excellent
	Continuous Improvement	Excellent	<a href="#">School Improvement</a>	81.7	79.5	78.4	77.0	76.3	75.7	Very High	Improved	Excellent

Goal	Measure Category	Measure	Westmount Charter School Soc.			Province		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average
ACOL Measure	ACOL Measure	<a href="#">Satisfaction with Program Access</a>	88.1	66.2	63.7	88.2	68.2	68.0
		<a href="#">In-service Jurisdiction Needs</a>	71.8	76.4	72.6	80.4	78.8	77.8

Notes:

- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Accessible and PAT Excellence results. Courses Included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social Studies (Grades 6, 9), Science (Grades 6 only), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Accessible and Diploma Excellence results, weighted by the number of students enrolled in each course.
- 3) Overall evaluations can only be calculated if both Improvement and achievement evaluations are available.
- 4) The ACOL measures are not evaluated as they are not part of the Accountability Pillar and are included only to enable inclusion in the AERR and 3-Year Education Plan reports.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).