



Westwind Alternate School 2021-2022 Results Review Report

Vision: WAS is a sought after school where the culture of joy in learning and in relationships is passionately evident. A well respected provider of excellent alternative educational programming.

Values: <https://was.westwind.ab.ca/about/core-values>

Our Priorities	Goal 1: Literacy and Numeracy at Grade Level	Goal 2: All Students at Acceptable Level on PATs	Goal 3: All Students Graduate
<p>WAS Institutional Goal:</p> <ul style="list-style-type: none"> Ensure WAS programs are viewed as highly worthwhile and valuable educational options for our students and families in the broader marketplace of schooling opportunities. <p>Strategies:</p> <ul style="list-style-type: none"> We have recently undertaken a PEP 'Deep Dive' to see what is working and what is not in the new program. We are also undertaking a whole school needs analysis, especially in relation to: <ul style="list-style-type: none"> 1) the changing and varying student demographic needs and our ability or lack thereof to serve them all, 2) staffing and teacher job complexity issues, and 3) Post ADLC issues and the implementation of Hapara online platform in our unique blended and hybrid alternative programs. Working with the School 	<p>Measures</p> <ul style="list-style-type: none"> Percentage of students reading at correct levels based on 3T screens. Percentage of students at 'Acceptable Standard', or higher on PATs. Professional judgment and teacher / parent collaborative discussions. <p>Celebrations</p> <ul style="list-style-type: none"> Our data suggests a very high percentage of students who are exposed to literacy in the home. Amongst a certain demographic (those with a homeschooling background, particularly). In the summer prior to the 2021 - 2022 school year we created a significant 'PEP Library' at our school. This library contains numerous literacy, numeracy and other curricular resources for students/families to check out and use at home during various portions of the school year. Our teachers who teach grades 1 - 9 ELAL, especially, are all very passionate about literacy. The same applies to numeracy and most especially in Jr. High. 	<p>Measures</p> <ul style="list-style-type: none"> Percentage of students at 'Acceptable Standard', or higher on PATs. Percentage of students taking the PATs <p>Celebrations</p> <ul style="list-style-type: none"> Learning over time has increased by 13% overall. Ownership of learning has increased for grade 4-6 students. We have encouraged ownership of learning in our grade 1-9 program through a major project purchasing numerous curriculum linked enrichment resources. <p>Moving Forward</p> <ul style="list-style-type: none"> We have increased the number of Educational Assistants used in our classes. We have also focussed on teacher instructional loads to fewer classes. This change requires all grade 1-9 teachers to travel between our two campuses, but greatly lowers the breadth of classes they must instruct. We believe this change should increase educational quality. It may, however, come at 	<p>Measures</p> <ul style="list-style-type: none"> Percentage of students at 'Acceptable Standard', or higher on DIPs. Percentage of students taking the DIPs Number of students engaged in our GED program. Number of students earning 100 credits. Success level of our 'other' programs such as OCC, Community Mentor program, etc., in keeping kids coming to school regularly and working towards graduation. <p>Celebrations</p> <ul style="list-style-type: none"> This number has gradually been increasing for 6 years. We had 10 students graduate this year, including 1 GED student. Our grade 10-12 program has increased in the measure of 'Demonstration of Learning'.. Getting our OCC program up and running again, post Covid lockdowns. We continue to be innovative with respect to our course delivery methods and programming that encourages at

Council, and program specific sub committees, to better understand the needs and wants of our students, and families. This includes looking at ways of improving Outreach instructional quality and grade 9 to 10 transitions.

- Our division has been highly engaged in PD activities for teachers that promote literacy across the curriculum and these efforts will definitely have a filter down effect.

Moving Forward

- We have narrowed the scope of grade levels that any one teacher is responsible for in our home based distance learning program. This will help teachers focus more directly on literacy with a more defined group of students and a much more condensed content scope.
- We have had the opportunity to hire a teacher to our school to teach grades 1 - 3 who has a very strong literacy and numeracy background at the elementary level.
- Increased awareness amongst our teachers and our parents: We have added literacy and numeracy screening as an 'benefit/feature' of our Distance Learning program and we expect that this heightened awareness will lead to more consistency in terms of numbers of students being screened throughout the year.

the expense of perceptual measures of teacher support.

- Measures related to the ease of accessing programming for at-risk students is very high. This is the targeted niche for our grade 10-12 program. It appears we need to work on the quality of these services. Past history shows maintaining a targeted program is a necessary condition for improvement.
- Our grade 10-12 program has gone to full implementation of a new attendance tracking program. We have changed our default assumption from "students should come when needed" to "students should attend once a week". This has enabled us to provide more support to students, catch a variety of situations where students otherwise would have fallen through system cracks, and modify instructional resources to better suit individual student needs.

risk students to stay in school and in order to meet student specific learning needs towards high school completion.

Moving Forward

- We have addressed the issues presented by Covid lockdown dynamics, and lack of ownership of learning by students, by reducing the breadth of courses each teacher instructs, concentrating instruction to fewer courses in given subject areas.
- We continue to pursue an additional focus on the GED program to further increase the number of students who complete high school, who otherwise would not.
- We have simplified our English and Social Studies resources. These resources now focus on core skills and rely on weekly periods of face-to-face instruction. In English and Social Studies, specific focus has been given to written assignment skills.