



2024 – 2029

EDUCATION PLAN YEAR 3

Westmount School

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WESTMOUNT SCHOOL

EDUCATION PLAN 2024 - 2029 (YEAR 3)

Our 2024-2029 education plan is based on contributions from students, parents, staff, business/community leaders and service providers who provide ongoing and direct feedback in the development of goals and strategies for engagement, support, and success of each learner.

[View our 2024-2025 School Annual Education Results Report](#)

OUR LAND ACKNOWLEDGEMENT

In the spirit of respect, truth, and reconciliation, we honour and acknowledge the traditional territories and oral practices of the Blackfoot (Siksika, Piikani, and Kainai), the Tsuut'ina, the Stoney Nakoda First Nations, the Metis Nation (Region 3), and all people who make their homes in the Treaty 7 region of Southern Alberta. We respect the stories that our ancestors told of this place and the wisdom that lives in their history of this land. We take this opportunity to acknowledge the spirit, life, and lessons that this land has shared with us over past generations and honour the spirit, life and lessons that this land will continue to share with us. We thank Mother Earth for the generous gifts that she has provided us to sustain our bodies, minds, hearts, and souls. In this way we recognize the land as an act of reconciliation and gratitude to those whose territories that we reside on. Let us go forward in a good way.

Truth and Reconciliation for Learner Success Toolkit in Foothills School Division

OUR VISION

Engagement, Support and Success for each learner

OUR MISSION

Each learner entrusted to our care, has unique gifts and abilities. It is our mission to find out what these are...Explore them...Develop them...Celebrate them!

OUR PURPOSE

Education at the centre of a flourishing community.

OUR PRIORITIES

Engagement: Ensure and maintain Division wide engagement that is timely, meaningful, and collaborative with all learners and communities.

Support: Ensure and maintain Division wide learning environments that are welcoming, caring, respectful, safe, and inclusive.

Success: Ensure and maintain Division wide excellence in teaching, learning and school/Division leadership.

OUR DIVISION

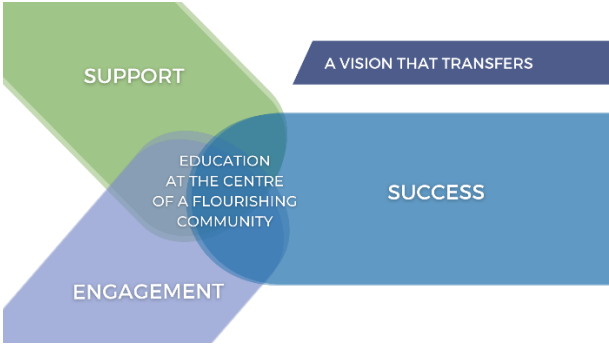
Board of Trustees
Board Policy 01: Division Foundational Statements
Board Policy 14: A Place for All

Accountability and Assurance
Alberta Education & Childcare and Foothills School Division
Goal Alignment
Systems Thinking

ALIGNMENT OF PROVINCIAL OUTCOMES, ASSURANCE, DOMAINS & FOOTHILLS SCHOOL DIVISION GOALS		
ALBERTA EDUCATION & CHILDCARE OUTCOMES	FOOTHILLS SCHOOL DIVISION GOALS	ASSURANCE DOMAINS
Ministry of Education & Childcare Business Plan 2024-2027	Foothills School Division Education Plan 2024-2029	Alberta Education & Childcare Funding Manual 2026-2027
• Alberta’s students are successful • First Nations, Métis, and Inuit students in Alberta are successful • Alberta’s students have access to a variety of learning opportunities to enhance competitiveness in the modern economy • Alberta’s K-12 education system and workforce are well-managed	• Learning that transfers • Numeracy and literacy • Wellness and wellbeing • Continuum of supports • First Nations, Métis, and Inuit student success • Innovation and design • Learning that transfers • Excellence in teaching, learning, and leading • Stakeholder engagement and communications • Continuous improvement and assurance	• Student growth & achievement • Learning support • Student growth & achievement • Learning support • Student growth & achievement • Teaching and leading • Local and societal context • Local and societal context • Governance

SCHOOL COUNCILS REGULATION

Section 12(1) of the School Councils Regulation under the Education Act requires school boards to provide school councils with the opportunity to provide advice on the development of the school's foundational statements (vision, principles, and beliefs); Education Plan; annual results report; and budget. Section 12(2) requires school boards to provide the school council with the results for the school from provincial assessments and an interpretation of those results as well as the information that the board disseminates through its reporting and accountability *system per Section 67 of the **Education Act***.

OUR GOALS & ASSURANCE MEASURES		
ENGAGEMENT	SUPPORT	SUCCESS
Local and Societal Context	Learning Supports	Student Growth and Achievement
Goal: Advance Stakeholder Engagement and Communications Assurance Measure: FSD provides trust and confidence that the education system responds proactively to local and societal contexts.	Goals: Advance Wellness and Well-being Advance Continuum of Supports Assurance Measure: FSD provides confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.	Goals: Advance Innovation and Design Advance Learning for Transfer Advance Literacy and Numeracy Advance First Nations, Métis, and Inuit student success Assurance Measure: FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.
Governance		Teaching and Leading
Goal: Advance Continuous Improvement and Assurance Assurance Measure: FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency, and accountability.		Goal: Advance Excellence in teaching, learning and leading. Assurance Measure: FSD provides trust and confidence that certified teachers and certified leaders demonstrate their respective professional practice standards (Teaching Quality Standard, Leadership Quality Standard, and Superintendent Leadership Quality Standard).

OUR SCHOOL

Home of the Westmount Wolves “For the strength of the pack is the wolf, and the strength of the wolf is the pack” Rudyard Kipling

Welcome to Westmount School, a vibrant K-9 community of approximately 490 students where we blend academic rigor with real-world engagement. Supported by a dedicated, multi-disciplinary team of certificated teachers, Learning Coaches, Educational Assistants, a Learning Commons Facilitator, a Family Liaison Counselor, and attentive office staff, we ensure every single student is seen, supported, and challenged.

We don't just teach for the classroom; we design learning that is deep, transferable, and relevant to the real world. Career and Technology Foundations (CTF): Outside of core subjects, students explore their unique passions through hands-on disciplines and cutting-edge technologies. The Learning Commons Makerspace: A hub of innovation where students roll up their sleeves to design, build, and invent. Education at Westmount goes far beyond textbooks. Our highly praised Grade 7-9 Outdoor Education program connects students with nature, building resilience and teamwork. From student-generated clubs to a robust lineup of extra-curricular activities, we focus heavily on the whole child—intellectual engagement, health and wellness, and social-emotional growth. We bring the world to our students by partnering with the RCMP, local sports teams, wildlife and conservation experts, mental health instructors, local authors, tech gurus, and even Olympians! With a K-9 campus, Westmount offers a unique environment for leadership. Our Junior High students don't just attend school here; they act as mentors and leaders in the building. Guided by our core values—Connecting, Contributing, Taking Ownership, and Being Responsible—we foster an environment of mutual respect. School culture is strengthened through assemblies, spirit days, leadership initiatives, community events, performances, celebrations of learning, and opportunities for students to showcase their talents and achievements.

We believe every child deserves an exceptional education. Through our continuously refined Continuum of Supports, students have seamless access to the people, resources, and strategies they need to succeed. Furthermore, our brand-new, specialized "Elevate" Support Classroom provides dedicated care for students with significant medical complexities and is staffed by a licensed practical nurse, a health care aide, a learning coach, and educational assistants. At Westmount, parents aren't onlookers; they are the heartbeat of our community. Whether serving as volunteers, expert speakers, hot lunch organizers, school council reps, or fundraisers, our families are at the center of everything we do. With regular family presentation nights and special events, we ensure the link between home and school stays rock-solid.

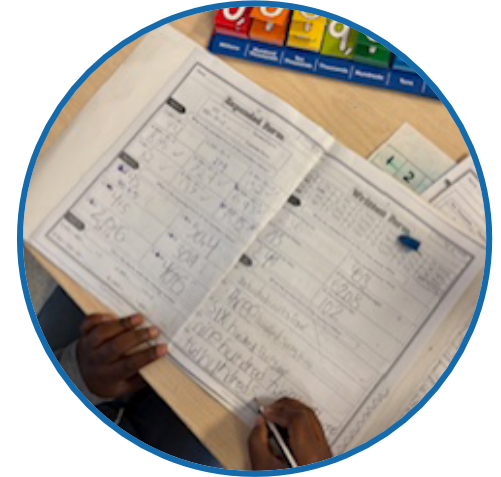
At Westmount School, we aren't just preparing students for the future; we are inspiring them to shape it.



Engagement



Support



Success

OUR STORY OF ENGAGEMENT

Strategy Implemented in 2024-2025

Strategy Continued For 2025-2026

Strategy Continued For 2026-2027

Strategy Continued For 2027-2028

Strategy Continued For 2028-2029

GOALS & STRATEGIES

Advance stakeholder engagement and communications by:

- **Ongoing Opportunities:** Facilitate ongoing engagement opportunities with education partners in respectful, meaningful ways.
 - Building roles and responsibilities for Classroom Rep's at School Council
 - Continuing to grow and build the school council fundraising sub-committee to support school priorities
 - Developing clear guidelines around fundraising to ensure clarity re FOWSS and School Council fundraising groups
 - Engaging community partnerships particularly in CTF connecting students with field experts
 - Continuing to engage with universities and colleges with practicum students
 - Working with School Council to organize school events and celebrations to bring community together
 - Facilitate ongoing engagement opportunities and collaborate with our education partners—including the Board of Trustees, FSD staff, employee advisory groups, school councils, FOWSS, parent and student advisory groups, and community stakeholders. Our ongoing commitment includes working closely with the School Council to organize school events and celebrations to bring the community together. Ensure weekly distribution of family newsletters, and quarterly, invite the community to participate in all upcoming school celebrations and involvement opportunities.
- **Collaborative Communication:** Provide a continuous feedback loop to inform, consult, and empower partners in education to guide decisions.
 - Continuing to engage with the School Council Chair on what's important for parents to help inform, and guide decisions based on facts and data and considering available resources
 - Maintaining an open-door policy and open communication to share ideas and seek information
 - Continuing to use surveys and other information collection avenues to collect parent voice and feedback to guide decisions
- **Celebrate our Westmount School Community:** Provide assurance that engagements with partners in education are contributing to positive change in our learning community.
 - Regularly highlight our story of success of the learning students are engaging in to bring parent awareness and understanding. This is done through news releases, social media posts, newsletters, and website content

Advance evidence-based continuous improvement and assurance by:

MEASURES AND TARGETS:

PROVINCIAL & LOCAL

- **Parent Involvement (AECA):** Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- **School Improvement (AECA):** Increase/maintain percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
- **Quality of Education (AECA):** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Stakeholder Engagement:** Increase/maintain participation of stakeholders to inform decisions.
- **FSD Assurance Survey:** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement, student growth and achievement.



- **Evidence-informed decision-making:** Ensure a continuous improvement cycle in which participants are persistently attentive to gathering ongoing, triangulated evidence to inform next steps.
 - Professional Learning Teams use iterative cycles to examine samples of student learning in relation to programs of students and success criteria
 - School-based School Advisory Council to meet to analyze school data (FSD Assurance, AEAM, SOSQ, AB ED, Student Intellectual Engagement, Professional Learning Survey), do staff pulse-checks, establish staff wellness initiatives etc...
 - Continue encouraging staff to use the TEAMS data dashboard to analyze and develop plans based on current, timely evidence
- **Engagement:** Develop effective engagement processes that rely on education partners working together for the purpose of bringing about positive change, with all partners recognizing that the nature of the engagement will vary according to the needs of the participants.
 - Ongoing stakeholder engagement from across all levels, including monthly meetings, formal and informal, various communication platforms, surveys, and focus groups
 - Professional Learning around Student Engagement continuum to bring awareness to students and common language on engagement
 - Continue to promote opportunities for engagement and show how these engagements have informed growth and action including but not limited to:
 - Student Matters
 - Student Surveys
 - Volunteer opportunities
- **Learning and Capacity Building:** Develop a dynamic assurance process that provides opportunities for building capacity for change and ongoing improvement.
 - Continuing the use of the grade level Teams platform to share school data for teachers/staff to analyze (school-based, divisional and provincial) to inform next steps in teaching and learning
 - Build professional capacity and commitment to continuous improvement
 - Demonstrating fiscal responsibility and effective stewardship of resources in supporting system/student outcomes.

Goals, Outcomes, Indicators, Measures, Details

4 Year Data Trends and Key Insights

OUR STORY OF SUPPORT

Strategy Implemented in 2024-2025

Strategy Continued For 2025-2026

Strategy Continued For 2026-2027

Strategy Continued

For 2027-2028

Strategy Continued For 2028-2029

GOALS & STRATEGIES

Advance wellness and well-being by:

- Continue to promote healthy school cultures through student well-being using the lens of Belonging, Independence, Mastery and Generosity
 - Continuing the use of Restorative Questions throughout the school by all staff with questions posted in each room and throughout the school
 - Identifying students who don't have a strong connection to a trusted adult to tag someone to them and build connections through regular check-ins.
 - Committing to using Social Emotional Learning programs/resources including Mental Health Literacy, Zones of Regulation, Minds Up, and 4th R
 - Maintaining Wellness Class as separate from PE with a focus on mental health and wellness and continuing to use the HERO's program.
 - Accessing community supports to further enhance wellness programming within the school
 - Continued use of Trauma Informed Practices, Positive Behavior Supports and Restorative Practices
 - Maintaining the JH Wellness Day with Keynote speaker, activities etc... with members from the community coming in to support the day
 - Expand on pilot of the new Zones of Regulation curriculum, the new Mind Up Curriculum and the Brain Wise Curriculum to support Social-Emotional Learning Gr. K-6
 - Collaborate with the Orenda Society for Junior high wellness days to incorporate learning around self-confidence and internal resilience (as per SOSQ data)
- Continue to promote healthy school cultures through workplace wellness using the lens of Belonging, Independence, Mastery and Generosity.
 - Ensuring Greenshield and other resources are visual and shared with staff consistently
 - School representation at the Staff Advisory committee bringing back ideas to use with Westmount School Staff and sharing ideas from the school
 - Awareness of *Guarding Minds at Work* Survey results focusing on workplace improvement to support wellness
 - Provide opportunities for staff to learn about co-regulation and the role they play in supporting student regulation
 - Professional learning offered to further develop staff skills and abilities in working with diverse learners in a safe and caring way, including SIVA training, EA professional learning series, SEL learning, trauma informed practices and job specific skill areas
 - Recognize and thank staff in weekly MMM communications for their school contributions
 - Monthly gratitude among staff shared orally and visually

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Safe & Caring (AECA):** Increase/maintain the percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school.
- **Program Access (AECA):** Increase/maintain the percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.
- **Students at Risk (AECA):** Increase/maintain the percentage of teachers, parents and students agree that programs for children at risk are easy to access and timely.
- **SOS-Q (Student Orientation to School Questionnaire):** Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.
- **Access to Supports through a Continuum of Supports:** Evidence demonstrates students have access to a continuum of supports to support overall success, achievement, and well-being (FSD Assurance Survey-Parent, Intellectual Engagement Survey-Student, FSD Professional Learning Survey-Staff).
- **Staff Advisory** (Guarding Minds Survey) and **Students' Matters** input and feedback.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement and student growth & achievement.

Advance a continuum of supports by:

- Continue to implement, refine, and expand the continuum of supports based on current student profiles to address social, emotional, physical, and academic growth for students.
 - Review, refine and update our Continuum of Support (Based on Positive Behavior Support Framework)
 - Ensure staff know how to access and find entry points within the Continuum of Supports
 - Create a vision around the new Hub (Support Room) Model and how that will fit within our Continuum of Supports
 - Use Restorative Language universally and make it visual across the school
 - Refine Student Support meetings (Teachers, Family School Liaison Counselor, Learning Coach, Admin) – review purpose and process that includes a firm action plan
 - Revisit Collaborative Response Team structure to refine purpose and process
 - Initiate four new support hubs focused on regulation, OTPT, Literacy and Numeracy.
 - Ensure all staff are aware of WISE plans and safety plans
 - Continue to refine ELEVATE Support Classroom with individualized and targeted academic and medical support.
- Continue weekly Learning Coach and Student Support meetings (including Admin, LC(s), FSLC) focusing on universal, targeted and individual supports for all students and engaging as necessary with division office personnel to access the greater school division continuum of supports
 - Ensuring access to professional learning opportunities for staff to further develop understanding and skills to work with complex students, including SIVA training and Educational Assistants' Professional Learning series
 - Refine the support model by ensuring that students receiving support have structured opportunities to work with a variety of educational assistants (EAs), promoting consistency, resilience and a greater degree of independence in students.

🔗 [Goals, Outcomes, Indicators, Measures, Details](#)

🔗 **4 Year Data Trends and Key Insights**



OUR STORY OF SUCCESS

Strategy Implemented in 2024-2025

Strategy Continued For 2025-2026

Strategy Continued For 2026-2027

Strategy Continued

For 2027-2028

Strategy Continued For 2028-2029

GOALS & STRATEGIES

Advance innovation and design by:

- Embed deep and transferable learning through the *Framework for Innovation and Design* (including Maker-centered Learning, Career and Technology Foundations, and Career and Technology Studies) to enhance design thinking and career exploration for all students.
 - Continue to develop and enhance Innovation and Design programming opportunities through maker-centered learning and CTF
 - Enhance Career and Technology Foundations programming through engaging students in learning challenges across curricula and occupational areas identified in the CTF program of studies.
 - Ensuring Options align with the CTF curricular framework offering a range of opportunities to students to experience various Occupational Areas
 - Learners will continuously develop creative problem-solving skills through expanded innovation and maker-centered programming
 - Learners benefit from CTF programming that engages them in meaningful learning and challenges across the occupational areas identified in the POS
- Advance Career Education to provide students with real world experiences that prepare them for their future.
 - Continue to enhance and support Maker Space/Career Technology Foundations for K-6 (e.g. build programming around new CRICUT, Robotics, Ozobots, Microbits 3D Printers etc....)
 - Survey students for areas of interest in designing Options to be responsive to areas of interest and connect with the High School programming
 - Grow community, industry, and educational partnerships that provide student access to authentic, hands-on, experiential learning in fields of interest to support readiness for careers and future next steps
 - Engage students in competency development through exposure to a variety of career opportunities. “When students develop competencies, they acquire knowledge skills and attitudes that contribute to their success as lifelong learners and active citizens”
 - Advance systemic staff capacity for continued implementation of the Framework for Innovation and Design within Foothills School Division to support Deep and Transferrable Learning through design thinking while exposing students to a greater breadth of possible careers
 - Develop the teacher’s capacity to design engaging tasks and challenges as part of the CTF programming
 - Learners will shape their own educational pathways by sharing their interests through surveys directly influencing the creation of new responsive CTF classes.
- Grow community, industry, and educational partnerships that provide student access to authentic, hands-on, experiential learning in fields of interest to support readiness for careers and future next steps
 - Provide opportunities for students to engage in authentic hands-on, experiential learning through partnerships within the community
 - Learners benefit from expanded community industry and educational partnerships that granty them direct access to authentic hands on experiential learning in their fields of interests.

Advance learning that transfers:

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Student Learning Engagement (AECA):** Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school.
- **Program of Studies (AECA):** Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
- **Work Preparation (AECA):** Increase/maintain percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- **Citizenship (AECA):** Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- **Overall Quality of Education (AECA):** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Lifelong Learning (AECA):** Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.
- **Drop-out Rate, High School Completion Rate, Transition Rates, Rutherford Scholarship, Exam Participation Rate (AECA):** Growth and Improvement shown in each area.
- **FSD Assurance Survey:** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **Student Intellectual Engagement Survey:** Increase/maintain percentage of students who chose to agree or strongly agree in 50% of

- Learning will be designed through conceptual understanding, empowering student agency, and addressing complex problems over time to optimize student learning.
 - **Conceptual understanding**
 - Develop rich tasks that are meaningful to students and allow for a range of thoughtful responses that connect curricular concepts to life beyond school
 - Make effective use of a range of instructional strategies that help students to develop deep conceptual understandings
 - Use of tools, resources and strategies that support student thinking and develop literacy and numeracy skills
 - **Student Agency**
 - Design learning tasks that allow students to apply conceptual learning in a meaningful and authentic context
 - Create an effective balance between student voice and choice and teacher guidance to support student engagement and deep learning.
 - Actively involve students in driving their own learning through the use of learning portfolios
 - **Complex problems over time**
 - Routinely invite students to reflect on how their new learning affirms or helps them to revise or extend their response to the task
 - Design assessment tasks (critical challenges) to involve students with solving authentic, real-world, or novel problems.
 - Design learning so that students can see endless possibilities for the ways in which they apply their learning in their future lives and careers.
 - **Learners will develop conceptual understanding and exercise their personal agency by tackling complex real-world problems through intentionally designed learning experiences.**
- Teachers and leaders will continue to develop a deep understanding of pedagogy and curriculum and apply a current and comprehensive repertoire of effective planning and design for deep and transferable learning.
 - **Engage teachers in iterative cycles of collaborative professionalism where evidence of student learning is at the forefront**
 - **Develop collective understanding of the different levels of engagement and the resulting implications on pedagogical practices and student agency.**
 - **Learners will benefit from a learning environment centered entirely on their progress, driven by teachers who collaborate in PLC's and use evidence of learning and data to guide instructional decisions**
- Utilize effective assessment, evaluation, and reporting strategies from the FSD System of Reporting to ensure deep and transferable learning while effectively conveying student progress
 - **Focus on effective assessment practices including the use of Success Guides to help students deepen understanding of key concepts which will help with transfer to new contexts**
 - **Utilize high-impact, research-based assessment, grading, evaluating, reporting strategies, and the FSD Communication and Reporting Tool (CaRT)**
 - **Integrate digital technology including the use of artificial intelligence tools and resources, as appropriate, to build student capacity for:**
 - acquiring, applying, and creating new knowledge
 - communicating and collaborating with others
 - critical thinking
 - accessing, interpreting, and evaluating information from diverse sources

questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).

- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement, student growth and achievement.

- Learners will engage with effective assessment practices that allow them to deepen, demonstrate, and transfer their understanding of key concepts to entirely new contexts.
- Learners will experience high-impact, research-based assessment, grading, evaluation, and reporting strategies with their progress actively communicated through the FSD communication and reporting tool.
- Learners will appropriately integrate digital technology, tools and resources, to build their capacity for acquiring, applying, and creating new knowledge while critically evaluating information, collaborating with others, and solving problems.

🔗 **Goals, Outcomes, Indicators, Measures, Details**

🔗 **4 Year Data Trends and Key Insights**

GOAL & STRATEGIES

Advance literacy and numeracy by:

- Advance use of high-yield principles and practices within literacy and numeracy that support transfer of knowledge and skills within subject areas and across all subjects for overall student growth and achievement.
 - Focus on designing engaging tasks in both literacy and numeracy
 - Design for Complexity
 - Instructional design moves beyond individual skills or individual subjects; consideration is given to the multiple layers of becoming literate, and lives beyond one discipline
 - Developing Readers/Writers/Mathematicians
 - Learning is authentic, meaningful, and relates to the learner's background knowledge and life experiences; concepts are connected and deepened as they are revisited over time; literate and numerate learners skillfully transfer their understanding beyond the skill, lesson or subject
 - Learners will engage in intentionally designed learning tasks that build and strengthen their foundational skills in both literacy and numeracy
 - Learners will develop strong, versatile communication skills through an intentional focus on high-quality writing instruction.
 - Learners will build a strong mathematical foundation and develop fluency by tackling purposely structured math concepts and problems in class and interventions
- Advance the use and consistent application of all provincial and local assessment measures (assessments in English and French literacy and numeracy) to inform teacher practice, school-based interventions, and support student growth and achievement.
 - Use provincial and local assessment measures to inform teacher practice and school-based interventions to support student growth and achievement
 - Learners will receive targeted instruction and timely interventions informed by the continuous analysis of provincial and local data, ensuring they are supported at every stage along the learning continuum
- Advance the development and application of English, English as an additional language, and French literacy and numeracy resources and programming to support student growth and achievement.
 - Provide professional learning to support in the development and application of high-yield documents and strategies such as:
 - Literacy centers
 - Building thinking classrooms
 - Interventions
- Advance the work of our local teacher-built assessment tools for writing in literacy and number in numeracy

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Learning Outcomes (PAT & Diploma):**
 - Increase/maintain FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies, and Science.
 - Increase/maintain FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams.
- **Provincial Literacy and Numeracy Assessments:**
 - **Assessment (Literacy):** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)
- **Common Literacy Assessment (4-9):** Increase percentage of students who are at or above grade level expectations.
- **Common Numeracy Assessment (4-9):** Increase percentage of students who are at or above grade level expectations.
- **DELf (Speaking, Listening, Reading, and Writing assessment in French):** Increase number of students completing the DELF exams (B1 in grade 9 and B2 in grade 12) and increase percentage of students who achieve above 50% on the assessment.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement and student growth and achievement.

🔗 **Goals, Outcomes, Indicators, Measures, Details**

🔗 **4 Year Data Trends and Key Insights**



GOAL & STRATEGIES

Advance First Nations, Métis, and Inuit student success by continuing to refine and enhance our continuum of supports, systems, structures, and programs to:

- Improve education outcomes for First Nations, Métis, and Inuit Students through system, program, and instructional supports.
 - Continue to engage in SIS meetings for First Nations, Métis, and Inuit Students to ensure a holistic approach to student support
 - Continue to connect and seek guidance from the Director of Indigenous Learning
 - Completion of our Visual Land Acknowledgement (nature-based image within wolf) and creation of a border where all students create a wood disc to add and take when they leave
 - Connect staff to resources in the FSD Truth & Reconciliation Success Toolkit with authentic resources
 - Continuing the use of land-based learning spaces (including our Outdoor Ed classroom) and place-based learning
 - Professional Learning that promotes and supports all school staff and students in acquiring and applying foundational knowledge about First Nations, Métis, and Inuit for the benefit of all students
 - Apply foundational knowledge of Indigenous peoples, ways of knowing and unique worldviews within all curricular subjects.
 - Holistic and trauma informed practices that support inclusive environments where Indigenous cultures, histories and identities are recognized.
 - Learners will thrive in a safe, inclusive and trauma-informed environment that honours holistic student wellness and recognizes the vital importance of indigenous cultures, histories and identities
 - Continue to connect and seek guidance from the Director of Indigenous Learning
- Address the systemic education gap for self-identified First Nations, Métis, and Inuit students.
 - Coaching and mentoring staff to seek to understand:
 - What barriers exist to family involvement and seek innovative and flexible ways to engage families and guardians (i.e. Preferred methods of communication and leverage existing relationships when engaging).
 - How Indigenous family units reflect diverse and dynamic systems of kinship, community, and cultural identity that are distinct from European family structures
 - Trauma-informed ways to navigate sensitive relationships and experiences that parents and community members may hold in their beliefs/feelings/perceptions of school

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Learning Outcomes (PAT & Diploma):**
 - Increase in FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies and Science for self-identified First Nations, Métis, and Inuit students.
 - Increase in FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams for self-identified First Nations, Métis, and Inuit students.
- **High School Completion Rate 3 and 5 Years (AECA):** Increase in percentage of self-identified First Nations, Métis, and Inuit students who completed high school within five years of entering grade 10.
- **Provincial Literacy and Numeracy Assessments:** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)
- **Cultural Perspectives Survey:** As part of the Student Intellectual Engagement Survey, we ask all students grades 4-12 their perspectives regarding diverse cultures including but not only First Nations, Métis, and Inuit peoples. This survey is further disaggregated to compare the general population's perspectives with those self-identifying as First Nations, Métis, and Inuit peoples.
- **SOS-Q (Student Orientation to School Questionnaire):** Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.
- **Student Intellectual Engagement Survey:** Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4-12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
- **Common Literacy and Numeracy Assessments (4-9):** Increase percentage of students who are at or above grade level expectations.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement and student growth and achievement.

- Utilize PLC times to focus specifically on data for our students who are self-identified FNMI
- Support the implementation of Truth and Reconciliation Commission recommendations.
 - Build collective capacity of the community to embed the recommendations into the classroom through the sharing of and collaborative design of meaningful and authentic learning experience of students

🔗🔗 **Goals, Outcomes, Indicators, Measures, Details**

🔗🔗 **4 Year Data Trends and Key Insights**

GOAL & STRATEGIES

Advance excellence in teaching, learning, and leading by:

- Teachers and leaders engage in career-long professional learning and ongoing critical reflection to improve teaching, leading, and learning.
 - Continue with structured PLT iterative processes and protocols, including using evidence of student learning to inform next steps in teaching
 - Provide professional learning opportunities to collaborate, build personal and collective capacities and expertise focused on engagement, task design and assessment
 - Professional learning is based on a shared vision for deep and transferable learning and trauma-informed practices
 - Building the capacity of teachers to respond to the learning needs of all students and advancing understanding of effective pedagogy and curriculum
 - Encourage teachers to explore, take risks and think critically about their professional practice
 - Continue with cross-grade PLTs during local PD days to further develop collective capacity
 - Continue to utilize collaborative structures to advance teaching, learning and leading
 - Use action research, iterative cycles, and reflective processes to engage learners with data, enhancing teaching and student learning
 - Growing professional practice of teachers to respond to the learning needs of all students and advancing understanding of effective pedagogy and curriculum
 - Strengthen collaborative learning structures (PLC's, COP's, CRT's
 - Provide professional learning opportunities for teachers to collaborate and build both capacity and expertise
 - Develop and demonstrate a professional body of knowledge and provide instructional leadership
 - Cultivate a culture of high expectations for teachers and leaders through TQS
- Apply student assessment and evaluation practices that:
 - Accurately reflect the learner outcomes within the programs of study
 - Generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences
 - Provide a variety of methods through which students can demonstrate their achievement of the learning outcomes
 - Provide accurate, constructive and timely feedback on student learning
 - Support the use of reasoned judgment about the evidence used to determine and report the level of student learning
 - Teachers and leaders will engage in professional learning about K-6 curriculum, new K-9 Social, and 7-9 Math

MEASURES AND TARGETS:

PROVINCIAL & LOCAL

- **In-service jurisdiction needs (AECA):** Increase in the percentage 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.
- **FSD Professional Learning Survey:** Increase in the percentage of teachers who have indicated that their school has started, is consistently doing, or having deeply embedded these practices in 50% of survey questions in the areas of Shared Mission, Vision, and Values; Collaborative Culture; Collective Inquiry and Reflective Practice; Commitment to Continuous Improvement and Results and Action Oriented.
- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth and achievement. (i.e., professional learning evidence, classroom evidence and stakeholder voice)

- Engage with newly implemented and expertly led curriculum learning across K – 6 Social Studies and 7- 9 Math and Social Studies, PE and Wellness, and CELF.
- Develop a comprehensive understanding of new curriculum outcomes, progressions and implementation expectations while creating collaborative planning tools, resources and supports to ensure high-quality learning

88 **Goals, Outcomes, Indicators, Measures, Details**

88 **4 Year Data Trends and Key Insights**

