

## Westmount School Annual Education Results Report 2022-23

Our Annual Education Results Report provides stakeholders with accurate, accessible, and easy to understand information on the progress of achieving goals as outlined in our education plan. As part of a continuous improvement cycle, we have analyzed data, considered local context, developed insights, drawn conclusions, and identified next steps in advancing student growth and achievement. These results are used to report on our performance and to determine strengths, areas for growth and next steps. We share this information on an ongoing basis and seek input from students, staff, parents, and community. Key insights from results analysis outlined in this Annual Education Results Report informs next steps in our education plan and provides assurance to our stakeholders that we are advancing our priority of engagement, support, and success for each learner.

[School Education Plan 2021-2024 \(Year 3\)](#)  
[School Website](#)

### School 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, Kainai) the Tsuut'ina (Sarcee), 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.

### Our Vision

Inspire. Create. Innovate.  
Better Together

### Our Mission

Engaging Others, Engaging in Action, Engaging Thinking.

### 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.

[Board Policy 01: Division Foundational Statements](#)  
[Board Policy 14: A Place for All](#)

## Providing Assurance

Foothills School Division is responsible for providing assurance to our stakeholders and the public that we are fulfilling our responsibilities and students are successful. This assurance arises from the combination of policies, processes, actions, and evidence that help build public confidence in the education system. This is achieved through relationship building, engagement with education partners and by creating and sustaining a culture of continuous improvement and collective responsibility. Foothills School Division Education Plan and Annual Education Results Report (AERR) are products and evidence of a continuous improvement process and are core documents for demonstrating accountability and providing assurance. The education plan and AERR are connected and inform one another. Our FSD strategic planning process is outlined in FSD [Administrative Procedure 100: Three-Year Education Plans and Annual Education Results Report \(AERR\)](#) and [AP 101: Annual Education Results Report](#). Our three-year fixed education plan sets out what needs to be done, including determining priorities, outcomes, measures and strategies using the most recent results and is aligned with the strategic direction of [Alberta Education's Three-Year Business Plan](#). Our AERR provides the results obtained from implementing the plan and actions taken to meet responsibilities in the key assurance domains. By analyzing the results, we develop insights, draw conclusions, and determine implications arising from the results. We use results to improve the quality and effectiveness of education programs and improve student learning and achievement. Areas that are identified as needing improvement, along with stakeholder engagement input and provincial direction, are reflected in the outcomes and strategies in the education plan. Our education plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and research and practice-informed strategies implemented to achieve our goals. Foothills School Division has established a system of accountability for results that encompasses our schools. The division priorities and processes provide strategic direction to schools in the development of their plans and in engaging stakeholders on an ongoing basis to provide assurance in advancing goals. This is outlined in [AP 118: Annual Assurance Actions](#) and [AP 102: School Annual Education Plan Results Report](#). Engaging with our stakeholders has been critical in the development and implementation of our education plan and annual education results report. Effectively engaging stakeholders in the development of our education plan and sharing results has contributed to shared governance, being more responsive to local needs; increasing stakeholder understanding of education matters; and improving decision making.

## Our Story of Learning

### » THE FUTURE-FOCUSED MODEL FOR LEARNING

#### AGENCY

Students are active members of their own learning. Learning includes practices that support students to interact with success criteria as they set learning goals and next steps to achieve success. Practices used in the classroom promote ongoing reflection, choice, and competency development. A clear learning plan empowers students with the tools, knowledge and skills, and dispositions to be active drivers in moving their own learning forward.

#### CONNECTION

Learning is designed for students to see patterns, connections, and generalizations at a conceptual level as they relate a topic to broader study.

This includes the exploration of outcomes through the lens of enduring understandings and practices that make thinking visible, support student thinking, collaboration, and the application of disciplinary literacy and numeracy.

#### PROBLEM-SOLVING LONGEVITY

Students are presented with rich learning tasks at the beginning of a learning unit, and they interact with these challenges as they gather the knowledge, skills, and understandings to solve it through iterative learning cycles.

Tools like learning launches, design thinking and problem-based learning are foundational tools.

## Our Goals and Strategies

### 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!

### Commitments

- Visionary leadership that inspires opportunities and initiatives to impact the engagement, support and success of our learners and our communities across the division
- Engaging, communicating, and collaborating meaningfully with our learners and communities
- Providing welcoming, caring, respectful, safe, flexible, and inclusive learning environments that embrace diversity within a culture of belonging
- Building positive professional relationships and providing rich, meaningful, and appropriate learning experiences that are responsive to the needs of our learners and our communities

### 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 leadership.

### Engagement

### Support

### Success

### Local and Societal Context

### Learning Supports

### Student Growth and Achievement

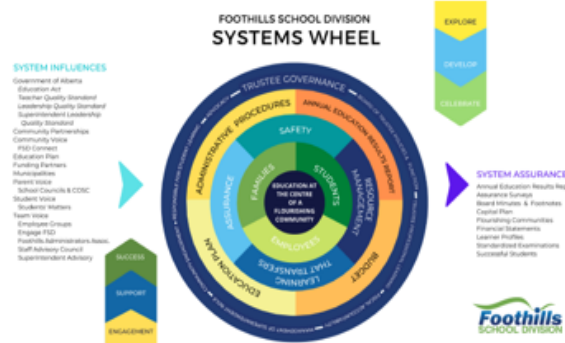
**Goal:** Advance Stakeholder Engagement and Communications  
**Assurance Measure:** FSD provides trust and confidence that the education system responds proactively to local and societal contexts.

**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

**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, community, engagement, transparency, and accountability.



### Teaching and Leading

**Goal:**  
 Advance Excellence in teaching, learning and leading  
**Assurance Measure:** FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.

## About 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*



Westmount School is a K-9 school with approximately 515 students and 50 staff. This includes certificated teachers, educational assistants, office staff, a learning commons facilitator, and a family school liaison counselor. We offer a wide range of learning opportunities in the classroom, community and outdoors. Students are invited to attend a variety of clubs and extracurricular activities for a well-rounded schooling experience encompassing intellectual engagement, health & well-being, and social emotional development.

Outside of the core areas of study, we also offer Career and Technology Foundations (CTF) which provides students in grades 5 to 9 the opportunity to explore their interests within various occupational areas and technologies. Through CTF, students may plan, design, create, and implement solutions for relevant real-life problems. CTF in Kindergarten to Grade 6 is through Makerspace and our SPARKS program where students engage in areas of interest including STEM, Robotics, Cooking, Crafting and several other options. CTF in Junior High is offered through Options classes which vary based on student interest.

## School Highlights and Celebrations

We started the 2022/23 school year with an Open House inviting our families in with a red-carpet welcome and staggered entry allowing staff and students time in smaller groupings to support a positive transition. We re-introduced regular assemblies focusing on re-building our community post-covid. Extra-curricular opportunities are integral to our belief in offering a school experience focusing on the whole child. Our staff continue to put in many hours beyond the school day to offer these experiences to our students.

Our focus this year was on offering authentic, meaningful, real-life learning opportunities which included activities such as skiing downhill to investigate real life friction forces, manipulating mass, measuring stopping distances and collecting and graphing the data. Learning about chemistry in grade 5 occurred through the making of root-beer floats!! We also invited in community members to share their expertise in many areas. We even enjoyed a visit from our town mayor and counselor who supported students in learning the process of pitching a proposal for approval. Numerous field trips offered real-world learning opportunities with support for transportation costs from FOWSS (Friends of Westmount School Society).

Our Friends of Westmount School Society worked hard to be able to purchase and install screens in our gym, have 2 TVs installed to help with communication with students and families, and to bring in community donations for a very successful Read-a-Thon! We had incredible community business support for our

Read-a-Thon fundraiser thanks to the hard work of our parent group!! Our School Council brought in guest speakers for families on Literacy and Social Networking Safety and worked hard to engage their voices into school decision-making.

We were also able to purchase 3 picnic tables with the support of a grant from Western Financial Group.

Minds Matter attended our Learner Conference days sharing information about digital media safety. As well, we hosted a Wellness morning with our Junior High students engaging in sessions including drumming, yoga, managing anxiety, designing an acrylic canvas to show supports in our life, learning about our inner super-hero, and mental health and wellness.

Our school created a CORE values system called *Take a PAWS* to help define our values. We had so much fun at our kick-off assembly to launch this!

SPARKS continued with opportunities to work on coding using scratch, building challenges with Lego, learning ukelele, and learning about light and darkness through art. The Learning Commons brought in our Book Fair, local artist visits, guest readers, design challenges, Tech Take-Apart, outside story walk and numerous opportunities for maker-space creations! We enjoy watching our students explore, investigate, problem solve, learn, and share their creativity!

Westmount gave back to the community by raising funds for Terry Fox, the Veteran's Food Bank, Magic of Christmas, Kids Help Phone, and creating SADD (Students Against Drinking and Driving) bags.

Spirit days continued including Wacky Hair Day, Door Decorating Contests, Twin Day, Festive Hat Day, Pajama Day, Festive Sweater Day, Jersey/Gear Day, Beach Day, hallway dance parties and Ice-Cream Float Day. We also hosted our annual school dances for all three divisions.

We were honoured to have Dallas Arcand perform for our students. Dallas is a three-time world champion hoop dancer who embedded teaching of traditional dancing into his performance. Division 1 students focused on "The Seven Sacred Laws" including the teachings of Respect (buffalo), Love (eagle), Courage (bear), Honesty (sabe), Wisdom (beaver), Humility (wolf) and Truth (turtle) making connections to our WMS PAWS Core Values.

We enjoyed a shared Christmas Concert with bands from WMS and Meadowridge School. We also prepared for and performed our Winter Concert which included singing, and playing recorders, boomwackers and drums. We hosted our annual Christmas Craft fair, a Junior High Family Band Night, Spring Band Concert and silent auction, Junior High Track and Field Day, Elementary Sports Day and a winter walk day. The Disney Musical Performance of *The Little Mermaid* was spectacular!!

Our grade 6 classes all participated in Camp Chief Hector. Our Options classes allowed students numerous opportunities such as Band Camp, hiking/camping/snowshoeing trips, woodworking, Leadership, Digital Design, Sports Leadership, Hunters Education, Art and Foods.

We were able to thank our Parent Volunteers who allow us to do all the things we do with a Volunteer Appreciation Tea!!

For picture evidence that captures some of our year, please check out our Westmount School Instagram feed. (*westmountfsd*)

## Alberta Education Assurance Measures Report Summary



### Required Alberta Education Assurance Measures - Overall Summary

Spring 2023

School: 1630 Westmount School

Assurance Domain	Measure	Westmount School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	84.8	89.1	89.1	84.4	85.1	85.1	n/a	Declined	n/a
	<a href="#">Citizenship</a>	82.7	84.6	85.9	80.3	81.4	82.3	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	n/a	76.8	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	16.3	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	75.2	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	89.0	93.8	93.2	88.1	89.0	89.7	High	Declined	Acceptable
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	88.2	91.0	91.0	84.7	86.1	86.1	n/a	Maintained	n/a
	<a href="#">Access to Supports and Services</a>	80.2	83.1	83.1	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	<a href="#">Parental Involvement</a>	75.8	74.5	71.8	79.1	78.8	80.3	Intermediate	Maintained	Acceptable

### Measure Evaluation

Measure Evaluation for FSD Annual Education Results Report (Adapted from Alberta Education)

#### Goal Achievement Measure

Very Low

Low

Intermediate

High

Very High

Our results have been impacted by the pandemic and they will continue to be impacted for an undetermined period.

We strive to maintain results that we have achieved as we advance student growth and achievement post-pandemic.

## Engagement

### Our Story of Engagement

We recognize parents and our community as partners. As a school we strive to reach out to our community partners and partner with local organizations throughout the year to enhance student learning opportunities. We recognize that learning takes place in many environments outside of the classroom including learning outdoors and place-based learning which increased as we managed through COVID. We also continued with inviting special guests in various fields to present online.

Weekly school communications were sent out from the office with information and easy links to the website. Instagram continues to be used as our key social media site to engage parents and students with happenings in WMS, and our website has been updated to reflect the voice of the School Council in terms of ease of interface. Classroom teachers and grade levels offer more consistency in communications to streamline this for parents with a commitment to weekly communication. A communication plan was designed and shared out with parents for feedback at School Council.

We focus on student engagement through providing numerous activities both inside and outside of school including clubs and extra-curricular activities. We also are focusing on authentic, meaningful real-world learning experiences whenever possible.

Staff engaged in re-building culture and community post-covid, as well as on re-building our Professional Learning Communities where we collaborate on student learning looking at evidence and establishing next steps.

We continue to engage our community members including inviting in presenters including those who supported our Junior High Mental Health morning, promoting community events on our Social Media platforms, and engaging support for our school community in our Read-a-Thon fundraiser.

[Community Engagement](#)

[Engagement Opportunities](#)

[Get Involved](#)

[Advocacy](#)

[Foothills Flourishing Community Award](#)

[FSD News](#)

[FSD Footnotes](#)

[School Council Presentations](#)



Stakeholder Engagement Results Analysis		
<p style="text-align: center;"><b>Goal</b> <i>Desired Result</i></p> <p style="text-align: center;"><b>Advance stakeholder engagement and communications</b></p> <p>Advancing stakeholder engagement practices and communication strategies ensures FSD is responsive to local needs, increases stakeholder understanding of education matters and improves decision-making. It provides stakeholders and the public with accurate, accessible, and easy to understand information about the progress and performance of FSD in relation to provincial assurance domains and the Division priority of engagement, support, and success for each learner.</p>	<p style="text-align: center;"><b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve.</i></p> <p>Stakeholder engagement and communication strategies ensures:</p> <ul style="list-style-type: none"> <li>• engagement, support, and success for each learner.</li> <li>• governance aligns with and is responsive to the needs and expectations of the learning community.</li> <li>• stakeholder engagement improves decisions made and provides assurance, trust, and confidence in the system.</li> <li>• communication provides assurance.</li> <li>• partners in education anticipate local and societal needs and circumstances and respond with flexibility and understanding.</li> </ul>	<p style="text-align: center;"><b>Indicators</b> <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> <li>• Measures demonstrate that stakeholders actively participate in engagement opportunities provided by Foothills School Division.</li> <li>• Measures indicate that parents are involved in school and system decision making processes.</li> <li>• Measures demonstrate stakeholder engagement informs policies, procedures, priorities, education plans, annual education results reports and budget decisions in support of student growth and achievement.</li> </ul>

Measures and Targets
<p><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented</i></p>
<p><b>Provincial</b></p> <ul style="list-style-type: none"> <li>• <b>Parent Involvement:</b> Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.</li> </ul> <p><b>Local</b></p> <ul style="list-style-type: none"> <li>• <b>Stakeholder Engagement:</b> Evidence of stakeholders (students, staff, parents, community/business) communicating, collaborating, thinking critically, solving problems, and having a voice in education planning and decision making through engagement opportunities. <ul style="list-style-type: none"> <li>○ What stakeholders were involved?</li> <li>○ How were they engaged?</li> <li>○ How results and related information were shared?</li> <li>○ What actions were taken based on input provided?</li> <li>○ How were obligations met under the School Councils Regulation to provide school councils the opportunity to provide advice on development of education plan and annual education results report and to share results from local and provincial measures?</li> </ul> </li> <li>• <b>Evidence of Principles and Practices that tell the story of learning</b> and that provides assurance of continuous improvement and student growth and achievement.</li> </ul>



**Evidence and Key Insights**

*Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)  
Impact and effectiveness of strategies implemented in achieving goal*

<p align="center"><b>Strategies</b></p> <p><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p align="center"><b>Evaluation</b></p> <p><i>Impact of strategies implemented</i></p>
<p><b>Student Engagement:</b> Engage with students on matters that impact their learning, peer relationships, and connection to school.</p> <ul style="list-style-type: none"> <li>• utilize meaningfully designed work</li> <li>• actionizing Student’s Matters Committee to create meaningful opportunities to provide feedback</li> <li>• use of classroom circles/meetings</li> <li>• provide clubs and extra-curricular opportunities for students including sports and jazz band</li> <li>• Take a PAWS Core Values</li> <li>• co-created Code of Conduct</li> <li>• lunch program re-introduced.</li> <li>• authentic learning opportunities through presentations and field trips</li> <li>• input to School Code of Conduct</li> </ul>	<p align="center"><i>Intermediate</i></p>
<p><b>Staff Engagement:</b> Engage with staff to take ownership and provide direction on all school matters.</p> <ul style="list-style-type: none"> <li>• continuation of Staff Advisory Committee to guide school matters</li> <li>• grade level run assemblies</li> <li>• one on one year end conversations with staff</li> <li>• PLT challenge questions</li> </ul>	<p align="center"><i>High</i></p>
<p><b>Parent Engagement:</b> Engage with parents to ensure the best education experience for their child(ren) and the overall school community.</p> <ul style="list-style-type: none"> <li>• revitalization of School Council and FOWSS collecting parent voice</li> <li>• continued use of surveys and invitation to provide feedback on various topics</li> <li>• School Council Chair invited to parent sessions eg: Kindy open house, PTI’s, Student-Led Conferences</li> <li>• Open House/Showcase opportunities for families</li> <li>• invitation to supervise field trips and see firsthand the authentic learning opportunities offered to support curricular outcomes</li> <li>• guiding questions for parent feedback at the staggered entry inviting opinions on what students are looking forward to in the school year, and what suggestions for next steps/feedback</li> <li>• volunteer tea appreciation</li> </ul>	<p align="center"><i>High</i></p>

<p><b>Community Engagement:</b> Engage with the Westmount community to be a good neighbour and utilize the strengths of the community.</p> <ul style="list-style-type: none"> <li>• continued partnership and relationships with local service providers and companies</li> <li>• connections to student mental health supports</li> <li>• engagement with local businesses</li> <li>• Read-a-thon sponsorships</li> <li>• support community events through posting on Community Board (in school and/or on school website) or in School Communications</li> </ul>	<p><i>Intermediate</i></p>
<p><b>Communications:</b> Engage with all stakeholders through proactive, comprehensive communication.</p> <ul style="list-style-type: none"> <li>• Weekly school newsletter; weekly classroom communication</li> <li>• Google Classroom</li> <li>• Classroom Dojo</li> <li>• Learner Profiles</li> <li>• Social media (Instagram)</li> <li>• Parent surveys</li> </ul>	<p><i>Very High</i></p>
<p><b>Areas of Strength:</b></p> <ul style="list-style-type: none"> <li>• Communications</li> <li>• Engagement with School Council and FOWSS</li> <li>• Staff voice was collected throughout the year on various topics including PLC's, timetable, TFFI, Learner Conference days/times. Transparency and involving staff in decision making will continue to be an important part of how we work at WMS.</li> <li>• Working with FOWSS to get capital projects moved through (e.g. Screens in gym, T.V.'s in school)</li> <li>• Formation of School Council with operating principles</li> <li>• Assurance data shared each month at School Council</li> <li>• Parent voice and feedback in several areas (eg. student-led conferences, option classes, hot lunch, etc.)</li> <li>• Establishing a School Advisory Council</li> <li>• Clear and consistent communication to all stakeholders through a variety of means</li> <li>• Analyze Assurance Data with staff on an ongoing basis (Data stored and shared in TEAMS)</li> </ul> <p><b>Areas for Growth:</b></p> <ul style="list-style-type: none"> <li>• Involving more parents in School Council, fundraising, volunteer opportunities, and opportunities to share their voice</li> <li>• Increased student feedback opportunities</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Continue to increase parental involvement and engagement in school</li> <li>• Create a school-based supervision plan to engage staff in discussing and reflecting on their teaching practice</li> <li>• Increased student engagement opportunities through interviews, focus groups etc.</li> </ul>	

## Continuous Improvement Results Analysis

Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p style="text-align: center;"><b>Advance evidence-based continuous improvement and assurance</b></p> <p>Learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.</p>	<ul style="list-style-type: none"> <li>• Collaborative relationships with stakeholders.</li> <li>• Meaningfully involved education partners and stakeholders.</li> <li>• Sustained culture of continuous improvement and collective responsibility.</li> <li>• The division engages students and their families, staff, and community members in the creation and ongoing implementation of a shared vision for student success.</li> <li>• Fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements.</li> <li>• A cycle of evidence-based continuous improvement that informs ongoing planning and priority setting, builds capacity.</li> <li>• Curriculum is relevant, clearly articulated and designed for implementation within local contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Education Plan and Annual Education Results Report represent evidence-informed decision making and continuous improvement.</li> <li>• Education Plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and appropriate research and practice-informed strategies implemented to achieve priorities.</li> <li>• In the AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans.</li> <li>• Provide assurance to the government, stakeholders, and community, through provincial and local measures, that we are fulfilling our responsibility for continuous improvement in student growth and achievement.</li> </ul>

### Measures and Targets

*Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented*

#### Provincial

- **Parent Involvement:** Increase/maintain percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- **Continuous Improvement:** 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:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.

#### Local

- **FSD School Assurance Survey (Parent):** Increase/maintain percentage of parents satisfied with Assurance Measures.

- **Guiding Principles for Assurance:** Evidence that planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework.
- **Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement.

### Evidence and Key Insights

*Provincial and Local Measures: 4 Year trend results analysis (where available and appropriate)  
Impact and effectiveness of strategies implemented in achieving goal*

**Alberta Education Assurance Survey:** Provincial reporting of staff, student, and parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Provincial Performance Measure	Education Quality	Parental Involvement	School Improvement
2019-2020	92.5%	69.0%	85.7%
2020-2021	89.2%	81.1%	83.2%
2021-2022	93.8%	74.5%	73%
2022-2023	89%	75.8%	77.5%
Evaluation	<i>High</i>	<i>Intermediate</i>	<i>High</i>

### Alberta Education Assurance Measure (Overall):

Assurance Measures	Student Learning Engagement	Citizenship	Education Quality	Welcoming, Caring, Respectful & Safe	Access to Supports	Parental involvement
2019-2020	N/A	82.9%	92.5%	N/A	N/A	69%
2020 - 2021	81.7%	83.7%	89.2%	93.2%	88%	81.1%
2021 - 2022	98.4%	76.2%	93.8%	91%	83%	74.5%
2022 - 2023	84.8%	82.7%	89%	88.2%	80.2%	75.8%
Evaluation	<i>N/A</i>	<i>Very High</i>	<i>High</i>	<i>N/A</i>	<i>N/A</i>	<i>Intermediate</i>

**FSD Assurance Survey (Parent):** Parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Assurance Measures	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring and Welcoming	Access to Supports	Parental Involvement
2019-2021	N/A	N/A	N/A	N/A	N/A	N/A
2021-2022	92%	85%	95%	90.5%	73%	67.6%
2022-2023	93%	81%	95%	81%	72%	71%
Evaluation	<i>Very High</i>	<i>High</i>	<i>Very High</i>	<i>High</i>	<i>Intermediate</i>	<i>Intermediate</i>

# Aggregate Summary

Foothills School Division Assurance Survey  
% of Parents with positive responses in each category excluding "Don't Know"

195

Results in Set

91% Program of Studies	80% Work Preparation	81% Citizenship	57% School Improvement	81% Welcoming, Caring, Respectful...
95% Quality of Education	66% Life Long Learning	93% Student Learning Engagement	71% Parental Involvement	72% Access to Supports

### Legend (From the Alberta Education Assurance Measures Report - 2022)

- **Program of Studies:** Percentage of parents satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.
- **Work Preparation:** Percentage of parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- **Citizenship:** Percentage of parents who are satisfied that students model the characteristics of active citizenship.
- **Quality of Education:** Percentage of parents satisfied with the overall quality of basic education.
- **Life Long Learning:** Percentage of parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.
- **Student Learning Engagement:** The percentage of parents who agree that students are engaged in their learning at school.
- **School Improvement:** Percentage of parents indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
- **Parental Involvement:** Percentage of parents satisfied with parental involvement in decisions about their child's education.

<p align="center"><b>Strategies</b></p> <p align="center"><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p align="center"><b>Evaluation</b></p> <p align="center"><i>Impact of strategies implemented</i></p>
<p><b>Strategy 1: Involve School Council and FOWSS Fundraising Society to focus the needs and desires of programming and culture for Westmount School.</b></p> <ul style="list-style-type: none"> <li>• revitalization of School Council &amp; FOWSS</li> <li>• increased link between FOWSS &amp; School Council</li> <li>• process for FOWSS requests and approvals updated</li> <li>• increased number of meetings for FOWSS/School Council for more consistency and building relationships</li> <li>• parent presentations for School Council</li> </ul>	<p align="center"><i>Very High</i></p>

<p><b>Strategy 2: Share school academic/SEL results and stakeholder engagement data with parents via School Council.</b></p> <ul style="list-style-type: none"> <li>• sharing of data as it comes in with School Council and teachers</li> <li>• big data shared in grade level teams for teachers to triangulate with classroom evidence to help determine next steps</li> <li>• sharing of school Ed Plan Goals with both School Council and staff to set the direction and collect evidence of work towards these goals</li> <li>• teachers tracking and providing evidence to support our assurance strategies</li> </ul>	<p><i>Very High</i></p>
<p><b>Strategy 3: Continuous communication and interaction with parents via engagement opportunities.</b></p> <ul style="list-style-type: none"> <li>• surveys</li> <li>• feedback opportunities</li> <li>• open house at beginning of school year to allow parents to meet their child’s teacher</li> </ul>	<p><i>Intermediate</i></p>

**Areas of Strength:**

- revitalization of School Council
- development of operational procedures for School Council
- collaboration between FOWSS and School Council
- sharing of data with School Council to inform of student achievement and areas for growth
- parent presentations for School Council
- engagement opportunities for voice

**Areas for Growth:**

- increase opportunities for parental involvement

**Next Steps:**

- provide more opportunities for parents to have a say through various technologies during open houses, student led conferences, etc
- coffee with admin for parents to bring forward ideas and areas for improvement

**Support**

**Our Story of Support**

We are committed to providing resources and supports to meet the needs of all our learners. Westmount School’s learning support team is comprised of knowledgeable and passionate individuals, all with the same goal in mind, supporting student success. Our support team includes teachers, administrators, learning coaches, a family school liaison counselor, and educational assistants. In collaboration with teachers, we reviewed and updated our Continuum of Supports & Responses with a continued focus on academic learning, social-emotional learning, and mental health and wellness. Our Response to Intervention Plan includes Universal, Targeted (School and Classroom) and Individualized Supports, Interventions and Responses. A Learning Suite has also been designed with a ‘Just in Time Learning Series’ for teachers to further support implementation of Inclusive Learning Plans, Behavior Support Plans, and English as a Second Language Learner Benchmarking. This suite has helped to create more consistency and understanding of these plans, including strategies, accommodations, and adaptations for students across the school. The continuum includes both supports and responses from Universal, to Targeted to Individualized.



Universally, teachers use Universal Design for Learning Guidelines which include providing multiple means of engagement (affective networks - the WHY of learning), representation (recognition networks - the WHAT of learning), action and expression (strategic networks - the HOW of learning). With scaffolding and differentiation as a central focus to universal design, students can find success and confidence in their learning. This design approach allows more students to be successful without the need to create individualized learning plans.

Targeted supports include small groups for both academic and social-emotional learning. Students requiring extra supports are identified from benchmark assessments including the GRADE, RRST, AB ED Numeracy & Literacy Assessments and the SOSQ. A Student Support meeting with the administration team, learning coach and family school liaison counsellor is scheduled every four to six weeks to discuss student needs and develop targeted school interventions/supports. A targeted school-based intervention includes the establishment of alternative learning spaces including the Student Support Room, the Sensory Room and Flex Rooms. Students are encouraged to think about their learning/regulation needs and participate in identifying and utilizing strategies and spaces to support their needs.

Grade/Divisional level collaborative meetings are scheduled to allow for discussions and planning for individual students. These meetings include the learning coach, administrator, and family school liaison counselor. During these meetings, round table discussions occur which results in new strategies and/or supports to help identified students to be successful. Collaboration time has been built into the schedule to allow for staff/parents supporting students with complex needs to meet and plan. Level B Learning assessments may be done by the learning coach, or referrals made for a Level C for a psych-ed assessment, or therapeutic assessments. A key component of our individual supports includes collaborating with a wrap-around team including all professionals supporting a student. When needed, Individual Learning Plans, Success in School Plans and Behavior Support Plans are created collaboratively with the learning coach, teachers, students, family school liaison counsellor, and parents.

There are many opportunities through the assurance model for students to provide voice. Throughout the year various surveys are completed that revolve around student growth and wellbeing, such as the SOS-Q, the Intellectual Engagement Survey, and the AER. Feedback from the data provided is broken down per division and discussed with various student groups including Student's Matters, and individual classrooms. This information is also provided to the teachers as an opportunity to brainstorm around solutions and strategies that may be beneficial for students. Input from students has led to direct changes to timetables, CTF options, mental health supports, and whole-school engagement and celebration activities.

[School Protocols](#)  
[Policy 14: A Place for All](#)  
[Safe Positive Schools](#)  
[Inclusive Learning](#)  
[Indigenous Learning](#)  
[Student Supports](#)  
[Supports for Families](#)  
[Community Supports](#)

**Learning Supports Results Analysis**

<p align="center"><b>Goals</b></p>	<p align="center"><b>Outcomes</b></p>	<p align="center"><b>Indicators</b></p>
<p align="center"><i>Desired Result</i></p> <p><b>Advance wellness and well-being:</b> Develop collective efficacy in advancing a culture of wellness and well-being.</p>	<p align="center"><i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none"> <li>• learners are active, healthy, and well</li> <li>• learners contribute to developing and advancing cultures of wellness and well-being</li> <li>• learners contribute to and feel welcomed, cared for, respected and safe</li> <li>• learners demonstrate understanding and respect for the uniqueness of all learners</li> <li>• learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all</li> <li>• learners access a continuum of supports to be successful</li> <li>• learners develop their personal growth and wellbeing by making positive decisions, achieving goals, building resiliency, and adapting to change</li> <li>• learners build resilience and positive mental health skills</li> <li>• Students’ Matters and Staff Advisory take action to support wellness and well-being system wide</li> </ul>	<p align="center"><i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> <li>• improved wellness and well-being in students and staff</li> <li>• learning environments are welcoming, caring, respectful and safe</li> <li>• improved understanding of an inclusive education system</li> <li>• improved collaboration with education partners to support learning</li> <li>• improved wrap around services and supports enhances conditions required for optimal learning and wellness</li> <li>• continuum of supports enriches learning and meets the need of students, families, staff, and communities</li> </ul>
<p align="center"><b>Goal</b></p> <p align="center"><i>Desired Result</i></p> <p><b>Advance our Continuum of Supports:</b> Continue to develop and advance our continuum of support.</p>	<p align="center"><b>Outcomes</b></p> <p align="center"><i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none"> <li>• learners demonstrate understanding and respect for the uniqueness of all learners</li> <li>• a robust continuum of supports ensures student success</li> <li>• learning environments are welcoming, caring, respectful and safe</li> <li>• structures and systems support learning and meet the needs of students, families, staff, and communities</li> <li>• learners access continuum of supports</li> <li>• wrap around services and supports enhance conditions required for optimal learning and student well-being</li> </ul>	<p align="center"><b>Indicators</b></p> <p align="center"><i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> <li>• measures indicate programs, services, and strategies demonstrate that each learner has access to a continuum of supports and services that is consistent with the principles of inclusive learning</li> <li>• learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all</li> <li>• continuum of supports is visible and accessible</li> <li>• collaboration with education partners to support student learning and well-being</li> </ul>

### Measures and Targets

*Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented*

#### Provincial

- **Safe & Caring:** Increase/maintain 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.
- **Access to Supports and Services:** Increase/maintain percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community through a continuum of supports.

#### Local

- **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 that provides assurance of continuous improvement and student growth and achievement.

### Evidence and Key Insights

*Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)  
Impact and effectiveness of strategies implemented in achieving goal*

**Alberta Education Assurance Survey:** Provincial reporting of staff, student, and parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Provincial Performance Measures	Safe and Caring	Access to Supports and Services
2019-2020	92.5%	n/a
2020-2021	94.9%	88%
2021-2022	92.7%	83.1%
2022-2023	90.4%	80.2%
Evaluation	<i>Very High</i>	<i>N/A</i>

**FSD SOS-Q Student Survey** (Student Orientation to School Questionnaire): This survey is used to identify student's degrees of connectivity to school in a variety of dimensions and assist with initiating strategies to re-connect students that may be disengaging from school. The survey results allow schools to look at trends across the school and grades as well as dig into individual student responses.

above national norm

Performance Measure	SOS-Q: Safe & Caring	SOS-Q: External Resilience	SOS-Q: Self Confidence	SOS-Q: Internal Resilience	SOS-Q: Peer Relations
2019-2020 Elementary Junior High	97% 88%	90% 91%	91% 80%	88% 67%	93% 89%
2020-2021 Elementary Junior High	97% 88%	92% 88%	84% 81%	88% 62%	94% 86%
2021-2022 Elementary Junior High	93% 90%	86% 87%	84% 77%	76% 55%	90% 86%
2022-2023 Elementary Junior High	93% 90%	79% 84%	80% 77%	83% 55%	90% 87%
Evaluation Elementary	<i>Very High - maintained</i>	<i>High</i>	<i>High</i>	<i>High - improved</i>	<i>Very High - maintained</i>
Junior High	<i>Very High - maintained</i>	<i>Very High</i>	<i>High - maintained</i>	<i>Low – maintained</i>	<i>Very High</i>

<p align="center"><b>Strategies: Advance Wellness and Well-being</b></p> <p><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p align="center"><b>Evaluation</b></p> <p align="center"><i>Impact of strategies implemented</i></p>
<p><b>Strategy 1: Advance student wellness and well-being</b></p> <ul style="list-style-type: none"> <li>● <b>Promote re-engagement in student leadership and extra-curricular opportunities</b> <ul style="list-style-type: none"> <li>● clubs</li> <li>● teams</li> <li>● activities such as sports and fine arts</li> </ul> </li> <li>● <b>Continue</b> engagement work with Student Matters and focus groups to gather student voice from the AEA, Intellectual Engagement and SOS-Q data and incorporate this into planning. Make this visible to students. <ul style="list-style-type: none"> <li>● bring results to student groups</li> <li>● bring results to staff</li> </ul> </li> <li>● <b>Continuous focus</b> on explicit teaching of the SEL Curriculums with social-emotional competencies woven throughout curriculums in conjunction with the Mental Health Supports &amp; Services continuum.</li> <li>● Junior High Wellness Morning</li> <li>● Drumming Circles</li> <li>● Targeted Friendship groups (with FSLC)</li> </ul>	<p align="center"><i>Very High</i></p>
<p><b>Strategy 2: Advance staff wellness and well-being</b></p> <ul style="list-style-type: none"> <li>● <b>Continued focus</b> on work/life balance with a focus on priorities</li> <li>● <b>Continued focus</b> and work with FSLC and Staff Advisory on Staff-Wellness activities</li> <li>● <b>Continued sharing</b> of FSD website information on Staff Wellness, as well as staff thank you's and recognition</li> <li>● <b>Continued open-door policy and transparency</b> to promote trusting working relationships</li> </ul>	<p align="center"><i>High</i></p>

**Areas of Strength:**

- Social Emotional Learning Curriculums – universal classroom
- targeted SEL groups – drumming circles, girls’ group, social skills group, etc.
- stress, anxiety and mindfulness focus in Div 2 with FSLC – universal classroom
- use of Minds Matter bins (e.g., Buddha boards, bell, breathing ball etc.)
- focus on emotions with kindergarten classes – universal classroom
- worked collaboratively with community agencies (e.g., McMan, Danna – FFAS, Eunoia)
- junior high wellness day
- individual counseling
- restorative practice including circles and conferences – targeted and universal classroom

**Areas for Growth:**

- universal support in junior high (Div 3)
- thoughtfully embedding grade level wellness outcomes across curriculum
- re-establish regularly scheduled (every 6 weeks) elementary CRT meetings with updated process/protocols

**Next Steps:**

- Expanding wellness day to include all grade levels

- creating additional connections to more outside agencies
- mental health literacy using the elementary mental health literacy resource
- referral process for FSLC services determining best type of service response (Universal/Targeted/Individual)
- review AB ED Continuum of Support and align/adjust ours to it
- develop a process to optimize the use of school-based psychologist

<p align="center"><b>Strategies: Advance Continuum of Supports</b></p> <p><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p align="center"><b>Evaluation</b></p> <p><i>Impact of strategies implemented</i></p>
<p><b>Strategy 1: Continued refinement of our Continuum of supports</b></p> <ul style="list-style-type: none"> <li>• learning coach focus on providing clear and concise information/training on key matters (learning videos)</li> <li>• focus on universal strategies</li> <li>• small, targeted group support</li> <li>• re-visioning the den for support with learning</li> </ul>	<p align="center"><i>High</i></p>
<p><b>Strategy 2: Built in collaboration time through CRT structure with LC/FSLC.</b></p> <ul style="list-style-type: none"> <li>• Continued built in collaboration time with LC/FSLC (as needed)/teachers/EA's during Learning Commons times to build adapted and goal-based ILPs, &amp; BSPs, and provide support around recommendations from external professionals (e.g. therapeutic reports, medical reports, psych assessments)</li> <li>• <b>Continued collaboration</b> with divisional support staff (e.g. Behavior Facilitator, Psychologists, Directors, Divisional Learning Coaches)</li> </ul>	<p align="center"><i>High</i></p>
<p><b>Strategy 3: Ensure strong transitions</b> for students on Goal Based and Behavior Support plans with clear communication to parents and teachers around strategies and program planning.</p>	<p align="center"><i>High</i></p>

**Areas of Strength:**

- co-designed Visible Continuum of Supports, Interventions and Responses with annual review
- learning coach meetings to support teachers with strategies and goals for students on individualized learning plans and behavior support plans
- collaborative response team meetings
- collaboration with district office
- co-designed Student Code of Conduct
- low levels of serious student behaviors resulting in suspension

**Areas for Growth:**

- more work with UDL where teachers are implementing a variety of strategies to support an increasingly diverse student population within the classroom
- English Language Learner best-practices
- Interventions at the Junior High level

**Next Steps:**

- the admin team, along with the LC and the FSLC will set up monthly Student Support meetings to discuss at-risk students within Div 1 and Div 2 and create targeted and individualized strategies that will support the student both academically and socio-emotionally (e.g., attendance protocol, updated CRT structure based on staff feedback)

- use the Student Code of Conduct as a reference to guide staff response for consistency
- continue to review and revise Continuum of Supports, Interventions and Responses
- work to align to Divisional Continuum of Supports

## Success

### Our Story of Success

We are committed to building positive professional relationships and providing rich, meaningful, and appropriate learning experiences that are responsive to the needs of our students. Westmount School has a proud tradition of offering relevant and engaging learning opportunities to our students ranging from quality classroom instruction, broad CTF offerings, technology integration, outdoor learning activities and nature-based teaching. We believe that exposure to a broad range of experiences allows students to understand themselves as learners and find what fits them.

Westmount School is focused on the academic, social, and emotional growth of our students and recognizes that success in each of those areas looks different for each student. Our hope is that we can realize our students' goals through our guidance as learning leaders. We strive to help students reach their greatest potential as learners, leaving every option open to them as they navigate their learning journey.

Westmount staff have focused and will continue to look at high-yield classroom strategies to advance student learning and to share effective tools with one another. We believe that we are stronger together and that student learning is best when teachers share their practice with one another. We are committed to regularly analyzing evidence of student learning to help inform next steps in teaching and learning.

Data informed decisions are made based on benchmark assessments including the Early Years Evaluation - Direct Assessment, Reading Readiness Screening Tool, GRADE, and Math Intervention/Programming Instrument, the Letter Name and Sound test, the Castles and Coltheart Reading Test 3, and the early Numeracy Screening Assessment. Further diagnostic information is gathered through Fountas and Pinnell reading assessments.

[Innovation and Design](#)  
[Learning that Transfers](#)  
[Truth and Reconciliation for Learner Success](#)  
[Indigenous Learning](#)  
[Principles of Practice for Literacy](#)  
[Principles of Practice for Numeracy and Mathematics](#)



**Student Growth and Achievement Results Analysis**

<p align="center"><b>Goal 1</b> <i>Desired Result</i> <b>Advance innovation and design</b></p> <p>Build on existing high-quality learning in FSD by cultivating a culture of innovation and design to deepen student understanding of knowledge, skills and competencies through robust programs and career exploration that develops life-long learners and active citizens that are prepared for the future.</p>	<p align="center"><b>Outcomes</b> <i>Measurable statements of what we seek to achieve</i></p> <ul style="list-style-type: none"> <li>• learning is robust and applies knowledge, understanding and skills in authentic contexts and situations</li> <li>• learning that transfers</li> <li>• culture of innovation and design</li> <li>• learners are innovative and creative</li> <li>• learners demonstrate the <a href="#">competencies</a> to prepare them for their future</li> <li>• learners demonstrate understanding of the interconnections between skills, interests, passions, and career opportunities</li> <li>• learners are agents of their own learning</li> <li>• learners demonstrate design thinking</li> <li>• Innovation and Design and Career Futures Frameworks enrich learning and meet the needs of learners</li> </ul>	<p align="center"><b>Indicators</b> <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> <li>• learners are successful in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences</li> <li>• collaboration with community, industry, and education partners to support student success</li> <li>• learners demonstrate transfer of learning</li> <li>• high quality learning opportunities and experiences</li> <li>• measures indicate that learners are intellectually engaged in their learning</li> </ul>
<p align="center"><b>Goal 2</b> <i>Desired Result</i> <b>Advance learning for transfer</b></p> <p>Advance learning for transfer to deepen student thinking and understanding of concepts through learning experiences that can be applied now and in the future for success.</p>	<p align="center"><b>Outcomes</b> <i>Measurable statements of what we seek to achieve</i></p> <ul style="list-style-type: none"> <li>• learners will be able to explore and develop their skills and passions and achieve their highest potential within the curriculum</li> <li>• learners form conceptual understandings</li> <li>• learners are agents of their learning</li> <li>• learners are allowed to live with complex problems over time</li> <li>• deep transferable learning</li> <li>• learners will have high quality learning experiences</li> <li>• students will be well prepared for their future while remaining current and relevant in local and global contexts</li> <li>• learners apply knowledge, understanding and skills in authentic contexts and situations</li> </ul>	<p align="center"><b>Indicators</b> <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> <li>• improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts</li> <li>• improvement in student agency using ongoing feedback to reflect continuously on progress, identify strengths and areas of need and set new learning goals</li> <li>• learners demonstrate transfer of learning</li> <li>• high quality learning opportunities and experiences</li> <li>• measures indicate that learners are intellectually engaged in their learning</li> <li>• measures indicate that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning</li> <li>• principles of deep and transferable learning are evident in classroom practice and</li> </ul>

	<ul style="list-style-type: none"> <li>learners develop agency using ongoing assessment feedback to reflect continuously on their progress, identify strengths, areas of need, and set new learning goals</li> <li>curriculum is relevant, clearly articulated and designed for implementation within local contexts</li> </ul>	positively impact student growth and achievement
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**Measures and Targets**

*Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented*

**Provincial**

- **Student Learning Engagement:** Increase/maintain percentage of teachers, parents and students satisfied that students are engaged in their learning at school.
- **Program of Studies:** Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
- **Work Preparation:** 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:** Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- **Overall Quality of Education:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Lifelong Learning:** Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.

**Local**

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

### Evidence and Key Insights

#### Advance Innovation and Design & Advance Learning for Transfer

*Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)*

*Impact and effectiveness of strategies implemented in achieving goal*

**Alberta Education Assurance Survey:** Provincial reporting of staff, student, and parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Provincial Performance Measures	Program of Studies	Work Preparation	Citizenship	Quality of Education	Life-Long Learning	Student Learning Engagement
2019-20	81.7%	79.5%	87.2%	92.5%	50.4%	N/A
2020-21	80.6%	79%	87.5%	89.2%	76%	85.8%
2021-22	84.2%	80.1%	84.6%	93.8%	73.6%	89.1%
2022-23	86.3%	78.8%	82.7%	89.0%	68.1%	85%
Evaluation	<i>Very High</i>	<i>High</i>	<i>Very High</i>	<i>High</i>	<i>Intermediate</i>	<i>N/A</i>

**FSD Intellectual Engagement Survey:** Survey measures student intellectual engagement (engagement in the act of learning) and flow (the appropriate balance of learning challenge with student skill). This survey measures the domains of High Expectations for student success, Relevance of learning experiences, Academic Rigor, Student Effort, and Flow.

Students responding Agree or Strongly Agree to at least half of the questions each factor below					Students responding Agree or Strongly Agree to “I often lose track of time because I am engaged in the learning”		
Performance Measures	High Expectations	Relevance	Rigor	Effort	ELA/SS	Math/Science	CTF
2019-2020	94.2%	77.2%	86.8%	91.6%	52.8%/65.6%	51.8%/73.2%	n/a
2020-2021	97%	82%	88%	93%	78%/37%	82%/82%	68%
2021-2022	96%	78%	87%	91%	61%/68%	63%/72%	58%
2022-2023	94%	72%	83%	89%	50%/56%	60%/71%	68%
Evaluation	<i>Very High</i>	<i>Intermediate</i>	<i>High</i>	<i>Very High</i>	<i>Low</i>	<i>Intermediate</i>	<i>Intermediate</i>

<p align="center"><b>Strategies: Advance Innovation and Design</b></p> <p align="center"><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p align="center"><b>Evaluation</b></p> <p align="center"><i>Impact of strategies implemented</i></p>
<p><b>Strategy 1: Re-develop Westmount School's CTF and SPARK programming to mirror the Innovation and Design framework</b></p> <ul style="list-style-type: none"> <li>align to CTF curriculum and FCHS CTS offerings</li> <li>utilize Jr Achievement in achievement classes for financial literacy</li> <li>connection of Learning Commons to maker-learning</li> <li>match CTF offerings to student interest and career pathways</li> <li>align CTF assessment practice to match curricular outcomes &amp; competencies</li> </ul>	<p align="center"><i>High</i></p>
<p><b>Strategy 2: Engagement with expertise</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p align="center"><i>High</i></p>
<p><b>Strategy 3: Re-design of Timetable to include CTF and Maker Centered Learning in Learning Commons</b></p> <ul style="list-style-type: none"> <li>trial of a quarterly system for Options along with semestered and full year</li> <li>increased understanding of enrichment (mandatory experiences), and options including CTF, fine arts and second language programming</li> <li>learning commons activities focus on introduction to a variety of different CTF and maker centered opportunities</li> </ul>	<p align="center"><i>Very High</i></p>
<p><b>Areas of Strength:</b></p> <ul style="list-style-type: none"> <li>using class time in the learning commons to specifically support and enhance maker space, STEM, robotics and coding learning</li> <li>project based learning focused on opportunities to think/act in discipline-based ways, such as an archaeologist, conservationist, engineer, etc.</li> <li>intentionally embedding STEM problems in core classes</li> <li>focus on junior high programming/coding in the learning commons</li> <li>garnering student/parent voice in terms of options</li> <li>providing students access to authentic tools, programs, and resources to support learning in a variety of contexts (eg. GPS, microscopes, robotics, etc.)</li> <li>providing authentic, real-world projects that allow students to engage in meaningful work</li> </ul> <p><b>Areas for Growth:</b></p> <ul style="list-style-type: none"> <li>increasing teachers' capacity to embed STEM problems in core classes</li> <li>increasing the opportunities to have experts in various fields present to classes to share connections</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>trialing a quarter system of options to allow for more choice</li> <li>increase resources for coding/design projects</li> </ul>	

<p align="center"><b>Strategies: Advance Learning for Transfer</b></p> <p align="center"><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p align="center"><b>Evaluation</b></p> <p align="center"><i>Impact of strategies implemented</i></p>
<p><b>Strategy 1:</b> Support staff understanding of the learning competencies and foundational awareness of concept-based learning and learning for transfer.</p> <ul style="list-style-type: none"> <li>• PLT's to focus on identifying key concepts and enduring understandings</li> <li>• PLT's to focus on teaching concepts through cross disciplinary projects</li> <li>• PLT's to focus on one of the 3 Principles for Deep &amp; Transferable Learning               <ul style="list-style-type: none"> <li>- students form conceptual understandings</li> <li>- students are agents of their own learning</li> <li>- students are allowed to live with complex learning over time</li> </ul> </li> </ul>	<p align="center"><i>High</i></p>
<p><b>Strategy 2:</b> Focused learning on the pedagogy of instruction and assessment</p>	<p align="center"><i>Very High</i></p>
<p><b>Strategy 3:</b> Continued focus on <b>Learning for Transfer</b> to extend learning across disciplines with application to novel situations.</p> <ul style="list-style-type: none"> <li>• High-yield strategies               <ul style="list-style-type: none"> <li>• share staff practice</li> </ul> </li> </ul>	<p align="center"><i>High</i></p>

**Areas of Strength:**

- focus on concept-based learning in different contexts beyond the classroom
- interdisciplinary unit planning allowing students to think about their learning through a variety of lenses.
- focus on experiential and hands on learning
- connections between concepts with current happenings in our world
- incorporating critical thinking skills
- cross-curricular projects that allow for transfer of learning and making connections beyond the classroom
- use of essential guiding questions and critical challenges to engage learners

**Areas for Growth:**

- having teachers identify main concepts across curriculums to identify commonalities
- continue to design learning tasks that are authentic and can lead to transfer of understanding
- continue to build effective assessment practices to support student learning & inform teaching practices

**Next Steps:**

- focus on effective assessment practices to help students deepen understanding of key concepts which will help with transfer to new contexts
- engaging teachers in iterative cycles of collaborative professionalism where evidence of student learning is at the forefront

<p style="text-align: center;"><b>Goal 3</b> <i>Desired Result</i></p> <p style="text-align: center;"><b>Advance First Nations, Métis, and Inuit student success</b></p> <p>Advance First Nations, Métis, and Inuit student success by providing high quality instructional programs and educational services for our Indigenous students and to increase understanding and acceptance of Indigenous cultures for all students, staff, and community.</p>	<p style="text-align: center;"><b>Outcomes</b></p> <p><i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none"> <li>• First Nations, Métis and Inuit learners are successful</li> <li>• engagement of First Nations, Métis and Inuit families in education and active participation in decision making to support student success and truth and reconciliation</li> <li>• learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences</li> <li>• learners understand and respect the histories, contributions, and perspectives of First Nations, Métis and Inuit peoples in Alberta including Treaty Rights and the importance of reconciliation (<a href="#">Alberta Education Ministerial Order on Student Learning, p.2</a>)</li> <li>• strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders, and community positively impact learner success</li> <li>• the school community accesses the resources and continuum of support needed to ensure First Nations, Métis, and Inuit student success</li> </ul>	<p style="text-align: center;"><b>Indicators</b></p> <p><i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> <li>• improved programs, services, and strategies to support First Nations, Métis, and Inuit student success</li> <li>• all learners deepen their understanding of First Nations, Métis and Inuit perspectives, experiences, treaties, agreements, and the history and legacy of residential schools</li> <li>• implementation of the FSD Truth and Reconciliation for Learner Success Toolkit supports improved Indigenous student success</li> <li>• measures indicate improvements in attendance, achievement, and high school completion</li> <li>• learners share positive experiences and conditions for success</li> <li>• learners experience respectful and reciprocal relationships with their school community</li> </ul>
<p style="text-align: center;"><b>Goal 4</b> <i>Desired Result</i></p> <p style="text-align: center;"><b>Advance literacy and numeracy</b></p> <p>Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.</p>	<p style="text-align: center;"><b>Outcomes</b></p> <p><i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none"> <li>• learners are literate and numerate</li> <li>• learners have literacy and numeracy competency to engage in learning across content areas</li> <li>• learners achieve provincial learning outcomes, demonstrating strengths in literacy and numeracy</li> <li>• curriculum is relevant, clearly articulated and designed for implementation within local contexts</li> </ul>	<p style="text-align: center;"><b>Indicators</b></p> <p><i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> <li>• measures indicate that students demonstrate knowledge, skills, and attitudes of a literate and numerate learner</li> <li>• measures indicate improvement in learner’s ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades</li> <li>• learners demonstrate transfer of learning</li> <li>• high quality learning opportunities and experiences</li> </ul>

- balanced literacy and numeracy programming advanced student growth and achievement
- learners have high quality learning experiences in literacy and numeracy
- learners apply knowledge, understanding and skills in authentic contexts and situations
- deep transferable learning

### Measures and Targets

*Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented*

#### Provincial

- **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.
  - **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)

#### Local

- **Cultural Perspectives Survey:** As part of the Student Intellectual Engagement Survey we ask all students grades 4-12 their perspectives in regards to diverse cultures including but not only First Nations, Metis, and Inuit peoples. This survey is further disaggregated to compare the general population's perspectives with those self identifying as First Nations, Metis, and Inuit peoples in PASI.
- **RRST (Reading Readiness in English & French):** Increase/maintain percentage of students in kindergarten and grade 1 who are at or above grade level expectations.
- **GRADE (Literacy Assessment in English):** Increase percentage of students who are at or above grade level expectations in grades 2 – 9 in the areas of Listening Comprehension, Vocabulary and Written Comprehension.
- **MIPI (Math Assessment in English & French):** Increase percentage of students who scored 50% or more in grades 2-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.
- **Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement.



**Evidence and Key Insights  
Advance Literacy and Numeracy**

*Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)  
Impact and effectiveness of strategies implemented in achieving goal*

**Provincial Learning Outcomes: Provincial Achievement Tests (Grade 6 & 9) - results based on number enrolled**

Provincial Achievement Tests	English Language Arts		Math		Social Studies		Science		French Language Arts		
	Achievement	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
2019-2020 Gr 6 Gr 9	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A
2020-2021 Gr 6 Gr 9	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A	N/A N/A
2021-2022 Gr 6 Gr 9	88.0 83.1	24.0 11.7	76.0 53.2	16.0 2.6	78.0 76.6	20.0 15.6	84.0 81.8	44.0 10.4	N/A N/A	N/A N/A	N/A N/A
2022-2023 Gr 6 Gr 9	N/A 89.4	N/A 10.6	N/A 59.1	N/A 6.1	84.9 79.2	20.8 18.1	95.7 84.4	45.75 20.3	N/A N/A	N/A N/A	N/A N/A
<b>Evaluation</b>	N/A <i>Intermediate</i>	N/A <i>Intermediate</i>	N/A <i>Low</i>	N/A <i>Very Low</i>	<i>Very High</i> <i>High</i>	<i>High</i> <i>Intermediate</i>	<i>Intermediate</i> <i>High</i>	<i>Very High</i> <i>Very High</i>			

**GRADE Assessment (Literacy):** This is an assessment, given to all students from grade 2-9, and any new FSD students entering grade 10. The purpose is two-fold. The first is to use the results to design instruction for all levels along the UDL continuum. The second is to flag students that may require a more in-depth diagnostic assessment to identify gaps in learning.

% of students at or above grade level (Grades 2 – 9) GRADE Assessment

Performance Measures	Listening	Vocabulary	Comprehension
2019-2020	N/A	N/A	N/A
2020-2021	73%	65%	70%
2021-2022	68%	77%	73%
2022-2023	64%	80%	76%
Evaluation	<i>Intermediate</i>	<i>High</i>	<i>High</i>

**MIPI Assessment (Numeracy):** This assessment is given to all students from grade 2-10. The purpose is two-fold. The first is to use the results to design instruction for all levels along the UDL continuum. The second is to flag students that may require a more in-depth diagnostic assessment to identify gaps in learning.

% of correct responses - First administered in September 2019

Performance Measures	Number	Patterns and Relations	Shape and Space	Statistics and Probability
2019-2020	67.4%	75.1%	66.8%	77.3%
2020-2021	62.5%	69%	75%	64%
2021-2022	61%	65%	67%	76%
2022-2023	75%	78%	77%	81%
Evaluation	<i>High</i>	<i>High</i>	<i>High</i>	<i>High</i>

<p align="center"><b>Strategies: Advance Literacy and Numeracy</b></p> <p align="center"><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p align="center"><b>Evaluation</b></p> <p align="center"><i>Impact of strategies implemented</i></p>
<p><b>Strategy 1:</b> Continued learning through a 3-year plan on Learning for Transfer at System Learning Days, school PLTs, and school professional development.</p>	<p align="center"><i>High</i></p>
<p><b>Strategy 2:</b> Continue to develop a K-9 Literacy and Numeracy continuum that supports vertical alignment.</p> <ul style="list-style-type: none"> <li>● sharing of classroom best-practice</li> <li>● focused, intentional testing and response for students K-3 post-pandemic</li> <li>● targeted small groups for students identified at-risk in Gr 1-4</li> <li>● individual literacy support with learning coach for significantly at-risk students</li> </ul>	<p align="center"><i>High</i></p>

**Areas of Strength:**

- use of a variety of individual/targeted and universal strategies to support student learning in literacy and numeracy
- using pre and post assessments to determine growth and impact of teaching practices
- increased use of manipulatives because of division-wide professional learning
- explicit teaching of foundational literacy skills including phonemic awareness and specific reading strategies
- incorporating math stations to help address vast needs of students

**Areas for Growth:**

- continued focus on building students reading comprehension across all grade levels
- targeted RTI plan for students who are below grade level

**Next Steps:**

- return to embedding cross-grade groupings to target specific learning gaps in reading (RTI)
- focus on designing engaging tasks in both literacy and numeracy
- continued goals for focus in PLTs based on analysis of data and evidence of student learning

### Evidence and Key Insights

#### Advance First Nations, Métis, and Inuit student success

*Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)  
Impact and effectiveness of strategies implemented in achieving goal*

#### Cultural Perspectives Survey

% Students (4-12) Reporting Agree or Strongly Agree

Performance Measures	Cultural Belonging		Comfortable Sharing Culture		Encouraged and Accepted Sharing Culture		School Priority of Truth and Reconciliation		Personal Importance of Truth and Reconciliation		Cultural Infusion Across All Subject Areas		Understand Multiple Perspectives		Understand Truth and Reconciliation		Teachers Share Indigenous Perspectives	
	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI
<b>All Students (All) vs. Self-Identified Indigenous (SI)</b>	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI
<b>2019/2021 (2 Years)</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2021-2022 Baseline</b>	59%	75%	73%	50%	68%	75%	73%	100%	73%	100%	64%	25%	91%	100%	82%	50%	77%	25%
<b>2022-2023</b>	69%	88%	61%	88%	68%	88%	78%	88%	87%	88%	72%	63%	84%	88%	87%	100%	80%	75%
<b>Evaluation</b>	<i>Int</i>	<i>Very High</i>	<i>Int</i>	<i>Very High</i>	<i>Int</i>	<i>Very High</i>	<i>High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Int</i>	<i>Int</i>	<i>High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>High</i>	<i>High</i>

#### Strategies: Advance First Nations, Métis, and Inuit student success

*Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement*

#### Evaluation

*Impact of strategies implemented*

**Strategy 1:** Continue to learn and to lead learning related to Indigenous foundational knowledge and its application within classrooms and the larger school community.

- develop teaching and learning strategies that support FNMI knowledge and learning outcomes.

*Intermediate*

#### Areas of Strength:

- focus on Two-Eyed Seeing when designing units in all subject areas
- engaging students in circles
- connecting with Indigenous expertise. including authentic resources (art, music, literature, artifacts), people, and field trips

- lead teachers engaging school staff in professional learning
- lead teachers organizing cultural events for school
- [FNMI Video Evidence](#)

**Areas for Growth:**

- continuing to design intentionally to incorporate Indigenous ways of knowing

**Next Steps:**

- further developing an understanding of embedding Indigenous ways of knowing in authentic ways (intention and purpose)
- provide intentional learning opportunities for junior high students – e.g. Blanket Ceremony, Kookum visit

## Teaching, Learning and Leadership Results Analysis

<b>Goal 5</b> <i>Desired Result</i>	<b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i>	<b>Indicators</b> <i>Indicators of achieving outcomes</i>
<p><b>Advance excellence in teaching, learning, and leading</b> those results in improved student growth and achievement.</p>	<ul style="list-style-type: none"> <li>• increased success and engagement for all learners</li> <li>• teachers and leaders respond with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all learners</li> <li>• teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision, and evaluation</li> <li>• professional learning is aligned to standards of professional conduct and standards of professional practice</li> <li>• teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous improvement</li> <li>• improved systemic use of foundational principles of instruction and assessment and a common language of pedagogy</li> <li>• curriculum is relevant, clearly articulated and designed for implementation within local contexts</li> </ul>	<ul style="list-style-type: none"> <li>• measures indicate improved collective efficacy of teachers and leaders responding with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all learners</li> <li>• teachers grow their professional practice in design, instruction and assessment through professional learning, collaborative engagement, and reflective practice resulting in deep and transferable learning</li> <li>• measures indicate increased use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning</li> <li>• measures indicate teachers and leaders continuously improve their professional practice through high quality professional learning opportunities</li> <li>• teachers and leaders analyze the learning context, attend to local and societal considerations, and apply the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all</li> </ul>

## Measures and Targets

Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented

### Provincial

- **In-service jurisdiction needs:** 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.

### Local

- **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 that provides assurance of continuous improvement and student growth and achievement. (i.e., professional learning evidence, classroom evidence and stakeholder voice)

## Evidence and Key Insights

Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)  
Impact and effectiveness of strategies implemented in achieving goal

**FSD Professional Learning Survey:** This is a staff only survey to measure the impact of professional learning and collaborative structures in schools and across the system.

Performance Measures	Shared Vision, Mission & Values	Collaborative Culture	Collective Inquiry and Reflective Practice	Commitment to Continuous Improvement	Results & Action Oriented	In-service jurisdiction needs (AEAR)
2019-2020	N/A	N/A	N/A	N/A	N/A	74.7%
2020-2021	91%	95%	98%	91%	92%	81.3%
2021-2022	87%	76%	84%	74%	86%	89.3%
2022-2023	90%	84%	87%	82%	84%	76.7%
Evaluation	<i>Very High</i>	<i>High</i>	<i>Very High</i>	<i>High</i>	<i>High</i>	<i>Low</i>

<p align="center"><b>Strategies: Advance excellence in teaching, learning, and leading</b></p> <p align="center"><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p align="center"><b>Evaluation</b></p> <p align="center"><i>Impact of strategies implemented</i></p>
<p><b>Strategy 1: Task Design and Assessment</b></p> <ul style="list-style-type: none"> <li>• focus on assessment practices - 12 Fixes for Assessment course</li> <li>• using data to inform classroom practice -Classroom assessment (formative &amp; summative), RRST, MIPI, GRADE.</li> <li>• integration of digital best-practice into the traditional classroom. How do we take the best of what we have learned from online learning and integrate it into our daily practice.</li> <li>• increased staff involvement in big-picture planning and implementation.</li> <li>• engage staff in an analysis of the student intellectual engagement data.</li> </ul>	<p align="center"><b>High</b></p>
<p><b>Strategy 2: PLC Structures, Processes and Protocols</b></p> <ul style="list-style-type: none"> <li>• continue with structured PLT process and protocols including using evidence of student learning</li> <li>• school based PLT focused on task design and assessment</li> <li>• continue with cross-grade PLTs during local PD days</li> <li>• move PLT's into intentional focus on design and assessment</li> </ul>	<p align="center"><b>Very High</b></p>
<p><b>Areas of Strength:</b></p> <ul style="list-style-type: none"> <li>• significant improvement in all areas on the Professional Learning Survey with a focus and modeling PLT protocols</li> <li>• cross grade PLTs focusing on effective teaching practices and impacts on student learning</li> <li>• increased openness to bringing evidence of student learning to analyze and engage in iterative cycles of feedback followed by taking action based on feedback</li> <li>• embedding learning from divisional PD days into daily practice</li> </ul> <p><b>Areas for Growth:</b></p> <ul style="list-style-type: none"> <li>• move PLT's into intentional focus on design and assessment</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• continue with structured PLT process and protocols including using evidence of student learning</li> <li>• school based PLT focused on task design and assessment</li> <li>• continue with cross-grade PLTs during local PD days</li> <li>• create Learning Portfolio's to share evidence of student learning as part of FSD Reporting System</li> </ul>	