

Westmount School Education Plan

Our Story of Engagement, Support, and Success for each Learner

**THE FUTURE IS NOT SOMETHING WE ENTER.
THE FUTURE IS SOMETHING WE CREATE.**

Our future is created by the young people in our classrooms today,
fostered by the educators invested in the pursuit of their potential,
and nurtured by the same community that will be the beneficiary of what they create.



EDUCATION AT THE CENTER OF A FLOURISHING COMMUNITY

Westmount School Education Plan 2021-24 (Year 3)

Our 2021-2024 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.

[2021-22 School Annual Education Results Report](#)
[Westmount School Website](#)

[Westmount School Land Acknowledgement](#)

We honour the spirit, life and lessons this land and its ancestors teach us. We acknowledge the traditional territories of the Siksika, Piikani, Kainai, Tsuut'ina, Îyârhe Nakoda and the Métis Nation Region 3. [Truth and Reconciliation for Learner Success in Foothills School Division](#)

Vision

Engagement, Support and Success for each learner

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!

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](#)

Commitments

- Visionary leadership that inspires opportunities and initiatives to impact engagement, support and success for each learner and our communities
 - 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

Accountability and 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.

» 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

<p>Our Vision Engagement, Support and Success for Each Learner.</p> <p>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!</p>	<p style="text-align: center;">Commitments</p> <ul style="list-style-type: none"> ▪ 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 	<p style="text-align: center;">Our Priorities</p> <p>Engagement: Ensure and maintain division-wide engagement that is timely, meaningful, and collaborative with all learners and communities.</p> <p>Support: Ensure and maintain division-wide learning environments that are welcoming, caring, respectful, safe, and inclusive.</p> <p>Success: Ensure and maintain division-wide excellence in teaching, learning and leadership.</p>
Engagement	Support	Success
Local and Societal Context	Learning Supports	Student Growth and Achievement
<p>Goal: Advance Stakeholder Engagement and Communications</p> <p>Assurance Measure: FSD provides trust and confidence that the education system responds proactively to local and societal contexts.</p>	<p>Goals: Advance Wellness and Well-being Advance Continuum of Supports</p> <p>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.</p>	<p>Goals: Advance Innovation and Design Advance Learning for Transfer Advance Literacy and Numeracy Advance First Nations, Métis, and Inuit student success</p> <p>Assurance Measure: FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p>

Governance	FOOTHILLS SCHOOL DIVISION SYSTEMS WHEEL	Teaching and Leading
<p>Goal: Advance Continuous Improvement and Assurance</p> <p>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.</p>	<p>SYSTEM INFLUENCES</p> <ul style="list-style-type: none"> Government of Alberta Education Act Teacher Quality Standard Superintendent Leadership Standard Quality Standard Community Partnerships Community Voice FSD Connect Education Plan Funding Partners Municipalities Parent Voice School Councils & COSC Student Voice Student Matters Team Voice Employee Groups Engage FSD Foothills Administrators Assoc. Staff Advisory Council Superintendent Advisory <p>SYSTEM ASSURANCES</p> <ul style="list-style-type: none"> Annual Education Results Report Assurance Strategy Board Minutes & Footnotes Capital Plan Flourishing Communities Financial Statements Learner Profiles Standardized Examinations Successful Students <p>FOOTHILLS SCHOOL DIVISION</p>	<p>Goal: Advance Excellence in teaching, learning and leading</p> <p>Assurance Measure: FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.</p>

Westmount School

Westmount School is a K-9 school with approximately 540 students and 44 staff. This is comprised of certificated teachers including a Learning Coach, 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 focusing on 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 offered 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.



Westmount School Celebrations and Highlights

This year was a busy year with much to celebrate! We focused on FSD's 3 key priorities. Strategies were derived from 1:1 conversation with staff, our School Advisory Council and parent and student feedback from surveys and other engagement opportunities. Some of these are highlighted below.

Engagement:

- Introduction of grade led monthly assemblies including Dallas Arcand Hoop Dancer, and most recently filling up the Little Pantry with grades going throughout the month of May to fill it up and give back to the community.
- 2 Christmas Concerts (with collections for Magic of Christmas), Band Concert, Remembrance Day Service (with collections for Veterans Food Bank), Terry Fox Family Walk
- Purchase and installment of 2 gym screens for usage in assemblies
- Sought out a grant and used dollars to purchase 3 picnic tables for outside gathering during breaks
- Offerings of extra-curricular activities including sports, and jazz band
- Junior High Track & Field and Elementary Sports Day
- Offerings of numerous student-led clubs across Div 1 & 2
- Established a functioning School Council including the development of bylaws
- Working closely with FOWSS (fundraising society) to determine priorities and establish a plan to attain these goals. This included a very successful Read-a-thon
- Special days/activities including float day, dances, donut day, earth week activities, hats on for mental health, and craft fair
- Learning together with numerous Practicum Students from universities/colleges
- Band/Musical Theatre Trip to Disneyland
- Numerous Outdoor Education hiking and camping trips
- Open House to start the year



SCHOOL COUNCIL MEETING

TUESDAY, APRIL 25
Learning Commons
5:30pm-7:00pm

Topics of Discussion:

- FOWSS - School Fundraising
- Option Classes for Next Year

YOUR ATTENDANCE IS IMPORTANT!

More information: westmountschoolcouncil@fgm.fsd38.ab.ca



Parents of Grade 4 and 7 students:

We want to hear from YOU!

Please fill out your Alberta Education Assurance Survey. It should have arrived in your mailbox and will only take 5-10 minutes.

This survey provides us with valuable information about our school which we use to plan forward.

Deadline to complete the survey is tomorrow!



SCHOOL COUNCIL MEETING TUESDAY 5:30PM

With special guests, Chris Fuzessy, Superintendent and Dinah VanDonzel, Director of Student Learning

Come learn more about how to support your child in their literacy and numeracy development and ask any questions you have.

Join us in the Learning Commons or visit the school website for the meeting link.



WEDNESDAY, JUNE 7 6PM

Spring band CONCERT

BRING A CHAIR, BLANKET AND UMBRELLA

THERE WILL BE A SILENT AUCTION AND MINI DONUT TRUCK



SCHOOL COUNCIL AGM

DATE: March 28, 2023

TIME: 6:30-7PM

LOCATION: In the Learning Commons or online

Please join us as we set direction and priorities for next year. We will also be nominating and voting on the school council executive roles.



Success:

- A focus on Makerspace and Innovation & Design in our Learning Commons
- SPARK/CTF
- Junior Achievement
- A guiding focus on authentic, innovative, worthwhile and meaningful learning experiences including numerous field trips and presentations
- After school/lunch tutorials
- Literacy & Numeracy Intervention Program (Div 1)
- Developing Effective Professional Learning Communities - "Collaborative Professionalism"
- Collaborative Learning Days led by District Office and engaging staff in cross school design and implementation
- Focus on authentic, innovative, relevant and worthwhile learning
- Focus on Transfer of Learning



Developing Number Sense with large scale number lines and interesting greater and less than monsters- Making Math FUN!



Home reading



Projects



Social Studies – Another Perspective

The importance of the discovery of dinosaurs to Alberta. Learning about Joseph Tyrrell and the importance of dinosaurs to the Blackfoot.

Key Words:

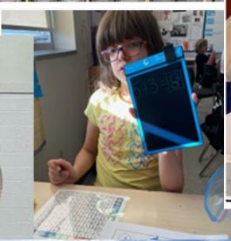
- First Nations village calls for return of sacred moccasins from Alberta museum

<https://www.cbc.ca/news/indigenous/first-nations-village-calls-for-return-of-sacred-moccasins-1.5484848>

HERITAGE MINUTES



Math and Literacy manipulatives to engage learners.



STEM BOATS



Clear expectations



Grade 4: Literacy - Light and Shadows

- Starting a unit we always think, "How can we weave indigenous understanding into our learning?"
- Connect Nature to Concepts of light and shadow
- How did the indigenous people teach it? Taught through storytelling
- Started and ended with legends.



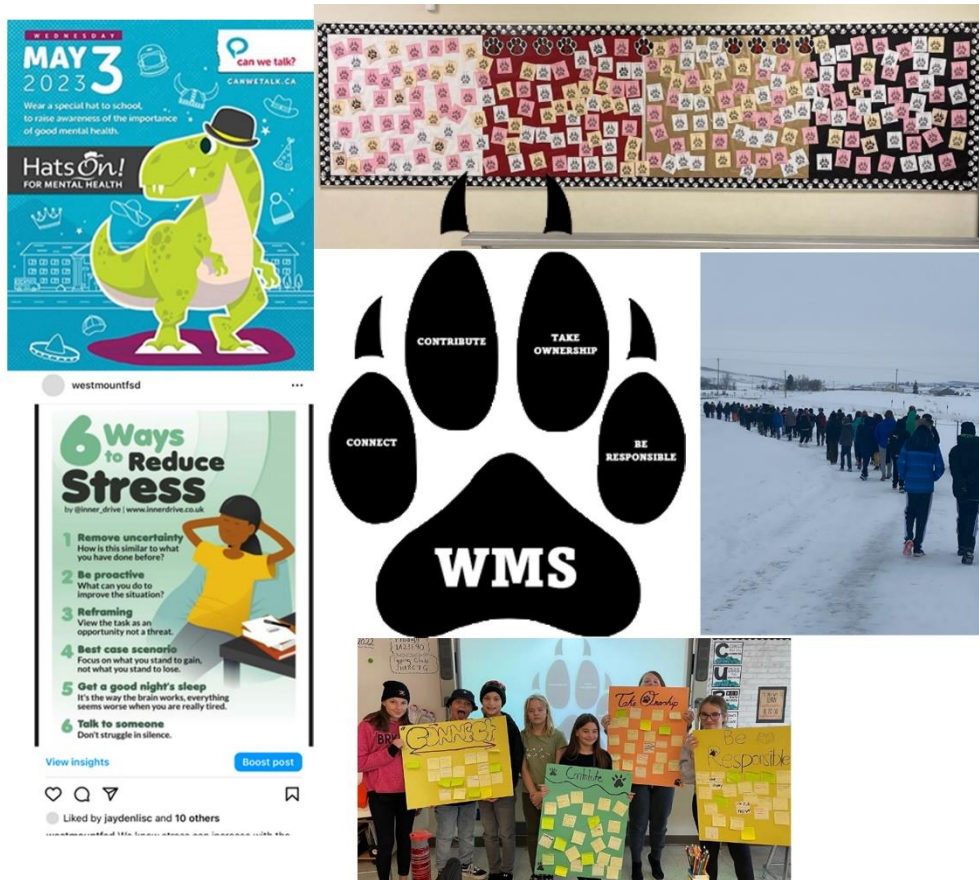
STORY BEGINNING Writing Criteria

Requirements for a beginning What do I need to do?	Assessment Criteria (excellence) What do I need to do to do it well?	Self-Reflection What's going well? What's my next best step?	Teacher Guidance What is going well? What revisions might be considered?
<ul style="list-style-type: none"> Your information must be about the title. Each sentence must make sense with a capital letter at the beginning and punctuation at the end. You must have a beginning of at least 4 sentences You must introduce the main characters. You must introduce the setting. You must introduce the problem: ONLY ONE PROBLEM. Make sure you add descriptive detail. Your printing or font must be legible. Handy only "talk" 	<ul style="list-style-type: none"> It must be in order and with lots of description and detail. It must be a fractured version of a known fairy tale. Figurative language is used to enhance the story (metaphor, simile, onomatopoeia, personification, etc.) Must have capital, punctuation and best spelling. You use different sentence starters. "Talking" or dialogue must be written correctly with appropriate punctuation. You use "I" if you want 	<p>What's going well?</p> <ul style="list-style-type: none"> <p>What needs more work?</p> <ul style="list-style-type: none"> <p>Where I would like to go next?</p> <ul style="list-style-type: none"> 	<p>What is going well?</p> <ul style="list-style-type: none"> <p>Revisions to consider:</p> <ul style="list-style-type: none">

Go Created with kids

Support:

- Co-creation of WMS Core Values (“Take a PAWS”) to replace the Seven Habits (home-grown design with positive reinforcement weekly and monthly)
- Westmount School Playground expectations developed with input from staff and students
- Mental Health & Wellness Day for Junior High
- Updated Student Code of Conduct encompassing teacher, student, and parent feedback
- Updated Emergency Response and Critical Response
- Updated Continuum of Supports and Responses
- JH presentations (e.g., MADD, Sexual Health)
- School Wellness Walk
- Focus on new Wellness outcomes in the PE & Wellness Curriculum
- Universal SEL curriculums for each grade level



Please go to our Instagram page (@WestmountFSD) to see more photos that capture much of our work at Westmount School.

Our Annual Education Results Report 2021-22 Key Insights

Key Insights for Engagement

Advance Stakeholder Engagement and Communications
Advance Continuous Improvement and Assurance

Areas of Strength

- Formation of School Council with Operating Principles
- Assurance data shared each month at School Council with data
- Parent voice and feedback in several areas (eg. student-led conferences, option classes, hot lunch, etc.)
- Establishing a School Advisory Council
- Clear and consistent communication to all stakeholders through a variety of means
- Analyze Assurance Data with staff on an ongoing basis (Data stored and shared in TEAMS)
- Expectation for teachers to bring evidence of student learning to PLT meetings
- Collection of evidence of student learning in relation to school/division priorities (Google)
- Teacher survey in relation to school/division priorities (Google Form)

Areas for Growth

- Clarity regarding FOWSS role in relation to fundraising
- Teacher voice in Assurance
- More consistency with adhering to school communication plan

Next Steps

- Transfer of fundraising funds outside of Casino funds to WMS to reduce red-tape for approvals
- Schedule of staff to attend School Council meetings to share learning happening in classrooms
- Continue to expect teachers to bring evidence of student learning for analysis during PLT's

Key Insights for Support

**Advance Wellness and Wellbeing
Advance our Continuum of Supports**

Areas of Strength

- Social Emotional Learning Curriculums – universal classroom

Areas for Growth

- Universal support in JH

<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Thoughtfully embedding grade level wellness outcomes across curriculum • Re-establish regularly scheduled (every 6 weeks) Elementary CRT meetings with updated process/protocols
	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> • 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 WMS where needed • Develop a process to optimize the use of school-based psychologist

Key Insights for Success

Advance Innovation and Design

<p style="text-align: center;">Areas of Strength</p> <ul style="list-style-type: none"> - Using class time in Learning Commons to specifically support and enhance Maker Space, STEM, Robotics and Coding learning - Project based learning focused on opportunities to think/act in discipline-based ways, such as an archaeologist, conservationist, engineer, etc. - Intentionally embedding STEM problems in core classes - Focus on JH programming/coding in the Learning Commons - Garnering student/parent voice in terms of Options - Providing students access to authentic tools, programs, and resources to support learning in a variety of contexts (eg. GPS, microscopes, robotics, etc.) - Providing authentic, real-world projects that allow students to engage in meaningful work 	<p style="text-align: center;">Areas for Growth</p> <ul style="list-style-type: none"> - Increasing teachers' capacity to embed STEM problems in core classes - Increasing the opportunities to have experts in various fields present to classes to share connections
	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> - Trialing a quarter system of Options to allow for more choice - Increase resources for coding/design projects

Advance Learning that Transfers	
<p style="text-align: center;">Areas of Strength</p> <ul style="list-style-type: none"> ● 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 	<p style="text-align: center;">Areas for Growth</p> <ul style="list-style-type: none"> ● 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
	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> ● 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
Advance Literacy and Numeracy	
<p style="text-align: center;">Areas of Strength</p> <ul style="list-style-type: none"> ● 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 	<p style="text-align: center;">Areas for Growth</p> <ul style="list-style-type: none"> ● Continued focus on building students reading comprehension across all grade levels ● Targeted RTI plan for students who are below grade level ● Student engagement in language arts
	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> ● Return to embedding cross-grade groupings to target specific learning gaps in reading (RTI) ● Focus on designing engaging tasks in both literacy and numeracy

Advance First Nations, Métis, and Inuit student success

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)

Advance Teaching, Learning and Leading

Areas of Strength

- Significant improvement in all areas on the Professional Learning Survey with a focus and modeling PLT protocols
- Cross grade PLTs focusing on effective teaching practices and impacts on student learning
- Increased openness to bringing evidence of student learning to analyze and engage in iterative cycles of feedback followed by taking action based on feedback
- Embedding learning from Divisional PD days into daily practice

Areas for Growth

- Move PLT's into intentional focus on design and assessment

Next Steps

- Continue with structured PLT process and protocols including using evidence of student learning
- School based PLT focused on task design and assessment
- Continue with cross-grade PLTs during local PD days

Our Story of Engagement

We are committed to engaging and collaborating meaningfully with our learners and communities. We communicate progress and the use of resources transparently and with a view to guiding future decision-making. We consult in a variety of ways with our learners, parents, and communities to include their voice in decision-making and building partnerships.

In previous years we have focused on improving communication. This year our focus was on re-establishing a functioning School Council and FOWSS. Last year we did not have a School Council Board as it faltered throughout Covid. We ran monthly meetings inviting parents to join online and shared topics raised by the parents who attended. This year we worked hard to create By-laws/Procedures, set up TEAMS Rooms for files to be stored electronically, and set up email accounts for all those on both boards for ease of transition. We worked to create more formal structures and offered a blended online and in-person platform. We also increased our meetings times from every second month to monthly; thereby building continuity and relationships.

We utilized our School Council to gather voice on topics of interest, and to get feedback on school items including our Code of Conduct, Continuum of Supports, and Take a PAWS Core Values.

We have engaged parent voice through surveys and invitations to share their thoughts on several issues throughout the year.

We focused on evidence of learning and communicating this to parents and students in a variety of formats ongoing throughout the year along with the Parent Teacher Interview and Student-Led Conference.

[WMS School Council](#)

[Trustee Reports](#)

[WMS News](#)

[Parent Resources](#)

[3 Year Education Plan](#)

<p style="text-align: center;">Goal <i>Desired Result</i></p>	<p style="text-align: center;">Outcomes <i>Measurable statements of what FSD seeks to achieve</i></p>	<p style="text-align: center;">Indicators <i>Indicators of achieving outcomes</i></p>
<p>Advance stakeholder engagement and communications: 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>Purposeful and appropriate stakeholder engagement and communication strategies ensure:</p> <ul style="list-style-type: none"> ▪ governance aligns with and is responsive to the needs and expectations of the learning community ▪ stakeholder engagement improves decisions made and provides assurance, trust, and confidence in the system ▪ communication provides assurance 	<ul style="list-style-type: none"> ▪ measures demonstrate that stakeholders actively participate in engagement opportunities provided by the Foothills School Division ▪ stakeholder engagement informed decision making and education plans ▪ education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding

Measures and Targets

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

Provincial

- **Parent Involvement:** Increase/maintain in 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

- **Stakeholder Engagement:** 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. What stakeholders were involved? How were they engaged? How results and related information were shared? What actions were taken based on input provided? 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?
- **FSD 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 provides assurance of continuous improvement and student growth and achievement.

Strategies to Advance Stakeholder Engagement & Communications

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

*Strategies continued from 2021-22 (Year 1)

*Strategies revised or added for 2022-23 (Year 2)

*Strategies revised or added for 2023-24 (Year 3)

Strategy 1: Advancing Student Engagement

1. Engage with students on matters that impact their learning, peer relationships, and connection to school.
2. utilize meaningfully designed work
3. actionizing Student's Matters Committee to create meaningful opportunities to provide feedback
4. use of classroom circles/meetings
5. provide Clubs and Extra-curricular opportunities for students including Sports and Jazz Band
6. Take a PAWS Core Values
7. Co-Created Code of Conduct
8. Lunch Program re-introduced
9. Authentic learning opportunities through presentations and field trips
10. Admin/student focus groups
11. Continue to engage student voice in decision making (e.g., Options/CTF)

12. Use of Communication Technology class for Announcements/Interviews etc... to engage students
13. Introducing a breakfast program along with the lunch program

Strategy 2: Advancing Staff Engagement

1. Engage with staff to take ownership and provide direction on all school matters.
2. continuation and revitalization of Staff Advisory Committee to guide school matters
3. Grade Level run assemblies
4. One on one year end conversations with staff
5. PLT challenge questions – PLT focus with practices protocols and shared commitment to bringing and acting on evidence of student learning
6. Re-focus on CRT structure for Elementary grades
7. Continue with momentum of Take a PAWS

Strategy 3: Advancing Parent Engagement

1. Engage with parents to ensure the best education experience for their child(ren) and the overall school community.
2. Revitalization of School Council and FOWSS collecting parent voice
3. Continued use of surveys and invitation to provide feedback on various topics
4. Council Chair invited to parent sessions eg: Kindy open house, PTI's, Student-Led Conferences
5. Open House/Showcase opportunities for families
6. Invitation to supervise Field Trips and see firsthand the authentic learning opportunities offered to support curricular outcomes
7. 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
8. Volunteer Tea Appreciation
9. Parent feedback gathered regarding Learner Conferences

Strategy 4: Advancing Community Engagement

1. Engage with the Westmount community to be a good neighbour and utilize the strengths of the community
2. Continued partnership and relationships with local service providers and companies
3. Connections to student mental health supports
4. Engagement with local businesses
5. Read-a-thon sponsorships

Strategy 5: Advancing Communications

1. Engage with all stakeholders through proactive, comprehensive communication
2. Weekly school newsletter; weekly classroom communication
3. Google Classroom/Classroom Dojo
4. Learner Profiles
5. Social media (Instagram)
6. Parent surveys

Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p>Advance evidence-based continuous improvement and assurance</p> <p>Learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.</p>	<p>Assurance has been achieved through:</p> <ul style="list-style-type: none"> ▪ building relationships ▪ engaging with education partners and stakeholders ▪ creating and sustaining a culture of continuous improvement and collective responsibility 	<ul style="list-style-type: none"> ▪ Governors engage stakeholders in the creation and ongoing implementation of a shared vision for student success ▪ Curriculum is relevant, clearly articulated and designed for implementation within local contexts ▪ Education Plan and Annual Education Results Report represent evidence-informed decision making and continuous improvement ▪ Governors employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity ▪ 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 ▪ AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans ▪ 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 ▪ 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

Measures and Targets <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented</i>
<p style="text-align: center;">Provincial</p> <ul style="list-style-type: none"> ▪ Parent Involvement: Increase/maintain in 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. <p style="text-align: center;">Local</p> <ul style="list-style-type: none"> ▪ Stakeholder Engagement: 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. What stakeholders were involved? How were they engaged? How results and related information were shared? What actions were taken based on input provided?

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?

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

Strategies to Advance Continuous Improvement and Assurance

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

*Strategies continued from 2021-22 (Year 1)

*Strategies revised or added for 2022-23 (Year 2)

*Strategies revised or added for 2023-24 (Year 3)

Strategy 1: Involve School Council and FOWSS Fundraising Society to focus the needs and desires of programming and culture for Westmount School.

1. revitalization of School Council & FOWSS
2. increased link between FOWSS & School Council
3. Process for FOWSS requests and approvals updated
4. Increased number of meetings for FOWSS/School Council for more consistency and building relationships
5. Parent presentations for School Council
6. FOWSS fundraising to focus only on Casino and other funds to be transferred to WMS to reduce red-tape with approvals

Strategy 2: Share school academic/SEL results and stakeholder engagement data with parents (via School Council) as well as teaching staff

1. Sharing of data as it comes in with School Council and teachers
2. Big Data shared in grade level teams for teachers to triangulate with classroom evidence to help determine next steps
3. Sharing of school Ed Plan Goals with both School Council and Staff to set the direction and collect evidence of work towards these goals
4. Teachers tracking and providing evidence to support our assurance strategies

Strategy 3: Continuous communication and interaction with parents via engagement opportunities.

1. Surveys
2. Parent communication opportunities (face to face)
3. Open house at beginning of school year to allow parents to meet their child's teacher

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, Family School Liaison Counselor, and Educational Assistants. At the beginning of this year, 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 and Behavior Support Plans are created collaboratively with the Learning Coach, teachers, students, 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, Student Council, 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](#)

<p>Goal <i>Desired Result</i></p>	<p>Outcomes <i>Measurable statements of what FSD seeks to achieve</i></p>	<p>Indicators <i>Indicators of achieving outcomes</i></p>
<p>Advance wellness and well-being: Develop collective efficacy in advancing a culture of wellness and well-being.</p>	<ul style="list-style-type: none"> ▪ Learners contribute to developing and advancing cultures of wellness and well-being ▪ Learners contribute to and feel welcomed, cared for, respected and safe ▪ Learners access a robust continuum of supports ▪ Students will develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change ▪ Students will build resilience and positive mental health skills ▪ Students will know the difference between and how to manage health stress and traumatic stress 	<ul style="list-style-type: none"> ▪ Improved wellness and wellbeing in students and staff ▪ Learners are active, healthy, and well ▪ All students and staff demonstrate understanding and respect for the uniqueness of all learners ▪ All learning environments are welcoming, caring, respectful and safe ▪ Learning environments adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations ▪ Improved understanding of an inclusive education system is shared by all education partners ▪ Collaboration with education partners to support learning ▪ Improved wrap around services and supports that enhance conditions required for optimal learning and wellness ▪ Structures and systems continually improve to support learning and meet the needs of students, families, staff, and communities ▪ Programs, services, strategies, and local measures demonstrate that each learner has access to a continuum of supports and services consistent with the principles of inclusive learning

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 provides assurance of continuous improvement and student growth & achievement.

Strategies to Advance Wellness and Well-being

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

*Strategies continued from 2021-22 (Year 1)

*Strategies revised or added for 2022-23 (Year 2)

*Strategies revised or added for 2023-24 (Year 3)

Strategy 1: Advance student wellness and well-being

1. **Promote re-engagement in student leadership and extra-curricular opportunities**
 - Clubs
 - Teams
 - Activities such as sports and fine arts
 - **Continuation of JH Wellness Day/Morning**
2. **Continue** 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.
 - Bring results to student groups.
 - Bring results to staff.
 - **Divisional Focus Groups (Lunch with Admin) to collect student voice on various issues.**
 - **Utilize SOS-Q data to plan for school targeted intervention.**
3. **Continuous focus** on explicit teaching of the SEL Curriculums with social-emotional competencies woven throughout curriculums in conjunction with the Mental Health Supports & Services continuum
 - **Junior High Wellness Morning**
 - **Drumming Circles**
 - **Targeted Friendship groups (with FSLC)**

Strategy 2: Advance staff wellness and well-being

1. **Continued focus** on work/life balance with a focus on priorities.
2. **Continued focus** and work with FSLC and Staff Advisory on Staff-Wellness activities.
3. **Continued sharing** of FSD website information on Staff Wellness, as well as staff thank you's and recognition.
4. **Continued open-door policy and transparency** to promote trusting working relationships.
5. **Designing staff team-building activities on PD in conjunction with Staff Advisory Lead.**

<p>Goal <i>Desired Result</i></p>	<p>Outcomes <i>Measurable statements of what FSD seeks to achieve</i></p>	<p>Indicators <i>Indicators of achieving outcomes</i></p>
<p>Advance our Continuum of Supports: Continue to develop and advance our continuum of support.</p>	<ul style="list-style-type: none"> ▪ Learners contribute to developing and advancing cultures of wellness and well-being ▪ Learners contribute to and feel welcomed, cared for, respected and safe ▪ Learners access a robust continuum of supports ▪ Students will develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change ▪ Students will build resilience and positive mental health skills ▪ Students will know the difference between and how to manage health stress and traumatic stress 	<ul style="list-style-type: none"> ▪ Improved wellness and wellbeing in students and staff ▪ All students and staff demonstrate understanding and respect for the uniqueness of all learners ▪ All learning environments are welcoming, caring, respectful and safe ▪ Learning environments adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations ▪ Improved understanding of an inclusive education system is shared by all education partners ▪ Collaboration with education partners to support learning ▪ Cross-ministry initiatives and improved wrap around services and supports that enhance conditions required for optimal learning and wellness ▪ Structures and systems continually improve to support learning and meet the needs of students, families, staff, and communities ▪ Programs, services, strategies, and local measures demonstrate that each learner has access to a continuum of supports and services consistent with the principles of inclusive learning

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 provides assurance of continuous improvement and student growth & achievement.

Strategies to Advance a Continuum of Supports

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

*Strategies continued from 2021-22 (Year 1)

*Strategies revised or added for 2022-23 (Year 2)

*Strategies revised or added for 2023-24 (Year 3)

Strategy 1: Continued refinement of our Continuum of supports

1. Learning Coach focus on providing clear and concise information/training on key matters (learning videos).
2. Focus on universal strategies.
3. Small, targeted group support.
4. Re-visioning the Den for support with learning.
5. Continue to identify learning gaps and activate and develop supports and interventions within our continuum of support to help students get back on track with their learning.
6. Refine and expand the continuum of supports for student success.
7. Continue to engage students, staff and parents in strategies that support student success.
8. Review and align our continuum of supports with Alberta Education's model.

Strategy 2: Built in Collaboration time through CRT structure with LC/FSLC

1. Continued built in collaboration time with LC/FSLC (as needed)/teachers/EA's during Learning Commons times to build adapted and goal-based ILPs, & BSPs, and provide support around recommendations from external professionals (e.g. therapeutic reports, medical reports, psych assessments)
2. Re-establish regularly scheduled Elementary CRT meetings with updated processes and protocols
3. Review and tweak as needed at beginning of year process and protocols for JH CRT

Continued collaboration with divisional support staff (e.g. Behavior Facilitator, Psychologists, Directors, Divisional Learning Coaches)

Strategy 3: Ensure strong transitions for students on Goal Based and Behavior Support plans with clear communication to parents and teachers around strategies and program planning.

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.

[Principles of Practice for Literacy](#)

[Principles of Practice for Numeracy & Mathematics](#)

Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what we seek to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p>Advance innovation and design: 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>Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically.</p>	<ul style="list-style-type: none"> ▪ learners participate in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences. ▪ learners apply knowledge, understanding and skills in real life contexts and situations

Measures and Targets <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented</i>	
Provincial	
<ul style="list-style-type: none"> ▪ Student Learning Engagement: Increase/maintain percentage of teachers, parents and students satisfied 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. ▪ Drop-out Rate, High School Completion Rate (3 and 5 years), Transition Rates, Rutherford Scholarship, Exam Participation Rate: Growth and Improvement shown in each area. 	
Local	
<ul style="list-style-type: none"> ▪ FSD Assurance Survey (Parent): 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 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. 	

Strategies to Advance Innovation and Design

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

*Strategies continued from 2021-22 (Year 1)

*Strategies revised or added for 2022-23 (Year 2)

*Strategies revised or added for 2023-24 (Year 3)

Strategy 1: Re-develop Westmount School's CTF and SPARK programming to mirror the Innovation and Design framework

1. Align to CTF curriculum and FCHS CTS offerings.
2. Utilize Jr Achievement in Achievement classes for financial literacy.
3. Connection of Learning Commons to maker-learning.
4. Match CTF offerings to student interest and career pathways.
5. Align CTF assessment practice to match curricular outcomes & competencies.
6. **Re-focus on SPARKS programming in Division 1 & 2.**
7. **Purchasing further resources to support coding and robotics.**
8. **Advance the use of e-portfolio's to collect evidence of student learning.**

Strategy 2: Re-design of Options

1. **Trial of a quarterly system for Options along with semestered and full year.**
2. **Increased understanding of Enrichment (Mandatory experiences), and Options including CTF, Fine Arts and Second Language programming.**

Strategy 3: Engagement with expertise

1. 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.

Goals <i>Desired Result</i>	Outcomes <i>Measurable statements of what we seek to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p>Advance learning that transfers: 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>	<ul style="list-style-type: none"> ▪ learners will be able to explore and develop their skills and passions and achieve their highest potential ▪ students will be well prepared for their future while remaining current and relevant in the local and global contexts 	<ul style="list-style-type: none"> ▪ improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts ▪ improvement in students using ongoing feedback to reflect continuously on progress, identify strengths, areas of need and set learning goals ▪ learners apply knowledge, understanding and skills in real life contexts and situations

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 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.
- **Drop-out Rate, High School Completion Rate (3 and 5 years), Transition Rates, Rutherford Scholarship, Exam Participation Rate:** Growth and Improvement shown in each area.

Local

- **FSD Assurance Survey (Parent):** 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 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.

Strategies to Advance Learning that Transfers

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

*Strategies continued from 2021-22 (Year 1)

*Strategies revised or added for 2022-23 (Year 2)

*Strategies revised or added for 2023-24 (Year 3)

Strategy 1: Support staff understanding of the learning competencies and foundational awareness of concept-based learning and learning for transfer

1. PLT's to focus on identifying key concepts and enduring understandings.
2. PLT's to focus on teaching concepts through cross disciplinary projects.
3. PLT's to focus on one of the 3 Principles for Deep & Transferable Learning.
 - Students form conceptual understandings.
 - Students are agents of their own learning.
 - Students are allowed to live with complex learning over time.

Strategy 2: Focused learning on the pedagogy of instruction and assessment

1. Increase consistent use of high yield instructional and assessment tools and strategies aligned to the 3 Principles of Deep and Transferrable Learning to positively impact student success.
2. Advance the use of e-portfolio's within the context of assessing, grading, evaluating, and reporting on student growth and achievement.
3. Create common student success criteria.
4. Develop a deeper understanding of discipline-based task design (e.g., junior versions of an engineer, mathematician, artist, author etc...).

Strategy 3: Continued focus on Learning for Transfer to extend learning across disciplines with application to novel situations.

1. High-yield strategies.
2. Share staff practice.

<p>Goal <i>Desired Result</i></p>	<p>Outcomes <i>Measurable statements of what FSD seeks to achieve</i></p>	<p>Indicators <i>Indicators of achieving outcomes</i></p>
<p>Advance literacy and numeracy: Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.</p>	<p>Learners are literate and numerate. Students will have the literacy and numeracy competency to engage in learning across the content areas. “Literacy and numeracy are the foundational building blocks of learning. They shall be pervasive across all subjects and grades and specifically taught using age-appropriate, complete texts of high quality in language classes and standard algorithms in mathematics. These foundations establish core knowledge, shared civic and cultural literacy and skills that enable students to solve problems, think critically as they become active and informed citizens leading healthy lives of meaning.” AB ED Ministerial Order on Student Learning</p>	<ul style="list-style-type: none"> ▪ learners achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy ▪ learners apply knowledge, understanding and skills in real life contexts and situations ▪ improvement in students’ ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades ▪ improvement in students’ knowledge, skills and understanding of foundational literacy, vocabulary, and comprehension (listening and written) ▪ improvement in foundational numeracy and mathematical knowledge and skills for all students

Measures and Targets

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

Provincial

▪ Learning Outcomes (PAT & Diploma):

1. 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.
2. Increase/maintain FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams.
3. Increase/maintain FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 6 & 9 Provincial Achievement tests and Grade 12 diploma exams for **English Language Learners**.

▪ **High School Completion Rate (3 and 5 Years):** Increase/maintain high school completion rate for our English as an Additional Language (EAL) Learners.

▪ **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

▪ **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 2-8 in the areas of Listening Comprehension, Vocabulary and Written Comprehension. (We can use the DELF reading levels for grade 9)

▪ **GB+ & DRA (Literacy Assessments in French):** Increase percentage of students who are at or above grade level expectations in grades 2-8 in the areas of word recognition and reading comprehension.

▪ **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.

▪ **MIPI (Math Assessment in English & French):** Increase percentage of students who scored 50% or more in grades 7-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.

▪ **EICS Math Assessment (English & French):** Base line assessment for students in grades 4, 5, 6 in the areas of number, pattern and algebra.

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

Strategies to Advance Literacy and Numeracy

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

*Strategies continued from 2021-22 (Year 1)

*Strategies revised or added for 2022-23 (Year 2)

*Strategies revised or added for 2023-24 (Year 3)

Strategy 1: Continued learning through a 3-year plan on Learning for Transfer at System Learning Days, school PLTs, and school professional development.

Strategy 2: Advance Literacy and Numeracy

1. Continue to develop a K-9 Literacy and Numeracy continuum that supports vertical alignment.
2. Sharing of classroom best-practice.
3. Focused, intentional testing and response for students K-3 post-pandemic.
4. Targeted small groups for students identified at-risk in Gr 1-4.
5. Individual literacy support with LC for significantly at-risk students.
6. Create RTI Structure for Literacy Support (Elementary).

Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p>Advance First Nations, Métis, and Inuit student success: 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>	<ul style="list-style-type: none"> ▪ First Nations, Métis and Inuit learners are successful ▪ strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders, and community positively impacts learner success ▪ learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences 	<ul style="list-style-type: none"> ▪ learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences ▪ learners apply knowledge, understanding and skills in real life contexts and situations, improved programs, services, and strategies for First Nations, Métis, and Inuit student success ▪ all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools ▪ FSD Truth and Reconciliation Toolkit supports improved Indigenous student success ▪ First Nation, Metis and Inuit families that are actively involved in educational decisions ▪ the school community applies resources needed to support First Nations, Métis, and Inuit Student achievement

Measures and Targets

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

Provincial

• Learning Outcomes (PAT & Diploma):

1. 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.
2. Increase/maintain FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams.

• **High School Completion Rate (3 and 5 years):** Increase/maintain high school completion rate our First Nations, Métis, and Inuit students.

• **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

• **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 7-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.

• **EICS Math Assessment (English & French):** Base line assessment for students in grades 4, 5, 6 in the areas of number, pattern and algebra.

• **Cultural Perspectives (Student Intellectual Engagement) Survey:** Increase percentage of students (all students and self-identified First Nations, Métis, and Inuit Students) that agree or strongly agree that they have the understandings, attitudes, and beliefs of First Nations, Métis, and Inuit cultures and Truth and Reconciliation.

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

Strategies to 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

*Strategies continued from 2021-22 (Year 1)

*Strategies revised or added for 2022-23 (Year 2)

*Strategies revised or added for 2023-24 (Year 3)

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

1. Develop teaching and learning strategies that support FNMI knowledge and learning outcomes.
2. Continue to develop and improve instructional practices to address the systemic education gap for First Nations, Métis, and Inuit students by honoring traditional teachings and weaving foundational ways of knowing into curriculum for the success of each learner.
3. Continue to advance strategies to support cultural appreciation by building understanding of, and implementation of, foundational practices that

support an understanding and embracing indigenous worldviews for optimum student success.

4. Continue to advance parent and community engagement by building relationships with students, families, Elders, Knowledge Keepers, Cultural Advisors, and local community leaders for optimum student success.
5. Continue to highlight the toolkit of resources available for staff.
6. Continue to work with Charity Tegler to support First Nations, Metis and Inuit student achievement.
7. Utilizing staff who choose Indigenous Learning as their Learning Pathways – embedded on Div prof learning day to leverage teacher capacity to understand and weave Indigenous Ways of Knowing throughout the curriculum in all classes with intentional focus on the new Science Curriculum .

<p>Goal 5</p>	<p>Outcomes</p>	<p>Indicators</p>
<p><i>Desired Result</i></p> <p>Advance excellence in teaching, learning, and leading those results in improved student growth and achievement.</p>	<p><i>Measurable statements of what FSD seeks to achieve</i></p> <p>Teachers and leaders continuously improve their professional practice through professional learning opportunities, collaboration, reflective practice and use of a wide range of evidence to advance teaching, learning and leading. FSD “maintains high standards for teachers, school leaders, and school authority leaders by ensuring that their preparation and professional growth focus on the competencies needed to help students perform their best, and that effective learning and teaching are achieved through collaborative leadership. Teachers and leaders are responsible for analyzing the learning context, attending to local and societal considerations, and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all.” GOA, Ministry of Education – Business Plan 2020-23, p.56</p>	<p><i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> ▪ 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 ▪ teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement, reflective practice, and growth, supervision, and evaluation ▪ teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice ▪ teachers and leaders improve their professional practice in learning for transfer ▪ improved collaboration between teachers, leaders, students and families and other professionals enables optimum learning ▪ improved use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning

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 provides assurance of continuous improvement and student growth and achievement.

Strategies to Advance Excellence in Teaching, Learning, and Leading

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

*Strategies continued from 2021-22 (Year 1)

*Strategies revised or added for 2022-23 (Year 2)

*Strategies revised or added for 2023-24 (Year 3)

Strategy 1: Task Design and Assessment

1. Focus on assessment practices - 12 Fixes for Assessment course.
2. Using data to inform classroom practice -Classroom assessment (formative & summative), RRSST, MIPI, GRADE.
3. 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?).
4. Increased staff involvement in big-picture planning and implementation.
5. Engage staff in an analysis of the student intellectual engagement data.

Strategy 2: Professional Learning

1. Focus staff PD days on supporting teachers to become intentional designers of learning.
2. Use new Science Curriculum to go through the design process (proper task design – Galileo) <https://galileo.org/teachersasdesigners/>
<https://galileo.org/classroom-examples/>

Strategy 3: PLC Structures, Processes and Protocols

1. Continue with structured PLT process and protocols including using evidence of student learning.
2. School based PLT focused on task design and assessment.
3. Continue with cross-grade PLTs during local PD days.
4. Move PLT's into intentional focus on design and assessment.

[Westmount School](#)

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