



# 2024 – 2029 EDUCATION PLAN YEAR 1

## WESTMOUNT SCHOOL

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# WELCOME TO OUR EDUCATION PLAN

## SCHOOL EDUCATION PLAN 2024-2029 (YEAR 1)

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

### 2022-23 Westmount School Annual Education Results Report

#### OUR 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 Homeland of the Métis. View our [Truth and Reconciliation for Learner Success Toolkit in Foothills School Division](#)

#### OUR VISION

Engagement, Support and Success for each learner

#### OUR MISSION

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

#### OUR PURPOSE

Education at the centre of a flourishing community.

#### OUR PRIORITIES

**Engagement:** Ensure and maintain Division wide engagement that is timely, meaningful, and collaborative with all learners and communities.  
**Support:** Ensure and maintain Division wide learning environments that are welcoming, caring, respectful, safe, and inclusive.  
**Success:** Ensure and maintain Division wide excellence in teaching, learning and school/Division leadership.

#### OUR DIVISION

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

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

## OUR GOALS & ASSURANCE MEASURES

ENGAGEMENT	SUPPORT	SUCCESS
Local and Societal Context	Learning Supports	Student Growth and Achievement

**Goal:**  
Advance Stakeholder Engagement and Communications

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

**Goals:**  
Advance Wellness and Well-being  
Advance Continuum of Supports

**Assurance Measure:** FSD provides confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

**Goals:**  
Advance Innovation and Design  
Advance Learning for Transfer  
Advance Literacy and Numeracy  
Advance First Nations, Métis, and Inuit student success

**Assurance Measure:** FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.

### Governance

**Goal:**  
Advance Continuous Improvement and Assurance

**Assurance Measure:** FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency, and accountability.



### Teaching and Leading

**Goal:**  
Advance Excellence in teaching, learning and leading.

**Assurance Measure:** FSD provides trust and confidence that certified teachers and certified leaders demonstrate their respective professional practice standards (Teaching Quality Standard, Leadership Quality Standard, and Superintendent Leadership Quality Standard).

## OUR SCHOOL

Westmount School is a K-9 school with approximately 500 students and 47 staff. This is comprised of certificated teachers including Learning Coaches, 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, as well as outdoors. Outside of the core areas of study, we also offer Career and Technology Foundations (CTF) which provide students the opportunity to explore their interests within various discipline areas and technologies. Students are also invited to attend a variety of clubs and extracurricular activities for a well-rounded schooling experience focusing on intellectual engagement, health and well-being, and social emotional development.

Parents and other community members play an integral part of our school. They are volunteers, experts, small group facilitators, hot lunch organizers, fundraisers, and more. The link between home and school fosters a supportive learning community with our students at the centre.

### KEY INSIGHTS

## OUR STORY OF ENGAGEMENT

Strategy Implemented in 2024-2025

Strategy Continued From 2025-2026

Strategy Continued From 2026-2027

Strategy Continued From 2027-2028

Strategy Continued From 2028-2029

### GOALS

#### Advance stakeholder engagement and communications by:

- **Ongoing Opportunities:** Facilitate ongoing engagement opportunities with education partners in respectful, meaningful ways.
  - Continue with Speaker Series with School Council based on surveying parents to seek input in terms of areas of interest
  - Build opportunities for parents and community members to contribute to classroom learning in a variety of ways
- **Collaborative Communication:** Provide a continuous feedback loop to inform, consult, and empower partners in education to guide decisions.
  - Collaborate with FSD Communications Manager to understand the needs of parent communication and help to develop an effective communication plan moving forward including gathering specific feedback around how parents best want to be engaged

#### Advance evidence-based continuous improvement and assurance by:

- **Evidence-informed decision-making:** Ensure a continuous improvement cycle in which participants are persistently attentive to gathering ongoing, triangulated evidence to inform next steps.
  - Professional Learning Teams use iterative cycles to examine samples of student learning in relation to program of students and success criteria
- **Engagement:** Develop effective engagement processes that rely on education partners working together for the purposes of bringing about positive change, with all partners recognizing that the nature of the engagement will vary according to the needs of the participants.
  - Ongoing stakeholder engagement from across all levels including monthly meetings formal and informal, various communication platforms, surveys, and focus groups
- **Learning and Capacity Building:** Develop a dynamic assurance process that provides opportunities for building capacity for change and ongoing improvement (e.g. looking at data as a school, school council and in PLTs to analyze and use to inform next steps)
  - Collaboratively analyzing data from various assessments (school-based, divisional and provincial) to inform next steps in teaching and learning

### VIEW OUTCOMES AND INDICATORS

### MEASURES AND TARGETS:

#### PROVINCIAL & LOCAL

- **Parent Involvement (AEAM):** Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- **School Improvement (AEAM):** 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 (AEAM):** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Stakeholder Engagement:** Increase/maintain participation of stakeholders to inform decisions.
- **FSD Assurance Survey:** Increase/maintain percentage of parents satisfied with Assurance Measures.



## OUR STORY OF SUPPORT

*Strategy Implemented in 2024-2025*

*Strategy Continued From 2025-2026*

*Strategy Continued From 2026-2027*

*Strategy Continued From 2027-2028*

*Strategy Continued From 2028-2029*

### GOALS

#### Advance wellness and well-being by:

- Continue to promote healthy school cultures through student well-being using the lens of Belonging, Independence, Mastery and Generosity
  - Expanding the use of Restorative Questions throughout the school by all staff with questions posted in each room and throughout the school
  - Establish Family Groupings with a focus around building a connection between our Core Values and the qualities of a wolf. Also using monthly Theme Words as anchors for engaging students in this process.
  - Identify students who don't have a strong connection to a trusted adult to tag someone to them and build connections through regular check-ins.
  - Mental Health Literacy using the Elementary Mental Health Literacy Resource
  - Maintain Wellness Class as separate from PE with a focus on mental health and wellness and continuing to use the HERO's program.
  - Access community supports to further enhance wellness programming within the school

#### Advance a continuum of supports by:

- Continue to implement, refine, and expand the continuum of supports based on current student profiles to address social, emotional, physical, and academic growth for students.
  - Review and update our Continuum of Support (Based on Positive Behavior Support Framework)
  - Ensure staff know how to access and find entry points within the Continuum of Supports
  - Create a vision around the new Hub (Support Room) Model and how that will fit within our Continuum of Supports
  - Use Restorative Language universally and make it visual across the school
  - Refine Student Support meetings – review purpose and process that includes a firm action plan
  - Revisit CRT structure to refine purpose and process

### VIEW OUTCOMES AND INDICATORS

### MEASURES AND TARGETS:

#### PROVINCIAL & LOCAL

- **Safe & Caring (AEAM):** Increase/maintain the percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school.
- **Program Access (AEAM):** Increase/maintain the percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.
- **Students at Risk (AEAM):** Increase/maintain the percentage of teachers, parents and students agree that programs for children at risk are easy to access and timely.
- **SOS-Q (Student Orientation to School Questionnaire):** Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.

## OUR STORY OF SUCCESS

*Strategy Implemented in 2024-2025*

*Strategy Continued From 2025-2026*

*Strategy Continued From 2026-2027*

*Strategy Continued From 2027-2028*

*Strategy Continued From 2028-2029*

### GOALS

#### Advance innovation and design by:

- Advance Career Education to provide students with real world experiences that prepare them for their future.
  - Continue to enhance and support Maker Space/CTF opportunities for K-6 (e.g. build programming around new CRICUT, Robotics, Ozobots, Microbits 3D Printers etc...)
  - Survey students for areas of interest in designing Options to be responsive to areas of interest and connect with the High School programming
- Advance systemic staff capacity for continued implementation of the Framework for Innovation and Design within Foothills School Division to support Deep and Transferrable Learning through design thinking while exposing students to a greater breadth of possible career.
  - Develop teacher's capacity to design engaging tasks and challenges as part of the CTF programming
- Grow community, industry, and educational partnerships that provide student access to authentic, hands-on, experiential learning in fields of interest to support readiness for careers and future next steps
  - Provide opportunities for students to engage in authentic hands-on, experiential learning through partnerships within the community

#### Advance learning that transfers by:

- Teachers and leaders will continue to develop a deep understanding of pedagogy and curriculum and apply a current and comprehensive repertoire of effective planning and design for deep and transferable learning.
  - Engage teachers in iterative cycles of collaborative professionalism where evidence of student learning is at the forefront
  - Develop collective understanding of the different levels of engagement and the resulting implications on pedagogical practices and student agency.
- Utilize high impact assessment, evaluation, and reporting strategies from the FSD System of Reporting to ensure deep and transferable learning
  - Focus on effective assessment practices including the use of Success Guides to help students deepen understanding of key concepts which will help with transfer to new contexts

### VIEW OUTCOMES AND INDICATORS

### MEASURES AND TARGETS:

#### PROVINCIAL & LOCAL

- **Student Learning Engagement (AEAM):** Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school.
- **Program of Studies (AEAM):** Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
- **Work Preparation (AEAM):** 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 (AEAM):** Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- **Overall Quality of Education (AEAM):** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Lifelong Learning (AEAM):** Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.
- **Drop-out Rate, High School Completion Rate, Transition Rates, Rutherford Scholarship, Exam Participation Rate (AEAM):** Growth and Improvement shown in each area.
- **FSD Assurance Survey:** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **Student Intellectual Engagement Survey:** Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).

## OUR STORY OF SUCCESS

*Strategy Implemented In 2024-2025*

*Strategy Continued From 2025-2026*

*Strategy Continued From 2026-2027*

*Strategy Continued From 2027-2028*

*Strategy Continued From 2028-2029*

### GOAL

#### Advance literacy and numeracy by:

- Advance system-wide use of high-yield principles and practices within literacy and numeracy that support transfer of knowledge and skills within subject areas and across all subjects for overall student growth and achievement.
  - Return to embedding cross-grade groupings to target specific learning gaps and to extend learning opportunities in reading (RTI)
  - Focus on designing engaging tasks in both literacy and numeracy
- Advance the use and consistent application of all provincial and local assessment measures (assessments in English and French literacy and numeracy) to inform teacher practice, school-based interventions, and support student growth and achievement
  - Use provincial and local assessment measures to inform teacher practice and school-based interventions to support student growth and achievement

### VIEW OUTCOMES AND INDICATORS

### MEASURES AND TARGETS:

#### PROVINCIAL & LOCAL

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

## OUR STORY OF SUCCESS

Strategy Implemented in 2024-2025

Strategy Continued From 2025-2026

Strategy Continued From 2026-2027

Strategy Continued From 2027-2028

Strategy Continued From 2028-2029

### GOAL

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

- Improve education outcomes for First Nations, Métis, and Inuit Students through system, program, and instructional supports.
  - Continue to engage in SIS meetings for First Nations, Métis, and Inuit Students to ensure a wholistic approach to student support
  - Continue to connect and seek guidance from the Director of Indigenous Learning
- Address the systemic education gap for self-identified First Nations, Métis, and Inuit students.
  - Access supports such as Jordan's Principle to ensure students individual needs are met – academically, behaviourally, social-emotionally
- Support the implementation of Truth and Reconciliation Commission recommendations.
  - Build collective capacity of teachers to embed the recommendations into the classroom through the sharing of and collaborative design of meaningful and authentic learning experiences for students

[VIEW OUTCOMES AND INDICATORS](#)

### MEASURES AND TARGETS:

#### PROVINCIAL & LOCAL

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



## GOAL

### Advance excellence in teaching, learning, and leading by:

- Teachers and leaders engage in career long professional learning and ongoing critical reflection to improve teaching, leading, and learning.
  - Continue with structured PLT iterative processes and protocols including using evidence of student learning to inform next steps in teaching
  - Provide professional learning opportunities to collaborate, build personal and collective capacities and expertise focused on engagement, task design and assessment
  - Professional learning is based on a shared vision for deep and transferrable learning and trauma informed practices
  - Building the capacity of teachers to respond to the learning needs of all students and advancing understanding of effective pedagogy and curriculum
  - Encourage teachers to explore, take risks and think critically about their professional practice
  - Continue with cross-grade PLTs during local PD days to further develop collective capacity
- Develop and demonstrate a professional body of knowledge and provide instructional leadership
- Apply student assessment and evaluation practices that:
  - Accurately reflect the learner outcomes within the programs of study
  - Generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences
  - Provide a variety of methods through which students can demonstrate their achievement of the learning outcomes
  - Provide accurate, constructive and timely feedback on student learning
  - Support the use of reasoned judgement about the evidence used to determine and report the level of student learning
- Create inclusive learning environments where high quality teaching, learning and leading occur
  - Build teacher capacity to develop engaging learning environments; and employ the use of positive behavior supports, restorative practices, and trauma informed practices

[VIEW OUTCOMES AND INDICATORS](#)

## MEASURES AND TARGETS: [PROVINCIAL & LOCAL](#)

- **In-service jurisdiction needs (AEAM):** Increase in the percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.
- **FSD Teacher Survey:** teachers and leaders indicate growth in their professional practice to ensure optimum student learning and continuous improvement.