



2024 – 2029 EDUCATION PLAN YEAR 2

Westmount School

240 Westland St., Okotoks, AB
T1S 2J5

foothillsschooldivision.ca/westmount



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ALIGNMENT OF PROVINCIAL OUTCOMES, ASSURANCE, DOMAINS & FOOTHILLS SCHOOL DIVISION GOALS

ALBERTA EDUCATION OUTCOMES Education Ministry Business Plan 2024-27	FOOTHILLS SCHOOL DIVISION GOALS Foothills School Division Education Plan 2024-29	ASSURANCE DOMAINS Alberta Education Funding Manual 2025-26
<ul style="list-style-type: none">• Alberta’s students are successful• First Nations, Métis, and Inuit students in Alberta are successful• Alberta’s students have access to a variety of learning opportunities to enhance competitiveness in the modern economy• Alberta’s K-12 education system and workforce are well-managed	<ul style="list-style-type: none">• Learning that transfers• Numeracy and literacy• Wellness and wellbeing• Continuum of supports• First Nations, Métis, and Inuit student success• Innovation and design• Learning that transfers• Excellence in teaching, learning, and leading• Stakeholder engagement and communications• Continuous improvement and assurance	<ul style="list-style-type: none">• Student growth & achievement• Learning support• Student growth & achievement• Learning support• Student growth & achievement• Teaching and leading• Local and societal context• Local and societal context• Governance

SCHOOL COUNCILS REGULATION

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

- **Celebrate our Westmount School Community:** Provide assurance that engagements with partners in education are contributing to positive change in our learning community.
 - Regularly highlight our story of success of the learning students are engaging in to bring parent awareness and understanding. This is done through news releases, social media posts, newsletters, and website content

Advance evidence-based continuous improvement and assurance:

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

VIEW OUTCOMES AND INDICATORS

Advance a continuum of supports:

- Continue to implement, refine, and expand the continuum of supports based on current student profiles to address social, emotional, physical, and academic growth for students.
 - Review, refine and update our Continuum of Support (Based on Positive Behavior Support Framework)
 - Ensure staff know how to access and find entry points within the Continuum of Supports
 - Create a vision around the new Hub (Support Room) Model and how that will fit within our Continuum of Supports
 - Use Restorative Language universally and make it visual across the school
 - Refine Student Support meetings (Teachers, Family School Liaison Counselor, Learning Coach, Admin) – review purpose and process that includes a firm action plan
 - Revisit Collaborative Response Team structure to refine purpose and process
- Continue weekly Learning Coach and Student Support meetings (including Admin, LC(s), FSLC) focusing on universal, targeted and individual supports for all students and engaging as necessary with division office personnel to access the greater school division continuum of supports through the *Pre-Referral Intervention Model*
 - Ensuring access to professional learning opportunities for staff to further develop understanding and skills to work with complex students including SIVA training and Educational Assistants' Professional Learning series

VIEW OUTCOMES AND INDICATORS

OUR STORY OF SUCCESS

Strategy Implemented in 2024-2025

Strategy from 2025-2026

Strategy from 2026-2027

Strategy from 2027-2028

Strategy from 2028-2029

GOALS

Advance innovation and design:

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

- Learning will be designed through conceptual understanding, empowering student agency, and addressing complex problems over time to optimize student learning.
 - Conceptual understanding
 - Develop rich tasks that are meaningful to students and allow for a range of thoughtful responses that connect curricular concepts to life beyond school
 - Make effective use of a range of instructional strategies that help students to develop deep conceptual understandings
 - Use of tools, resources and strategies that support student thinking and develop literacy and numeracy skills
 - Student Agency
 - Design learning tasks that allow students to apply conceptual learning in a meaningful and authentic context
 - Create an effective balance between student voice and choice and teacher guidance to support student engagement and deep learning.
 - Actively involve students in driving their own learning through the use of learning portfolios
 - Complex problems over time
 - Routinely invite students to reflect on how their new learning affirms or helps them to revise or extend their response to the task
 - Design assessment tasks (critical challenges) to involve students with solving authentic, real world, or novel problems.
 - Design learning so that students can see endless possibilities for the ways in which they apply their learning in their future lives and careers.
- 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 effective assessment, evaluation, and reporting strategies from the FSD System of Reporting to ensure deep and transferable learning while effectively conveying student progress
 - Focus on effective assessment practices including the use of Success Guides to help students deepen understanding of key concepts which will help with transfer to new contexts
 - Utilize high impact, research-based assessment, grading, evaluating, reporting strategies, and the FSD Communication and Reporting Tool (CaRT)

- Integrate digital technology including the use of artificial intelligence tools and resources, as appropriate, to build student capacity for:
 - acquiring, applying, and creating new knowledge
 - communicating and collaborating with others
 - critical thinking
 - accessing, interpreting, and evaluating information from diverse sources

VIEW OUTCOMES AND INDICATORS

- Implement continuum of supports for First Nation, Métis, and Inuit student success such as
 - Nutrition supports including breakfast and lunch programs
 - Cultural excursions and activities
- 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
- Maintain a commitment to Indigenous education in response to Call-to-Action No. 63 by:
 - Enhance and apply foundational knowledge of Indigenous peoples, ways of knowing and unique worldviews within all curricular subjects
 - Continue to update and share the FSD Truth & Reconciliation for Learner Success Toolkit with authentic resources for access by all stakeholders.
 - Learn of treaties including treaty rights and responsibilities
 - Build intercultural understanding, empathy, and mutual respect through trauma informed practices and cultural experiences for students

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- Continue to build opportunities for all students to engage in digital literacy including artificial intelligence and digital information analysis
- Enhance 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
 - Employ the use of positive behaviour supports, restorative practices, and trauma informed practices
 - Employ relationship building strategies that promote positive, engaging learning environments where all students can flourish

VIEW OUTCOMES AND INDICATORS

VALUES MISSION VISION

