

Year 3 - Westmount School Annual Education Results Report 2023-24

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

School Education Plan 2021-2024 (year 3)

School Website

School Land Acknowledgement

In the spirit of respect, truth, and reconciliation, we honour and acknowledge the traditional territories and oral practices of the Blackfoot (Siksika, Piikani, Kainai) the Tsuut'ina (Sarcee), the Stoney Nakoda First Nations, the Metis Nation (Region 3) and all people who make their homes in the Treaty 7 Region of Southern Alberta.

Our Vision

Inspire. Create. Innovate.
Better Together

Our Mission

Engaging Others, Engaging in Action, Engaging Thinking.

Our Priorities

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

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

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

Board Policy 01: Division Foundational Statements

Board Policy 14: A Place for All

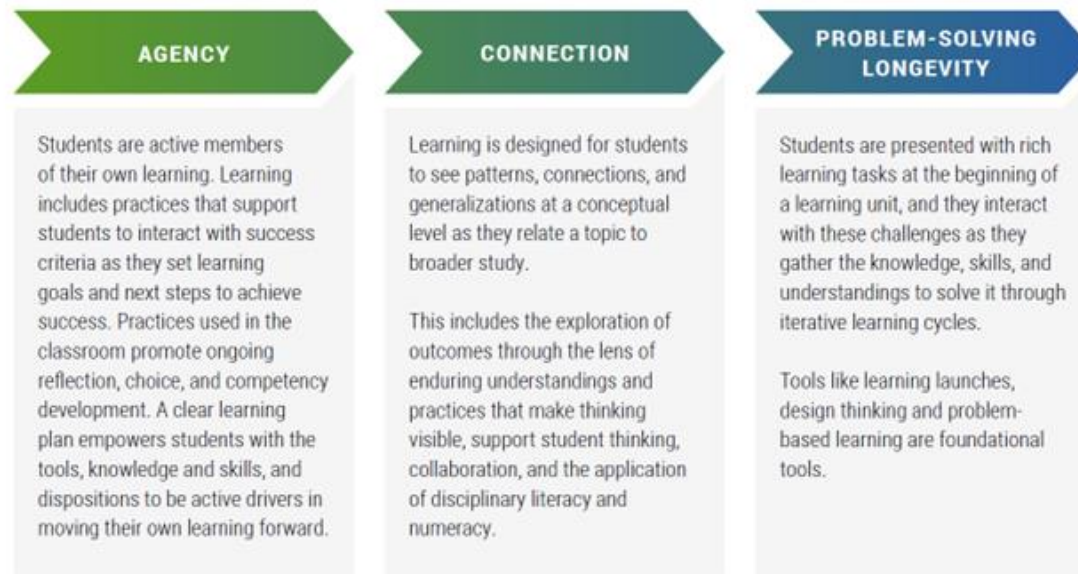
Providing Accountability and Assurance

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's Education Plan and Annual Education Results Report (AERR) are evidence of a continuous improvement process and are core documents for demonstrating accountability and providing assurance. The Education Plan and AERR inform one another for continuous growth.

Our FSD strategic planning process is outlined in FSD [AP 100: Education Plan and Annual Education Results Report](#) and [AP 101: Annual Education Results Report](#). Our education plan is aligned with [Alberta Education's Business Plan 2024-2027](#) and clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and research and practice-informed strategies implemented to achieve goals. 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. Division priorities and processes provide strategic direction to schools in the development of their plans and in engaging stakeholders on an ongoing basis to provide assurance in advancing goals. This is outlined in [AP 118: Annual Assurance Actions](#) and [AP 102: School Annual Education Plan Results Report](#). Engaging with our stakeholders has been critical in the development and implementation of our education plan and annual education results report. Effectively engaging stakeholders in the development of our education plan and sharing results has contributed to shared governance, being more responsive to local needs; increasing stakeholder understanding of education matters; and improving decision making.

Our Story of Learning

» THE FUTURE-FOCUSED MODEL FOR LEARNING



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		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>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>

About Our School

Home of the Westmount Wolves

“For the strength of the pack is the wolf, and the strength of the wolf is the pack”

Rudyard Kipling



Westmount School is a K-9 school with approximately 500 students and 45 staff. This includes certificated teachers, educational assistants, office staff, a Learning Commons Facilitator, and a Family School Liaison Counselor. We offer a wide range of learning opportunities in the classroom, community and outdoors. Students are invited to attend a variety of clubs and extracurricular activities for a well-rounded schooling experience encompassing intellectual engagement, health & well-being, and social emotional development.

Outside of the core areas of study, we also offer Makerspace (K-4) and Career Technology Foundations (5-9) which provides students 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.

Our school prides itself on offering students a wide range of opportunities including extra-curricular sports activities, Jazz Band, and fine arts. We have numerous diverse Options in the categories of Fine Arts, Leadership, Technology and Active Living, and Design & Technology,

School Highlights and Celebrations

We started the 2023/24 school year with a staggered entry and Meet the Teacher evening. We focused on continuing to build our WMS community through many events including but not limited to:

- **Field Trips:** Sheppard Family Park, patrollers at Heritage Park, Aspen Crossing, Drumheller – Royal Tyrrell Museum, Leighton Arts Center, Telus Spark, etc...
- **Special presentations/assemblies:** Lions Club, Project Maple Leaf, Richard Young the Magician, Remembrance Day services, Hugh Hamilton special guest speaking about resilience, positive thinking, and finding joy
- **Truth & Reconciliation:** Blanket Ceremony – JH led by our Divisional Indigenous Learning Coordinator, Elder visit with JH classes
- **Learning Commons:** Passport Reading Challenge – Gr 4-6, local author visits, makerspace and design challenges
- **Clubs Galore!**
- **Fundraising:** We had incredible community business support for our Read-a-Thon fundraiser thanks to the hard work of our parent group!! Included special guests – DAWGS, Diggity DAWG, Hockey players, Flashlight Friday, book swap

- **Casino fundraiser:** lots of work went into engaging parent support to run the casino
- **Junior High Wellness Day:** Tyler Smith (Humbolt Broncos) – therapy dogs, drumming, dance with Alberta Dance Academy, Minds Matter, Green Fools Circus, meditation, Ashley Gaboury painting session
- **Engagement opportunities:** Coffee with the Principal, School Council, FOWSS
- **Extra-curricular activities galore!!** Sports, Minds Matter Hockey Game and **Musical Theatre production at FCHS –” High School Musical”**
- **Elementary Sports Day & Junior High Track & Field Day**
- **Outdoor Ed:** trips to Windy Point Ridge and Point Campground, Emerson Pond, First Aid certification, rock climbing, Junction Falls etc...
- **Community Engagement:** Volunteer Tea, Gr 9 support to My City Cares pop up shop
- **Food bank challenge:** Veterans Food Bank
- **Book fairs:** Fall and Spring
- **Leadership:** School dances, buddies, classroom leaders
- **Junior High Band:** Excellence Plus at Red Deer Festival
- **STEAM:** Cricut, coding, makerspace challenges,
- **Astrodome: Gr 4-6**
- **Spirit Days –** Jersey Day, Beach Day, Twin Day, Students Dress like Teachers, Festive Hat Day, Festive Sweater Day etc...
- **Christmas Concerts**
- **Magic of Christmas**
- **Annual Egg Drop Challenge**

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

Alberta Education and FSD Assurance Measures Report Summary

FSD Assurance Survey

Positive Responses from Parents

Evaluation

***Based on @ 100
parent responses
(K-12)**

Access to Supports and Services	88%	<i>High</i>
Citizenship	91%	<i>Very High</i>
Education Quality	87%	<i>High</i>
Lifelong Learning	76%	<i>Intermediate</i>
Parental Involvement	77%	<i>Intermediate</i>
Program Access	87%	<i>High</i>
Program of Studies	85%	<i>High</i>
Program of Studies/At risk students	86%	<i>High</i>
Safe and Caring Schools	91%	<i>Very High</i>
School Improvement	72%	<i>Intermediate</i>
Student Learning Engagement	91%	<i>Very High</i>
Welcoming Caring Responsive Student Learning Environment	92%	<i>Very High</i>
Work Preparation	77%	<i>Intermediate</i>

***Based on 15
parent responses
(Gr 4 & 7)**

Alberta Education Assurance Measures (AEAM)	Positive Responses	Evaluation
Access to Supports and Services	75.5	n/a
Citizenship	81.4	<i>Very High</i>
Education Quality	87.5	<i>High</i>
Lifelong Learning	57.9	<i>Very Low</i>
Parental Involvement	80	<i>High</i>
Program Access	63.9	<i>Very Low</i>
Program of Studies	75.3	<i>Intermediate</i>
Program of Studies/At risk students	77.1	<i>Very Low</i>
Safe and Caring Schools	88.1	<i>Very High</i>
School Improvement	73.2	<i>Intermediate</i>
Student Learning Engagement	81.1	n/a
Welcoming Caring Responsive Student Learning Environment	85.5	n/a
Work Preparation	72.3	<i>Low</i>

Measure Evaluation

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

Goal Achievement Measure

Very Low

Low

Intermediate

High

Very High

Engagement

Our Story of Engagement

We recognize parents and our community as partners. As a school we strive to reach out to our community partners and partner with local organizations throughout the year to enhance student learning opportunities. We recognize that learning takes place in many environments outside of the classroom including learning outdoors and place-based learning. We also continued with inviting special guests to engage students in a wide variety of learning opportunities.

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

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

Staff engaged in building culture and community, as well as on developing strong Professional Learning Communities where we collaborate on student learning looking at evidence and establishing next steps.

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

- Policy 1: Divisional Foundation Statements
 - Advocacy
- A Shared Responsibility: Safety for All
 - Celebrations for All
- Celebrating our Flourishing Community
 - Engagement Opportunities
- Foothills Flourishing Community Award
 - FSD Footnotes
 - FSD Social Media
 - FSD News
 - Get Involved
 - Governance

Stakeholder Engagement Results Analysis		
Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p>Advance stakeholder engagement and communications</p> <p>Advancing stakeholder engagement practices and communication strategies ensures FSD is responsive to local needs, increases stakeholder understanding of education matters and improves decision-making. It provides stakeholders and the public with accurate, accessible, and easy to understand information about the progress and performance of FSD in relation to provincial assurance domains and the Division priority of engagement, support, and success for each learner.</p>	<p>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 <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented</i>
<p>Measures and Targets <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented</i></p> <p>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>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.

Evidence and Key Insights

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

Strategies <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	Evaluation <i>Impact of strategies implemented</i>
<p>Strategy 1: Advancing Student Engagement</p> <ul style="list-style-type: none"> ● Engage with students on matters that impact their learning, peer relationships, and connection to school. <ul style="list-style-type: none"> ● utilize meaningfully designed work ● actionizing Student's Matters Committee to create meaningful opportunities to provide feedback ● use of classroom circles/meetings ● provide Clubs and Extra-curricular opportunities including Sports, Jazz Band ● Take a PAWS Core Values ● Co-Created Code of Conduct ● Lunch Program re-introduced ● Authentic learning opportunities through presentations and field trips ● Student QR Code Surveys to gather voice ● Continue to engage student voice in decision making (e.g., Options/CTF) ● Use of Communication Technology class for Announcements/Interviews etc... to engage students ● Introducing a breakfast program along with the lunch program ● Interviews/focus groups, questionnaires to collect student voice 	High
<p>Strategy 2: Advancing Staff Engagement</p> <ul style="list-style-type: none"> ● Engage with staff to take ownership and provide direction on all school matters. <ul style="list-style-type: none"> ● continuation and revitalization of Staff Advisory Committee to guide school matters ● Grade Level run assemblies ● One on one year end conversations with staff ● PLT challenge questions – PLT focus with practices protocols and shared commitment to bringing and acting on evidence of student learning ● Re-focus on CRT structure for Elementary grades ● Continue with momentum of Take a PAWS ● Input to School Code of Conduct 	High
<p>Strategy 3: Advancing Parent Engagement</p> <ul style="list-style-type: none"> ● Engage with parents to ensure the best education experience for their child(ren) and the overall school community. <ul style="list-style-type: none"> ● Revitalization of School Council and FOWSS collecting parent voice ● Continued use of surveys and invitation to provide feedback on various topics ● Council Chair invited to parent sessions eg: Kindy open house, PTI's, Student-Led Conferences 	

<ul style="list-style-type: none"> ● Open House/Showcase opportunities for families ● Invitation to supervise Field Trips and see firsthand the authentic learning opportunities offered to support curricular outcomes ● 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 ● Volunteer Tea Appreciation ● Parent feedback gathered regarding Learner Conferences ● Responding to parent's requests for School Council Speakers/Topics e.g. Literacy, Numeracy, P3 School 	<p><i>High</i></p>
<p>Strategy 4: Advancing Community Engagement</p> <ul style="list-style-type: none"> ● Engage with the Westmount community to be a good neighbour and utilize the strengths of the community <ul style="list-style-type: none"> ● continued partnership and relationships with local service providers and companies ● Connections to student mental health supports ● Engagement with local businesses ● Read-a-thon sponsorships 	<p><i>Intermediate</i></p>
<p>Strategy 5: Advancing Communications</p> <ul style="list-style-type: none"> ● Engage with all stakeholders through proactive, comprehensive communication <ul style="list-style-type: none"> ● Weekly school newsletter; weekly classroom communication ● Google Classroom ● Classroom Dojo ● Learner Profiles ● Social media (Instagram) ● Parent surveys 	<p><i>Very High</i></p>

Areas of Strength:

- Promoting continual engagement with School Council and FOWSS
- Staff survey to collect voice on various topics including PLC's, timetable, TFFI, Parent Teacher Interview days/times. Transparency and involving staff in decision making will continue to be an important part of how we work at WMS.
- Assurance data shared each month at School Council
- Parent and student voice and feedback in several areas (eg. student-led conferences, option classes, hot lunch, code of conduct, curricular choice in programming ie PT, showcasing learning in a variety of ways etc.)
- Establishing a School Advisory Council and working to make this vibrant to have more staff voice, input, thoughts on results
- Clear and consistent communication to all stakeholders through a variety of means (IG, School Council FB, website, weekly emails from staff and school)
- Analyze Assurance Data with staff on an ongoing basis (Data stored and shared in TEAMS)
- Vision, Mission and Values statement updated with voice of staff, students and parents
- Celebrations of demonstrations of core values of our wolfpack

Areas for Growth:

- Involving more parents in School Council, Fundraising, volunteer opportunities, and opportunities to share their voice
- Increased student feedback opportunities

- Increased engagement of parents and community stakeholders who we can rely upon to engage our learners through presentations, hands on experiences, support systems etc...

Next Steps:

- Continue to increase parental involvement and engagement in school through the creation of a School Council subcommittee and classroom rep's
- Continuous engagement of parents to be involved in their child's experiences in and out of the classroom (Field trip volunteers, classroom volunteers, coaching, etc...)
- Create a running list of community stakeholders who we can rely upon to engage our learners through presentations, hands on experiences, support systems etc.
- Focus on community engagement activities
- Create a school-based Supervision Plan to engage staff in discussing and reflecting on their teaching practice
- Increased student engagement opportunities through interviews, focus groups, surveys, clubs, extra curricular opportunities etc...
- Elevate Student Matters action plan
- Create a school store developing student business skills and creating a fundraising opportunity. Encouragement of parents to lead potential fundraising opportunities for offsetting costs.
- Including a moderated question and answer time at School Council
- Continuing School Council presentations on topics of interest to parents

Continuous Improvement Results Analysis

<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 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>	<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 	<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

- 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

- 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

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.

Evidence and Key Insights

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

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

Provincial Performance Measure	Education Quality	Parental Involvement	School Improvement
2020-2021	89.2%	81.1%	83.2%
2021-2022	93.8%	74.5%	73%

2022-2023	89%	75.8%	77.5%
2023-2024	87.5%	80.0%	73.2%
Evaluation	High	High	Intermediate

Alberta Education Assurance Measure (Overall):

Assurance Measures	Student Learning Engagement	Citizenship	Education Quality	Welcoming, Caring, Respectful & Safe	Access to Supports	Parental involvement
2020 - 2021	81.7%	83.7%	89.2%	93.2%	88%	81.1%
2021 - 2022	98.4%	76.2%	93.8%	91%	83%	74.5%
2022 - 2023	84.8%	82.7%	89%	88.2%	80.2%	75.8%
2023-2024	81.1%	81.4%	87.5%	85.8%	75.9%	80.0%
Evaluation	N/A	Very High	High	N/A	N/A	High

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

Assurance Measures	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring and Welcoming	Access to Supports	Parental Involvement
2020 -2021	N/A	N/A	N/A	N/A	N/A	N/A
2021-2022	92%	85%	95%	90.5%	73%	67.6%
2022-2023	93%	81%	95%	81%	72%	71%
2023-2024	91%	91%	87.5%	91%	88%	77%
Evaluation	Very High	Very High	High	Very High	High	Intermediate

<p>Strategies</p> <p><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p>Evaluation</p> <p><i>Impact of strategies implemented</i></p>
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<p>Strategy 1: Involve School Council and FOWSS Fundraising Society to focus the needs and desires of programming and culture for Westmount School.</p> <ul style="list-style-type: none"> ● revitalization of School Council & FOWSS ● increased link between FOWSS & School Council ● Process for FOWSS requests and approvals updated ● Increased number of meetings for FOWSS/School Council for more consistency and building relationships ● Parent presentations for School Council ● FOWSS fundraising to focus only on Casino and other funds to be transferred to WMS to reduce red-tape with approvals 	<p><i>Very High</i></p>
<p>Strategy 2: Share school academic/SEL results and stakeholder engagement data with parents (via School Council) as well as teaching staff</p> <ul style="list-style-type: none"> ● Sharing of data as it comes in with School Council and teachers ● Big Data shared in grade level teams for teachers to triangulate with classroom evidence to help determine next steps ● Sharing of school Ed Plan Goals with both School Council and Staff to set the direction and collect evidence of work towards these goals ● Teachers tracking and providing evidence to support our assurance strategies 	<p><i>Very High</i></p>
<p>Strategy 3: Continuous communication and interaction with parents via engagement opportunities.</p> <ul style="list-style-type: none"> ● Surveys ● Parent communication opportunities (face to face) ● Open house at beginning of school year to allow parents to meet their child's teacher 	<p><i>High</i></p>

Areas of Strength:

- Revitalization of School Council
- Sharing of Data with School Council to inform of student achievement and areas for growth
- Parent presentations for School Council
- Engagement opportunities for voice
- Use of weekly communications in class and school wide. Use of social media to keep the parents in the know of important moments and celebrations.
- Installation of TV's to share announcements and information with people in our building for increased communication avenues.
- Use of learning portfolios for students to share/celebrate their learning with parents.

Areas for Growth:

- Increase opportunities for parental involvement and community engagement
- Increase collaboration between FOWSS and School Council Boards

- Define roles and responsibilities of classroom parent representatives

Next Steps:

- Provide more opportunities for parents to have a say through various technologies during open houses, student led conferences, etc
- School Council to connect/lead Fundraising/Community Engagement sub-committee
- Communicating School Improvement activities and making these known and visible
- Parents engaging their children in learning conversations
- Promotion of parents reading classroom/school communications, and accessing the website for information

Support

Our Story of Support

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

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

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

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

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

[School Protocols](#)

[Policy 14: A Place for All](#)

[Safe Positive Schools](#)

[Inclusive Learning](#)

[Indigenous Learning](#)

[Student Supports](#)

[Supports for Families](#)

[Community Supports](#)

Learning Supports Results Analysis

<p>Goals <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

		<ul style="list-style-type: none"> 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
<p style="text-align: center;">Goal <i>Desired Result</i></p> <p>Advance our Continuum of Supports: Continue to develop and advance our continuum of support.</p>	<p style="text-align: center;">Outcomes <i>Measurable statements of what FSD seeks to achieve</i></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 	<p style="text-align: center;">Indicators <i>Indicators of achieving outcomes</i></p> <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
<p>Measures and Targets <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented</i></p>		
<p style="text-align: center;">Provincial</p> <ul style="list-style-type: none"> 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.

Evidence and Key Insights

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

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

Provincial Performance Measures	Safe and Caring	Access to Supports and Services
2020-2021	94.9%	88%
2021-2022	92.7%	83.1%
2022-2023	90.4%	80.2%
2023-2024	88.1%	75.9%
Evaluation	<i>Very High</i>	<i>N/A</i>

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

at/above national norm

Performance Measure	SOS-Q: Safe & Caring	SOS-Q: External Resilience	SOS-Q: Self Confidence	SOS-Q: Internal Resilience	SOS-Q: Peer Relations
2020-2021 Elementary	97%	92%	84%	88%	94%

Junior High	88%	88%	81%	62%	86%
2021-2022 Elementary Junior High	93% 90%	86% 87%	84% 77%	76% 55%	90% 86%
2022-2023 Elementary Junior High	93% 90%	79% 84%	80% 77%	83% 55%	90% 87%
2023-2024 Elementary Junior High	91% 81%	65% 80%	63% 74%	78% 46%	83% 86%
Evaluation Elementary Junior High	<i>Very High - maintained</i> <i>High - declined</i>	<i>Low - declined</i> <i>High - declined</i>	<i>Low - declined</i> <i>Intermediate - declined</i>	<i>Intermediate - declined</i> <i>Very Low - declined</i>	<i>Very High - maintained</i> <i>High - maintained</i>

<p align="center">Strategies: Advance Wellness and Well-being</p> <p align="center"><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p align="center">Evaluation</p> <p align="center"><i>Impact of strategies implemented</i></p>
<p>Strategy 1: Advance student wellness and well-being</p> <ul style="list-style-type: none"> ● Promote re-engagement in student leadership and extra-curricular opportunities <ul style="list-style-type: none"> ● clubs ● teams ● Activities such as sports and fine arts ● Continuation of JH Wellness Day/Morning ● 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. <ul style="list-style-type: none"> ● 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 ● 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 <ul style="list-style-type: none"> ● Junior High Wellness Morning ● Drumming Circles 	<p align="center"><i>Intermediate</i></p>

<ul style="list-style-type: none"> Targeted Friendship groups (with FSLC) 	
<p>Strategy 2: Advance staff wellness and well-being</p> <ul style="list-style-type: none"> Continued focus on work/life balance with a focus on priorities Continued focus and work with FSLC and Staff Advisory on Staff-Wellness activities Continued sharing of FSD website information on Staff Wellness, as well as staff thank you's and recognition Continued open-door policy and transparency to promote trusting working relationships Designing staff team-building activities on PD in conjunction with Staff Advisory Lead 	<p><i>Intermediate</i></p>

Areas of Strength:

- Social Emotional Learning Curriculums – universal classroom
- Targeted SEL groups – drumming circles, girls' group, social skills group, etc.
- Stress, Anxiety and Mindfulness focus in Div 2 with FSLC – universal classroom
- Junior High Wellness Day
- Individual counseling
- Focus on staff culture and engagement e.g. Secret Santa, Support Staff Random Acts of Kindness for Support Staff Day/Week, Staff Thank You's
- Staff Advisory Committee – promoting work/life balance suggestions

Areas for Growth:

- Thoughtfully embedding grade level wellness outcomes across curriculum
- Re-focus on SEL universal curriculums and use of Minds Matter bins (e.g. Buddha boards, breathing ball etc...)
- Bringing in community agencies to support Socio-Emotional learning K-9
- Actioning Student's Matters plan
- Creating additional connections to more outside agencies
- Staff Wellness Buddies – staff have a partner that they share a wellness goal with, and they support each other to achieve their goal

Next Steps:

- Expanding Wellness Day to include more grade levels
- Mental Health Literacy using the Elementary Mental Health Literacy Resource
- Continued professional development opportunities for educational assistances around student mental health development
- Referral Process for FSLC Services determining best type of service response (Universal/Targeted/Individual)
- Review AB ED Continuum of Support and align/adjust ours to it
- Purchasing more sensory equipment to support regulation
- Social Committee and Staff Advisory Lead to focus on Staff Wellness
- SEL goal for each team on Restorative Questions to be used by everyone when supporting students
- Attendance presentation by Lindsay Boucher to staff and parents
- Development of Howl Hour to support community K-9
- Gr 1 focus to bring in parents monthly to support learning activities

<p align="center">Strategies: Advance Continuum of Supports <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p align="center">Evaluation <i>Impact of strategies implemented</i></p>
<p>Strategy 1: Continued refinement of our Continuum of supports</p> <ul style="list-style-type: none"> ● Learning Coach focus on providing clear and concise information/training on key matters (learning videos) ● Focus on universal strategies ● Small, targeted group support ● Re-visioning the Den for support with learning ● 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 ● Refine and expand the continuum of supports for student success ● Continue to engage students, staff and parents in strategies that support student success ● Review and align our continuum of supports with Alberta Education's model 	<p align="center"><i>Intermediate</i></p>
<p>Strategy 2: Built in Collaboration time through CRT structure with LC/FSLC - 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)</p> <ul style="list-style-type: none"> ● Re-establish regularly scheduled Elementary CRT meetings with updated processes and protocols ● Review and tweak as needed at beginning of year process and protocols for JH CRT <p>Continued collaboration with divisional support staff (e.g. Behavior Facilitator, Psychologists, Directors, Divisional Learning Coaches)</p>	<p align="center"><i>High</i></p>
<p>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.</p>	<p align="center"><i>High</i></p>

Areas of Strength:

- Co-designed Visible Continuum of Supports, Interventions and Responses with annual review
- Learning Coach meetings to support teachers with strategies and goals for students on individualized learning plans and behavior support plans
- Collaborative Response Team Meetings
- Collaboration with District Office
- Co-designed Student Code of Conduct
- Low levels of serious student behaviors resulting in suspension

Areas for Growth:

- More work with UDL where teachers are implementing a variety of strategies to support an increasingly diverse student population within the classroom
- Support learning for JH teachers with students on adapted programs
- English Language Learner best-practices
- Targeted interventions at the Junior High level

Next Steps:

- The admin team, along with the LC and the FSLC will set up monthly Student Support meetings to discuss at-risk students within Div 1 and Div 2 and create targeted and individualized strategies that will support the student both academically and socio-emotionally (e.g., Attendance protocol, updated CRT structure based on staff feedback)
- Follow up from CRT during PLT time to work with Learning Support on action plans for students on adapted programs
- UDL follow up by having teams reflect on each other's practice (video a lesson, teacher picks area for feedback, team gives feedback), during common PLT time, doesn't need to be subject level specific
- Use the Student Code of Conduct as a reference to guide staff response for consistency
- Continue to review and revise Continuum of Supports, Interventions and Responses
- Work to align to Divisional Continuum of Supports
- Determine a plan for small group targeted supports (e.g. RTI model)

Success

Our Story of Success

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

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

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

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

- [Alberta Learning Competencies](#)
- [Assessment and Reporting](#)
- [Career Education](#)
- [Innovation and Design](#)
- [Learning that Transfers](#)

- [First Nations, Métis, and Inuit student success](#)
- [French Immersion](#)
- [Literacy](#)
- [Numeracy](#)

Student Growth and Achievement Results Analysis

<p>Goal 1 <i>Desired Result</i></p>	<p>Outcomes <i>Measurable statements of what we seek to achieve</i></p>	<p>Indicators <i>Indicators of achieving outcomes</i></p>
<p>Advance innovation and design</p> <p>Build on existing high-quality learning in FSD by cultivating a culture of innovation and design to deepen student understanding of knowledge, skills and competencies through robust programs and career exploration that develops life-long learners and active citizens that are prepared for the future.</p>	<ul style="list-style-type: none"> • Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically. 	<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
<p>Goal 2 <i>Desired Result</i></p> <p>Advance learning for transfer</p> <p>Advance learning for transfer to deepen student thinking and understanding of concepts through learning experiences that can be applied now and in the future for success.</p>	<p>Outcomes <i>Measurable statements of what we seek to achieve</i></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 	<p>Indicators <i>Indicators of achieving outcomes</i></p> <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.

Evidence and Key Insights

Advance Innovation and Design & Advance Learning for Transfer

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

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

Provincial Performance Measures	Program of Studies	Work Preparation	Citizenship	Quality of Education	Life-Long Learning	Student Learning Engagement
2020-21	80.6%	79%	87.5%	89.2%	76%	85.8%
2021-22	84.2%	80.1%	84.6%	93.8%	73.6%	89.1%
2022-23	86.3%	78.8%	82.7%	89.0%	68.1%	85%
2023-2024	75.3%	72.3%	81.4%	87.5%	57.9%	81.1%
Evaluation	<i>Intermediate</i>	<i>Low</i>	<i>Very High</i>	<i>High</i>	<i>Very Low</i>	<i>N/A</i>

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

experiences, Academic Rigor, Student Effort, and Flow.

Students responding Agree or Strongly Agree to at least half of the questions each factor below

Students responding Agree or Strongly Agree to “I often lose track of time because I am engaged in the learning”

Performance Measures	High Expectations	Relevance	Rigor	Effort	ELA/SS	Math/Science	CTF
2020-2021	97%	82%	88%	93%	78%/37%	82%/82%	68%
2021-2022	96%	78%	87%	91%	61%/68%	63%/72%	58%
2022-2023	94%	72%	83%	89%	50%/56%	60%/71%	68%
2023-2024	93%	67%	82%	87%	49%/54%	53%/70%	27%
Evaluation	Very High	Low	High	High	Very Low	Low	Very Low

Strategies: Advance Innovation and Design

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

Evaluation

Impact of strategies implemented

Strategy 1:

Re-develop Westmount School’s CTF and SPARK programming to mirror the Innovation and Design framework

- align to CTF curriculum and FCHS CTS offerings
- utilize Jr Achievement in Achievement classes for financial literacy
- connection of Learning Commons to maker-learning
- match CTF offerings to student interest and career pathways
- align CTF assessment practice to match curricular outcomes & competencies
- Re-focus on SPARKS programming in Division 1 & 2
- Purchasing further resources to support coding and robotics
- Advance the use of e-portfolio’s to collect evidence of student learning

High

Strategy 2:

Re-design of Timetable to include CTF

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

High

**Strategy 3:
Engagement with expertise**

- 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

Very High

Areas of Strength:

- 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
- Trialing a general CTF class offering occupational experiences based on student input (survey) for areas of interest

Areas for Growth:

- Increasing teachers' capacity to embed STEM problems in core classes aligning with new curriculum
- Focus on Relevance and Student Engagement
- General CTF to focus on Innovation and Design with students exploring areas of occupational interest and passion

Next Steps:

- Increase resources for coding/design projects
- Increasing the opportunities to have experts in various fields present to classes to share connections
- Planning meeting on building out general CTF – what's working, what's not, and next steps plan
- Making real-world connections to learning to increase relevance
- Staff development in learning about how to increase student engagement and applying principles and strategies

Strategies: Advance Learning for Transfer

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

Evaluation
Impact of strategies implemented

Strategy 1:

- Support staff understanding of the learning competencies and foundational awareness of concept-based learning and learning for transfer.
 - PLT's to focus on identifying key concepts and enduring understandings
 - PLT's to focus on teaching concepts through cross disciplinary projects
 - 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

High

<p>Strategy 2:</p> <ul style="list-style-type: none"> • Focused learning on the pedagogy of instruction and assessment <ul style="list-style-type: none"> • 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 • Advance the use of e-portfolio's within the context of assessing, grading, evaluating, and reporting on student growth and achievement • create common student success criteria • Develop a deeper understanding of discipline-based task design (e.g., junior versions of an engineer, mathematician, artist, author etc...) 	<p><i>High</i></p>	
<p>Strategy 3:</p> <ul style="list-style-type: none"> • Continued focus on Learning for Transfer to extend learning across disciplines with application to novel situations. • High-yield strategies • share staff practice 	<p><i>High</i></p>	
<p>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>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>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 		
<p style="text-align: center;">Goal 3 <i>Desired Result</i></p> <p>Advance First Nations, Métis, and Inuit student success</p> <p>Advance First Nations, Métis, and Inuit student success by providing high quality instructional programs and educational services for our Indigenous students and to increase understanding and</p>	<p style="text-align: center;">Outcomes <i>Measurable statements of what FSD seeks to achieve</i></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 	<p style="text-align: center;">Indicators <i>Indicators of achieving outcomes</i></p> <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

<p>acceptance of Indigenous cultures for all students, staff, and community.</p>	<ul style="list-style-type: none"> learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences 	<p>situations improved programs, services, and strategies for First Nations, Métis, and Inuit student success</p> <ul style="list-style-type: none"> 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
<p style="text-align: center;">Goal 4 <i>Desired Result</i></p> <p>Advance literacy and numeracy</p> <p>Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.</p>	<p style="text-align: center;">Outcomes</p> <p><i>Measurable statements of what FSD seeks to achieve</i></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>	<p style="text-align: center;">Indicators</p> <p><i>Indicators of achieving outcomes</i></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
<p>Measures and Targets</p> <p><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented</i></p>		
<p>Provincial</p> <ul style="list-style-type: none"> 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.
- 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.

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

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

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

Provincial Achievement Tests	English Language Arts		Math		Social Studies		Science		French Language Arts		
	Achievement	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence

2019-2020											
Gr 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Gr 9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2020-2021											
Gr 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Gr 9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021-2022											
Gr 6	88.0	24.0	76.0	16.0	78.0	20.0	84.0	44.0	N/A	N/A	N/A
Gr 9	83.1	11.7	53.2	2.6	76.6	15.6	81.8	10.4	N/A	N/A	N/A
2022-2023											
Gr 6	N/A	N/A	N/A	N/A	84.9	20.8	95.7	45.75	N/A	N/A	N/A
Gr 9	89.4	10.6	59.1	6.1	79.2	18.1	84.4	20.3	N/A	N/A	N/A
2023-2024											
Gr 6	N/A	N/A	N/A	N/A	82.0	19.7	N/A	N/A	N/A	N/A	N/A
Gr 9	88.3	23.3	61.7	11.7	86.7	18.3	86.7	21.7	N/A	N/A	N/A

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

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

Performance Measures	Listening	Vocabulary	Comprehension
2020-2021	73%	65%	70%
2021-2022	68%	77%	73%

2022-2023	64%	80%	76%
2023-2024	72%	77%	75%
Evaluation	<i>Intermediate</i>	<i>Intermediate</i>	<i>Intermediate</i>

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

% of correct responses - First administered in September 2019

Performance Measures	Number	Patterns and Relations	Shape and Space	Statistics and Probability
2020-2021	62.5%	69%	75%	64%
2021-2022	61%	65%	67%	76%
2022-2023	75%	78%	77%	81%
2023-2024				
EICS: Gr 4-7	Gr 4: n/a Gr 5: n/a Gr 6: n/a Gr 7: n/a	Gr 4: n/a Gr 5: n/a Gr 6: n/a Gr 7: n/a	Gr 4: n/a Gr 5: n/a Gr 6: n/a Gr 7: n/a	Gr 4: n/a Gr 5: n/a Gr 6: n/a Gr 7: n/a
MIPI: Gr 8-9	Gr 8: 77% Gr 9: 78%	Gr 8: 97% Gr 9: 96%	Gr 8: 89% Gr 9: 54%	Gr 8: 93% Gr 9: 100%
Evaluation	<i>High</i>	<i>High</i>	<i>High</i>	<i>High</i>

Strategies: Advance Literacy and Numeracy <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	Evaluation <i>Impact of strategies implemented</i>
Strategy 1: <ul style="list-style-type: none"> Continued learning through a 3-year plan on Learning for Transfer at System Learning Days, school PLTs, and school professional development. 	<i>High</i>
Strategy 2:	

Advance Literacy and Numeracy

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

High

Areas of Strength:

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

Areas for Growth:

- Continued focus on building students reading comprehension across all grade levels
- Targeted RTI plan for students who are below grade level
- Development of math intervention for students with lagging skills

Next Steps:

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

Evidence and Key Insights

Advance First Nations, Métis, and Inuit student success

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

Cultural Perspectives Survey

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

Performance Measures	Cultural Belonging		Comfortable Sharing Culture		Encouraged and Accepted Sharing Culture		School Priority of Truth and Reconciliation		Personal Importance of Truth and Reconciliation		Cultural Infusion Across All Subject Areas		Understand Multiple Perspectives		Understand Truth and Reconciliation		Teachers Share Indigenous Perspectives		
	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	
All Students (All) vs. Self-Identified Indigenous (SI)																			

2020-2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021-2022 Baseline	59%	75%	73%	50%	68%	75%	73%	100%	73%	100%	64%	25%	91%	100%	82%	50%	77%	25%
2022-2023	69%	88%	61%	88%	68%	88%	78%	88%	87%	88%	72%	63%	84%	88%	87%	100%	80%	75%
2023-2024	57%	89%	46%	56%	46%	67%	66%	56%	80%	89%	60%	56%	71%	89%	83%	89%	76%	78%
Evaluation	D	I	D	D	D	D	D	D	D	I	D	D	D	I	D	D	D	I
D – Decrease																		
I - Increase																		

<p align="center">Strategies: Advance First Nations, Métis, and Inuit student success</p> <p align="center"><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p align="center">Evaluation</p> <p align="center"><i>Impact of strategies implemented</i></p>
<p>Strategy 1:</p> <ul style="list-style-type: none"> • Continue to learn and to lead learning related to Indigenous foundational knowledge and its application within classrooms and the larger school community. • Develop teaching and learning strategies that support FNMI knowledge and learning outcomes. • 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. • 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. • 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. • Continue to highlight the toolkit of resources available for staff • Continue to work with Charity Tegler to support First Nations, Metis and Inuit student achievement • 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 align="center">Intermediate</p>

Areas of Strength:

- Focus on Two-Eyed Seeing when designing units in all subject areas

- Engaging students in Circles
- Connecting with Indigenous expertise. including authentic resources (art, music, literature, artifacts), people, and field trips
- Lead teachers engaging school staff in professional learning
- Lead teachers organizing cultural events for school
- [FNMI Video Evidence](#)

Areas for Growth:

- Continuing to design intentionally to incorporate Indigenous ways of knowing

Next Steps:

- Further developing an understanding of embedding Indigenous ways of knowing in authentic ways (intention and purpose)
- Provide intentional learning opportunities for JH students – e.g. Blanket Ceremony, Kookum visit
- **Identify an FNMI School Lead**
- **Utilize dollars provided through Jordan’s Principle to offer cultural opportunities**

Teaching, Learning and Leadership Results Analysis

Goal 5 <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p>Advance excellence in teaching, learning, and leading those results in improved student growth and achievement.</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>	<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.

Evidence and Key Insights

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

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

Performance Measures	Shared Vision, Mission & Values	Collaborative Culture	Collective Inquiry and Reflective Practice	Commitment to Continuous Improvement	Results & Action Oriented	In-service jurisdiction needs (AEAR)
2020-2021	91%	95%	98%	91%	92%	81.3%
2021-2022	87%	76%	84%	74%	86%	89.3%
2022-2023	90%	84%	87%	82%	84%	76.7%
2023-2024	n/a	n/a	n/a	n/a	n/a	n/a
Evaluation	<i>Very High</i>	<i>High</i>	<i>Very High</i>	<i>High</i>	<i>High</i>	<i>Low</i>

New FSD Professional Learning Survey (2024): Teacher survey to measure impact of professional learning and collaborative structures in schools and across the system.

	Clarity of Vision, Mission, and Values	Professional Learning and Collaborative Culture	Professional Learning Communities	Professional Body of Knowledge
2020-2021	n/a	n/a	n/a	n/a
2021-2022	n/a	n/a	n/a	n/a
2022-2023	n/a	n/a	n/a	n/a
2023-2024	75%	84%	86%	80%
Evaluation	<i>Intermediate</i>	<i>High</i>	<i>High</i>	<i>High</i>

Strategies: 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

Evaluation

Impact of strategies implemented

Strategy 1:

Task Design and Assessment

- Focus on assessment practices - 12 Fixes for Assessment course
- Using data to inform classroom practice -Classroom assessment (formative & summative), RRST, MIPI, GRADE.
- Integration of digital best-practice into the traditional classroom. How do we take the best of what we have learned from

High

<p>online learning and integrate it into our daily practice.</p> <ul style="list-style-type: none"> • Increased staff involvement in big-picture planning and implementation. • Engage staff in an analysis of the student intellectual engagement data. 	
<p>Strategy 2: Professional Learning</p> <ul style="list-style-type: none"> • Focus Staff PD days on supporting teachers to become intentional designers of learning • Use new Science Curriculum to go through the design process (proper task design – Galileo) https://galileo.org/teachersasdesigners/ • https://galileo.org/classroom-examples/ 	<p><i>High</i></p>
<p>Strategy 3: PLC Structures, Processes and Protocols</p> <ul style="list-style-type: none"> • 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 • Move PLT's into intentional focus on design and assessment 	<p><i>High</i></p>
<p>Areas of Strength:</p> <ul style="list-style-type: none"> • 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 <p>Areas for Growth:</p> <ul style="list-style-type: none"> • Move PLT's into intentional focus on design and assessment <p>Next Steps:</p> <ul style="list-style-type: none"> • 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 • Engage parents in providing feedback to Learning Portfolio's to share evidence of student learning as part of FSD Reporting System 	