

## Westmount School Education Plan (2021-2024)

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

Follow links to:

[School Annual Education Results Report](#)

[School Website](#)

### About Us/Profile:

**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 550 students and 48 staff. This includes certificated teachers including a Learning Coach, as well as educational assistants, office staff, a Learning Commons Facilitator, and a Family School Liaison Counselor. We offer a wide range of learning opportunities in the classroom, community and outdoors. Students are invited to attend a variety of clubs and extracurricular activities, for a well-rounded schooling experience focusing on intellectual engagement, health & well-being, and social emotional development.

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

## School Highlights and Celebrations

This year has been one of both limitations and opportunities. We have had to learn how to teach, learn, and be a school community in new ways. We started the year with a warm welcome, and new protocols related to the School Re-Launch. We have sought new ways to teach using various technologies and techniques. We focused on social connection despite the need for physical distancing.

Celebrations include the ability to pivot through the various Scenarios this year through the phases of Re-Launch, Continuity of Learning, and Renewal. We focused on staff and student wellness throughout the year with various activities including secret wellness buddies, health/wellness challenges and learning outdoors. We have worked to stay connected to our families through classroom and school communication and engaging students through fun challenges, and theme days.

While there were many highlights, one of note is the Westmount Readathon where over \$20K was raised. As well, we look forward to celebrating our Grade 9 students as they transition from WMS. This group of students began their schooling with WMS in grade 1 (our first group of full time students).

**Grand Prizes:**

- Holly W (Mayer, \$776.00): I-Pad, Vice Principal for the day
- Ryker J (Okonkwo, \$500.00): Google Nest Mini
- Elianna Y (Mayer, \$453.00): \$100 Gift card to Monkey Mountain
- Mason S (Helwerda, \$442.50): \$50.00 Gift card to Monkey Mountain.
- Jax S (Webb, \$442.50): Principal for the day
- Ariana B (Kinzel, \$438.25): Gym Teacher for the day

**Prize-Winners: Read-a-Thon!**  
**\$20 200.28**

**Participation Grand Prize draw:**

\$50.00 to Sport Chek

- Cohen E (Kinzel M/W)
- Cole D (Kinzel T/Th)

**McDonald's Lunch and \$50 Scholastic money to classroom library: Mrs. Mayer's class! \$3732.45**

**Classroom Prize Winners (Top 2 in each class....excludes grand prize winners)**

<p><b>Kinzel M/W:</b></p> <ol style="list-style-type: none"> <li><b>Kailee K:</b> Teacher for the day/or half day</li> <li>Cordelia K.: Westmount Swag</li> </ol> <p><b>Kinzel T/Th:</b></p> <ol style="list-style-type: none"> <li>Caleb S: Teacher for the day/or half day</li> <li>Emily O: Swag</li> </ol> <p><b>Mosher:</b></p> <ol style="list-style-type: none"> <li>Avery E: Teacher for the day/or half day AND Swag....only participant.</li> </ol> <p><b>Mayer:</b></p> <ol style="list-style-type: none"> <li><b>Cameron E:</b> Teacher for the day/or half day</li> <li>Piper F: Swag</li> </ol> <p><b>Norrie:</b></p> <ol style="list-style-type: none"> <li>Bauer B: Teacher for the day/or half day</li> <li>Sawyer M: Swag</li> </ol>	<p><b>Boucher:</b></p> <ol style="list-style-type: none"> <li>Mia B: Teacher for the day/or half day</li> <li>Charleigh B: Swag</li> </ol> <p><b>Webb:</b></p> <ol style="list-style-type: none"> <li><b>Nixon S:</b> Teacher for the day/or half day</li> <li>Kapri K: Swag</li> </ol> <p><b>England:</b></p> <ol style="list-style-type: none"> <li><b>Ayvri J:</b> Teacher for the day/or half day</li> <li>Zander N: Swag</li> </ol> <p><b>Epp:</b></p> <ol style="list-style-type: none"> <li>Oliver D: Teacher for the day/or half day</li> <li>Cara D: Swag</li> </ol> <p><b>Vandebeek:</b></p> <ol style="list-style-type: none"> <li>Tristan W: Swag</li> <li>Colton B: Teacher for the day/or half day</li> </ol> <p><b>Campbell:</b></p> <ol style="list-style-type: none"> <li><b>Ella P:</b> Teacher for the day/or half day</li> <li>Damon D: Swag</li> </ol> <p><b>Helwerda:</b></p> <ol style="list-style-type: none"> <li>Will J: Swag</li> <li>Conner L: Teacher for the day/or half day</li> </ol>
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**Reading Prize draw** (proof of 15+ days of reading, choose between \$20 gift card to Tim Hortons or Chapters)

<ol style="list-style-type: none"> <li>Lachlan F (Boucher).</li> <li>Cody L (Macleod).</li> <li>Eli E (Campbell).</li> </ol>	<ol style="list-style-type: none"> <li>Lucas D (Vandebeek)</li> <li>Orlando T (Keller)</li> </ol>
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**Wesmount Swag Draw:**

- Jasdeep S (Mayer)
- Taija G (Webb)
- Aubry Z Kinzel M/W
- Hannahlynn C (Vandebeek)
- Ava L (Okonkwo)
- Madelyn C (Boucher)

**Tim Hortons \$5.00 Draw:**

Alice E (Boucher)	Harjot K (Okonkwo)
Dylan G (Webb)	Kasie N (Boucher)
Jessa K (Okonkwo)	Devon C (Helwerda)

**Jordan N:** (\$25 to Monkey Mountain)

**Top pledge-winner per grade ALSO got a \$25.00 gift card to Monkey Mountain! Their Names are BOLDDED**



## **Providing Assurance**

Our School's planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in Alberta Education's Assurance Framework. Our school's effective planning and results reporting occurs in a continuous improvement cycle which is integral to our accountability and assurance including:

- o Developing/updating plans based on results, contextual information and provincial direction.
- o Incorporating stakeholder input based on engagement activities at various points throughout the process, as appropriate.
- o Implementing research and practice-informed strategies to maintain or improve performance across domains.
- o Monitoring implementation and adjusting efforts as needed.
- o Measuring, analyzing and reporting results.
- o Using results to identify areas for improvement and to develop strategies and targets for the next plan.
- o Communicating and engaging with stakeholders about school plans and results.

## **Key insights from results analysis of the impact of Engagement, Support and Success strategies Strengths and Areas for Refinement**

### **Engagement**

- Continued concern over "very low" rates of Parental Involvement on the AERR(APORI) survey. This has been an ongoing issue for Westmount School since opening and has not responded significantly to directed efforts to impact these responses. This will be a continued area of focus centering on revitalizing parent involvement at Westmount School. While 69% of parents based on the AERR reported that there were opportunities for parental involvement, there is the need to enhance opportunities to improve communication and involve parents in our community through increased flexibility in time and place of parent communication.
- Participation at School Council & FOWSS was minimal with difficulty filling vacant positions; therefore, we will continue to explore different ways to increase active engagement of stakeholders through volunteerism, School Council, and online tools.
- While student voice was collected through various surveys and feedback opportunities, follow up with their recommended suggestions will be made visible or feedback given as to reasoning why the changes cannot be made (e.g. modern, comfortable JH space, upgraded Foods Room, more/different options, 1x/month half/full day of school for mental health).
- Staff voice was collected throughout the year on various topics including PLC's, timetable, TFFI, Parent Teacher Interview days/times. Transparency and involving staff in decision making will continue as an important part of how we work at WMS.

### Support

- 92.6% of parents on the AERR reported the school to be Safe & Caring
- 87.2% of parents on the AERR reported “very high” Citizenship
- 38% of respondents disagreed that their child can easily access supports in school to get help with school work. We will continue to be responsive with our Continuum of Supports and adapt to needs, as well as building school connectedness and student belonging
- Continue to build the gaps during at-home learning over the pandemic by growing staff knowledge and implementation of universal strategies, and with targeted intervention through potential grant resources from AB Ed.
- Continue to approach student discipline from the lens of Positive Behaviour Supports

### Success

- 92.6% of parents on the AERR reported education quality to be “very high”. Continued focus on highlighting and supporting high yield strategies for teachers
- 85.7% of parents on the AERR reported School Improvement to be “very high”
- Refined vision and focus for student support framework
- Continuation of teacher support and success through active PLT structures
- Anecdotal reports from students show them to be happy, supported, and generally engaged in their school work.
- Very low levels of serious student behaviours resulting in suspension
- Increase of over 16% staff response indicating **deeply embedded** practices in PLT’s including having a collaborative culture, focus on inquiry into best practices, commitment to continuous learning, results and action oriented
- GRADE results indicate a continued focus is needed on Comprehension in Literacy
- 60.1-70.6% of students reported FLOW state across all CORE subjects
- 15% of students reported anxiety related to Math
- 11.2-17.6% of students reported boredom in CORE subjects

Accountability Pillar Overall Summary  
 3-Year Plan - May 2020  
 School: 1630 Westmount School



Measure Category	Measure	Westmount School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	<a href="#">Safe and Caring</a>	92.5	90.5	91.2	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	<a href="#">Program of Studies</a>	81.7	75.6	77.2	82.4	82.2	82.0	Very High	Improved	Excellent
	<a href="#">Education Quality</a>	92.5	92.4	91.3	90.3	90.2	90.1	Very High	Maintained	Excellent
	<a href="#">Drop Out Rate</a>	0.0	0.0	0.0	2.7	2.6	2.7	Very High	n/a	n/a
	<a href="#">High School Completion Rate (3 yr)</a>	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	<a href="#">PAT: Acceptable</a>	82.4	74.4	81.3	73.8	73.6	73.6	High	Maintained	Good
	<a href="#">PAT: Excellence</a>	18.8	15.4	21.5	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	<a href="#">Rutherford Scholarship Eligibility Rate</a>	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	<a href="#">Transition Rate (6 yr)</a>	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	<a href="#">Work Preparation</a>	79.5	80.5	82.0	84.1	83.0	82.7	High	Maintained	Good
Parental Involvement	<a href="#">Citizenship</a>	87.2	85.9	87.4	83.3	82.9	83.2	Very High	Maintained	Excellent
	<a href="#">Parental Involvement</a>	69.0	75.4	70.3	81.8	81.3	81.2	Very Low	Maintained	Concern
Continuous Improvement	<a href="#">School Improvement</a>	85.7	80.7	81.4	81.5	81.0	80.9	Very High	Improved	Excellent

# Engagement

## *for each learner*

Engagement that is timely, meaningful and collaborative

### ***Our story of engagement for each learner at our school***

*We recognize parents and our community as partners. As a school we strive to reach out to our community partners in events such as the Ride for Mental Health which includes police, fire department, and district office personnel to ride stationary bikes together while talking with students about wellness. We also partner with local organizations throughout the year for student learning opportunities. We recognize that learning takes place in many environments outside of the classroom including Outdoor Learning, and with special guests/presenters in various fields.*

*We have included classes such as Enrichment and Achievement to engage students in project-based learning, as well as skill building. We encourage staff to utilize their passions as a platform through which to engage their students whether it be STEM, Outdoor Learning, or SPARKS. Maker-Space activities have also provided an avenue through which to engage students in design and critical thinking.*

*Historically our results have shown low parent engagement. This has been a focus for the past 3 year Ed-Plan cycle. We have focused on both communication and engagement strategies including classroom and school communications and school council including presentations and topics of interest.*

*To engage parent voice in our Education Plan we worked with District Office to set up a Bang the Table Engagement to get voice around Support, Success, and Engagement. As well, during school council meetings this year our 3-year focus on Deep Learning for Transfer and Assessment was shared. Our School Council Chair, in conjunction with administration, set up two engagement opportunities for parents. The first was focused on Supports at Westmount School with our Learning Coach and Family School Liaison Counsellor. The second engagement was with MLA R.J Sigurdson with questions and comments related to the new curriculum. We have engaged FOWSS and School Council on ways to engage parents with upcoming resignations in key positions. Following these discussions, we have further increased our messaging out to our parents using multiple means with an invitation to join in School Council/FOWSS. We will reconvene with School Council in the fall, and set up a Bang the Table Engagement, to ensure the feedback from our previous engagement and parent communications are captured in our goals.*

*Weekly school communications are sent out from the office with information and easy links to the website. Instagram is used as our key social media site to engage parents and students with happenings in WMS, and our website has been updated to reflect the voice of the School Council in terms of ease of interface.*

*Classroom teachers and grade levels offer more consistency in communications to streamline this for parents with a commitment to weekly communication. A communication plan was designed and shared out with commitments related to communication.*

*Choice has been provided for days to meet with teachers for interviews over a range of days and times.*

<p style="text-align: center;"><b>Goal</b> <i>Desired Result</i></p> <p style="text-align: center;"><b>Advance stakeholder engagement and communications</b></p> <p>Advancing stakeholder engagement practices and communication strategies ensures our School 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 our School in relation to provincial assurance domains and the Division priority of engagement, support and success for each learner.</p>	<p style="text-align: center;"><b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve.</i></p> <p>Purposeful and appropriate stakeholder engagement and communication strategies ensure:</p> <ul style="list-style-type: none"> <li>● stakeholder engagement improves decisions made and provides assurance, trust and confidence in the system.</li> <li>● communication provides assurance.</li> </ul>	<p style="text-align: center;"><b>Indicators</b> <i>Indicators of achieving outcomes.</i></p> <ul style="list-style-type: none"> <li>● Measures demonstrate that stakeholders actively participate in engagement opportunities provided by the School.</li> <li>● Stakeholder engagement informed decision making and education plans.</li> </ul>
<p style="text-align: center;"><b>Strategies</b></p> <p><b>Strategy 1:</b></p> <ul style="list-style-type: none"> <li>● <b>Student Engagement</b> - Engage with students on matters that impact their learning, peer relationships, and connection to school. <ul style="list-style-type: none"> <li>- utilize meaningfully designed work</li> <li>- revitalization of Student Council</li> <li>- actionizing Student’s Matters Committee</li> <li>- use of classroom circles</li> <li>- admin/student focus groups</li> </ul> </li> </ul> <p><b>Strategy 2:</b></p> <ul style="list-style-type: none"> <li>● <b>Staff Engagement</b> - Engage with staff to take ownership and provide direction on all school matters. <ul style="list-style-type: none"> <li>- continuation and revitalization of Staff Advisory Committee re: PD.</li> <li>- PLT challenge questions</li> </ul> </li> </ul> <p><b>Strategy 3:</b></p> <ul style="list-style-type: none"> <li>● <b>Parent Engagement</b> - Engage with parents to ensure the best education experience for their child(ren) and the overall school community. <ul style="list-style-type: none"> <li>- Admin/parent conversation evenings</li> <li>- Bang the Table engagements</li> <li>- Revitalization of School Council and FOWSS</li> </ul> </li> </ul> <p><b>Strategy 4:</b></p>	<p style="text-align: center;"><b>Measures and Targets</b> <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p><b>Provincial</b></p> <ul style="list-style-type: none"> <li>● <b>Parent Involvement:</b> Increase in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.</li> </ul> <p><b>Local</b></p> <ul style="list-style-type: none"> <li>● <b>Stakeholder Participation Rates:</b> Increase in stakeholder (students, staff, parents &amp; community) participation in a variety of engagement opportunities.</li> <li>● <b>Stakeholder Involvement:</b> Evidence of stakeholders (students, staff, parents, community/business) communicating, collaborating, thinking critically, solving problems and having a voice in education planning and decision making.</li> <li>● <b>Evidence of Principles and Practices</b> that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)</li> </ul>	

<ul style="list-style-type: none"> <li>● <b>Community Engagement</b> - Engage with the Westmount community to be a good neighbour and utilize the strengths of the community <ul style="list-style-type: none"> <li>- continued partnership and relationships with local service providers and companies</li> <li>- Connections to student mental health supports</li> <li>- Engagement with local businesses</li> </ul> </li> </ul> <p><b>Strategy 5:</b></p> <ul style="list-style-type: none"> <li>● <b>Communications</b> - Engage with all stakeholders through proactive, comprehensive communication. <ul style="list-style-type: none"> <li>- weekly school newsletter; weekly classroom communication</li> <li>- Google Classroom</li> <li>- Learner Profiles</li> <li>- social media (Instagram)</li> </ul> </li> </ul>	
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<p><b>Goal</b> <i>Desired Result</i></p>	<p><b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve.</i></p>	<p><b>Indicators</b> <i>Indicators of achieving outcomes.</i></p>
<p><b>Advance evidence-based continuous improvement and assurance.</b> Learners communicate, collaborate and solve problems together to advance education excellence and provide assurance for student growth and achievement.</p>	<p>Assurance has been achieved through:</p> <ul style="list-style-type: none"> <li>● Building relationships.</li> <li>● Engaging with education partners and stakeholders.</li> <li>● Creating and sustaining a culture of continuous improvement and collective responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>● The School's Education Plan and Annual Education Results Report (AERR) represent evidence-informed decision making and continuous improvement.</li> <li>● The School's Education Plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and appropriate research and practice-informed strategies implemented to achieve priorities.</li> <li>● In the AERR data is analyzed, local and societal context considered, insights developed and conclusions drawn to inform education plans.</li> <li>● The School provides assurance to the government, local stakeholders and the public that they are fulfilling their responsibility for continuous improvement in student growth and achievement through provincial and local measures.</li> </ul>

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## Strategies

### Strategy 1:

- **Involve School Council and FOWSS Fundraising Society to focus the needs and desires of programming and culture for Westmount School.**
  - revitalization of School Council & FOWSS
  - increased link between FOWSS & School Council

### Strategy 2:

- **Share school academic/SEL results and stakeholder engagement data with parents via School Council.**
  - utilize Instagram and website to publish data snippets

### Strategy 3:

- **Continuous communication and interaction with parents via engagement opportunities.**
  - Bang the Table surveys
  - Parent communication opportunities (face to face)



## Measures and Targets

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

### Provincial

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

### Local

- **FSD School Assurance Survey:** Increase in percentage of teachers, parents and students satisfied with Assurance Measures.
- **Guiding Principles for Assurance:** Evidence that planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework.
- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

## Assurance Links for ENGAGEMENT

*For Further Information Follow Links to:*

[Westmount School Website](#)  
[School Annual Education Results Report](#)  
[Westmount School Council](#)  
[Friends of Okotoks Westmount School Society](#)

# Support for each learner

Learning environments that are welcoming, caring, respectful, safe and inclusive.

Westmount School has a strong team to support students requiring targeted and individualized needs. Our team includes Learning Coaches, a Family School Liaison Counselor, and Education Assistants. We offer a Continuum of Supports, Interventions & Responses with a focus on academic and social-emotional needs.

Collaborative meetings to discuss and plan for student needs occur at each grade level, and as a whole Junior High every six weeks. These collaborative meetings include a Learning Coach, administrator and Family School Liaison Counselor. We also have a Student Support meeting with the administration team, Learning Coach and Family School Liaison Counsellor every second week to discuss student needs. Collaboration time has been built into the schedule to allow for staff/parents supporting students with complex needs to meet together to plan.

Support includes not only human resources, but also the development and implementation of Inclusive Learning Plans, Behavior Support Plans, and Benchmarks for English as a Second Language Learners. A Learning Suite has been designed with a Just in Time Learning Series developed by the Learning Coach on Inclusive Education, Behavior Support Plans, English as a Second Language Learner Benchmark process, and the GRADE assessment.

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. Further diagnostic information is gathered through Fountas and Pinnell reading assessments, along with Level B assessments done by the Learning Coach and Level C assessments including therapeutic assessments and Psych Ed assessments.

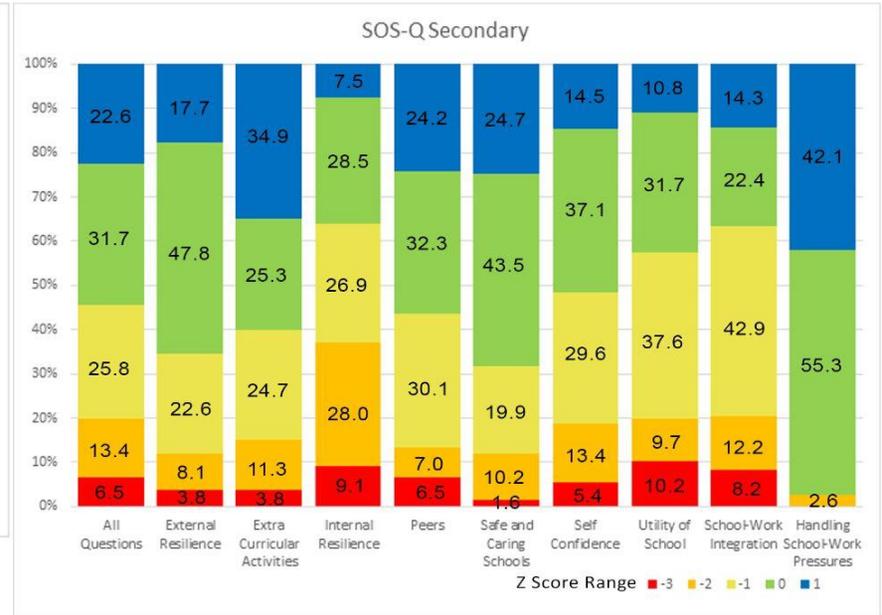
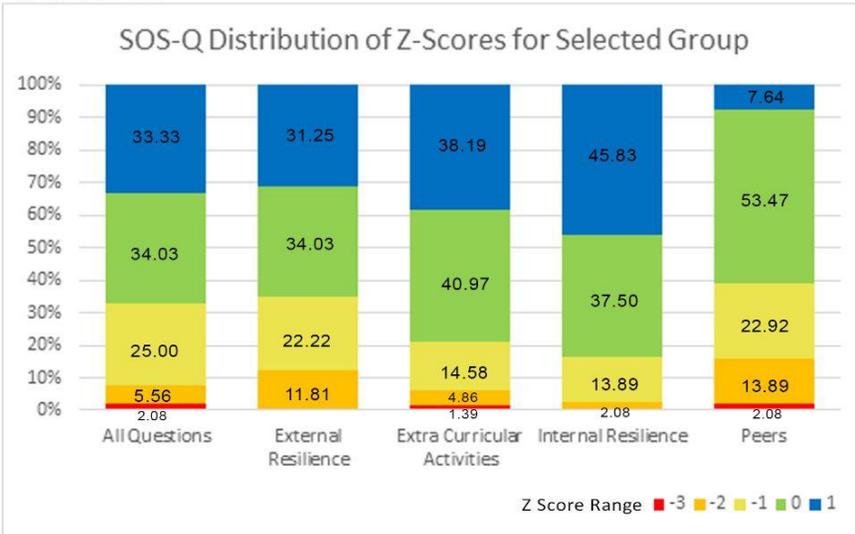
We have been focusing on the use of alternative learning spaces including a Sensory Room, Circuit Room, and Flex Rooms teaching students to become aware of their learning needs and advocating for spaces and supports to meet these needs.

Our Learning Coach and Family School Liaison Counselor are focusing on Universal Design for Learning and differentiation in their practice in recognition that when strategies are deemed to be of a benefit for some they can generally be applied to all thus reducing the need for a high number of individualized plans.

Student input is gathered through formal and informal conversations and surveys, specifically classroom circles, SOS-Q, and the AER. Feedback from those data points is discussed with various student groups including Student's Matters, Student Council, and individual classrooms. Input from students has led to direct changes to timetables, CTF options, mental health supports, and whole-school engagement and celebration activities.

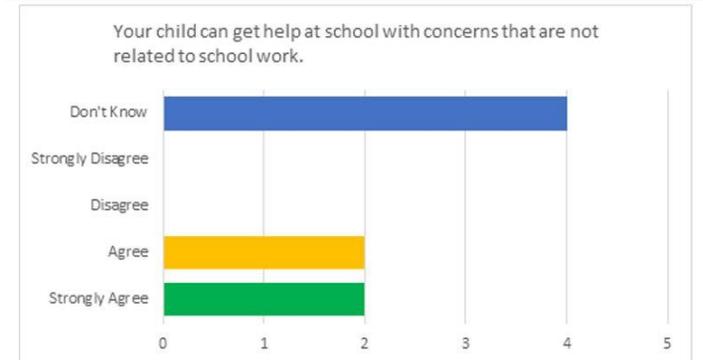
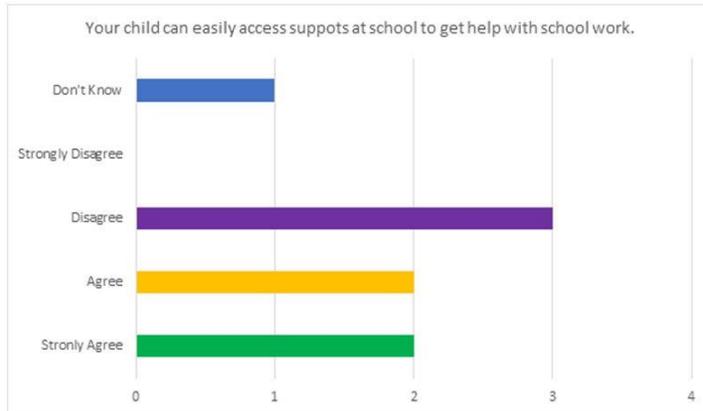


November 2020



(Z-score is the number of standard deviations away from the mean)

### Family Survey: Survey Report for 24 April 2021 to 13 May 2021



<p style="text-align: center;"><b>Goal</b> <i>Desired Result</i></p>	<p style="text-align: center;"><b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve.</i></p>	<p style="text-align: center;"><b>Indicators</b> <i>Indicators of achieving outcomes.</i></p>
<p style="text-align: center;"><b>Advance wellness and well-being</b> Develop collective efficacy in advancing a culture of wellness and well-being.</p>	<ul style="list-style-type: none"> <li>● Learners contribute to developing and advancing cultures of wellness and well-being.</li> <li>● Learners contribute to and feel welcomed, cared for, respected and safe.</li> <li>● Learners access a continuum of support.</li> </ul> <p>“Students will learn</p> <ul style="list-style-type: none"> <li>● to develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change</li> <li>● to build resilience and positive mental health skills for suicide prevention</li> <li>● to know the difference between and how to manage health stress and traumatic stress”</li> </ul> <p><i>Guiding Framework - Design and Development of K-12 Provincial Curriculum page 11</i></p> <p>“As a pluralistic society, Alberta recognizes and supports unity and a commitment to the common good among a diverse citizenry. A peaceful, pluralistic society and an energized civilization requires respect and mutual understanding among people of different faiths, experiences, and backgrounds.”</p> <p><i>Guiding Framework - Design and Development of K-12 Provincial Curriculum page 17</i></p>	<ul style="list-style-type: none"> <li>● Improved wellness and wellbeing in students and staff .</li> <li>● All students and staff demonstrate understanding and respect for the uniqueness of all learners.</li> <li>● All learning environments are welcoming, caring, respectful and safe.</li> <li>● Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.</li> <li>● Improved understanding of an inclusive education system is shared by all education partners.</li> <li>● Improved collaboration with education partners to support learning.</li> <li>● Improved wrap around services and supports that enhance conditions required for optimal learning and wellness.</li> <li>● Structures and systems continually improve to support learning and meet the needs of students, families, staff and communities.</li> </ul>

## Strategies

### Strategy 1: Focus on students

- **Promote re-engagement in student leadership and extra-curricular opportunities**
  - clubs
  - teams
  - activities
  - Student Council
- **Continue** engagement work with Student Matters and Student Council gathering student voice from the AEA, Intellectual Engagement and SOS-Q data and incorporate this into planning. Make this visible to students.
  - bring results to student groups
  - bring results to staff
- **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

### Strategy 2: Focus on staff

- **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

## Measures and Targets

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

### Provincial

- **Safe & Caring:** Increase in the percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

### Local

- **SOS-Q (Student Orientation to School Questionnaire):** Increase 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.
- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

<p align="center"><b>Goal</b> <i>Desired Result</i></p>	<p align="center"><b>Outcomes</b></p>	<p align="center"><b>Indicators</b> <i>Indicators of achieving outcomes.</i></p>
<p align="center"><b>Advance our Continuum of Supports</b></p> <p>Continue to develop and advance our continuum of support.</p>	<p align="center"><i>Measurable statements of what FSD seeks to achieve.</i></p> <p>FSD maintains a robust continuum of support that is visible and accessible to all learners at the divisional level and within individual schools.</p> <p>“A board, as partner in education, has the responsibility to (e) provide a continuum of supports and services to students that is consistent with the principles of inclusive education.”</p> <p align="center"><i>Alberta Education Act, pages 39-40</i></p> <p>“To support children and students in attaining the goals as stated in the <i>Ministerial Order on Student Learning</i>, school authorities must ensure that all children and students...have access to meaningful and relevant learning experiences that include appropriate instructional supports.”</p> <p align="center"><i>Alberta Guide to Education, Page 27</i></p>	<p>Programs, services, strategies and local measures demonstrate that each learner has access to a continuum of supports and services that is consistent with the principles of inclusive learning.</p> <ul style="list-style-type: none"> <li>● Students and staff demonstrate understanding and respect for the uniqueness of all learners.</li> <li>● Learning environments are welcoming, caring, respectful and safe.</li> <li>● Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.</li> <li>● Education partners fulfill their respective roles with a shared understanding of an inclusive education system.</li> <li>● Collaboration with education partners to support student learning and well-being.</li> <li>● Wrap around services and supports that enhance conditions required for optimal learning and student well-being.</li> <li>● Structures and systems support learning and meet the needs of students, families, staff and communities.</li> </ul>
<p align="center"><b>Strategies</b></p> <p><b>Strategy 1:</b></p> <ul style="list-style-type: none"> <li>● <b>Continued refinement of our Continuum of supports</b> <ul style="list-style-type: none"> <li>- Learning Coach focus on providing clear and concise information/training on key matters (learning videos)</li> <li>- Focus on universal strategies</li> <li>- Small targeted group support</li> <li>- Re-visioning the Den for support with learning</li> </ul> </li> </ul> <p><b>Strategy 2:</b></p> <ul style="list-style-type: none"> <li>● <b>Built in Collaboration time with LC/FSLC</b> - continued built in collaboration time with LC/FSLC (as needed)/teachers/EA’s during</li> </ul>		<p align="center"><b>Measures and Targets</b></p> <p align="center"><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p><b>Provincial</b></p> <ul style="list-style-type: none"> <li>● <b>Program Access:</b> Increase in the percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.</li> <li>● <b>Students at Risk:</b> Increase in the percentage of teachers, parents and students agree that programs for children at risk are easy to access and timely.</li> </ul> <p><b>Local</b></p> <ul style="list-style-type: none"> <li>● <b>SOS-Q (Student Orientation to School Questionnaire):</b> Increase in percentage of students who are at or above the National Norm in the</li> </ul>

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, psyched assessments)

**Strategy 3:**

- **Continued collaboration** with divisional support staff (e.g. Behavior Facilitator, Psychologists, Directors)

**Strategy 4:**

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

areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.

- **School Continuum of Supports**

Evidence demonstrates students have access to a continuum of supports to support overall success, achievement and well-being.

- **School-based Students' Matters Engagement**

Evidence from student analysis of information gathered from student generated engagement opportunities created through Students' Matters.

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

## Assurance Links for SUPPORT

*For Further Information Follow Links to:*

[Student Code of Conduct & Continuum of Supports](#)  
[FSD Support for Each Learner](#)  
[Mental Health Supports and Services](#)

# Success

## for each learner

Student Growth and Achievement  
Excellence in teaching, learning and leadership

### Our story of success for each learner at our school

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.

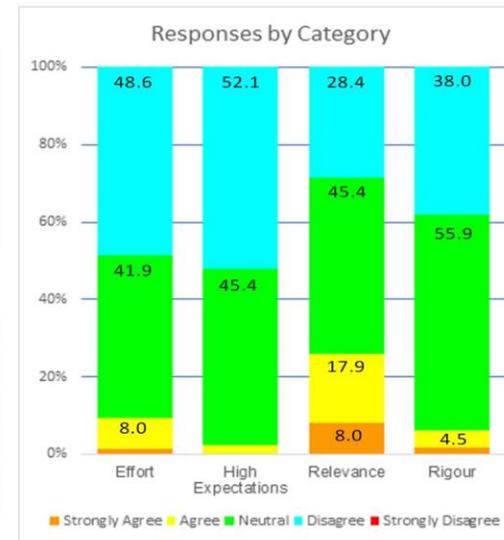
Westmount School is focused on the academic, social, and emotional growth of our students and recognizes that success in each of those areas looks different for each student. Our hope is that we can realize our student's goals through our guidance as learning leaders. We strive to help students reach 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.

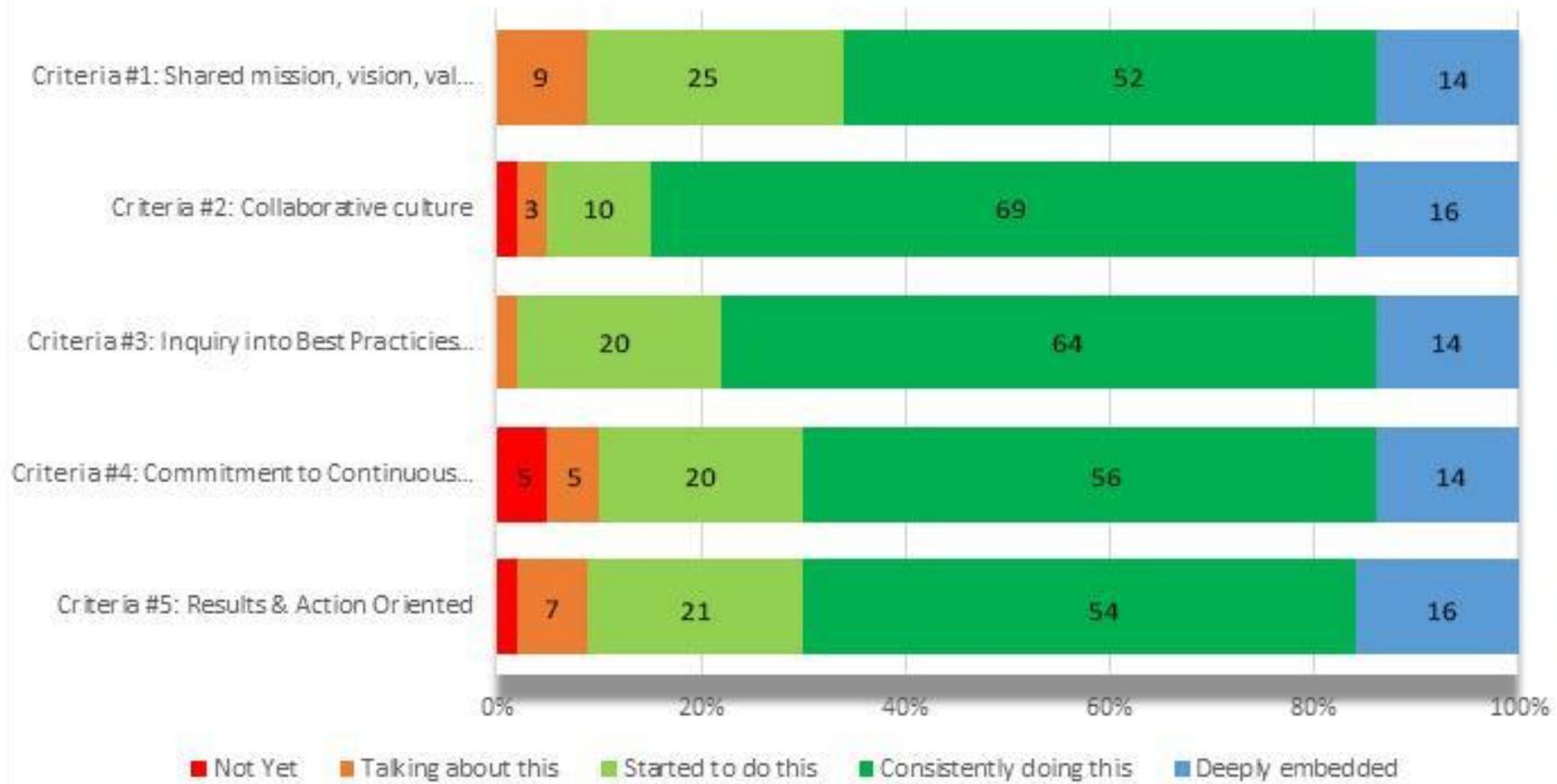
#### Intellectual Engagement - Spring 2021

Mathematics		ELA		Science	
Anxiety	Flow	Anxiety	Flow	Anxiety	Flow
15.3%	62%	6.1%	60.1%	2.6%	70.6%
Apathy	Boredom	Apathy	Boredom	Apathy	Boredom
1.0%	11.2%	1.0%	16.3%	(Blank)	12.8%
Social Studies		CTS/CTF/MCL		Arts	
Anxiety	Flow	Anxiety	Flow	Anxiety	Flow
8.0%	62.6%	(Blank)	28.1%	2.2%	43.5%
Apathy	Boredom	Apathy	Boredom	Apathy	Boredom
1.0%	11.2%	1.6%	17.6%	1.3%	33.5%

**313**  
Students Selected

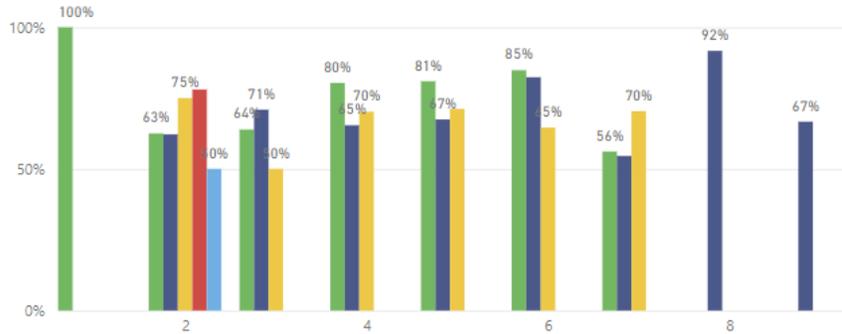


## Professional Learning Survey 2021



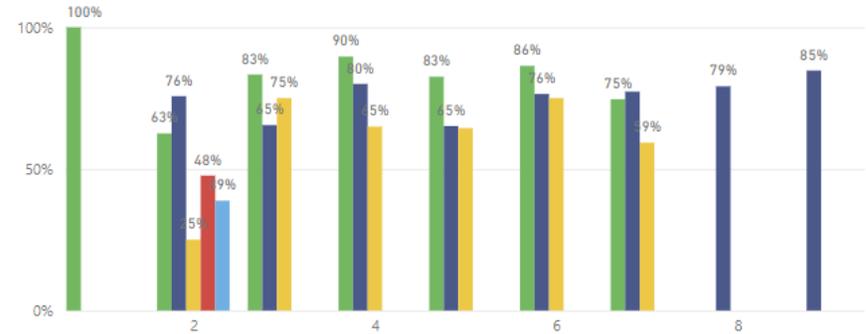
### At or above Norm for Listening Comprehension

Timeframe ● April - June 2019 ● April 2021 - June 2021 ● May-June 2018 ● Sep-Nov 2018 ● Sep-Nov 2019



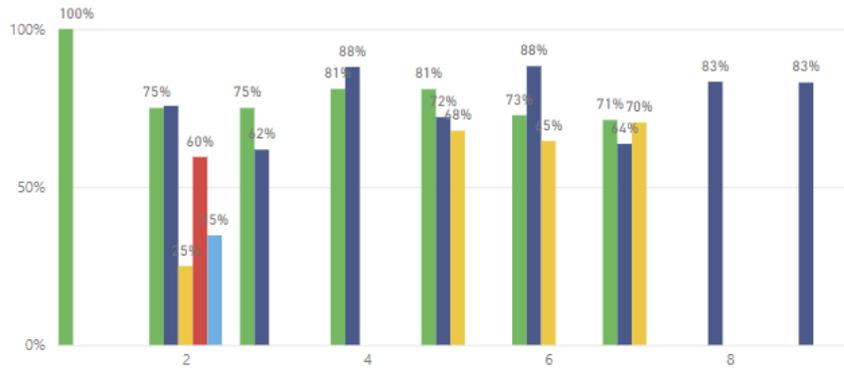
### At or above Grade Level for Comprehension

Timeframe ● April - June 2019 ● April 2021 - June 2021 ● May-June 2018 ● Sep-Nov 2018 ● Sep-Nov 2019



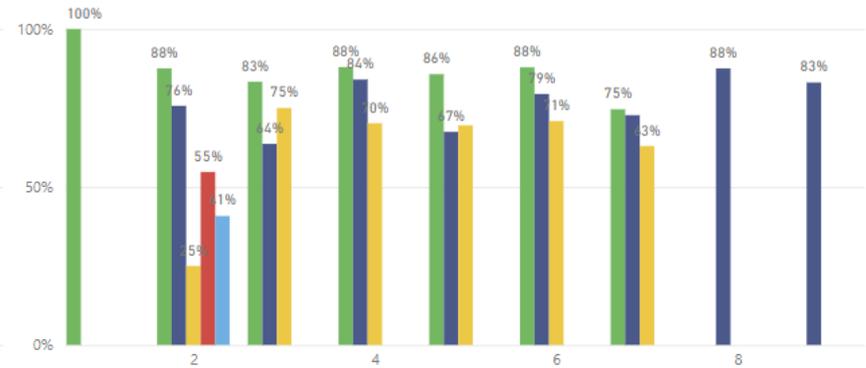
### At or above Grade Level in Vocabulary

Timeframe ● April - June 2019 ● April 2021 - June 2021 ● May-June 2018 ● Sep-Nov 2018 ● Sep-Nov 2019



### At or above Grade Level Total

Timeframe ● April - June 2019 ● April 2021 - June 2021 ● May-June 2018 ● Sep-Nov 2018 ● Sep-Nov 2019



#### Goal 1

*Desired Result*

#### Advance innovation and design

Build on existing high-quality learning in FSD by cultivating a culture of innovation and design to deepen student understanding of knowledge, skills and competencies through robust programs and career exploration that develops life-long learners and active citizens that are prepared for the future.

#### Outcomes

*Measurable statements of what FSD seeks to achieve.*

“Students will integrate the broad knowledge base of these subjects to learn to think for themselves, solve problems creatively, collaborate, and communicate effectively. Students will be encouraged to approach the world with intellectual curiosity and humility, understanding our inherited traditions, engaging new ideas and diverse viewpoints, questioning assumptions with reason, evaluating sources of information with discernment, and applying their

#### Indicators

*Indicators of achieving outcomes.*

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.

learning in a variety of life and work situations.”  
*AB ED Ministerial Order on Student Learning, p. 2*  
 Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically.

**Strategies**

**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
  - utilize Innovation and Design Facilitator/Teacher Lead
  - align CTF assessment practice to match curricular outcomes & competencies.

**Measures and Targets**

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

**Provincial**

- **Program of Studies:** Increase in percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.
- **Work Preparation:** Increase in 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 in percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

**Local**

- **Student Intellectual Engagement Survey:** Increase in percentage of students who chose agree or strongly agree in 50% of questions in Grades 4-12 in each of the following areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
- **MyBlueprint:** Evidence of advancing use of myBlueprint as an ePortfolio and career exploration tool.
- **Learner Profiles:** Growth in student achievement in maker-centered learning/CTF/CTS and competency development.
- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

<p style="text-align: center;"><b>Goal 2</b> <i>Desired Result</i></p> <p style="text-align: center;"><b>Advance learning for transfer</b></p> <p>Advance learning for transfer to deepen student thinking and understanding of concepts through learning experiences that can be applied now and in the future for success.</p>	<p style="text-align: center;"><b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve.</i></p> <p>Learners will be able to explore and develop their skills and passions and achieve their highest potential.</p> <p>Students will be well prepared for their future while remaining current and relevant in the local and global contexts.</p> <p>“Alberta Education supports students in progressing in their learning through open critical debate, becoming lifelong learners inspired to pursue their interests and aspirations, achieve fulfilment and success, and contribute to their communities and the world.” <i>Government of Alberta, Ministry of Education – Business Plan 2020-23, p. 52</i></p> <p>“Understanding is about putting pieces of knowledge into logical and meaningful order with other knowledge. Understanding is more complex than knowledge, showing that a student is learning how to organize knowledge to understand a concept. By understanding, one can apply what they have learned to new situations in other contexts.” <i>The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum, 2020</i></p>	<p style="text-align: center;"><b>Indicators</b> <i>Indicators of achieving outcomes.</i></p> <ul style="list-style-type: none"> <li>● Improvement in students’ ability to apply knowledge, skills and understanding of concepts in a variety of contexts.</li> <li>● Improvement in students using ongoing feedback to reflect continuously on progress, identify strengths and areas of need and set new learning goals.</li> </ul>
<p style="text-align: center;"><b>Strategies</b></p> <p><b>Strategy 1:</b></p> <ul style="list-style-type: none"> <li>● Support staff understanding of the learning competencies and foundational awareness of concept-based learning and learning for transfer. <ul style="list-style-type: none"> <li>- PLT’s to focus on identifying key concepts and enduring understandings</li> <li>- PLT’s to focus on teaching concepts through cross disciplinary projects</li> </ul> </li> </ul>	<p style="text-align: center;"><b>Measures and Targets</b> <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p><b>Provincial</b></p> <ul style="list-style-type: none"> <li>● <b>Overall Quality of Education:</b> Increase in percentage of teachers, parents and students satisfied with the overall quality of basic education.</li> <li>● <b>Lifelong Learning:</b> Increase in percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.</li> </ul> <p><b>Local</b></p>	

<ul style="list-style-type: none"> <li>- PLT's to focus on one of the 3 Principles for Deep &amp; Transferable Learning <ul style="list-style-type: none"> <li>- Students form conceptual understandings</li> <li>- Students are agents of their own learning</li> <li>- Students are allowed to live with complex learning over time</li> </ul> </li> </ul> <p><b>Strategy 2:</b></p> <ul style="list-style-type: none"> <li>● Focused learning on the pedagogy of assessment with all teaching staff participating in the Anne Davies 12 Fixes Assessment Course. <ul style="list-style-type: none"> <li>- links to assessment practice</li> <li>- create common student success criteria</li> </ul> </li> </ul> <p><b>Strategy 3:</b></p> <ul style="list-style-type: none"> <li>● Continued focus on <b>Learning for Transfer</b> to extend learning across disciplines with application to novel situations.</li> <li>● High-yield strategies <ul style="list-style-type: none"> <li>- share staff practice</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Student Intellectual Engagement Survey:</b> Increase in percentage of students who chose agree or strongly agree in 50% of questions in Grades 4 -12 in each of the following areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS.</li> <li>● Teacher plans show evidence of the principles in the Sustained Conceptual Learning For Depth and Transfer Planning Guide.</li> <li>● School Professional Learning Plans indicate a focus on the principles in the Sustained Conceptual Learning For Depth and Transfer Planning Guide.</li> <li>● <b>Evidence of Principles and Practices</b> that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)</li> </ul>
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<p style="text-align: center;"><b>Goal 3</b> <i>Desired Result</i></p>	<p style="text-align: center;"><b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve.</i></p>	<p style="text-align: center;"><b>Indicators</b> <i>Indicators of achieving outcomes.</i></p>
<p style="text-align: center;"><b>Advance First Nations, Métis and Inuit student success</b></p> <p>Advance First Nations, Métis and Inuit student success by providing high quality instructional programs and educational services for our Indigenous students and to increase understanding and acceptance of Indigenous cultures for all students, staff, and community.</p>	<p>First Nations, Métis and Inuit learners are successful.</p> <p>Strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders and community positively impacts learner success.</p> <p>Learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences.</p> <p>“Students will develop an understanding of and respect for the histories, contributions, and perspectives of Indigenous peoples in Alberta and Canada, including Treaty Rights and the importance of reconciliation.” <i>AB ED Ministerial Order on Student Learning, p. 2</i></p>	<ul style="list-style-type: none"> <li>● Improved programs, services, and strategies for First Nations, Métis and Inuit student success.</li> <li>● 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.</li> <li>● The FSD Truth and Reconciliation for Learner Success Toolkit supports improved Indigenous student success in the areas of attendance, achievement, high school completion, program options and flexibility, career and academic advising, graduation planning, careers and post-secondary programs.</li> <li>● Improvement in First Nation, Metis and Inuit families that are actively involved in educational decisions.</li> </ul>

## Strategies

### Strategy 1:

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

### Strategy 2:

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

## Measures and Targets

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

### Provincial

#### ● Learning Outcomes (PAT & Diploma):

- Increase in FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies and Science for self-identified First Nations, Métis, and Inuit students.

### Local

- **RRST (Reading Readiness in English & French):** Increase in percentage of students in Kindergarten and Grade 1 who are at or above grade level expectations.
- **GRADE (Literacy Assessment in English):** Increase in percentage of students who are at or above grade level expectations in Grades 2 – 9 in the areas of Listening Comprehension, Vocabulary and Written Comprehension.
- **MIPI (Math Assessment in English & French):** Increase in percentage of students who scored 50% or more in Grades 2-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.
- Evidence of **tools, services** and **strategies** that demonstrate advancing FSD First Nations, Métis, and Inuit learner success.
- Evidence of advancing reconciliation through the Calls to Action as referenced in the Quality Standards for Alberta Educators.
- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

<p style="text-align: center;"><b>Goal 4</b> <i>Desired Result</i></p> <p style="text-align: center;"><b>Advance literacy and numeracy</b></p> <p>Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement and success.</p>	<p style="text-align: center;"><b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve.</i></p> <p>Learners are literate and numerate</p> <p>Students will have the literacy and numeracy competency to engage in learning across the content areas</p> <p>“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.” <i>AB ED Ministerial Order on Student Learning – Foundations for Learning, p. 1</i></p>	<p style="text-align: center;"><b>Indicators</b> <i>Indicators of achieving outcomes.</i></p> <ul style="list-style-type: none"> <li>● Improvement in students’ ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades.</li> <li>● Improvement in students’ knowledge, skills and understanding of foundational literacy, vocabulary, and comprehension (listening and written)</li> <li>● Improvement in foundational numeracy and mathematical knowledge and skills for all students</li> </ul>
<p style="text-align: center;"><b>Strategies</b></p> <p><b>Strategy 1:</b></p> <ul style="list-style-type: none"> <li>● Continued learning through a 3 year plan on Learning for Transfer at System Learning Days, school PLTs, and school professional development.</li> </ul> <p><b>Strategy 2:</b> <b>Literacy and Numeracy</b></p> <ul style="list-style-type: none"> <li>● Continue to develop a K-9 Literacy and Numeracy continuum that supports vertical alignment.</li> <li>● Sharing of classroom best-practice.</li> <li>● Focused, intentional testing and response for students K-3 post-pandemic.</li> </ul>		<p style="text-align: center;"><b>Measures and Targets</b> <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p><b>Provincial</b></p> <ul style="list-style-type: none"> <li>● <b>Learning Outcomes (PAT &amp; Diploma):</b> <ul style="list-style-type: none"> <li>○ Increase in FSD performance results ‘At or ‘Above’ provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies and Science.</li> </ul> </li> </ul> <p><b>Local</b></p> <ul style="list-style-type: none"> <li>● <b>RRST (Reading Readiness in English &amp; French):</b> Increase in percentage of students in kindergarten and grade 1 who are at or above grade level expectations.</li> <li>● <b>GRADE (Literacy Assessment in English):</b> Increase in percentage of students who are at or above grade level expectations in grades 2 – 9 in the</li> </ul>

Numeracy Continuum		
Universal	Targeted	Individual
Building numeracy understanding across the disciplines  7 Mathematical Processes: <ul style="list-style-type: none"> <li>• Problem Solving</li> <li>• Reasoning and Proving</li> <li>• Reflecting</li> <li>• Selecting Tools and Computational Strategies (directed)</li> <li>• Connecting</li> <li>• Representing</li> <li>• Communicating</li> </ul> <u>Strategies:</u> Thinking routines Kinesthetic Task cards Manipulatives Common language Asking good questions Real world application/ building authenticity Develop Problem solvers Low Floor / High Ceiling problems Math Journals Problem of the day Spiraled math – review previous concepts Math games Songs Visuals Whiteboards Using literacy / books to explain and develop math concepts CUBES Flashcards Calendar – (mental math)	Station with interventions and explicit teaching  Small group support	Parallel work (simplified)  Need prolonged time to teach with manipulatives  Altered accommodations  Adapted programming  Math Running Records

Literacy Continuum		
Universal	Targeted	Individual
Visual Literacy <ul style="list-style-type: none"> <li>• Visual Journals/Note taking strategies</li> <li>• Journal Reflection/Response</li> <li>• <del>Thoughtbooks</del>/Sketch Thinking</li> <li>• Thinking Routines</li> <li>• Read <del>Alouds</del></li> <li>• Gallery Walks</li> <li>• Film Studies</li> <li>• Sentence A Day</li> </ul>	Small Levelled Groups <ul style="list-style-type: none"> <li>• Lively Letters</li> </ul>	<ul style="list-style-type: none"> <li>• Ballet journaling</li> <li>• Sight Words</li> <li>• Visual Schedule</li> <li>• Imagine Learning</li> </ul>
Vocabulary Instruction <ul style="list-style-type: none"> <li>• Frayer Model</li> <li>• Word Sort (families)</li> <li>• Vocabulary Self-Awareness Chart</li> <li>• Word Work</li> <li>• Word Wall</li> <li>• Words Their Way</li> </ul>	<ul style="list-style-type: none"> <li>• Analogy metaphor comparisons with drawing (Marzano approach)</li> </ul> Accommodations <ul style="list-style-type: none"> <li>• Read/Write</li> </ul>	<ul style="list-style-type: none"> <li>• Communication using devices</li> <li>• Imagine Learning</li> </ul>
Reading <ul style="list-style-type: none"> <li>• Independent Reading</li> <li>• Cloze Passages (group)</li> <li>• Read <del>Alouds</del></li> <li>• Shared Reading</li> <li>• Guided Reading/Small Group</li> <li>• Book Talks</li> <li>• Starfall</li> <li>• Reading Buddies</li> </ul>	Small Groups <ul style="list-style-type: none"> <li>• LLI</li> <li>• Book Clubs</li> </ul> Reading software <ul style="list-style-type: none"> <li>• Newsela</li> <li>• Imagine Learning</li> <li>• Razz Kids</li> <li>• Read Works</li> <li>• Epic Books</li> </ul>	<ul style="list-style-type: none"> <li>• Audio versions of novels and other readings</li> <li>• Precision Reading</li> <li>• Readers</li> <li>• Book Review</li> <li>• Imagine Learning</li> </ul>
Writing <ul style="list-style-type: none"> <li>• Critical Analysis</li> <li>• Fine Motor skill development</li> </ul>		<ul style="list-style-type: none"> <li>• Individual conferencing and feedback</li> <li>• Scribes</li> </ul>

areas of Listening Comprehension, Vocabulary and Written Comprehension.

- **MIPI (Math Assessment in English & French):** Increase in percentage of students who scored 50% or more in grades 2-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.
- **School Professional Learning Plans** indicate a focus on the principles and practices of literacy and numeracy design, instruction and assessment.
- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

<p style="text-align: center;"><b>Goal 5</b> <i>Desired Result</i></p> <p><b>Advance excellence in teaching, learning and leading</b> that results in improved student growth and achievement.</p>	<p style="text-align: center;"><b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve.</i></p> <p>Teachers and leaders continuously improve their professional practice through professional learning opportunities, collaboration, reflective practice and use of a wide-range of evidence to advance teaching, learning and leading.</p> <p>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.” <i>Government of Alberta, Ministry of Education – Business Plan 2020-23, p.56</i></p>	<p style="text-align: center;"><b>Indicators</b> <i>Indicators of achieving outcomes.</i></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement and reflective practice.</li> <li>● Teachers and leaders improve their professional practice in learning for transfer.</li> <li>● Improved collaboration between teachers, leaders, students and families and other professionals enables optimum learning.</li> <li>● Improved use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning.</li> </ul>
<p style="text-align: center;"><b>Strategies</b></p> <p><b>Strategy 1: Excellence in teaching, learning and leading</b></p> <ul style="list-style-type: none"> <li>● Focus on assessment practices - 12 Fixes for Assessment course</li> <li>● Using data to inform classroom practice -Classroom assessment (formative &amp; summative), RRST, MIPI, GRADE.</li> <li>● Integration of digital best-practice into the traditional classroom. How do we take the best of what we have learned from online learning and integrate it into our daily practice.</li> <li>● Increased staff involvement in big-picture planning and implementation.</li> <li>● Engage staff in an analysis of the student intellectual engagement data.</li> </ul>	<p style="text-align: center;"><b>Measures and Targets</b> <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p><b>Provincial</b></p> <ul style="list-style-type: none"> <li>● <b>In-service jurisdiction needs:</b> 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.</li> </ul> <p><b>Local</b></p> <ul style="list-style-type: none"> <li>● <b>FSD Professional Learning Survey:</b> 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.</li> </ul>	

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

## Assurance Links for SUCCESS

***For Further Information Follow Links to:***

[Guide to Success - Sample Learning Tools](#)  
[FSD - Professional Learning Opportunities and Resources](#)  
[WMS Celebration of Learning](#)

# To Achieve our Education Plan we focus on Engagement, Support and Success for each learner

<p><b>Our Vision</b> Engagement, Support and Success for Each Learner.</p> <p><b>Our Mission</b> 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><b>Our Commitments for Optimum Student Learning</b></p> 	<p><b>Our Priorities</b></p> <p><b>Engagement:</b> Ensure and maintain division-wide engagement that is timely, meaningful and collaborative with all learners and communities.</p> <p><b>Support:</b> Ensure and maintain division-wide learning environments that are welcoming, caring, respectful, safe and inclusive.</p> <p><b>Success:</b> Ensure and maintain division-wide excellence in teaching, learning and leadership.</p>
<b>Engagement</b>	<b>Support</b>	<b>Success</b>
<b>Local and Societal Context</b>	<b>Learning Supports</b>	<b>Student Growth and Achievement</b>
<p><b>Assurance Measure:</b> FSD provides trust and confidence that the education system responds proactively to local and societal contexts.</p>	<p><b>Assurance Measure:</b> 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><b>Assurance Measure:</b> FSD provides trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners.</p>
<b>Governance</b>		<b>Teaching and Leading</b>
<p><b>Assurance Measure:</b> 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><b>Assurance Measure:</b> FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.</p>

Engagement		Support		Success	
Local and Societal Context		Learning Supports		Student Growth and Achievement	
<b>Goal 1</b> Advance stakeholder engagement and communication	<b>Strategic Plan</b> <a href="#">Stakeholder Engagement and Communications</a>	<b>Goal 1</b> Advance wellness and well-being	<b>Strategic Plan</b> <a href="#">Wellness and Well-being</a>	<b>Goal 1</b> Advance innovation and design	<b>Strategic Plan</b> <a href="#">Innovation and Design</a>
		<b>Goal 2</b> Advance our continuum of support	<b>Strategic Plan</b> <a href="#">Continuum of Support</a>	<b>Goal 2</b> Advance literacy and numeracy	<b>Strategic Plan</b> <a href="#">Literacy and Numeracy</a>
		<b><u>Vision 2034: Prepared for the Future</u></b>		<b>Goal 3</b> Advance First Nations, Métis and Inuit student success	<b>Strategic Plan</b> <a href="#">First Nations, Métis and Inuit student success</a>
<b>Governance</b>				<b>Goal 4</b> Advance learning for transfer	<b>Strategic Plan</b> <a href="#">Learning for Transfer</a>
				<b>Teaching and Leading</b>	
<b>Goal 2</b> Advance evidence-based continuous improvement and assurance	<b>Strategic Plan</b> <a href="#">Continuous Improvement and Assurance</a>				