

# Westmount School Education Plan 2021-2024

## Key insights from results analysis of the impact of Engagement, Support and Success strategies

### 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. *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. 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.*
- 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, more/different options, 1x/month half/full day 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 a part of how we work.

### 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.
- 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.

### 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

## Goal 1: Success for ALL Learners

To ensure all students are literate and numerate through creating assessment tasks that drive learning, leverage real world design processes and cultivate student agency.

Outcomes	
Learners are literate	<p><b>Strategy 1: Innovation &amp; Design (CTF)</b></p> <ul style="list-style-type: none"> <li>• Re-develop Westmount School's CTF and SPARK programming to mirror the <b>Innovation and Design framework</b></li> <li>• align to CTF curriculum and FCHS CTS offerings</li> <li>• utilize Jr Achievement in Achievement classes for financial literacy</li> <li>• connection of Learning Commons to maker-learning</li> <li>• match CTF offerings to student interest and career pathways</li> <li>• utilize Innovation and Design Facilitator/Teacher Lead</li> <li>• align CTF assessment practice to match curricular outcomes &amp; competencies.</li> </ul> <p><b>Strategy 2: Deep Learning for Transfer</b></p> <ul style="list-style-type: none"> <li>• Continued learning through a 3-year plan on Deep Learning for Transfer at System Learning Days, school PLTs, and school professional development.</li> <li>• Continued focus on <b>Deep Learning for Transfer</b> to extend learning across disciplines with application to novel situations.</li> <li>• High-yield strategies</li> <li>• share staff practice</li> <li>• Support staff understanding of the learning competencies and foundational awareness of concept-based learning and learning for transfer.</li> <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> <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 3: Assessment</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.</li> <li>• links to assessment practice</li> <li>• create common student success criteria through use of tools such as <i>Guide to Success</i></li> </ul> <p><b>Strategy 4: FNMI</b></p> <ul style="list-style-type: none"> <li>• Continue to learn and to lead learning related to Indigenous foundational knowledge and its application within classrooms and the larger school community.</li> <li>• Develop teaching and learning strategies that support FNMI knowledge and learning outcomes.</li> </ul> <p><b>Strategy 5: Literacy &amp; 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><b>Strategy 6: 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>
Learners are numerate	
Learners develop/deepen learning outcomes & competencies for life-long learning (transfer)	
Learners take ownership and develop collective efficacy of learning	
First Nations, Metis & Inuit learners are successful	
Learners are meaningfully engaged	
Cultivate innovation and design	

## Goal 2: Support for Each Learner

To advance a culture of wellness and well-being; refinement of our Continuum of Supports.

### Outcomes

Learners contribute to and feel welcomed, cared for, respected and safe

Learners access a continuum of supports

Learners develop social emotional learning competencies essential for positive growth and well-being

### 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
- **Continued refinement of our Continuum of supports**
  - 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
- **Built in Collaboration time 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, psyched assessments)
- **Continued collaboration** with divisional support staff (e.g. Behavior Facilitator, Psychologists, Directors)
- **Ensure strong transitions** for students on Goal Based and Behavior Support plans with clear communication to parents and teachers around strategies and program planning.

### 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

### Goal 3: Engagement WITH ALL Stakeholders

To improve student, staff and community engagement and communication in advancing evidence-based continuous improvement and assurance.

#### Outcomes

Learners communicate, collaborate, think critically and solve problems in advancing educational excellence

Stakeholder engagement

Relationships & communication

Community supports & partnerships

#### Strategy 1:

- **Student Engagement** - Engage with students on matters that impact their learning, peer relationships, and connection to school.
  - utilize meaningfully designed work
  - revitalization of Student Council
  - actionizing Student's Matters Committee
  - use of classroom circles
  - admin/student focus groups

#### Strategy 2:

- **Staff Engagement** - Engage with staff to take ownership and provide direction on all school matters.
  - continuation and revitalization of Staff Advisory Committee re: PD.
  - PLT challenge questions

#### Strategy 3:

- **Parent Engagement** - Engage with parents to ensure the best education experience for their child(ren) and the overall school community.
  - Admin/parent conversation evenings
  - Bang the Table engagements
  - Revitalization of School Council and FOWSS

#### Strategy 4:

- **Community Engagement** - Engage with the Westmount community to be a good neighbour and utilize the strengths of the community
  - continued partnership and relationships with local service providers and companies
  - Connections to student mental health supports
  - Engagement with local businesses

#### Strategy 5:

- **Communications** - Engage with all stakeholders through proactive, comprehensive communication.
  - weekly school newsletter; weekly classroom communication
  - Google Classroom
  - Learner Profiles
  - social media (Instagram)

