

**WESTLOCK ELEMENTARY SCHOOL**

**Three Year Education Plan  
2020-2023**

**June 30, 2020**

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## **Section 1: School Context: Foundation Statements, History and Demographics**

### **School Council Involvement in Education Plan Development**

Stakeholder input is sought in various ways as we consider priorities for the next school year. School and system administrators collect this information and consider it during the annual planning meetings each winter. The Board of Trustees then sets the goals, priorities and outcomes based on this information. These become the framework for school education plans.

The School Council at Westlock Elementary is very active. Five meetings are held annually. The Principal and School Council chair collaborate regularly in the development of meeting agendas and all School Council related events and activities. Activities that School Council participates in includes but is not limited to: Acting as hosts/hostesses for the back-to-school BBQ, PTS interviews, and Kindergarten Open House, organizing Pizza Days, supervision, and input vis-a-vis general school operations. The WES School Council was recently involved in planning for making one of our playground areas more accessible and inclusive.

### **Education Plan Distribution**

This Education Plan will be posted on the School website where a 'pdf' version will be available for download. In addition, copies of this plan will be available in the office.

### **PHPS Foundation Statements**

#### **Mandate**

Pembina Hills School Division shall deliver an education program consistent with the Alberta School Act.

#### **Purpose**

Our purpose is to ensure the delivery of an excellent education to our students so they become ethical citizens who contribute to society.

#### **Motto**

"Together we learn"

## School Foundation Statements

### Value Statements:

- We believe that all students, through support and opportunity, can learn
- We believe it takes the whole community, actively working together to build a strong and nurturing environment.
- We believe that honesty and trust in relationships support learning.
- We believe everyone should be treated with dignity and respect.
- We believe that family and a sense of belonging is the foundation for learning.

### Vision Statements:

As a staff we commit to working together in a professional, supportive and unified manner to promote a nurturing learning environment.

At WES we offer programs and supports that allow students to achieve their potential. We will have high expectations for growth...

### Social~Physical~Intellectual~Cultural~Emotional~Spiritual

We commit to the use of best practices of teaching through ongoing professional development, collaboration with colleagues and parents to meet the academic needs of all students.

In WES we create a sense of belonging in a school that cares about others. Our school will be positive, inclusive and safe for all.

Together in a supportive partnership we encourage ongoing, honest communication to move toward shared goals for our students.

### Purpose Statement:

Inspire  
We Educate Students  
Guide

**School Profile:**

Westlock Elementary School is a dual track K to 6 school serving 455 students in the town of Westlock, Alberta.

In addition to regular classes, play school, W-PREP, and Westlock Childcare Society (providing before and after school care), are also housed in the building. The Starburst Room (Snoezelen) is used by a variety of students in our school as well as students from other schools and adult agencies. Operating with an inclusionary model, WES offers full programming for Special Needs students. The school-wide Virtues program provides character education - a model for all to follow.

WES staff is noted for their service to students and commitment to excellence. Many have assumed leadership roles related to professional development, literacy and numeracy initiatives, and technology.

## Section 2: Outcomes, Measures, and Commentary

### Alignment of Outcomes to Key Strategies

**Bold, black** text represents Outcomes defined by Alberta Education. Links are underlined and blue. Blue text represents Outcomes, Measures, Priorities or Strategies defined by the Division.

#### 2020-2021

*(The 2019-2020 plan was built on the foundation of the 5 outcomes defined in Alberta Education's previous business plan. The measures and strategies were re-aligned to the current Outcomes as part of planning for 2020-2023)*

#### **OUTCOME ONE: Alberta Students are successful.**

Jurisdiction Outcome 1-A: Children in PHSD communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation.

#### **OUTCOME TWO: First Nations, Métis and Inuit students in Alberta are successful.**

#### **OUTCOME THREE: Alberta has excellent teachers, school leaders and school authority leaders.**

Jurisdiction Outcome 3-A: PHSD learning environments are varied, flexible and predictive of students' diverse learning needs and exemplify balanced, evidence based assessments that inform instruction.

#### **OUTCOME FOUR: Alberta's K-12 education system is well governed and managed.**

Jurisdiction Outcome 4-A: The jurisdiction demonstrates sound fiscal management, considering the needs of the community.

## Summary of Key Division Priorities and Strategies 2020-2021

<p><b><u>Student - Teacher relationships</u></b>  <b><i>Positive relationships between students and teachers are the foundation upon which we build students' resilience, confidence and mental well-being.</i></b></p>	<p>Alberta Education Outcome(s) impacted</p>
<p>The division will guide and monitor the <b>academic and mental health continuum of services</b> available to students.</p> <ul style="list-style-type: none"> <li>● The <b>"Mental Health Literacy" project</b> is the framework through which schools promote and monitor the Tier 1 and 2 students' mental health and well being <ul style="list-style-type: none"> <li>○ <b>Principals</b> will ensure that the skill set of The 'Go-to-educator' is dissipated to all school staff so that they can identify students in need of support and know how to connect students to the correct resources.</li> <li>○ Schools may to add responsibilities related to mental health literacy to their <b>Inclusive Education Lead Teachers</b> job descriptions</li> </ul> </li> <li>● <b>Principals</b> will monitor the academic and mental health of Tier 2 and 3 students. <ul style="list-style-type: none"> <li>○ Schools may assign responsibilities <ul style="list-style-type: none"> <li>■ to <b>certificated school counsellors</b> to support Tier 2 and 3 students' mental and social well-being.</li> <li>■ to <b>"success coaches"</b> to support Tier 2 students' mental and social well-being.</li> </ul> </li> <li>○ <b>School counsellors</b> and <b>Success Coaches</b> must be monitored by the <b>principal</b> and division coordinator(s).</li> <li>○ High schools must assign the responsibilities of a <b>high school completion liaison</b> to identify Tier 2 students for programming support, guidance and monitoring</li> <li>○ Other related school level strategies may include aligned implementation of framework programs such as NME (Neurosequential Model of Education), or the Collaborative Response Model</li> </ul> </li> <li>● Division high schools will take a lead role in coordinating effective transitions of students from feeder schools</li> </ul>	<p>2,4</p>
<p>The division will maintain two district <b>First Nations, Metis and Inuit Liaisons</b> whose responsibilities include support of Tier 2 First Nations, Metis and Inuit students</p>	<p>2,4</p>
<p>The <b>principals</b> will:</p> <ul style="list-style-type: none"> <li>● Create staff deployment and programming structures to support transitions from Elementary to Junior High and from Junior High to Senior High</li> <li>● Facilitate collaboration between district services, coordinators, school lead teachers and classroom teachers</li> </ul>	<p>2,4</p>
<p>Division High Schools will continue to implement the principles from the High School Redesign initiative to focus on developing and maintaining strong relationships between staff and students. Site based strategies may include and are not limited to:</p> <ul style="list-style-type: none"> <li>● Teacher advisory structures to support enhanced student-teacher relationships</li> <li>● Use of MyBluePrint as a tool to organize and plan for student success</li> </ul>	<p>3,4</p>
<p><i>The division, in collaboration with the local PD Committee, will support an Opening Day Keynote address to build understanding and to set the culture relative to Mental Health.</i></p>	<p>3, 4</p>

<p><b><u>In our school we will:</u></b></p> <ul style="list-style-type: none"> <li>● Host a Div 1 and Div 2 Mental Health day. <ul style="list-style-type: none"> <li>○ Games, activities, and sessions will align with positive mental health skills.</li> </ul> </li> <li>● Provide opportunity to participate in monthly multi-grade Div 1 collaborative math games and activities</li> <li>● Provide opportunities for recess play and participation of adult-led (supervised) games. <ul style="list-style-type: none"> <li>○ This will include experimenting with various grade/age specific playground configurations.</li> </ul> </li> <li>● Provide, as COVID-19 health and safety measures will allow, safe, healthy opportunities for multi-grade, same grade, and adult-student interaction through social interaction, physical activity, learning activities. <ul style="list-style-type: none"> <li>○ Examples: Buddy classes, Social circles, Games Day, Heritage Classic, BOKS, Play Day, GLOW, Let’s Talk, French culture day</li> </ul> </li> </ul>	
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<p><b><u>Literacy and Numeracy</u></b>  <b><i>Literacy and Numeracy are critical for Student Achievement in all areas of the curriculum.</i></b></p>	<p>Alberta Education Outcome(s) impacted</p>
<p>Steering Committees for Numeracy and Literacy will guide division wide expectations and strategies.</p> <ul style="list-style-type: none"> <li>● Steering Committees will be composed of school principals and others with specialized experience and interest in Literacy or Numeracy.</li> </ul>	<p>1, 3</p>
<p>Schools will assign a Lead Teacher (or at minimum, a point of contact person) at their sites to support the Literacy and Numeracy strategy.</p> <ul style="list-style-type: none"> <li>● The Education Services team will provide role and responsibility descriptions and an annual work plan to support the people assigned to these roles.</li> <li>● All teachers are expected to participate in both strategies and align instruction and interventions to the non-negotiable district standards.</li> </ul>	<p>1, 3</p>
<p>All schools will continue to administer specified assessments in Literacy and Numeracy, according to an annual work plan:</p> <ul style="list-style-type: none"> <li>● Reading Readiness Screening Tool - RRSST (Literacy)</li> <li>● BenchMark Assessment System - BAS (Literacy)</li> <li>● Math Intervention Programming Instrument - MIPI (Numeracy)</li> </ul>	<p>1, 3</p>
<p>The <b>principals</b> will ensure implementation and alignment by:</p> <ul style="list-style-type: none"> <li>● Monitoring implementation of the Literacy and Numeracy strategy</li> <li>● Ensuring and facilitating logistics for implementing the specified assessments</li> <li>● Facilitating collaboration between teachers of similar grade levels</li> <li>● Supporting teacher release time to participate in Communities of Practice and or grade level training</li> <li>● Being a participant in professional learning</li> </ul>	<p>1, 3</p>
<p><b><u>In our school we will:</u></b></p> <ul style="list-style-type: none"> <li>● Continue to support teachers with PD and resource development related to the tenants of Concept-Based Instruction.</li> <li>● Continue using the “Spiral Math Review” model of instruction.</li> </ul>	

<ul style="list-style-type: none"> <li>● Host Reading month in the month of March.. <ul style="list-style-type: none"> <li>○ We will build on the success of our previous reading month activities.</li> </ul> </li> <li>● Have students participate in monthly multi-grade Div 1 collaborative math games and activities</li> </ul>	
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<p><b><u>Support for Staff</u></b>  <b><i>A collaborative environment enables staff to teach a diverse student population through purposeful inclusion and supports the implementation of effective practices.</i></b></p>	Alberta Education Outcome(s) impacted
<p>The division and schools will prioritize deployment of resources, services and support to classrooms with Tier 2 and 3 students as part of a continuum of support services.</p> <ul style="list-style-type: none"> <li>● The following division support positions will be assigned in this regard: <ul style="list-style-type: none"> <li>○ 2.0 FTE <b>certificated coordinators</b></li> <li>○ 2.0 FTE <b>First Nations, Metis and Inuit Liaisons</b></li> <li>○ 2.25 FTE <b>Speech - Language Pathologists</b></li> <li>○ 1.4 FTE <b>Occupational Therapist</b></li> <li>○ 1.0 FTE <b>Psychologist</b></li> </ul> </li> <li>● The following school level support positions will be assigned in this regard: <ul style="list-style-type: none"> <li>○ Site based <b>Inclusive Education Lead Teachers</b> (minimum FTE per site)</li> <li>○ Schools will collaborate to align and distribute the services of <b>PA Mentors</b></li> </ul> </li> </ul>	2, 4
<p>Division administration will assign the following responsibilities to <b>certificated coordinators</b>:</p> <ul style="list-style-type: none"> <li>● Train, guide and monitor schools' Inclusive Education Lead Teachers</li> <li>● Collaborate with schools' <b>Inclusive Education Lead Teachers</b> and <b>principals</b> to <ul style="list-style-type: none"> <li>○ Coordinate inclusive supports in classrooms with Tier 2 and 3 students</li> <li>○ Support staff with students who have complex communication needs</li> <li>○ Coordinate behavior supports in classrooms with Tier 2 and 3 students</li> <li>○ Support classroom teachers with the implementation of Universal Design for Learning (UDL) strategies through Concept Based Instruction and purposeful inclusion</li> </ul> </li> <li>● Coordinate and monitor district counselling supports</li> <li>● Guide and support the Mental Health Literacy project</li> <li>● Orient and develop capacity of new teachers to PHSD</li> </ul>	1, 2, 3, 4
<p>Each school will assign a minimum FTE to a teacher who will fulfill the responsibilities of an <b>Inclusive Education Lead Teacher</b>. <i>“With guidance from the Division specialist(s), the Inclusive Education Lead Teacher will collaborate with school administrators to support classroom teachers with purposeful classroom instructional design for ALL learners. Their support to classroom teachers will focus on engaging all students in an inclusive learning environment. Instructional design will align to the principles of Universal Design for Learning and Concept Based Instruction.”</i> Key responsibilities defined in the <a href="#">job description</a> include:</p> <ul style="list-style-type: none"> <li>● Collaborate with classroom teachers to design learning that purposefully engages all students.</li> <li>● Coordinate the plans, assessments, monitoring and supports for identified students</li> <li>● Commitment to the Community of Practice</li> </ul>	1, 2, 3, 4
<p>While all of the elements on the following list are part of the <b>Inclusive Education Strategy</b> schools may select elements from the following list to focus on at their school site:</p> <ol style="list-style-type: none"> <li>1. We will intentionally plan for students to be included in classroom activities that are designed to be accessible to the range of learners in the class.</li> </ol>	1, 2, 3, 4

<ol style="list-style-type: none"> <li>2. Our classroom teachers will be responsible for the learning of ALL of their students and will work collaboratively with PA's to explain pedagogical decisions and to facilitate engagement in learning goals using opportunities with support as required.</li> <li>3. We will ensure that all students (K-12) have meaningful opportunities (with support) to engage in daily literacy and numeracy experiences delivered by a teacher.</li> <li>4. We will ensure that Inclusive Education Lead Teachers plan collaboratively with our teachers in a manner that employs Concept-Based Instruction, UDL, and balanced assessment (triangulation) best practices.</li> <li>5. Our Inclusive Education Lead Teacher will co-teach and implement learning experiences in classrooms with our teachers, program assistants and students.</li> <li>6. Our classroom teachers will plan and report on students progress relative to specific curricular outcomes and academic goals described in students' IPPs.</li> <li>7. We will communicate internally and with parents using strength-based dialogue and with respect for the function and ability of students and their families.</li> <li>8. We will ensure that our school teams engage collaboratively in regular discussions, and that programming decisions are based on holistic goal direction rather than compliance.</li> <li>9. Our school teams will collaboratively develop PSMEs and IPPs to function as iterative documents that serve as 'compasses' for decisions, interactions, and support of students. These documents reflect strength-based and inclusive considerations.</li> <li>10. We will ensure that families are included as equal and valued collaborative members of the team.</li> </ol>	
<p>The <b>principal</b> will:</p> <ul style="list-style-type: none"> <li>● Facilitate collaboration between district services, coordinators, school lead teachers and classroom teachers</li> <li>● Support teacher release time to participate in Communities of Practice, grade / division level training sessions, and other professional learning opportunities</li> <li>● Monitor how the needs of students and staff are being addressed</li> <li>● Actively participate in professional learning</li> </ul>	1, 2, 3, 4
<p>The division will continue to plan and implement a <b>comprehensive professional development plan</b> in collaboration with the ATA's PD committee.</p> <ul style="list-style-type: none"> <li>● The professional development plan will be intentionally designed to: <ul style="list-style-type: none"> <li>○ Support a balance of teacher directed, school led and division focused PD</li> <li>○ Align implementation of division Literacy and Numeracy strategies with the structures and expectations of the new TQS, Universal Design for Learning, Purposeful Inclusion and Concept Based Instruction.</li> <li>○ Support implementation of the Mental Health Literacy Project</li> <li>○ Maintain awareness of the cross curricular integration of Literacy and Numeracy, applicable at all levels</li> <li>○ Develop Foundational Knowledge of First Nations, Metis and Inuit ways of knowing and historical perspective.</li> </ul> </li> <li>● Teacher Directed Professional Development will be supported through the joint PHSD/ATA Teacher Directed Professional Development Committee</li> <li>● The division will ensure that schools designate funding for release time for teachers to participate in PD directly associated with Education Plan priorities (EPPC code)</li> <li>● <i>The division, in collaboration with the local PD Committee, will support an Opening Day Keynote address to build understanding and to set the culture relative to Mental Health.</i></li> </ul>	3
<p><b>In our school we will:</b></p> <ul style="list-style-type: none"> <li>● Teachers will develop and apply First Nation, Metis, Inuit based resources accompanied by extended learning discussion related therein.</li> </ul>	

<ul style="list-style-type: none"> <li>○ Teachers will document (track) the resources and pedagogic activities used for future collaboration.</li> <li>● Host an SLT meeting every two or three weeks.</li> <li>● Continue to access district expertise and resources in programming for our RTI level 5 and 6 students</li> <li>● Have teachers articulate (through PGPlans) individual or group PD plans that demonstrate a balance of teacher directed, site-based, and district led priorities.</li> </ul>	
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**OUTCOME ONE: Alberta Students are successful.**

<p><b><u>Accountability Pillar Measures:</u></b></p> <p><b>1.1 PAT Acceptable and Excellence</b> Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard, and the percentage who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).</p> <p><b>1.2 PDE Acceptable and Excellence</b> Overall percentage of students who achieved the acceptable standard, and overall percentage of students who achieved the standard of excellence on Diploma Examinations (overall results).</p> <p><b>1.3 High School Completion Rate:</b> High school completion rate of students within three years of entering Grade 10.</p> <p><b>1.4 Diploma Exam Participation Rate (4+ Exams)</b> Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.</p> <p><b>1.5 Drop Out rate:</b> Annual dropout rate of students aged 14 to 18.</p> <p><b>1.6 Transition Rate (6 yr)</b> High school to post-secondary transition rate of students within six years of entering Grade 10.</p> <p><b>1.7 Rutherford Scholarship Rate (Revised)</b> Percentage of Grade 12 students eligible for a Rutherford Scholarship.</p> <p><b>1.8 Citizenship</b> Overall teacher, parent and student agreement that students model the characteristics of active citizenship.</p> <p><b><u>Jurisdiction Measures:</u></b></p> <p><b>1.9 Student Achievement</b> - Grade 9 cohort results at the acceptable standard in Mathematics.</p> <p><b>1.10 Student Achievement</b> - Number and Percentage of students (in grades 7-12) on honor rolls (based on Rutherford criteria).</p> <p><b>1.11 Student Achievement</b> - Number of coded students who graduate (code 41 to 46).</p> <p><b>1.12 Citizenship</b> - Number and Percentage of students who received Pembina Hills Citizenship awards (Measure adjusted in January 2019 to align with new <a href="#">Policy 27 - Division Citizenship Awards</a>).</p>
<p><b>Jurisdiction Outcome 1-A</b></p> <p><b>Children in PHPS communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation.</b></p>

See the strategies described under the section Summary of Key Division Priorities and Strategies 2020-2021, above.

**Key School Level Strategies Include:**

Numeracy and Literacy

- Teachers will include numeracy terms on Word Walls
- Eight teachers will provide ERI and/or Numeracy support to identified students
- Fast Forward and Reading Reflex programs will continue to support targeted students
- A matrix of Leveled Literacy Intervention (LLI) support will be implemented
- Technology artifacts such as Mathletics, Read/Write Google, SMART technology, I-pads etc...will be used by teachers to support numeracy and literacy skill development.
- Div 2 teachers will participate in the three-day CBI PD offered by the district.
- We will continue with a focused, upward trajectory related to numeracy PD and instruction.

Citizenship:

Westlock Elementary School will develop citizenship and social skills by continuing to:

- Implement a school-wide character education program to address the development of character education and safe and caring schools, including online/ digital citizenship.
  - This involves the integration of many components such as:
    - Virtues program, DARE to CARE curriculum, buddy classes, and student mentorship
- Participate in service projects. Examples include:
  - Food Bank, Terry Fox Run, Ice Cream sales, Farm Credit Canada, Santa's Anonymous, etc
- Support student council
- Promote successful transitions from grade 6 to grade 7

Early Learning Programs

- ECS and Early Ed programs will continue to include elements of Reggio.
- WES will collaborate with the Principal of Early Learning and the Early Learning teachers and staff to support and transition children into school.

**OUTCOME TWO: The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.**

**Accountability Pillar Measures:**

- 2.1 PAT Acceptable and Excellence** Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard, and the percentage of self-identified FNMI who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).
- 2.2 PDE Acceptable and Excellence** Overall percentage of self-identified FNMI students who achieved the acceptable standard, and overall percentage of self-identified FNMI students who achieved the standard of excellence on Diploma Examinations (overall results).

- 2.3 High School Completion Rate** High school completion rate of self-identified FNMI students within three years of entering Grade 10.
- 2.4 Diploma Exam Participation Rate (4+ Exams)** Percentage of self-identified FNMI students writing four or more Diploma Exams within three years of entering Grade 10.
- 2.5 Drop Out rate:** Annual dropout rate of self-identified FNMI students aged 14 to 18.
- 2.6 Transition Rate (6 yr)** High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.
- 2.7 Rutherford Scholarship Rate (Revised)** Percentage of self-identified FNMI Grade 12 students eligible for a Rutherford Scholarship.

See the strategies described under the section Summary of Key Division Priorities and Strategies 2020-2021, above.

**Key School Level Strategies Include:**

- We want to increase our effectiveness in relation to the FNMI priority.
  - To develop increased awareness, knowledge and understanding of the contemporary First Nations, Metis and Inuit context, WES teachers will intentionally include First Nation, Metis, Inuit-based resources accompanied by extended learning discussion related therein.
  - Teachers will document (track) the resources and pedagogic activities used, for future sharing.
- The FNMI liaison will continue to work with identified students and share with teachers, when appropriate, information to best support these students.
- A minimum of two FNMI related events will be organized; Orange Shirt Day and another one in the month of June.
- Westlock Elementary School works closely with PHRD’s FNMI and FSL workers to track and support at-risk students.
- An FNMI component will be noticeable during our Remembrance Day ceremony.

**OUTCOME THREE: Alberta’s education system is inclusive.**

**Accountability Pillar Measures:**

- 3.1 Program of Studies** Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.
- 3.2 Programs - (ACOL Measure – Satisfaction with Program Access)** Percentage of teachers, parents and students satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community.
- 3.3 Programs - PHPS Satisfaction survey:** Percentage of parents satisfied with the range of programs classes offered at the school.
- 3.4 Programs - PHPS Satisfaction survey:** Percentage of students (gr 10-12) satisfied with opportunities to choose high school courses and programs.

- 3.5 Programs:** Number and percentage of community school students (g. 10-12) taking advantage of alternate delivery methods.
- 3.6 Programs - PHPS Satisfaction survey:** Percentages of parents and students satisfied with opportunities to participate in extracurricular activities.
- 3.7 Programs -** Number and Percentage of students (grade 10-12) qualifying for provincial extracurricular events.
- 3.8 Excellent Staff - PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied that teachers challenge students to do their best.
- 3.9 Excellent Staff - PHPS Satisfaction survey:** Percentage of parents and students satisfied with their teachers.
- 3.10 Excellent Staff - PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied with the performance of their school administrators.
- 3.11 Excellent Staff - PHPS Satisfaction survey:** Percentage of parents, staff and students satisfied with behavior expectations at their school.
- 3.12 Excellent Staff - PHPS Satisfaction survey:** Percentage of teachers and students satisfied with the recognition they receive for their accomplishments.
- 3.13 PD (ACOL Measure – In-service Jurisdiction Needs)** Percentages 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.

**Jurisdiction Outcome 3-A**

**PHPS learning environments are varied, flexible and predictive of students’ diverse learning needs and exemplify balanced, evidence based assessments that inform instruction.**

**Jurisdiction Measures:**

- 3-A.1 PHPS Satisfaction survey: Assessment and Feedback.** Percentage of parents and students satisfied with the communication they get about progress and achievement. Percentage of teachers who report prevalent application of evidentiary assessments and feedback for scaffolding subsequent learning
- 3-A.2 PHPS Satisfaction survey: Active Professional Learning Community.** Percentage of staff agreeing that their principal and or vice principal regularly observes student learning in their classes, and the rate at which students feel their principal and or vice principal knows what is happening in their classes.
- 3-A.3 PHPS Satisfaction survey: Clarity of Learning Goals.** The degree of prevalence at which teachers clarify lesson goals and attempt to predict the variance of students’ skills, knowledge and previous understanding.
- 3-A.4 PHPS Satisfaction survey: Response to diversity of student needs.** Percentage of students who are satisfied that their teachers know them as individuals and know what they need as learners. Also, the prevalence of teacher practice wherein they offer students choices from a range of difficulty and complexity.

**3-A.5 PHPS Satisfaction survey: Meeting learning needs.** Percentage of parents agreeing that their children appear confident about what they are learning at school.

**See the strategies described under the section Summary of Key Division Priorities and Strategies 2020-2021, above.**

**Key School Level Strategies Include:**

Education Programming

- WES offers dual track, English and French, programming from K to 6. The French Immersion program is small but mighty, its influence pervades the school with cultural and language related events planned about every two months.
- WES features a Snoozelum room to help support the sensory needs of some of our higher RTI students.
- For years, Pet Therapy has been a feature of supporting some of the social/emotional needs of many of our students. It will continue into next year but our partnership with CHIMO has ended (due to budget). We are fortunate to have in-house pet therapy free of charge.
- WES offers daily Phys. Ed. to all students. One teacher is assigned as our PE specialist, teaching a full PE schedule in addition to coordinating extracurricular physical activities.
- WES has a Music specialist who teaches Music to all students.
- The Virtues program is still a feature of a character education program. Of the eight focus virtues, we have highlighted Kindness In the past two years more than the other virtues. The Dare to Care anti-bullying curriculum has helped bolster this program.
- Grades 2 and 4 participate in swim lessons.

ExtraCurricular

- We coordinated a variety of ExtraCurricular Planning and Supports including
  - Art club
  - Choir
  - BOKS
  - Coding club
  - GLOW
  - Knitting club
  - Student Council

Soccer, X-country running, Running Room games, grade 6 volleyball and basketball Professional Development

- All staff will complete a professional growth plan that considers school and/or division goals
- Administration will meet with staff and discuss implementation of and support for PGP
- Teacher leadership will be encouraged and fostered through grade groups, collaborative groups, PLC and decision making around school
  - Teachers will be encouraged to visit and observe other teachers in action.
  - Teachers will participate in collaborative groups;
- Administrators will regularly visit classrooms and other learning centers to support quality teaching and learning, and teacher growth.
- Administration will continue to 'look for' student understanding in specific math Program of Studies strands during their classroom visits and provide feedback to teachers to support

teaching and learning;

Strategies to support formative and summative assessments

- WES classrooms will show evidence of Assessment for Learning strategies:
  - Teachers will use learning targets (“I Can...” statements) to focus instruction;
  - Teachers will make rubrics and criteria visible by posting them;
  - Teachers will differentiate instruction;
  - Teachers will collaborate about barriers to learning and methods of overcoming those barriers in curriculum development;
  - Teachers will display samples of different levels of work.
  - Teachers will attend in-services available that focus on UDL, concept-based instruction, inclusive education, and assessment strategies;
  - We will increase the number of staff trained in skill building programs to support at-risk students identified through the diagnostic assessments. (e.g., Precision Reading, Comprehension strategies, math skill building).

Communication regarding Student Progress and Classroom Activities

- Teachers will use Fresh Grade to regularly communicate formative and summative assessments and other school experiences with parents/guardians.
- We will continue to promote participation in our Parent/Teacher/Student interviews and in our field trips and activity days;
  - We will continue to work to achieve 100% attendance at parent teacher interviews.
- We will continue to recognize accomplishments of staff and students during assemblies.

**OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders.**

**Accountability Pillar Measures:**

- 4.1 Safe and Caring:** Overall teacher, parent and student are in agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.
- 4.2 Education Quality:** Overall teacher, parent and student satisfaction with the overall quality of basic education.
- 4.3 Work Preparation:** Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- 4.4 Parental Involvement:** Overall teacher and parent satisfaction with parental involvement in decisions about their child’s education.
- 4.5 School Improvement:** Overall 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.

**Jurisdiction Measures:**

- 4.6 Inclusion / Safe and Caring - At Risk Students:** Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.
- 4.7 Inclusion / Safe and Caring** - Ratio of students in Response to Intervention levels.
- 4.8 Safe and Caring - PHPS Satisfaction survey:** Percentages of parents, staff and students satisfied that their school is safe and caring.
- 4.9 Safe and Caring** - Percentage of Full Time Equivalent assigned by each school to address a guidance program that includes career, educational and personal counseling.
- 4.10 Character - PHPS Satisfaction survey:** Rate at which parents, students and teachers responded positively on the group of Character Education questions.
- 4.11 Character:** Number of service projects/groups facilitated by the school in which students participated.
- 4.12 Character:** Number and Percentage of students involved with or who participated in service projects.
- 4.13 Education Quality - PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied with the overall quality of education the school provides.
- 4.14 Education Quality - PHPS Satisfaction survey:** Percentage of parents, teachers and students who give their school of “excellent”, “proficient” or “acceptable”.
- 4.15 Work Preparation** - Online school-career planning software usage metrics (myblueprint.ca) (grades 7-12).
- 4.16 Work Preparation** - Number and Percentage of grade 7-12 students participating in sessions for students on career decision-making.
- 4.17 Work Preparation** - Number and Percentage of grade 10-12 students earning (3 or more) credits through Work Experience, RAP, Green Certificate programs and local programs such as Petroleum Field Operators program.
- 4.18 Parent / Community Involvement - PHPS Satisfaction survey:** Percentage of parents and teachers that are satisfied that the school council at their school has a meaningful role.
- 4.19 Parent / Community Involvement - PHPS Satisfaction survey:** Percentage of parents, teachers and students who are satisfied with opportunities to be involved in decisions affecting the school (and students).
- 4.20 Parent / Community Involvement - PHPS Satisfaction survey:** Percentage of parents, teachers and students who are satisfied that their school is making a positive contribution to the community.
- 4.21 Parent / Community Involvement -- PHPS Satisfaction survey:** Percentage of parents, teachers and students (gr 10-12) who are satisfied with their community’s involvement in student learning.
- 4.22 Parent / Community Involvement** - Number of registered\* parent/community volunteers in schools. (“Registered” means they have been vetted as per AP 40-60 – Volunteers in School).
- 4.23 Parent / Community Involvement** - Number of school activities/events taking place in the community. (Quantify events which involve students and the community or parents. This includes but is not limited to school concerts and ceremonies, sporting events, field trips and excursions, guests in the classroom and /or school, etc.)

- 4.24 Parent / Community Involvement** - Number of off-campus partners supporting students in Work Experience, Registered Apprenticeship, Green Certificate and or Dual Credit programs. (NEW Measure in 2015)
- 4.25 Technology / Management - PHPS Satisfaction survey:** Percentage of parents, teachers and students surveyed who are satisfied with the opportunity to use computers for learning.
- 4.26 Technology / Management** - The number of staff requests for resources and services through Learning Technology Services as monitored by the LTS department. (Number of service and resource requests met)
- 4.27 Technology / Management** - Annual student to computer ratio overall, and by jurisdiction, of computers within each school.
- 4.28 Technology / Management** - Average age of computers in schools.

**Jurisdiction Outcome 4-A**

**The jurisdiction demonstrates sound fiscal management, considering the needs of the community.**

**Jurisdiction Measures:**

- 4-A.1 Fiscal - Balanced operational budget:** The number of system, site and department budgets that are balanced.
- 4-A.2 Fiscal - Percentage of increase to Instructional Materials Fees**
- 4-A.3 Fiscal** - Amount of money acquired from third parties in support of community schools.

**See the strategies described under the section Summary of Key Division Priorities and Strategies 2020-2021, above.**

**Key School Level Strategies Include:**

Welcoming, Caring, Respectful and Safe Learning Environments

- Westlock Elementary School staff will continue to:
  - Implement Character Education initiatives including
    - Safe and Caring Schools programs
    - Dare to Care bullying awareness curriculum
    - Peer/Classroom Mentorship
  - Facilitate student participation in Community Service projects including but not limited to Farm Credit Canada Food Drive, Westlock Food Bank, and FCSS Santa’s Anonymous.
  - Maintain bulletin boards celebrating students’ learning
  - Monitor and support positive student behavior;
  - Communicate regularly to parents to emphasize positive behaviors, achievement and growth

Inclusive Practices / Supports for At Risk Students

- School administration observed diverse teacher pedagogy and teaching strategies as well as teachers offering multiple ways for students to demonstrate their learning.
- Several teachers explored flexible seating arrangements in their classrooms; this was met with much success especially relative to observable student engagement.
- Westlock Elementary School classrooms will show evidence of Universal Design for Learning

(UDL) beginning with foundational work around high standards for social behavior, compassionate communities, and inclusive classrooms.

- Staff will create a compassionate and caring community through the Virtues program
- Teachers will include multiple means of representing and expressing student learning through differentiated instruction.
- Teacher long range plans and professional growth plans (possibly) will reflect the integration of literacy and numeracy across subject areas.
- We will provide services and support for all students through a variety of means:
  - Assigned FTE to school counselor
  - Animal assisted therapy
  - Level 2 and 3 assessments
  - Assistive technology tools that support skill development and achievement
  - Program assistants will be provided with opportunities to meet with supervisors, staff and or administration to discuss effective support of students.

#### Engaging and communicating with the community

- WES will provide a range of appropriate academic and athletic co-curricular and extracurricular activities
- The School Council of Westlock Elementary School will continue to provide opportunities to increase parent participation in order to build relationships between school / home / community
- We will continue to work together with community clubs and organizations such as
  - the Westlock News, Rotary Interact, Farm Credit Canada,, St. Mary's school, the fire department, the RCMP and local businesses.
- School activities in this community will be promoted by
  - newspapers, website, newsletters, message board, school sign and invitations to parents;
- We will continue 'social' events to bring parents and partners into the school, for example
  - Volunteer Appreciation, open houses, Family Dance, Christmas concerts, French Showcase, Play Day, Camp Mac, Track & Field, field trips, etc.;
- We will continue to encourage parents and community members to volunteer in classrooms, the office, in the library, in school programs and to help supervise on field trips;

#### Strategies associated with the use of learning technologies

- Developing regular progress reports using PowerSchool and/or Fresh Grade will be a focus to provide parents with information regarding their child's academic progress.
- We will continue to implement ever-greening plans to maintain computers and technology to an effective level; this has included a significant upgrade to our school library.
- We will continue to integrate technology into student assignments and projects;
- We will continue to support technology professional development;

#### Communications Strategies

The following is a list of tools used to facilitate communication between school and home. We are happy to add the School Messenger platform to our communications tool box for the upcoming school year.

- School Messenger

- School Website
- WES Facebook page
- Monthly digital newsletter (with a few paper copies available at the office).
- FreshGrade - a formative and summative assessment portfolio for students
- Student agendas - teacher notes and/or school notes - this continues to be the most reliable method of daily communication between the classroom and home.
- The message sign board next to the bus lane entrance.
- Advertisement in the Westlock News
- Remind 101
- Email, voicemail, phone calls

Budgets and School Generated Funds:

- The 2020-2021 fiscal year requires a plan to recover our debt and contribute a small amount (less than \$10 000) to our reserve.
  - Our deficit/debt reduction plan includes a 1.04 reduction in teacher fte, a reduction of approximately 4.0 PA staff, .35 fte in office support, and savings in many “non-people” areas such as software, photocopying, and field trips.
- We will keep a budget that is balanced while maintaining quality programs for students and honoring all district commitments
- We will continue to be fiscally responsible in the management of school funds.
- We will continue to appropriately support The Friends of Westlock fundraising activities.