



L.T. Westlake Fine Arts Elementary School

vision *(desired future)*

students will gain the knowledge and skills to be contributing citizens and the desire to develop as life-long learners.

mission *(our approach to reaching*

our desired future)

engaging and empowering all learners

horizon is a learning community that

values

continual improvement;
inclusion and respecting diversity;
fostering effective relationships;
welcoming, caring, respectful, and safe
learning environments;
collaboration; and
accountability

2023-
2026

Principal's message

L.T. Westlake Fine Arts Elementary School is an Early Learning to Grade 5 school in Taber, Alberta. There are approximately 80 students at Westlake. Westlake is a highly inclusive school that strives to help all students reach their full potential. There are six teachers at Westlake. This includes two teachers who are part-time and a principal who teaches just over 60% of the time. Westlake has small class sizes thereby allowing students to receive a significant amount of individualized attention. The school prides itself on being like a family. According to one of our parents **“The staff at L.T. Westlake has been friendly and caring since we first started attending. They are quick to share details about what the students are learning. They are continually seeking new ways to expand their programs and grow the students' interests. We are happy to be part of the L.T. Westlake community!”**

L.T. Westlake is committed to being a comprehensive elementary school with a significant and unique emphasis on fine arts while also ensuring students are provided with excellent literacy and numeracy instruction. We have an exceptional music program. Our musical instrument collection is very extensive and allows students regardless of economical status access to a variety of opportunities. Westlake prides itself on continually bringing in fine arts experts such as percussion expert Marc Vantol or entertainer Steve Harmer to enhance fine arts. Our small school choir of about 15 students has consistently sung with the Lethbridge Symphony and has developed a reputation for being small but mighty.

Over the last couple of years Westlake has embarked on several school initiatives and prides itself on continually finding new ways to improve. In the fall 2020 L.T. Westlake was one of 30 schools across Canada to be a 2020 Indigo Love of Reading Literacy Fund grant recipient. These funds have been used to improve the school library and classroom libraries and embark on new literacy initiatives. This three-year grant allowed L.T. Westlake to acquire over 800 new books, create a Readbox and establish literacy backpacks. As a result, literacy engagement has increased and reading abilities have improved. Furthermore over the last few years, our teachers have engaged in several books studies which has allowed all of them to improve their instruction. Finally, this past year L.T. Westlake staff and students worked together to learn more about the Seven Grandfathers. This initiative allowed us to improve our integrations of Indigenous instruction. The activities that students did together allowed our Grade 4 and 5 students to take on leadership roles. This initiative was very successful and we look forward to sustaining it.

After examining data from the Horizon Assurance Model survey from 2023, it appears that developing resiliency is a school priority. Only 72% of students either agreed or strongly agreed with the statement “I can handle stress effectively and bounce back from difficult situations.” 85% of parents either agreed or strongly agreed to the statement “My child can handle stress effectively and bounce back from difficult situations.” This item was our lowest performing area in the survey. To add, these results are further supported with observations our staff has made. We believe if we focus on student wellness and well-being that student resilience will improve.



our strategic priorities

*quality teaching and optimum learning
response to intervention
Wellness & well-being*

quality teaching and optimum learning

Domain	Provincial Measures	Horizon Measures	School Strategies
<p>Student Growth & Achievement Public assurance occurs when the public has trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p>	<ul style="list-style-type: none"> ● The percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Provincial Achievement Tests (based on cohort) <ul style="list-style-type: none"> ○ Overall and specific course results for all students ○ Overall and specific course results for self-identified First Nations, Métis and Inuit and English Second Language students ● Overall percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Diploma Examinations. <ul style="list-style-type: none"> ○ Overall and specific course results for all students ○ Overall and specific course results for self-identified First Nations, Métis and Inuit and English Second Language students ● High school completion rate of students within three and five years of entering Grade 10. <ul style="list-style-type: none"> ○ Overall, for all students and for self-identified First Nations, Métis and Inuit and English Second Language students ● Teacher, parent, and student agreement that students model the characteristics of active citizenship. <ul style="list-style-type: none"> ○ Overall and results for teachers, parents, and students ● A measure of student engagement in their learning at school 	<ul style="list-style-type: none"> ● Percentage of students reading below grade level as per Fountas and Pinnell Universal Assessment ● Parent, and student agreement that children are able to read and write at the level that is expected of them at school. <ul style="list-style-type: none"> ○ Overall and results for parents, and students <ul style="list-style-type: none"> ● Parent satisfaction that their children are able to do math at the level that is expected of them at school. 	<ul style="list-style-type: none"> ● Literacy <ul style="list-style-type: none"> ○ Benchmark assessments (Fountas and Pinnell) and follow up intervention for students reading below grade level. ○ Implement the Horizon Literacy Framework as a reference tool for instructional support of strong literacy practices. ○ K-3 teachers will utilize UFLI and Haggarty literacy resources ○ Grade 4 and 5 students will explore reading signposts from <i>Notice and Note</i> ○ Teacher will integrate the Fountas and Pinnell Language Literacy Intervention program into their Language Arts program as needed ○ Promote literacy by developing reading nooks around the school, having a literacy board in the hallway, engaging in battle of the books and using literacy incentives ○ Scheduling an additional hour a week for students in Grades 1s to work on their literacy skills ○ Grade 2-3 will have additional time allocated each week to work on their literacy abilities by engaging in games and writing activities. ○ Grades 4 and 5 will have an additional work hour built into their schedules which will allow them to work on either literacy or numeracy assignments ○ Teachers will focus on ways to improve literacy and numeracy engagement during PLC time. ● Budget Allocation <ul style="list-style-type: none"> ○ Allocate 173.55 flex secretary hours to our librarian, thereby improving student access to the library. ○ \$1000 for various online literacy memberships such as Reading A-Z, Raz Kids, Writing A-Z, Book Flixs, True Flixs and Starfall.com ○ \$300 for reading nooks and general materials to promote literacy ○ \$200 for literacy incentives ○ \$1000 for new books for school library ● Numeracy <ul style="list-style-type: none"> ○ Balanced approach to math instruction in K-3 with the support of rich tasks, math embedded in literature, and math workstations. ○ Organize teaching schedules to ensure grades are separated as much as possible for numeracy instruction thereby allowing for more targeted math instruction ○ Institute an hour of numeracy games for students each week to improve math fluency

			<ul style="list-style-type: none"> o All teachers will supplement their math programs by using the online Mathology resource. o Grade 2-3 will have additional time allocated each week to work on their numeracy abilities o Grades 4 and 5 will have an additional work hour built into their schedules which will allow them to work on either literacy or numeracy assignments o Teachers will focus on ways to improve literacy and numeracy engagement during PLC time.
		<ul style="list-style-type: none"> • Budget Allocation <ul style="list-style-type: none"> o \$1000 for various math materials o Cost of Mathology memberships will be covered by Division office 	<ul style="list-style-type: none"> • Curriculum Achievement <p style="text-align: center;">HORIZON INSTRUCTIONAL MODEL</p> <ul style="list-style-type: none"> o High school redesign principles and preparation for future curriculum implementation through Instructional Coach work on conceptual learning, and professional learning activities with Administrators. o Foster discussions about the importance of challenging strong academic learners, and the need for deep and transfer learning with school leaders and teachers. o All teachers will be allocated one day where they can bring in a substitute teacher and work with Horizon's instructional coach, one-on-one on long range plans that involve the new curriculum • Assessment <ul style="list-style-type: none"> o Build on key assessment principles to increase teacher conceptual understanding of assessment.
<p>Teaching & Leading refers to analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality</p>	<ul style="list-style-type: none"> • Teacher, parent, and student satisfaction with the overall quality of basic education. <ul style="list-style-type: none"> o Overall and results for teachers, parents, and students. 	<ul style="list-style-type: none"> • Processes, strategies, local measures/data to demonstrate that the school authority supports teaching and leadership quality through professional learning, supervision and evaluation processes. 	<ul style="list-style-type: none"> • Budget Allocation <ul style="list-style-type: none"> o \$1614 to cover the cost of subs • Learning <ul style="list-style-type: none"> o All staff will engage in professional learning throughout the school year. See PD plan. o Collaborate with Dr. Hamman school teachers on implementation of the new curriculum

teaching, and optimum learning. Public assurance occurs when teachers and leaders demonstrate their respective professional practice standards.

- o Teacher, parent, and student satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning
 - Overall and results for teachers, parents, and students
- o Teacher, parent, and student belief that children find school interesting
 - Overall and results for teachers, parents, and students
- o Percent of students who are motivated to do their best at school
- o Parent, and student satisfaction that they know what their child(ren) must be able to do in order to be successful in school
 - Overall and results for parents, and students

- o All teachers and administration will continue to use academic literature to further their professional learning
- o Students will spend time learning about growth mindset, goal setting and engage in SEL lessons which will teach them life skills (i.e conversation etiquette).
- o Westlake will facilitate wellness challenges every other month for all students that will encourage them to develop skills and attitudes necessary for lifelong learning.
- o Grade 5 students will engage in service learning where they will do jobs around the school that will help them develop leadership skills.
- o Students will be recognized at monthly assemblies for displaying a trait from one of the Seven Grandfathers.
- o Teachers will work on incorporating more technology into their instruction to ensure that students better develop their technology skills
- o To make school more interesting a cooking club, art club, choir, guitar club and several sports clubs will be offered to students as extracurriculars
- o Information regarding student learning expectations will be sent home at the start of the school year and posted in the hallway when parents come into the school for the Welcome Back BBQ
- o Teachers will communicate students learning expectations when they report on students' achievements

- Budget Allocation
 - o \$200 assembly prizes
 - o \$1000 club materials
 - o \$100 in paper to print off grade level expectations

- o Parent, and student agreement that students have a plan for life beyond high school
 - Overall and results for parents, and students

- Life plan
 - o Grade 4 and 5 students will do career projects in CTF which will all them to explore various professions
 - o All students will work on goal setting by setting reading goals, wellness goals and other academic goals

- Budget Allocation
 - o No additional funds are necessary to address these two strategies

- o Percent of parents who feel the school keeps them informed about their child's progress and achievement
- o Percent of parents who are satisfied with the communication they

- Communication
 - o Teachers will communicate to parents their child's progress and achievement formally using report cards and informally through email, phone and ClassDojo
 - o All staff will keep communication logs

		<p>receive from their child's school</p>	<ul style="list-style-type: none"> o L.T. Westlake will utilize Facebook, Twitter, Westlake Weeklies, School Messenger, Class Dojo and email to inform parents what is happening in the school, post photos of what students students have been learning and keeping parents aware of everything that is occurring within the school
		<ul style="list-style-type: none"> o Percent of staff who fell that their conversations with school administration about their professional growth plan are meaningful and allow them to reflect upon their practice o Percent of staff who feel that the Teaching Quality Standard provides a framework for the preparation, professional growth, supervision and evaluation of teachers in our school o Percentage of staff satisfied with the professional development opportunities provided by the school and division o Executive summary of Joint Horizon/ATA PD activities 	<ul style="list-style-type: none"> • Budget Allocation <ul style="list-style-type: none"> o No additional funds are necessary to address the above strategies • Continual improvement <ul style="list-style-type: none"> o See School PD plans o Principal will meet with all staff several times throughout the year to discuss their professional growth plans o Principal will create a plan on how to assist each staff member with their professional growth plans and revisit it with staff throughout the year. o Time will be allocated at each staff meeting for the school's professional learning representative to share news from the school division's Professional Development committee • Budget Allocation <ul style="list-style-type: none"> o \$600 for two sub days so that the principal can have professional growth plan meetings with staff
		<ul style="list-style-type: none"> o Percent of students who feel their school is a place where differences are respected (e.g. beliefs, abilities, cultures, religions, identities) o Percent of staff who feel that the principal creates an inclusive learning environment in which diversity is embraced, a sense of belonging is emphasized, and all students and staff are welcomed, cared for, respected and safe. o Percent of staff who feel the principal understands and appropriately responds to the political, social, economic, legal, and cultural contexts impacting the school and school division. 	<ul style="list-style-type: none"> • Inclusion and respecting diversity <ul style="list-style-type: none"> o Teachers and staff will continue to celebrate and educate students on what makes each other unique o Students will be educated on different cultures based on their respective social studies curricula o As per our Westlake Indigenous Professional learning plan, Westlake teachers will focus on incorporating more Indigenous instruction into their lessons o The school will celebrate and educate students on days such as World Autism Day and Rock Your Socks Down Syndrome Day o Students will be recognized for exuding the 7 Grandfathers character traits o Principal will spend a portion of each staff meeting reporting news from the monthly admin meeting and sharing how current political, social, economic, legal and cultural contexts are impacting the school and the school division
			<ul style="list-style-type: none"> • Budget Allocation <ul style="list-style-type: none"> o \$500 for various materials

response to intervention

Domain	Provincial Measures	Horizon Measures	School Strategies
<p>Learning Supports refers to the mobilization of resources required to demonstrate shared, system-wide responsibility for all children. Public assurance occurs when 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>	<ul style="list-style-type: none"> ● Teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school. <ul style="list-style-type: none"> ○ Overall and results for teachers, parents, and students. ● A measure assessing that students feel like they belong and are supported to be successful in their learning. ● A measure assessing that appropriate supports and services for students are available and can be accessed in a timely manner 	<ul style="list-style-type: none"> ● Programs, services, strategies, and local measures/data used to demonstrate that the school authority is improving First Nations, Métis and Inuit student success and ensuring 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. <ul style="list-style-type: none"> ○ Teacher, parent, and student satisfaction with children's ability to learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential school <ul style="list-style-type: none"> ▪ Overall and results for teachers, parents, and student 	<ul style="list-style-type: none"> ● Foundational Knowledge: First Nations, Inuit, and Metis (Indigenous People) <ul style="list-style-type: none"> ○ Implement Horizon's Indigenous committee strategic action plan to address the FNMI component of the Quality Standards. ○ Implement L.T Westlake's Indigenous Learning Plan to address the FNMI component of the Quality Standards ○ Promote and implement use of culturally appropriate resources (e.g. FNMI literature) and professional learning tools for educators to develop foundational knowledge of FNMI culture, tradition, history, ways of knowing and learning. ○ Bring awareness of the experiences of residential school survivors (e.g. participation in "Orange Shirt Day": A call for all Albertans to come together in the spirit of reconciliation, Kairos blanket activity). ○ Partake in the National Indigenous Peoples day celebration in Taber on June 21 ○ Examine current data and create strategies for schools to maximize the success of FNMI students ○ Utilize elders from the area in a variety of ways at a number of grade levels to connect learning to culture in a holistic way ○ Work with Indigenous liaison worker to focus on areas of priority that empower students to have success in school and beyond, and support staff to create learning spaces and schools where Indigenous students recognize themselves in the curriculum, feel safe and welcome ● Budget Allocation <ul style="list-style-type: none"> ○ \$500 for various Indigenous guest speakers ○ \$500 on various Indigenous resources ● Collaborative Response <ul style="list-style-type: none"> ○ Utilize a response to intervention framework that includes a universal benchmark assessment, a pyramid of intervention, and regular collaborative response team meetings that also includes a focus on strategic approach to enhanced engagement, transitions, attendance, and re-entry. ○ Reduce stigma associated with mental health through staff training (IE. GotoEducator), student engagement (IE. Headstrong) and parent/community programming delivered by the Family Connections Program. ● Early Learning <ul style="list-style-type: none"> ○ Provide professional learning opportunities that includes Hanen

		<ul style="list-style-type: none"> o Percent of staff who feel the school's collaborative response meetings are effective o Percent of students reaching age-appropriate developmental milestones 	<p>Training to all Early Learning staff to enhance knowledge and language, social and literacy skills.</p> <p>Budget Allocation</p> <ul style="list-style-type: none"> o Collaborative response model meetings will be part of teachers assignable time o Use complexity classroom grant hours to ensure support staff can attend particular collaborative response model meetings
<p>Governance Public assurance occurs when demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.</p>	<ul style="list-style-type: none"> ● Teacher and parent satisfaction with parental involvement in decisions about their child's education. <ul style="list-style-type: none"> o Overall and results for teachers and parents ● Budget-Actual Comparison: report the "Total Expenses" line from Schedule 12 ("Unaudited Schedule of Variance Analysis") comparing and explaining the difference in the amount budgeted, the actual spent and the variance (in both amount and %). 	<ul style="list-style-type: none"> ● Processes, strategies and local measures /data to demonstrate that the school authority has effectively managed its resources including, collaboration with other school authorities, municipalities and community agencies. <ul style="list-style-type: none"> o Percent of staff who feel that their school staff work together to achieve goals, solve problems, and overcome challenges o List of partnerships / collaborative projects ● Processes, strategies and local measures/data to demonstrate that stakeholders were engaged to develop priorities and share progress and results, including how the school board met its obligations under the <i>School Councils Regulation</i>, section 12. <ul style="list-style-type: none"> o Percent of staff who feel the school is cohesive and supportive of one another 	<ul style="list-style-type: none"> ● Resource Management <ul style="list-style-type: none"> o Principal will share the school's decentralized budget and gather staff input on allocations prior to submitting the budget for spring approval. This process will be repeated again in September prior to the budget being submitted again for its fall adjustment. Furthermore, the principal will share the budget periodically throughout the school year. The staff and principal will check that budgetary allocations align with the school's goals. ▪ Staff Engagement <ul style="list-style-type: none"> o Staff will review various school data (i.e FandP results, Horizon Assurance Model data, and Alberta Education Assurance Model data) and collaboratively develop goals for the school o Staff members will utilize staff meetings and PLC meetings to discuss current challenges and develop a plan to address them. Staff meetings will also be used as time to discuss new initiatives the school would like to embark on. o The principal will regularly review the school's 3-Year Plan with staff to ensure everyone is working towards the same goal. ● Budget Allocation <ul style="list-style-type: none"> o \$800 for support staff so that they can each attend four one-hour staff meetings over the course of the school year and be better informed of the school's goals, have a greater role in making school decisions, and have a better understanding of the school's budget. ● Stakeholder engagement <ul style="list-style-type: none"> o Enhance student engagement to lend their voice to school initiatives and promote student leadership opportunities within and beyond school by having students participate in a Student Council o Mobilize student leadership to promote youth education related to e-cigarettes through a partnership project with Alberta Health Services. o All parents will be invited to monthly Parent Advisory Council meetings. The principal will use these meetings to

		<ul style="list-style-type: none"> o Percent of students who feel their school provides opportunities for students to provide input into ways to improve the school 	<p>provide a report on what is happening in the school, education and to gain parental feedback on various school/education related issues. The principal will also report on the school's budget during this time. In addition, the principal will share how various forms of data are being used to guide decision making around the school.</p> <ul style="list-style-type: none"> o Parents and community members will be kept informed of school goals via the school's Westlake Weeklies. o Parents and other stakeholders will be invited to share their views on the school and on how the school can improve by contacting the school and via Google Form that will be sent out
			<ul style="list-style-type: none"> ● Budget Allocation <ul style="list-style-type: none"> o No additional funds are necessary to address these strategies

wellness and well-being

School Measures	School Strategies
<ul style="list-style-type: none"> ● Local measures that indicate the percent of staff that agree <ul style="list-style-type: none"> o My opinions and suggestions are considered at work. o My supervisor shows appreciation for extra effort made by employees. o My workload is appropriate for the time I am assigned. o I can handle stress effectively and can bounce back from difficult situation 	<ul style="list-style-type: none"> ● Admin will have staff fill out a wellness survey in May 2023 to find out initial levels of satisfaction with level of input and ideas regarding the local measures ● Staff will be asked for their opinions and suggestions throughout the year using Google surveys, at staff meetings and informal discussions. ● All staff members will be placed into wellness groups at the beginning of the school year. Each wellness group will be assigned a month where they will plan a wellness activity for the staff. These groups will ideally help staff handle their stress levels. ● Admin will increase the number of check-ins it does with staff in an effort to promote staff wellness ● Admin will work with each staff member to adjust individual workloads as necessary and within reason <p>Budget Allocation</p> <ul style="list-style-type: none"> ● Westlake entire staff appreciation fund (\$1050) will go towards funding activities or staff appreciation items

Developing resilience

School Measures	School Strategies
<ul style="list-style-type: none"> ● Percent of parents that feel their child handle stress effectively and bounce back from difficult situations from the Horizon Assurance Model Survey ● Percent of students that feel they can handle stress effectively and bounce back from difficult situations ● Notes from staff meetings on how students' abilities to bounce back from difficult situations 	<ul style="list-style-type: none"> ● Positive affirmations will be posted around the school and said on the announcements ● Teachers will ensure students engage in more brain breaks and show them different techniques on how they can reduce their stress levels ● Utilize our Family Connections Wellness Coach, Jordan Cahoon, and have him do presentations on developing resiliency to students ● Kindergarten students will learn more about social emotional learning by using the SPOT Social Emotional Learning resource ● Grades 1-5 will engage in social emotional learning by working through lesson found on

<https://sites.google.com/scred.k12.mn.us/scredsel/educators/be-good-people-curriculum?authuser=0>

Budget Allocation

- \$300 for SPOT Social Emotional Learning resource
- \$100 for positive affirmations decals that will be posted around the school
- \$400 for various SEL materials



Horizon School Division [replace with your data]
6302 - 56 Street
Taber, AB T1G 1Z9
Phone: (403) 223-3547