



2024-  
2027

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

# 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 65% 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 opportunities to our school. This past year, L.T. Westlake was New West Theatre's first school to do a theater in residence program with the organization. Students worked with New West to create their own production. In addition, our small school choir of about 15 students has consistently sung with the Lethbridge Symphony for the past several years.

L.T. Westlake Fine Arts Elementary School prides itself on being small but mighty. Each year our students work hard to raise hundreds of dollars for the Terry Fox Foundation. In fall of 2023 they raised **over \$700**. We strive to have good communication with our parents and community. We regularly post on ClassDojo and our Facebook group and send out weekly emails to parents. As a result, we are proud that **95%** of parents are satisfied with their level of communication with us. Our teachers have strived to improve their literacy instruction. In 2022 we acquired a collection of Fountas and Pinnell Language Literacy Intervention materials. We have seen some students go up **five or six** reading levels in a year thanks to the implementation of this program. In the fall of 2023, K-2 implemented the UFLI reading program. This program has helped our students become budding readers. According to the 2024 Horizon Assurance model survey, **100% of students** said that teachers provide different ways to make learning interesting. We believe this is the result of our work to increase student engagement by acquiring more numeracy and literacy resources, and offering a variety of clubs (cooking, art, basketball, volleyball, guitar, ukulele and running). We also strive to provide students with a voice, by engaging in conversations with them and trying to implement their ideas or suggestions. We are proud that **100% of students** either agree or strongly agree that they have an opportunity to voice their opinions to improve the school.

After examining data from the Horizon Assurance Model survey from 2024, it appears that developing resiliency is a school priority. Only 55% of students either agreed or strongly agreed with the statement “I can handle stress effectively and bounce back from difficult situations.” 75% 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. We have developed a comprehensive plan to address this area of need. This plan includes focused social emotional learning lessons, students leading and engaging in resiliency activities and participating in service projects within our school community. We believe our results will go up in this area after executing this plan.



# *our strategic priorities*

*quality teaching and optimum learning*  
*responding with intervention*  
*finding wellness in the work*  
*developing resilience*

# quality teaching and optimum learning

Domain	Provincial Measures	Horizon Measures	School Strategies
<p><b>Student Growth &amp; Achievement</b> Public assurance occurs when the public has trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p>	<p>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)</p> <ul style="list-style-type: none"> <li>o Overall and specific course results for all students</li> <li>o Overall and specific course results for self-identified First Nations, Métis and Inuit and English Second Language students</li> </ul> <p>Overall percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Diploma Examinations.</p> <ul style="list-style-type: none"> <li>o Overall and specific course results for all students</li> <li>o Overall and specific course results for self-identified First Nations, Métis and Inuit and English Second Language students</li> </ul> <p>High school completion rate of students within three and five years of entering Grade 10.</p> <ul style="list-style-type: none"> <li>o Overall, for all students and for self-identified First Nations, Métis and Inuit and English Second Language students</li> </ul> <p>Teacher, parent, and student agreement that students model the characteristics of active citizenship.</p> <ul style="list-style-type: none"> <li>o Overall and results for teachers, parents, and students</li> </ul> <p>A measure of student engagement in their learning at school</p>	<p>Percentage of students reading below grade level as per Fountas and Pinnell Universal Assessment</p> <p>Parent &amp; student agreement that children are able to read and write at the level that is expected of them at school.</p> <ul style="list-style-type: none"> <li>o Overall and specific group</li> </ul> <p>A list of the Alberta Education approved screening assessments used at each grade level;</p> <p>Total number of students assessed at the beginning of the school year in gr 1, 2, &amp; 3.</p> <p>Total number of students identified as being at risk at the beginning of the school year in gr. 1, 2, &amp; 3.</p> <p>Total number of students identified as being at risk at the end of the school year in gr 1, 2, &amp; 3.</p> <p>Average number of months behind grade level after the administration of the initial assessments for at risk students in gr 1, 2, &amp; 3.</p> <p>Average number of months gained at grade level after the administration of the final assessments for at risk students in gr 1, 2, &amp; 3.</p> <p>A summary of support strategies used for students identified as being at risk at each grade level.</p> <p>Parent satisfaction that their children have grown in their ability to do math.</p>	<p>Literacy</p> <ul style="list-style-type: none"> <li>o Benchmark assessments (Fountas and Pinnell) and follow up intervention for students reading below grade level.</li> <li>o Implement the Horizon Literacy Framework as a reference tool for instructional support of strong literacy practices.</li> <li>o K-3 teachers will utilize UFLI literacy resources</li> <li>o UFLI will be used in Grade 4 and 5 as an intervention.</li> <li>o Train support staff on how to use UFLI and LLI program</li> <li>o Teacher will integrate the Fountas and Pinnell Language Literacy Intervention program into their Language Arts program as needed</li> <li>o Promote literacy by facilitating a Battle of the Books and giving out various literacy incentives</li> <li>o Grade 2-5 will have additional time allocated each week to work on their literacy abilities by engaging in games and writing activities.</li> <li>o A portion of one of the teacher's schedules will be designated to provide literacy intervention to students in the school</li> </ul> <p>Budget Allocation</p> <ul style="list-style-type: none"> <li>o Allocate 178.11 flex secretary hours to our librarian, thereby improving student access to the library.</li> <li>o \$1000 for various online literacy memberships such as Reading A-Z, Raz Kids, Writing A-Z, Book Flixs, True Flixs and Starfall.com</li> <li>o \$200 for literacy incentives</li> <li>o \$700 for new books for school library</li> </ul> <p>Numeracy</p> <ul style="list-style-type: none"> <li>o K-5 students will be separated for math instruction as much as possible thereby allowing for more math targeted instruction</li> <li>o A portion of one of the teacher's schedules will be designated to provide numeracy intervention to students in the school</li> <li>o Teachers will engage in a Peter Liljedahl book study (<i>Math Tasks for the Thinking Classroom</i>) and implement ideas from it.</li> <li>o All students will engage in Fluency Fridays where they will focus on developing their math facts</li> <li>o PLC time will be focused on improving numeracy instructions</li> </ul>

			<p>Curriculum Achievement</p> <ul style="list-style-type: none"> <li>o Jamie Mack (Grade 1) and Mandy Simmons (Grade 4) will pilot the new social studies curriculum</li> <li>o LTW will work with DRH and TCS on how to better implement the curriculum. Staff will share successes, challenges, resources and will problem solve together</li> <li>o Foster discussions about the importance of challenging strong academic learners, and the need for deep and transfer learning with school leaders and teachers.</li> <li>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</li> </ul> <p>Assessment</p> <ul style="list-style-type: none"> <li>o Build on key assessment principles to increase teacher conceptual understanding of assessment.</li> </ul> <p>Budget Allocation</p> <ul style="list-style-type: none"> <li>o \$200 for <i>Math Tasks for the Thinking Classroom</i> books</li> <li>o \$700 for IXL memberships</li> <li>o \$1000 for various math materials</li> <li>o Cost of Mathology memberships will be covered by Division office</li> </ul>
<p><b>Teaching &amp; Leading</b> 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 teaching, and optimum learning. Public assurance occurs when teachers and leaders demonstrate their respective professional practice standards.</p>	<p>Teacher, parent, and student satisfaction with the overall quality of basic education.</p> <ul style="list-style-type: none"> <li>o Overall and results for teachers, parents, and students.</li> </ul>	<p>Processes, strategies, local measures/data to demonstrate that the school authority supports teaching and leadership quality through professional learning, supervision and evaluation processes.</p> <ul style="list-style-type: none"> <li>o Student belief that teachers provide different ways to make learning interesting</li> <li>o Students agreement that they enjoy learning at school</li> <li>o Parent, and student satisfaction that they know what their child(ren) must be able to do in order to be successful in school <ul style="list-style-type: none"> <li>▪ Overall and specific group results</li> </ul> </li> </ul>	<p>Learning</p> <ul style="list-style-type: none"> <li>o All staff will engage in professional learning throughout the school year. See PD plan.</li> <li>o Collaborate with Dr. Hamman School and Taber Christian School teachers on implementation of the new curriculum</li> <li>o All teachers and administration will continue to use academic literature to further their professional learning</li> <li>o Students will spend time learning about growth mindset, goal setting and engage in SEL lessons which will teach them life skills</li> <li>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.</li> <li>o Grade 4 and 5 students will engage in service learning where they will do jobs around the school that will help them develop leadership skills.</li> <li>o Teachers will work on incorporating more technology into their instruction to ensure that students better develop their technology skills</li> <li>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</li> <li>o Information regarding student learning expectations will be sent home at the start of the school year</li> </ul>

			<p>and posted in the hallway when parents come into the school for the Welcome Back BBQ</p> <ul style="list-style-type: none"> <li>o Teachers will communicate students learning expectations when they report on students' achievements</li> </ul> <ul style="list-style-type: none"> <li>● Budget Allocation <ul style="list-style-type: none"> <li>o \$200 assembly prizes</li> <li>o \$500 club materials</li> <li>o \$100 in paper to print off grade level expectations</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>o Parent and student belief that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning <ul style="list-style-type: none"> <li>▪ Overall and specific group results</li> </ul> </li> </ul>	<p>Life plan</p> <ul style="list-style-type: none"> <li>o All students will work on goal setting by setting reading goals, wellness goals and other academic goals</li> <li>o Grade 4 and 5 students will explore various professions during CTF</li> <li>o Students will gain leadership skills by leading monthly resilience activities</li> <li>o Students will learn about empathy and resiliency by working on different community projects</li> </ul>
		<ul style="list-style-type: none"> <li>o Percent of parents who feel the school keeps them informed about their child's progress and achievement</li> <li>o Percent of parents who are satisfied with the communication they receive from their child's school</li> </ul>	<p>Communication</p> <ul style="list-style-type: none"> <li>o Teachers will communicate to parents their child's progress and achievement formally using report cards and informally through email, phone and ClassDojo</li> <li>o All staff will keep communication logs</li> <li>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</li> </ul> <p>Budget Allocation</p> <ul style="list-style-type: none"> <li>o No additional funds are necessary to address the above strategies</li> </ul>
		<ul style="list-style-type: none"> <li>o Percent of teachers who feel that their conversations with school administration about their professional growth plan are meaningful and allow them to reflect upon their practice</li> <li>o Percentage of teachers satisfied with the professional development opportunities provided by the school and division</li> </ul>	<p>Continual improvement</p> <ul style="list-style-type: none"> <li>o see School PD plans</li> <li>o Principal will meet with all staff several times throughout the year to discuss their professional growth plans</li> <li>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.</li> <li>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</li> </ul> <ul style="list-style-type: none"> <li>● Budget Allocation <ul style="list-style-type: none"> <li>o \$600 for two sub days so that the principal can have professional growth plan meetings with staff</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>o Percent of students who feel their school is a place</li> </ul>	<p>Inclusion and respecting diversity</p>

		<p>where differences are respected (e.g. beliefs, abilities, cultures, religions, identities)</p> <ul style="list-style-type: none"> <li>o Percent of students who feel connected and have a sense of belonging at school</li> <li>o Percent of students who feel that they see their own culture, background, and identity in what is learned, materials used, school special events and celebrations</li> <li>o Percent of staff who feel that the school is 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.</li> </ul>	<ul style="list-style-type: none"> <li>o Teachers and staff will continue to celebrate and educate students on what makes each other unique</li> <li>o Students will be educated on different cultures based on their respective social studies curricula</li> <li>o Teachers will focus on incorporating more Indigenous instruction into their lessons</li> <li>o The school will celebrate and educate students on days such as World Autism Day and Rock Your Socks Down Syndrome Day</li> <li>o Students will be taught the 7 Grandfathers character traits during wellness class</li> <li>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</li> </ul> <p>Budget Allocation</p> <ul style="list-style-type: none"> <li>o \$500 for various materials</li> </ul>
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## *responding with intervention*

Domain	Provincial Measures	Horizon Measures	School Strategies
<p><b>Learning Supports</b> 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>	<p>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.</p> <ul style="list-style-type: none"> <li>o Overall and results for teachers, parents, and students.</li> </ul> <p>A measure assessing that students feel like they belong and are supported to be successful in their learning.</p> <p>A measure assessing that appropriate supports and services for students are available and can be accessed in a timely manner</p>	<p>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.</p> <ul style="list-style-type: none"> <li>o 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"> <li>▪ Overall and results for teachers, parents, and student</li> </ul> </li> </ul>	<p>Foundational Knowledge: First Nations, Inuit, and Metis (Indigenous People)</p> <ul style="list-style-type: none"> <li>o Staff will integrate Indigenous education into their lessons in a purposeful manner. In particular all students will engage in an Indigenous PE unit and Art unit.</li> <li>o Staff will showcase to parents via ClassDojo and Facebook on how their are incorporating Indigenous education into their lessons</li> <li>o 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).</li> <li>o Partake in the National Indigenous Peoples day celebration in Taber on June 21</li> <li>o Examine current data and create strategies for schools to maximize the success of FNMI students</li> <li>o 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</li> <li>o 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</li> </ul> <p>Budget Allocation</p>

			<ul style="list-style-type: none"> <li>o \$500 for various Indigenous guest speakers</li> <li>o \$500 on various Indigenous resources</li> </ul>
<p><b>Governance</b> Public assurance occurs when demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.</p>	<p>Teacher and parent satisfaction with parental involvement in decisions about their child's education.</p> <ul style="list-style-type: none"> <li>o Overall and results for teachers and parents</li> </ul> <p>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 %).</p>	<p>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.</p> <ul style="list-style-type: none"> <li>o Percent of staff who feel that their school staff work together to achieve goals, solve problems, and overcome challenges</li> </ul>	<p>Collaborative Response</p> <ul style="list-style-type: none"> <li>o 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.</li> <li>o Share with parents LTW's behavior continuum of supports, Literacy continuum of supports and numeracy continuum of supports</li> </ul> <p>Early Learning</p> <ul style="list-style-type: none"> <li>o Provide professional learning opportunities that includes Hanen Training to all Early Learning staff to enhance knowledge and language, social and literacy skills.</li> </ul> <p>Resource Management</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Staff Engagement</p> <ul style="list-style-type: none"> <li>• 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</li> <li>▪ 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.</li> <li>▪ The principal will regularly review the school's 3-Year Plan with staff to ensure everyone is working towards the same goal.</li> </ul> <p>Budget Allocation</p> <ul style="list-style-type: none"> <li>o No additional funds are necessary to address the above strategies</li> </ul>
		<p>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.</p>	<p>Stakeholder engagement</p> <ul style="list-style-type: none"> <li>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</li> <li>o Grade 4 and 5 students will engage in a "Start, Stop Continue" feedback</li> </ul>



		<ul style="list-style-type: none"> <li>o Percent of staff who feel the school is cohesive and supportive of one another</li> <li>o Percent of students who feel their school provides opportunities for students to provide input into ways to improve the school</li> </ul>	<p>exercise in May. Those results will be used for future planning</p> <ul style="list-style-type: none"> <li>o All parents will be invited to monthly Parent Advisory Council meetings. The principal will use these meetings to 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.</li> <li>o Parents and community members will be kept informed of school goals via the school's Westlake Weeklies, meetings and website.</li> <li>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</li> </ul> <p>Budget Allocation</p> <ul style="list-style-type: none"> <li>o No additional funds are necessary to address the above strategies</li> </ul>
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## finding wellness in the work

School Measures	School Strategies
<p>Local measures that indicate the percent of staff that agree</p> <ul style="list-style-type: none"> <li>o Percent of staff satisfied with their job</li> <li>o Percent of staff who can handle stress effectively and can bounce back from difficult situations</li> </ul>	<ul style="list-style-type: none"> <li>• Staff will be asked for their opinions and suggestions throughout the year using Google surveys, at staff meetings and informal discussions.</li> <li>• Admin will translate instructional leadership qualities: resource provider, communicator, visible presences and instructional resource to wellness. Thereby creating a culture of wellness</li> <li>• Wellness will be a regular item on staff meeting agendas. Every staff meeting there will be a wellness check in, discussion or activity</li> <li>• 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.</li> <li>• Teaching staff will engage in the tri-school wellness day on March 10 along with Taber Christian and Dr. Hamman School</li> <li>• Admin will increase the number of check-ins it does with staff in an effort to promote staff wellness</li> <li>• Admin will work with each staff member to adjust individual workloads as necessary and within reason</li> </ul> <p>Budget Allocation</p> <ul style="list-style-type: none"> <li>• Westlake entire staff appreciation fund (\$1050) will go towards funding activities or staff appreciation items</li> </ul>

## developing resilience

School Measures	School Strategies
<p>Local measures that indicate the percent of parents or students that agree</p>	<ul style="list-style-type: none"> <li>• Positive affirmations will be posted around the school and said on the announcements</li> <li>• Have a resiliency bulletin board</li> </ul>

- 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

- Teachers will do explicit lessons on different emotions and strategies on how to deal with the different emotions
- All staff will utilize the "How Big is my Problem" sheet from: <https://www.teachingexpertise.com/sel/emotional-resilience-activities/> Students will be taught how to rate their problem based on this sheet and how to handle it. This sheet will be posted in all rooms and in the hallways.
- Students will learn about empathy by engaging in community projects and raising money for Dominican Starfish.
- SELs will be integrated into other subjects such as Language Arts and music
- Grade 4 and 5 students will lead different resiliency activities during PLC time
- "We can do hard things" will be a new motto for LTW students and staff
- Students will be rewarded at monthly assemblies for demonstrating resiliency
- Westlake will have a resiliency tea in the spring, where students will bring someone from their life that has helped them do something difficult and develop resiliency

#### Budget Allocation

- \$150 for bus costs to take the students to Clearview Lodge and work with the seniors there
- \$1000 for the various SEL resources
- \$100 for resiliency bulletin board materials
- \$100 for assembly prizes



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