

## Four Winds Public School

2023 - 2025 School Education Plan & Alberta Education Assurance Survey Summary  
Sturgeon Public Schools Goal: **Optimum Student Learning**

Four Winds Public School: *Connect - Ignite - Rise*  
*We are Firebirds*

Domain	Division Outcome / School Goal	Baseline Data & Current Reality	Target Data & Desired Reality	Strategies:	Short Report (Updated in May)
Student Growth and Achievement	<p><b>Outcome 1</b> Students achieve provincial learning outcomes, demonstrating strength in literacy and numeracy within real-world applications</p> <p><b>School Goal</b> Through high-impact literacy instruction, students in elementary will increase their confidence, fluency, and enjoyment of engaging with literature.</p>	<p>We are now in our third year of all grade six Language Arts classes using Guided Reading and CAFE reading strategies daily. Students will take a pre-survey as a measure of their current attitude towards literature.</p>	<p>Students will show an increase in confidence, F&amp;P results, and enjoyment of engaging with literature.</p>	<p>Layers of reading professional development for elementary Language Arts teachers to enhance their Daily 5 and CAFE reading strategies.</p> <p>Fountas and Pinnell reading levels tracked on three separate occasions for all elementary students.</p> <p>Staff to participate in training for tracking French reading proficiency.</p> <p>Student mentorship groups for paired reading during DEAR time.</p> <p>Jr. High Language Arts teachers to participate in Layers of Literacy professional development.</p> <p>Classroom libraries leveled by reading levels created in all humanities classrooms.</p> <p>All Language Arts teachers receive RCAT training and PD around the five skill categories for effective reading comprehension.</p> <p>Language Arts PLC meets every three weeks to act as a learning community focused on literacy growth and success.</p> <p>FLA 5-6 will be following new curriculum and teachers will be participating in FILAL workshops and development in literacy</p>	





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Teaching and Leading	<p><b>Outcome 4</b> Teachers and principals use a range of data to implement effective assessment and evaluation practices</p> <p><b>School Goal</b> We will move to outcome based reporting across all grade levels with a focus on effective assessment and teacher self-efficacy.</p>	<p>All staff have adjustments to make towards effective outcome based reporting.</p> <p>Staff have participated in an outcome based reporting overview.</p> <p>Learning coaches are helping to chunk outcomes and get the structure set up for early October.</p>	<p>All teachers will have moved to effective outcome based reporting. Staff will provide clear descriptions of how well students demonstrate the key skills, knowledge and attitudes identified in each course. This type of reporting will also allow for staff to more clearly see the impact they are having on student understanding.</p>	<p>Commitment to include Nicole Farwell to increase teacher capacity in Outcome-Based reporting. Nicole has been invited to join us in PD sessions throughout the year. She is working with Learning Coaches to update our powerschool alignment with Outcome based.</p> <p>OLEP grant will be used to offer culturally-rich activities for the French Immersion students to experience the value of the French language.</p> <p>Staff PLC's will focus on the progressions of the chunked outcomes.</p> <p>Students can clearly articulate what and why they are learning the outcome.</p> <p>Numeracy staff will participate in the Thinking Classrooms divisional cohort to further their focus on students' understanding of the concepts to guide reporting.</p> <p>Staff to participate in a professional development series with David Martin around effective assessment.</p> <p>All teaching staff read the <i>Dive Into Inquiry</i> book by Trevor Mackenzie.</p>	
Learning Supports	<p><b>Outcome 7</b> Public School Communities are safe, caring, respectful and inclusive.</p>	<p>Community connections and opportunities to participate on teams and clubs have increased since the school</p>	<p>We want to see an increase in the Jr. High students' sense of school belonging as measured by the Psychological</p>	<p>Continued partnership with Jesse's House to promote students making healthy choices, build their self worth and nurture healthy relationships. The program has grown in scope due to the interest in the meaningful activities</p> <p>Promotion of social and extracurricular school activities to increase student institutional engagement.</p>	





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	<p><b>School Goal</b> Students will feel safe, respected and connected to their community at Four Winds. We aim to increase a sense of social belonging through diverse curricular activities, new academies, school clubs and cultural experiential opportunities.</p>	<p>opened in 2019. We have scored significantly below Canadian norm standard for sense of belonging and slightly below in the extracurricular and positive relationships categories.</p>	<p>Sense of School Membership scale (PSSM scale) developed by Carol Goodenow.</p>	<p>The Nest will continue to provide counseling, nutrition needs, and mental health coaching. A nutrition coordinator has been added to this team.</p> <p>Increase frequency and reinforce the value of outdoor, experiential, and environmental education. This year we are partnering with <i>Fearless in the Forest</i> for a series of “In our Backyard” learning and activities.</p> <p>Embedding and refining past practices (ex. smudging) to help Indigenous students feel a sense of belonging to the school community.</p> <p>Two SOGI leads will continue to participate in the virtual meetings.</p> <p>FinS program has been approved for the 2023/24 school year providing an opportunity for students to participate in a unique hands-on experience to raise rainbow trout in their classroom and release it to an approved Alberta waterway in spring.</p> <p>Continued participation in all ISC activities with an emphasis of having separate Jr. and Sr. teams for each activity. We are adding wrestling and elementary relay running to our athletic teams this year.</p> <p>Establishment of a Performance Arts Academy for the 2023/24 school year who will perform in December and May.</p> <p>Four Winds will host a Canadian Citizenship Ceremony in November.</p> <p>EF Educational tours is providing bi-annually bilingual excursions for students in grade 8 and 9 willing to travel to experience culture and historic Canadian sites.</p> <p>Enhanced scheduling to increase CTF rotations for all students. CTF</p>	



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				<p>instruction to put emphasis on the outcomes related to creating and communicating learning.</p> <p>A school wide focus on CTF and supporting the new school Fine Arts Performance Academy. All students will have opportunities throughout the year to be involved in some part of the production and creation of the musical.</p> <p>STEAM competitions throughout the 2023/24 school year and participation in the annual SPS STEAM Games. STEAM focus for this year is helping out at home, school, community and beyond.</p> <p>Multiple Skills Canada trips for students to compete and participate in competitions and events.</p> <p>OLEP grant will be used to offer culturally-rich activities for the French Immersion students to experience the value of the French language.</p> <p>Partnership with Jennifer Fontaine, a registered Psychologist with CASA, for staff development in strategies to effectively enhance our K&amp;E program.</p> <p>Each student completed a learner profile sheet to identify their strengths and areas of improvement as engaged learners.</p>	
Governance / Local & Societal Context	<b>Outcome 10</b> Students, families, staff and community members are committed to a	We have two teachers and trainers certified in TCIS.	All staff are trained in TCIS and feel comfortable using the language and strategies when	<p>Leadership and Administration complete TCIS training.</p> <p>Education Assistants to receive TCIS training during professional development days.</p> <p>Teachers receive training through divisional opportunities throughout the</p>	





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	<p>shared vision for optimal learning, with opportunities for all to be involved.</p> <p><b>School Goal</b> Staff will develop their understanding and become trained in the Therapeutic Crisis Intervention System for Schools (TCIS) to build a common language and strategies for challenging behaviours.</p>		<p>challenging behaviours arise.</p>	<p>year.</p> <p>Strategies programming to expand to a 5-9 program for the 2023/24 school year.</p> <p>Strategies teaching teams to work with divisional behaviour lead teachers to create effective processes for managing challenging behaviours through a TCIS lens.</p>	



**School's Alberta Education Assurance Measures Summary - Provincial Measures**

Assurance Domain	Measure	Four Winds Public School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	<b>84.8</b>	85.1	85.1	<b>84.4</b>	85.1	85.1	n/a	Maintained	n/a
	Citizenship	<b>68.6</b>	80.8	78.6	<b>80.3</b>	81.4	82.3	Low	Declined	Issue
	PAT: Acceptable	<b>50.6</b>	41.5	n/a	<b>63.3</b>	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	<b>6.9</b>	4.0	n/a	<b>16.0</b>	17.7	n/a	Very Low	n/a	n/a
Teaching & Leading	Education Quality	<b>88.0</b>	86.2	84.9	<b>88.1</b>	89.0	89.7	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	<b>77.0</b>	86.0	86.0	<b>84.7</b>	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	<b>88.4</b>	82.9	82.9	<b>80.6</b>	81.6	81.6	n/a	Improved	n/a
Governance	Parental Involvement	<b>78.8</b>	85.9	80.6	<b>79.1</b>	78.8	80.3	High	Maintained	Good



## Achievement Data - 5 Year

PAT Results By Number Enrolled Measure History													
	Four Winds Public School					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
<b>N</b>	n/a	n/a	n/a	149	156	n/a	n/a	n/a	104,012	n/a	n/a	109,520	115,580
<b>Acceptable Standard %</b>	n/a	n/a	n/a	41.5	50.6	<b>Very Low</b>	n/a	n/a	71.1	n/a	n/a	64.3	63.3
<b>Standard of Excellence %</b>	n/a	n/a	n/a	4.0	6.9	<b>Very Low</b>	n/a	n/a	20.8	n/a	n/a	17.7	16.0

## OurSchool Survey - Local Measures

Intellectual Engagement: Interest and Motivation	Results			
		2020/21	2021/22	2022/23
Elementary 4-6*	(%)	72	64	55
Secondary 7-12**	(%)	23	31	21
<b>Quality Instruction: Rigor</b>				
Elementary 4-6*	Out of 10	7.8	7.4	7.2
Secondary 7-12**	Out of 10	6.1	6.5	6.4
<b>Emotional Health: Anxiety</b>				
Elementary 4-6*	(%)	26	43	42



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Secondary 7-12**	(%)	46	42	49
School Context: Advocacy at School				
Elementary 4-6*	Out of 10	6.0	5.7	5.3
Secondary 7-12**	Out of 10	2.2	3	3.4







**Division Outcomes by Assurance Domain**

 **Student Growth & Achievement** AB Ed. Outcome 1 & 2

1. Students achieve provincial learning outcomes, demonstrating strength in literacy and numeracy within real-world applications.
2. Students demonstrate citizenship and respect the uniqueness of all learners.
3. First Nations, Métis and Inuit students experience academic achievement at rates comparable to non-indigenous peers.

 **Learning Supports** AB Ed. Outcome 1

7. Public School Communities are safe, caring, respectful and inclusive.
8. Mental Health supports are recognized as critical components to overall student success and wellbeing.
9. All students achieve within communities committed to truth and reconciliation with understanding of foundational Indigenous knowledge.



 **Teaching & Leading** AB Ed. Outcome 3

4. Teachers and leaders use a range of data to implement effective assessment and evaluation practices.
5. Teachers and leaders believe in their ability to impact student learning, plan effectively, and design inclusive environments.
6. Continuous leadership development is prioritized division wide.

 **Governance** AB Ed. Outcome 4

10. Students, families, staff and community are committed to a shared vision for optimal learning, with opportunities for all to be involved.
11. Resources are allocated and managed in the interests of ensuring student success.

 **Local & Societal**

12. Students demonstrate respect for themselves and others and show pride in their accomplishments and in their community.
13. Schools implement student volunteer opportunities in their communities and encourage participation in division wide events.
14. Partnerships with external agencies are in place and used to enhance the conditions required for student achievement.



## Communication and Engagement

Accountability Item	Description of Action	Date
School involves School Council in updating the plan and preparing the AERR	<p>Shared the process of school goals reflecting the board priorities and the data used to guide them.</p> <p>School Council meeting finalized plan to be shared, while explaining it is a living document that will evolve and change as required</p>	on-going
School updates its education plan/AERR document, posts it on the school website and notifies Central Office	The School Plan is posted on the school website and link shared with the Area Office.	November 2023
Results for the AEA survey and student assessments (when available) are included in our AERR and shared with our school community	Completed through the School Plan and posted on the website.	November 2023
School-based plan is linked to competencies in the TQS and LQS Links to these documents: TQS and LQS.	<p>All school plans are developed in alliance with both Alberta education TQS and LQS.</p> <p>Professional growth is provided to parallel the School Plans and the competencies in each of the TQS categories.</p> <p>School plans serve as a living document for school administration to monitor and guide school improvement initiatives and planning as per Alberta Education LQS.</p> <p>Throughout the year at staff meetings, individual TQS components will be discussed and staff will brainstorm what these outcomes look like at the school and classroom level.</p>	on-going

