



Four Winds Public School Education Plan 2024 -2027

School Goal 1

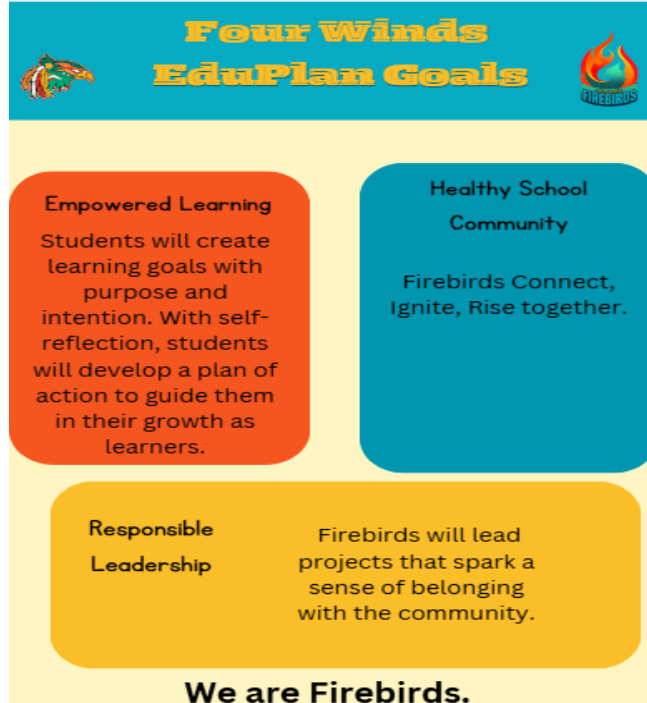
Empowered Learning: Students will create learning goals with purpose and intention. With self-reflection, students will develop a plan of action to guide them in their growth as learners.

School Goal 2

Healthy Communities: Firebirds Connect, Ignite, Rise together.

School Goal 3

Responsible Leadership: Firebirds will lead projects that spark a sense of belonging with the community.



Goal One: Empowered Learning

Students demonstrate strong achievement across provincial learning outcomes, engage critically and continuously progress as learners.

School Goal (Specific, Measurable, Achievable, Relevant, Timebound):

Empowered Learning: Students will create learning goals with purpose and intention. With self-reflection, students will develop a plan of action to guide them in their growth as learners.

Baseline data (starting point):

Data / Products	Conversations	Observations
Our School Survey Q: Students who are interested and motivated in their learning A: 21% (nat'l average 43%)	School PD identified that students complete the work when it is school-wide projects and when their learning is visible	Teachers collaborating to discuss High Impact Teaching Strategies to engage and include students
Our School Survey Q: Students who try hard to succeed in their learning A: 56% (nat'l average 73%)	Classroom structures and universal supports need to support learning environments that identify clear expectations, consistent and frequent reminders, and include students in the creation of the norms	Learner Profile sheets completed during staggered start and first week of school
PAT results	Teachers and principals use a range of data to implement effective assessment and evaluation practices	Professional Learning Communities (PLC) identified a group Professional Growth Plan (PGP) on Teaching Quality Standards (TQS) 3 and 4
Using RCAT as a heat map for areas of concern	All subject area teachers are responsible for the pedagogical focus in literacy. Literacy is not just reserved to the Language Arts teachers.	



Action Items (how we will achieve this goal):

- Survey designed to target and distinguish student areas of growth and strength
- Students will complete the survey during DEAR times
- PLC time to collaborate on building capacity in High Impact Teaching Strategies (HITS)

Lead Measures (how we will know we are on the right track):

- Review survey results with students, highlight areas of strength and growth. Goal set for the year.
- Increase in student motivation and engagement through observation of homework completion
- Increase in student engagement on summative assessments

End of year results (June update):

Data / Products	Conversations	Observations

Highlight - Literacy:

Through high-impact teaching strategies (HITS) and a focus on disciplinary literacy, students will capacity-build in their decoding and comprehension skills to increase the complexity of their subject-based understanding which will impact their confidence.

Strategies:

- Using RCAT data to create HITS
- Accessible leveled libraries in multiple locations around the building.
- Cross-grade reading buddy groups at DEAR.
- Learning coach at 0.2 FTE to support teachers



RCAT Term 3 Screener Data Summary						
Grade/Skill	Associate Meaning (AM)	Evaluate (EV)	Identify & Interpret Ideas (III)	Interpret Text Organization (ITO)	Make Connections (MC)	Total
Grade 5	51.3	56.17	65.91	51.3	36.36	58.17
Grade 6	38.37	37.08	58.08	39.41	34.34	42.54
Grade 7	44.48	46.88	52.69	45.27	52.97	48.32
Grade 8	62.77	44.91	62.13	40.74	47.76	55.82
Grade 9	56.62	45.77	59.98	53.99	52.82	55.71

Highlight - Numeracy Instruction:

Strategies:

- Using Building Thinking Classrooms approach to instruction
- Capacity-building through rich tasks
- Using non-permanent vertical surfaces (whiteboards)

Goal Two: Healthy School Communities

Students belong and learn in environments that support their needs. Public confidence is built when system resources are used to ensure optimum learning for all.

School Goal (Specific, Measurable, Achievable, Relevant, Timebound):

Healthy Communities: Firebirds Connect, Ignite, Rise together.

By May 2025, student healthy interactions that contribute to a safe, welcoming, caring learning environment have been improved based on the reduction of log entries that report student behaviour.

Baseline data (starting point):

Data / Products	Conversations	Observations
Assurance Survey Results Q: How much do you agree that students are kind to one another at school A. 38.6%	Peer to Peer Connections need improvement. Teacher relationships with students are strong. Teachers meet in a PLC group to focus on goal	SRO has come to the school 3 times to introduce himself and to be present participating in games with the students.



	setting to strengthen student relationships	
Our School Survey Q: Students who feel accepted and valued by their peers and by others at their school. A: 43% (nat'l average 68%)	Third party community groups are being involved to assist in student behaviours	Increase in assemblies to have students work together across multi-grades. Assistance provided by Maxine Hildebrandt and Morinville Youth Council.
Our School Survey Q: How much do you agree that our school is respectful A: 22%	Opportunities to have assemblies to work on peer to peer relationships and empathy.	Increase in interest in Mentorship opportunities and Reading Buddies for elem. students receiving help from the jr high students
		More theme days and school spirit days

Action Items (how we will achieve this goal):

- Create visual to put in staff room about our students
- Guess who game to help build connections between students
- Hype counsellor Sebastian working with key groups in classrooms that need positive behaviour reinforcement
- Inspire Program serves youth who are ready for growth and benefit from learning about leadership, self-esteem, and personal empowerment.
- Partnership with the Morinville Youth Team
- Clubs, Sports Teams, Activities that build connection and opportunities for inclusion.
- Classroom team meetings that target healthy interactions
- Multi-level gym assemblies during teacher PLC time that are for play and collaborative games
- Partnership with Maxine Hildebrant and Inspire
- SRO presence in the school
- Recruitment and retention of Lunch time supervisors
- To continue to offer specialized programs for our students that meet their individualized needs, challenge their abilities, and foster positive peer relationships (Sports for Life, STEAM, Performing Arts)

Lead Measures (how we will know we are on the right track):



- Student participation in extracurricular activities and clubs
- Students increase in healthy interactions (less contentious behaviour between peers)
- Increase in positive school climate and culture (positive behaviours among the students) by monitoring the frequency of Log entries in Power School
- Collect qualitative data through focus group discussions

End of year results (June update):

Data / Products	Conversations	Observations

Highlight - Indigenous Student Success and Building a Culture of Belonging:

Four Winds Public School is dedicated to braiding in Indigenous perspectives into our daily lives. This approach supports our Indigenous families by strengthening their sense of identity and belonging, while benefiting all students by deepening their understanding of global citizenship, environmental stewardship, and the diverse Ways of Knowing and Being that enrich our shared community. We will work closely with Maxine Hildebrandt, the Division's Indigenous leader, to infuse land-based teachings, ceremonies, and activities.

Maxine Hildebrandt is joining us for 4 Fridays at DEAR to identify areas of interest for the students to develop Indigenous initiatives at Four Winds.

Maxine has created a focus group of Indigenous boys in order to empower them to be leaders by weaving in cultural teachings.

Inspire program at Four Winds is now a 4 day program that has 2 groups of both boys and girls. There are now 40 students participating in the program to target the skills to develop leadership and build community.

Admin team is launching an Indigenous Parent Council at Four Winds to to work together to support and enhance Indigenous student learning



Goal Three: Responsible Leadership

School Goal (Specific, Measurable, Achievable, Relevant, Timebound):

Leaders engage openly with stakeholders with a focus on student achievement and demonstrate stewardship of system resources. We promote leadership opportunities for students, staff and community.

Baseline data (starting point):

Data / Products	Conversations	Observations
Our School Survey: Q: How much do you agree that I have been a leader in some way this year? A: 29%	Staff report wanting students to be engaged and to provide input	School safety patrol program to develop leadership in elem. students
Community insight	Admin team, as transformational leaders, wants to empower school teacher-leaders for distributed leadership	Admin Team Goal focused on LQS 1 and building positive relationships to support learning
	School projects will empower students as stakeholders in their learning (career fair, Skills Canada, school volunteers, school leadership team)	Increase in opportunities for teacher-leaders to provide input and work in their strengths and specialties. Develop the potential for leadership
	Increase opportunities for parents to interact with Four Winds and to participate in the building.	Planned opportunities for leadership and volunteerism: Career Day, TOKTW, Positive parent calls, charity events (Terry Fox, Extra Life)

Action Items (how we will achieve this goal):

- Admin team to become community members of Rotary and Morinville Collaborative community project
- Increase in parent engagement nights (ex. Community Panel on technology use)



- Increase in student leadership, volunteerism, and advocacy projects

Lead Measures (how we will know we are on the right track):

- Quantity of parents participating in community engagement activities
- Positive feedback on Google Reviews, parent surveys, and Facebook
- More parents following and interacting with the school social media
- Track experts who help with class activities

End of year results (June update):

Data / Products	Conversations	Observations

Highlight - Leadership for Students and Staff

Staff was asked to provide names of those interested in being Admin Alternates

Admin Alternates will each have a turn at chairing a staff meeting

Admin facilitated an inquiry model approach to developing our Four Winds Edu Plan goals. Staff was presented with a gallery walk that highlighted the successful initiatives that are done at FWPS. Staff was shown the assurance survey, PAT results, and Our School Survey and were asked “what do you see?” and “what do you wonder?” Staff identified the areas of concern. With that knowledge and with the sharing of the school Division’s EduPlan, staff were asked to create initiatives at Four Winds that could have an impact on the gaps that were accentuated in the surveys.

Students are responding to surveys to provide feedback and have more opportunity to give their input.

This year, students are focusing on careers during the 1st semester in health class. The students will celebrate their learning by a career fair on January 30th. For the 2nd semester, students will be working on a homeroom service project that will end with the presentation of their service work at the volunteer tea.



Sturgeon Public Schools (SPS) Priority and Goals

Priority: Student Success and Division Wellness

To achieve student success within a healthy school division Sturgeon Public Schools sets out to ensure the following three goals are met within three years:

1. **Empowered** Student & Staff Learning
2. **Healthy**, Safe School Communities
3. **Responsible** Leadership & Opportunity

By focusing on these three goals, students will meet and excel at the challenges presented by the global community, and with staff, thrive in a safe, respectful and collaborative learning environment.



Goals, Outcomes and Strategies

In the provincial assurance framework, education partners commit to continuous improvement. This collective approach values diversity, evidence-based decisions, and



student needs in local contexts, aligning with empowered learning, healthy communities, and responsible leadership goals.

Each of the 3 main goals contain a series of outcomes. Outcomes are statements that illustrate what will be happening consistently in the Division when the goal is reached. Strategies are put in place to achieve the outcomes, and are measurable. These may change or evolve in order to achieve the outcomes and reach the goals.

Empowered Learning	Healthy Communities	Responsible Leadership
<ul style="list-style-type: none"> • Students and educators know their purpose, think critically and collaboratively, and cultivate identities as lifelong learners. • Students actively participate in engaging learning environments, focused on success and real-world connections. • Learning experiences meet students' current level of achievement, and focus on growth through effective assessment. • Educators understand foundational Indigenous knowledge and design learning experiences that contribute to truth and reconciliation. 	<ul style="list-style-type: none"> • Staff, students and families collaborate to create a school community that is equitable, safe, caring, and respectful. • Staff, students and families demonstrate citizenship and honour diverse learning needs. • School communities are committed to truth and reconciliation, with connections to local Indigenous leaders and communities. 	<ul style="list-style-type: none"> • Staff and students actively participate in and lead school and community projects. • Staff and students demonstrate responsiveness and empathy towards community needs, building programming connected to the community. • The Board is actively engaged in community events and initiatives, building trust and relationships between the Division, its communities, and Provincial partners. • Resources are allocated and managed in the interests of ensuring student success.

Current Results:



Spring 2024 Required Alberta Education Assurance Measures – Overall Summary

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	75.6	84.8	85.0	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	65.2	68.6	74.7	79.4	80.3	80.9	Very Low	Declined	Concern
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT8: Acceptable	n/a	49.0	49.0	n/a	66.2	66.2	n/a	n/a	n/a
	PAT8: Excellence	n/a	6.0	6.0	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	51.3	51.3	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	7.3	7.3	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a	
Teaching & Leading	Education Quality	79.8	88.0	87.1	87.6	88.1	88.6	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	75.7	77.0	81.5	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	74.4	88.4	85.7	79.9	80.6	81.1	n/a	Declined Significantly	n/a
Governance	Parental Involvement	77.6	78.8	82.3	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

Provincial Achievement Test Results – Grade 6 PAT By Number Enrolled Measure History

Grade 6 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
N	n/a	n/a	n/a	91	100	n/a	n/a	n/a	54,802	n/a	n/a	56,482	57,655
Acceptable Standard %	n/a	n/a	n/a	51.6	49.0	Very Low	n/a	n/a	76.2	n/a	n/a	67.8	66.2
Standard of Excellence %	n/a	n/a	n/a	6.6	6.0	Very Low	n/a	n/a	24.4	n/a	n/a	20.1	18.0

Provincial Achievement Test Results – Grade 9 PAT By Number Enrolled Measure History

Grade 9 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
N	n/a	n/a	n/a	58	56	n/a	n/a	n/a	49,210	n/a	n/a	53,039	57,925
Acceptable Standard %	n/a	n/a	n/a	37.6	51.3	Very Low	n/a	n/a	69.6	n/a	n/a	62.9	62.6
Standard of Excellence %	n/a	n/a	n/a	3.0	7.3	Very Low	n/a	n/a	19.8	n/a	n/a	16.8	15.5

