



**WESTMOUNT**  

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**CHARTER SCHOOL**

# **THREE-YEAR EDUCATION PLAN**

**2026-2029**

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## Westmount Charter School's Three-Year Education Plan (2026-2029)

### Message from the Board Chair

"Fostering gifted education from the inside out."

At Westmount Charter School, we believe gifted learners require educational environments intentionally designed around their unique intellectual, social, and emotional needs. Too often, giftedness is misunderstood or viewed only through the lens of academic achievement, when in reality, it shapes how students experience, process, and engage with the world around them. This understanding informs our educational mission and guides our commitment to supporting gifted and twice-exceptional learners in meaningful and holistic ways from the inside out.

The 2026-2029 Three-Year Education Plan is grounded in evidence and informed by our 2024-2025 Annual Education Results Report. Westmount students continue to demonstrate strong academic achievement, exceeding provincial averages on Provincial Achievement Tests and Diploma Examinations, with notable growth at the standard of excellence in English Language Arts and Social Studies. Just as importantly, we saw continued improvement in welcoming, caring, respectful, and safe learning environments, in citizenship, and in three-year high school completion. These results reflect both the strength of our instructional practice and the depth of our commitment to the whole child.

Westmount stands as one of Alberta's most comprehensive learning environments for gifted students. All Westmount students are formally identified as gifted, and a significant proportion are twice-exceptional, requiring further specialized supports alongside their giftedness. We also serve students from diverse linguistic, cultural, and identity backgrounds. Each one finds a place where differences become strengths.

This plan reflects a clear next step in our work. Under the leadership of our Superintendent, Dr. Adriana Klassen, whose deep expertise in gifted education strengthens our mission, we are organizing the next three years around collective teacher efficacy as a central driver of student learning, staff well-being, and instructional coherence. We are deepening our support for twice-exceptional learners, advancing Equity, Diversity, Inclusion, and Decolonization, and continuing our commitment to truth and reconciliation. We are also engaging thoughtfully with emerging technologies, including artificial intelligence, through a provincial Community of Practice that examines its ethical and pedagogical applications in teaching and learning.

As Westmount celebrates our 30th year, the Board remains focused on the future. Demand for our specialized programming continues to grow. In our most recent admissions cycle, we received 971 qualified applications and were able to admit only 122 students. Our aging facilities, originally constructed in the late 1960s, are no longer adequate to the scale of demand or to the needs of contemporary gifted programming. In November 2025, we completed a comprehensive Value Scoping Report, and our 2026-2029 Capital Plan now sets out a clear path toward modernized, purpose-built learning environments. This work is

essential, and we will continue to advocate for new school buildings to address our ongoing capacity needs.

This past year, our students once again demonstrated exceptional academic success, but more importantly, they embodied resilience, intellectual curiosity, and kindness. These are the qualities we strive to nurture. Our educators, skilled practitioners in their own right, continue to learn, adapt, and lead with both expertise and genuine care. Our families remain essential partners, and our broader community an enduring source of strength and collaboration.

This plan emerges from deep engagement with data, with reflection, and most importantly, with people. On behalf of the Board, I want to thank Dr. Klassen, our staff, our families, our School Council, and my fellow Board members for the work that shaped it. Together, we are building a place where every gifted learner can flourish, where difference is not just accepted but celebrated, and where education starts from within and radiates outward.

Simon Corrin, Board Chair

### **Accountability Statement**

Under the direction of the Board of Directors, the Education Plan for Westmount Charter School, originally commencing in 2024, was prepared in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting Act*. This plan was developed in the context of the provincial government’s business and fiscal plans. The Charter Board has used its performance results to develop the plan and is committed to implementing the strategies within it to improve student learning and results.

As part of the annual planning and assurance cycle, the Education Plan is reviewed and updated each year to reflect evolving priorities, emerging needs, provincial direction, and evidence-informed continuous improvement aligned with Alberta’s Assurance Framework. Westmount Charter School is currently in Year 3 of its original 2024-2027 planning cycle, with the updated plan now extending through 2029 to support ongoing system growth and long-term strategic planning.

The Charter Board approved the 2024–2027 Education Plan on May 15, 2024 (Year 1), reviewed and approved the updated 2025-2028 Education Plan on May 21, 2025 (Year 2), and reviewed and approved the updated 2026-2029 Education Plan on May 20, 2026 (Year 3).

Through this ongoing cycle of review and refinement, Westmount Charter School remains committed to continuous improvement and accountability for student learning, well-being, and success, aligned with our vision of fostering gifted education from the inside out.

Simon Corrin (original signed)  
Board Chair

Dr. Adriana Klassen (original signed)  
Superintendent

## Introduction

Westmount Charter School's Three-Year Education Plan (2026-2029) outlines the strategic priorities, outcomes, and actions that will guide our continued commitment to student success and system improvement. This plan is grounded in evidence-informed decision-making and is informed by the 2024-2025 Annual Education Results Report (AERR), which provides a comprehensive analysis of student achievement and system performance, alongside meaningful stakeholder feedback from students, staff, parents/guardians, and community partners.

Aligned with Alberta Education and Childcare's Assurance Framework, this plan reflects Westmount's commitment to continuous improvement across the domains of Student Growth and Achievement, Teaching and Leading, Learning Supports, Governance, and Local and Societal Context. It establishes a clear line of sight between evidence, strategic priorities, resource allocation, and measurable outcomes, ensuring accountability, transparency, and responsiveness to the needs of our school community. This work is further aligned with Alberta Education's 2026-2029 Business Plan and supports the responsible stewardship of public education.

Westmount Charter School is a public charter school serving approximately 1334 students from Kindergarten through Grade 12 across two campuses. As a charter school authorized by Alberta Education and Childcare, Westmount is mandated to provide specialized programming for gifted learners. Our approach is grounded in our vision of fostering gifted education from the inside out, prioritizing students' social-emotional development, self-understanding, and resilience. We believe that when these foundational elements are intentionally developed, academic excellence emerges as a natural outcome of meaningful and authentic learning. In 2026, Westmount Charter School marks its 30th anniversary, providing an opportunity to reflect on its growth and impact while looking ahead to the continued evolution of gifted education.

Our work is guided by a clear vision, mission, and set of guiding principles that shape both instructional practice and system leadership. These foundational elements ensure a coherent and intentional approach to supporting the development of the whole child (socially, emotionally, and intellectually), while preparing students to thrive as lifelong learners and contributing members of society. Westmount Charter School is also committed to ensuring equitable access to high-quality learning opportunities and supports for all students, including gifted and twice-exceptional (2e) learners.

Through this Three-Year Education Plan, Westmount Charter School will continue to strengthen its specialized programming by deepening instructional practice, enhancing learning supports, and fostering a responsive and inclusive learning environment. Grounded in collective teacher efficacy and our inside out approach, this plan reflects our ongoing commitment to excellence, innovation, and the success and well-being of every student.

## Foundational Statements

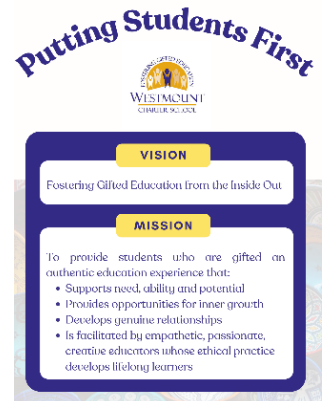
### Vision

Fostering gifted education from the inside out.

### Mission

To provide students who are gifted an authentic educational experience that:

- Supports need, ability, and potential.
- Provides opportunities for inner growth.
- Develops genuine relationships.
- Is facilitated by empathic, passionate, creative educators whose ethical practice develops lifelong learners.



### Guiding Principles

At Westmount Charter School, we believe:

- Students who are gifted are capable of exceptional performance.
- Gifted students require comprehensive, specialized educational programming if they are to understand and maximize their varied abilities.
- Teachers of gifted students require specialized training and experience in the education of the gifted if they are to guide the development of those students' learning effectively.
- Parents and guardians are vital partners in their children's education.
- Members of the community at large have an important role to play in the education of gifted students.

### Charter School Focus

As a charter school dedicated to gifted education, Westmount Charter School is committed to advancing gifted pedagogy from the inside out. Our approach emphasizes the development of the whole child: supporting students in building self-awareness, resilience, goal-setting skills, and an understanding of the connection between personal wellness and strong communities.

To support these outcomes, Westmount Charter School:

- Provides a safe, inclusive, and supportive learning environment that acknowledges similarities and honours differences.
- Teaches, models, and supports the development of lifelong learning goals and aspirations.
- Offers enriched and extended learning experiences aligned with and beyond the Alberta Programs of Study.

- Fosters critical and creative thinking, problem-finding, problem-solving, and informed decision-making.
- Provides access to a wide range of advanced human and material resources, both within and beyond the school.
- Prioritizes ongoing professional learning to ensure staff are equipped to meet the evolving needs of gifted learners.

Our philosophy is grounded in authentic relationships and a holistic approach to student development, supporting learners socially, emotionally, and academically. Westmount serves a diverse community of neurodiverse learners, including students from a variety of cultural backgrounds, gender identities and expressions, and English as an Additional Language (EAL) learners.

In addition to specialized gifted programming, we support students with a range of learning needs, including those identified as twice-exceptional (2e), those who require additional supports, and those who demonstrate exceptional performance. Our goal is to cultivate an environment in which all students develop a strong sense of self, embrace intellectual challenge, and foster a lifelong passion for learning.

The strategic priorities outlined in this Three-Year Education Plan (2026-2029) are informed by AERR data, stakeholder engagement, and our ongoing commitment to strengthening programming and practices that support gifted learners from the inside out.

## **Stakeholder Engagement and Assurance**

Westmount Charter School is committed to a culture of assurance, transparency, and continuous improvement. The priorities identified in this 2026-2029 Three-Year Education Plan are grounded in ongoing, intentional stakeholder engagement and rigorous analysis of system data, aligned with Alberta Education and Childcare’s Assurance Framework: Student Growth and Achievement, Teaching and Leading, Learning Supports, Governance, and Local and Societal Context.

This process ensures a clear line of sight between stakeholder voice, evidence, system priorities, and measurable outcomes, supporting responsive and accountable decision-making. In alignment with Alberta Education and Childcare expectations, stakeholder engagement directly informed the development of local priorities and this education plan.

### **Stakeholders Involved**

Westmount Charter School engaged a broad range of stakeholders to ensure diverse perspectives informed system planning:

- **Families and Community** - Parents, guardians, and community partners.
- **School Leaders and Staff** - Superintendent, campus principals, teachers, support staff.

- **Students** - Learners from Kindergarten through Grade 12.
- **Governance and Advisory Bodies** - Board of Directors, School Council Executive, and School Council.
- **Research Partnerships** - Ongoing collaboration with Dr. Matthew Makel, Research Chair of Gifted Education at the University of Calgary.

### How Stakeholders Were Engaged

Engagement structures were intentionally aligned to each Assurance domain to ensure coherence between feedback, system priorities, and implementation. A variety of engagement methods and data sources were used, including surveys aligned with Alberta Education and Childcare Assurance Measures (AECAM), stakeholder meetings, and ongoing dialogue. These approaches ensured meaningful, accessible, and responsive opportunities for stakeholders to inform system planning.

### Student Growth and Achievement

- Student voice and feedback were gathered through surveys, reflections, and goal-setting processes to better understand student learning experiences, engagement, and achievement.
- Evidence of student learning, including achievement data (PATs and Diploma Exams), classroom assessments, and student reflections, informed discussions at the school and system level.
- Engagement emphasized supporting student self-awareness, goal setting, and self-advocacy as key components of student success.

### Teaching and Leading

- Regular Executive Leadership Team (ELT) meetings, campus-based collaboration, and staff meetings supported shared decision-making and professional dialogue.
- Staff engagement focused on strengthening instructional practice, collective teacher efficacy, and alignment with the Teaching Quality Standard (TQS) and Leadership Quality Standard (LQS).
- Draft plans were shared with leadership teams and staff to support iterative feedback, refinement, and ownership of instructional priorities.

### Learning Supports

- Targeted surveys gathered input from students, staff, and families related to well-being, inclusion, and access to supports.
- Student voice was intentionally elevated through:
  - **Elementary Campus** - Inside Out Day, supporting student understanding of gifted identity and overexcitabilities.

- **Mid-High Campus**
  - Student Council - Ongoing dialogue between Student Council and school leadership, informing responsive changes to student supports and programming.
  - Student Advisory Group (SAG) - A representative group of grade-level students who meet regularly with the principal to share perspectives and provide feedback on student experience, well-being, and learning supports.
- Engagement emphasized equitable access, differentiation, and responsive supports for diverse learners, including twice-exceptional (2e) students.

## **Governance**

- Principals provided regular updates at School Council and Board meetings, creating structured opportunities for stakeholder feedback and advice.
- The Superintendent provided consistent updates at Board meetings and embedded “Gifted 101” segments within reporting, strengthening shared understanding of gifted education and supporting informed governance decision-making.
- An annual Superintendent Q&A session, facilitated by the School Council each fall, provided an open and accessible forum for dialogue with families.
- Board liaisons and School Council executives supported effective two-way communication between governance structures and the broader school community.
- Monthly “Coffee Talks,” co-hosted by principals and School Council executives, provided inclusive and accessible opportunities for families to engage in meaningful dialogue, ask questions, and provide feedback.

## **Local and Societal Context**

- Engagement with families and community partners ensured responsiveness to local needs, including increasing enrolment demand and the complexity of student learning profiles.
- Research partnerships informed evidence-based practices in gifted education.
- Ongoing dialogue reflected broader societal priorities, including student well-being, inclusive education, and emerging areas such as Artificial Intelligence (AI), including participation in an AI Community of Practice (CoP).

### **Use of Evidence and Data to Inform Planning**

Stakeholder input was triangulated with multiple sources of evidence, including the Annual Education Results Report (AERR), provincial and local survey data, School Council and Board of Directors discussions, and ongoing leadership dialogue.

This evidence-informed approach ensures that Westmount’s strategic priorities are responsive

to student needs, aligned with provincial expectations, and supported by measurable indicators of success within the Assurance Framework.

### **How Stakeholder Input Informed Local Priorities**

Stakeholder feedback directly shaped system priorities across all Assurance domains:

- **School Council** - In accordance with Section 12 of the School Councils Regulation, School Council was provided with opportunities to provide advice on the development of the education plan. This input informed school-level and system-level priorities and actions.
- **Board of Directors** - Feedback from stakeholders was shared with the Board of Directors through regular reporting, informing governance decisions, strategic directions, and system priorities.
- **System Priority Development** - Stakeholder input directly shaped priorities across all Assurance domains:
  - **Student Growth and Achievement** - Sustaining high levels of academic achievement while strengthening student self-awareness, goal setting, and self-advocacy through personalized, responsive, and differentiated learning experiences.
  - **Teaching and Leading** - Strengthening collective teacher efficacy, instructional coherence, leadership development, and collaborative professional learning to improve student outcomes.
  - **Learning Supports** - Enhancing social-emotional learning, differentiation, and personalized supports aligned with Westmount's inside out philosophy to support student well-being and success.
  - **Governance** - Refining admissions processes, communication structures, and Board capacity to support transparency and effective decision-making.
  - **Local and Societal Context** - Responding to student well-being, inclusive practices, emerging technologies (including Artificial Intelligence), and evolving community needs.

### **Commitment to Ongoing Engagement**

Through this comprehensive and responsive engagement process, Westmount Charter School ensures that stakeholder voice meaningfully informs system planning and continuous improvement. This work reflects a strong commitment to evidence-informed decision-making, system coherence, and the ongoing advancement of gifted education from the inside out, in alignment with Alberta's Assurance Framework.

### **Key Insights from the Annual Education Results Report 2024-2025 (AERR)**

Westmount Charter School students continue to demonstrate strong academic achievement, consistently exceeding Alberta's provincial standards. Our collaborative culture, grounded in our vision of fostering gifted education from the inside out, supports high-quality instruction

and promotes student growth across social, emotional, and academic domains.

On Provincial Achievement Tests (PATs), Westmount students performed above the provincial average in all assessed subject areas, reflecting the strength of our instructional practices and our educators' ongoing commitment to student success. Similarly, on Diploma Examinations, students exceeded provincial results across all subject areas. While results at the acceptable standard remained stable, there was notable growth in the percentage of students achieving the standard of excellence, particularly in English Language Arts and Social Studies. The 2024-2025 AERR highlights several areas of strength across Alberta's Assurance Framework, including:

- High levels of overall achievement across assurance measures, with continued growth in citizenship, three-year high school completion rates, welcoming, caring, respectful, and safe learning environments (WCRSLE), and access to supports and services.
- Improvement in diploma examination results at the standard of excellence, demonstrating increased levels of high achievement.
- Positive trends in teacher perceptions of professional learning, indicating that professional development is focused, intentional, and supportive of instructional growth.
- Increased student agreement that they model the characteristics of active citizenship, reflecting a growing sense of responsibility and engagement within the school community.

These results affirm Westmount Charter School's continued strength in student development, academic achievement, and staff professional learning. At the same time, the AERR identifies key areas for ongoing growth to ensure sustained system improvement and responsiveness to evolving student needs.

In alignment with the "moving forward" section of the AERR, the following priorities will guide Westmount's work over the next three years:

- Sustain and extend high levels of student achievement through the continued implementation of research-informed and responsive gifted pedagogy.
- Strengthen collective teacher efficacy to enhance instructional coherence, collaboration, and staff well-being.
- Enhance inclusive learning supports, particularly for twice-exceptional (2e) learners and students requiring additional and specialized supports.
- Deepen social-emotional learning and student well-being, aligned with Westmount's inside out philosophy.
- Strengthen stakeholder engagement and communication, ensuring transparency, shared understanding, and responsiveness to community needs.

These priorities establish a clear line of sight from AERR evidence to system planning and form

the foundation for the outcomes, strategies, and measures outlined in this Three-Year Education Plan (2026-2029).

### Alignment of AERR Findings to Strategic Priorities

The following table demonstrates the clear alignment between key insights from the 2024-2025 Annual Education Results Report (AERR), identified system needs, and the strategic priorities that will guide Westmount Charter School’s work from 2026-2029. These priorities directly inform system actions, resource allocation, and professional learning, ensuring a strong connection between evidence, planning, and measurable impact.

AERR Insight	Identified Need	2026-2029 Strategy	Measure
High PAT and Diploma results.	Sustain and extend high levels of achievement.	Deepen implementation of research-informed gifted pedagogy and responsive instructional practices.	PAT and Diploma exam results.
Improved teacher perception of professional learning.	Continue focused, high-impact professional learning.	Strengthen collective teacher efficacy (CTE) and expand collaborative professional learning structures (PLCs).	Staff survey data: evidence of collaborative practice.
Increased student citizenship.	Build on student engagement and leadership development.	Expand leadership, service, and citizenship opportunities across K-12.	Alberta Education Assurance Survey (AEAS); participation data.
Improved access to supports and services.	Further strengthen inclusive and responsive supports.	Enhance support for diverse learners, including twice-exceptional (2e) students and those requiring additional interventions.	Survey data, program utilization rates, and student success indicators.
Improved WCRSLE results.	Sustain a strong sense of belonging and well-being.	Deepen mental health, well-being, and inside out practices across the school community.	AEAS; local well-being data.

### Priorities Moving Forward

To sustain and further strengthen student success, Westmount Charter School will focus on the following priorities:

- Deepening understanding of gifted education from the inside out by providing targeted professional learning for staff, students, and parents/guardians that supports shared understanding and instructional coherence.
- Enhancing support for diverse learners, including students with special education needs and twice-exceptional (2e) learners, to strengthen both social-emotional well-being and academic achievement.

- Strengthening research partnerships to deepen understanding of giftedness and support the implementation of evidence-based instructional practices.
- Advancing equity, diversity, inclusion, and decolonization (EDID) by ensuring policies, practices, and learning environments reflect inclusive, culturally responsive approaches and support a welcoming, caring, respectful, and safe learning environment (WCRSLE).
- Refining and standardizing admissions processes to ensure clarity, transparency, and alignment with Westmount’s charter mandate and increasing enrolment demand.

The 2024-2025 AERR findings affirm Westmount Charter School’s strengths in academic achievement, professional learning, and student citizenship, while also identifying key areas for continued growth. These insights reinforce the importance of strengthening inclusive supports, social-emotional development, stakeholder engagement, and instructional coherence.

Collectively, this evidence establishes a clear line of sight from AERR results to system priorities and directly informs the outcomes, strategies, and measures outlined in this 2026-2029 Three-Year Education Plan.

### **Implementation of Truth and Reconciliation Commission Recommendations**

Westmount Charter School is committed to advancing reconciliation in alignment with the Truth and Reconciliation Commission’s Calls to Action and Alberta Education and Childcare’s expectations for inclusive and respectful learning environments. This work focuses on meaningfully integrating First Nations, Métis, and Inuit perspectives, histories, and ways of knowing across all aspects of teaching, learning, and school culture.

Through intentional professional learning, authentic community partnerships, and culturally responsive practices, Westmount fosters greater understanding, respect, and responsibility among students and staff. This work contributes to a welcoming, caring, respectful, and safe learning environment (WCRSLE) and supports the development of informed, empathetic, and engaged citizens.

#### **Outcomes**

- Improved education outcomes for self-identified First Nations, Métis, and Inuit students through targeted system, program, and instructional supports.
- Reduction of the systemic education gap for self-identified FNMI students.
- Increased student and staff understanding of First Nations, Métis, and Inuit histories, cultures, and perspectives.
- Strengthened relationships and engagement with Indigenous communities, Elders, and knowledge keepers.
- Increased and authentic integration of Indigenous perspectives and ways of knowing across curriculum, programming, and school culture.

## Strategies

- Provide ongoing, intentional professional learning for staff focused on Indigenous perspectives, cultural understanding, and reconciliation to build system capacity and support improved student outcomes.
- Implement targeted instructional and systemic supports to improve success for self-identified FNMI students.
- Integrate First Nations, Métis, and Inuit perspectives across subject areas in alignment with the Alberta Programs of Study and emerging curriculum.
- Create authentic learning opportunities for students through cultural experiences, guest speakers, and community partnerships.
- Strengthen relationships with Indigenous Elders, knowledge keepers, and community members to support culturally responsive and respectful learning environments.
- Review and align school policies, procedures, and practices with the Truth and Reconciliation Commission's Calls to Action and Alberta Education expectations.

## Measures of Success

- Evidence of improved outcomes for self-identified FNMI students as measured through local and provincial data.
- Increased participation of students and staff in Indigenous learning and reconciliation-focused initiatives.
- Positive feedback from students, families, and community partners regarding inclusion, cultural understanding, and respect.
- Evidence of Indigenous perspectives embedded within instructional practices, school programming, and community engagement.
- Increased staff engagement in professional learning related to Indigenous education and reconciliation.

## Indigenous Education and Reconciliation in Practice at Westmount

At Westmount Charter School, reconciliation is understood as an ongoing and evolving commitment to learning, reflection, and respectful engagement. Our approach supports students and staff in developing a deeper understanding of the histories, cultures, and contributions of First Nations, Métis, and Inuit peoples, while fostering meaningful relationships grounded in respect and reciprocity.

Through classroom instruction, school-wide initiatives, and community partnerships, Indigenous perspectives are integrated into authentic and meaningful learning experiences. These opportunities may include engaging with Indigenous guest speakers, learning alongside Elders and knowledge keepers, exploring Indigenous literature and history, and participating in activities that promote understanding of reconciliation and shared responsibility.

This work is closely connected to Westmount's vision of fostering gifted education from the

inside out. As students develop greater self-awareness, they are also encouraged to build empathy, cultural understanding, and respect for diverse perspectives. Engaging with Indigenous ways of knowing strengthens students' ability to think critically, reflect on their role within their communities, and contribute to a more inclusive and equitable society.

### **Accountability and Reporting (AERR Alignment)**

To demonstrate that funding is supporting intended outcomes, Westmount Charter School will report annually through the Annual Education Results Report (AERR):

- Total First Nations, Métis, and Inuit grant allocation received (\$35,901.58 for the upcoming year).
- Activities that support the implementation of the Truth and Reconciliation Commission's Calls to Action, including opportunities such as staff professional learning focused on truth and reconciliation (e.g. learning connected to September 30<sup>th</sup>, *National Day for Truth and Reconciliation*).
- A description of strategies, activities, and programs, along with their corresponding impact on First Nations, Métis, and Inuit student outcomes, as measured through local and provincial indicators.

Through this process, Westmount will continue to reflect on and strengthen how First Nations, Métis, and Inuit funding supports meaningful action, monitors impact, and informs ongoing improvement in alignment with provincial expectations.

### **Budgetary Allocations Targeted to Priorities**

Westmount ensures that financial and human resources are strategically aligned with system priorities identified through the Annual Education Results Report (AERR). This intentional alignment supports the effective stewardship of public funds and establishes a clear connection between resource allocation, strategic actions, and measurable impact on student outcomes.

Financial planning and resource allocation are aligned with Alberta Education's Funding Manual requirements and the Assurance Framework, ensuring that expenditures directly support identified outcomes, measures, and strategies across all domains. Resource decisions are grounded in evidence-informed planning and reflect a clear line of sight from AERR findings to system priorities and implementation.

Resources will be allocated through staffing, targeted professional learning, and specialized supports to advance identified outcomes. Key resource allocations include:

- Targeted professional learning funding to strengthen gifted education practices, build collective teacher efficacy, enhance leadership capacity, and ensure instructional coherence across the system.

- Evidence of Impact - Improved staff survey results (local measures), increased collaborative professional practice, and sustained or improved student achievement outcomes (provincial measures).
- Mental health and well-being funding to enhance Student Services supports, including access to counselling and comprehensive, wraparound supports.
  - Evidence of Impact - Improved student well-being data (Alberta Education Assurance Survey and local measures), increased access to supports, and positive trends in WCRSLE results.
- Investment in assistive technologies and inclusive education practices to support diverse learners, including twice-exceptional (2e) students.
  - Evidence of Impact - Increased student access and engagement (local measures), improved utilization of supports, and positive feedback from students, staff, and families.
- Support for research partnerships and instructional innovation to advance evidence-based practices in gifted education.
  - Evidence of Impact - Increased implementation of research-informed practices, enhanced instructional innovation, and improved alignment between pedagogy and student learning outcomes.

Financial and human resources are reviewed and adjusted annually to ensure responsiveness to emerging data, evolving student needs, and system priorities.

Detailed budget information is available in the 2026-2027 Board-approved budget, which further outlines the allocation of resources in support of system priorities and intended outcomes.

### **Domains of Assurance and Continuous Improvement**

Westmount Charter School aligns its work with Alberta Education and Childcare’s Domains of Assurance, ensuring a coherent, integrated, and evidence-informed approach to continuous improvement. This work is grounded in meaningful stakeholder engagement, strategic resource alignment, and ongoing system capacity building, with a clear and intentional focus on improving student growth, achievement, and well-being.

Student growth and achievement are at the centre of all system planning and serve as the primary driver of decision-making across all Assurance domains. Academic development is advanced through high-quality teaching and instructional leadership, while social-emotional growth is supported through comprehensive, responsive, and inclusive learning supports. Together, these interconnected approaches ensure that all students are supported to achieve success and reflect Westmount’s commitment to fostering gifted education from the inside out.

This integrated approach ensures a clear line of sight between evidence, strategic priorities, instructional practices, and student outcomes. All outcomes are supported by measurable

indicators aligned with both provincial and local measures, ensuring accountability, transparency, and ongoing monitoring of student progress, system effectiveness, and overall impact.

The following sections outline how Westmount Charter School advances student growth and achievement through coordinated system actions across each Assurance domain.

### Key Assurance Domains

#### Student Growth and Achievement

*This domain reflects Westmount Charter School’s commitment to ensuring high levels of student achievement and continuous growth for all learners. Through evidence-informed instructional practices, personalized learning, and a focus on academic and social-emotional development, students are supported in achieving excellence and in developing as self-aware, engaged, and capable learners.*

Outcomes	Strategies	Measures
<ul style="list-style-type: none"> <li>• Sustained high levels of student achievement across all grade levels, including strong performance on Provincial Achievement Tests (PATs) and Diploma Examinations.</li> <li>• Growth in student self-awareness, goal setting, and self-advocacy as key components of lifelong learning.</li> <li>• Strong literacy and numeracy development supported through differentiated and responsive instruction.</li> <li>• Increased student engagement in learning, enrichment, and leadership opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Implement personalized learning approaches, including Individual Program Plans (IPPs), that support both academic achievement and social-emotional development.</li> <li>• Strengthen instructional practices through differentiated instruction, formative assessment, and responsive teaching strategies.</li> <li>• Integrate goal-setting and self-reflection practices to support student ownership of learning.</li> <li>• Provide opportunities for enrichment, leadership, and extension learning aligned with gifted programming.</li> <li>• Use assessment data (provincial and local) to inform instruction and support targeted</li> </ul>	<ul style="list-style-type: none"> <li>• Student performance on Kindergarten to Grade 4 literacy and numeracy screenings, Grade 6 and 9 Provincial Achievement Tests (PATs), and Diploma Examinations.</li> <li>• Evidence of student progress in literacy and numeracy outcomes.</li> <li>• Student self-reflection, goal-setting documentation, and IPP evidence.</li> <li>• Student engagement data, including participation in enrichment, leadership, and extracurricular opportunities.</li> <li>• Alberta Education Assurance Survey (AEAS) and local survey data related to student engagement and learning.</li> </ul>

	interventions and extensions.	
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**Teaching and Leading**

*This domain reflects Westmount Charter School’s commitment to high-quality teaching, strong instructional leadership, and system coherence. Grounded in collective teacher efficacy and evidence-informed practice, this work ensures that instructional approaches are responsive, collaborative, and aligned to the diverse needs of gifted and twice-exceptional (2e) learners, resulting in improved student learning and well-being.*

<b>Outcomes</b>	<b>Strategies</b>	<b>Measures</b>
<ul style="list-style-type: none"> <li>• Increased collective teacher efficacy, demonstrated through strengthened collaboration, shared responsibility for student learning, and improved staff perception data.</li> <li>• High-quality, curriculum-aligned programming that is responsive to the unique academic and social-emotional needs of gifted and twice-exceptional (2e) learners.</li> <li>• Strong literacy and numeracy development across all grade levels through differentiated, responsive instruction.</li> <li>• Increased implementation of research-informed and innovative practices in gifted education.</li> <li>• Strengthened instructional leadership and ongoing professional growth across all staff.</li> <li>• Increased staff engagement in advanced</li> </ul>	<ul style="list-style-type: none"> <li>• Provide ongoing, targeted professional learning focused on gifted education, collective teacher efficacy, and high-impact instructional practices, including collaboration with recognized experts.</li> <li>• Strengthen partnerships with post-secondary institutions to support research, innovation, and professional learning.</li> <li>• Integrate research-informed instructional strategies that support both the academic and social-emotional development of gifted learners.</li> <li>• Implement Administrative Procedure 145 (Responsible Use of Artificial Intelligence) to guide ethical, responsible, and pedagogically sound use of AI by staff and students, supporting academic integrity,</li> </ul>	<ul style="list-style-type: none"> <li>• Staff survey data demonstrating growth in collective teacher efficacy and collaborative professional practice.</li> <li>• Teacher feedback and evidence reflecting the impact of professional learning on instructional practice.</li> <li>• Evidence of research-informed instructional strategies implemented across classrooms.</li> <li>• Evidence of implementation of Administrative Procedure 145, including staff and student AI literacy, classroom application, annual procedure review, and stakeholder feedback.</li> <li>• Increased staff participation in advanced professional learning and leadership development.</li> <li>• Student performance on Provincial Achievement Tests (PATs) and Diploma Examinations.</li> </ul>

<p>professional learning, including graduate-level studies.</p>	<p>privacy compliance, and professional judgment.</p> <ul style="list-style-type: none"> <li>• Engage leadership staff in a provincial Artificial Intelligence (AI) Community of Practice (CoP) to explore ethical, pedagogical, and practical applications of AI in teaching and learning.</li> <li>• Encourage and support staff participation in advanced studies and leadership development opportunities.</li> <li>• Strengthen the implementation of personalized learning plans (IPPs) to support both academic growth and social-emotional development, aligned with psycho-educational recommendations.</li> <li>• Enhance assessment and feedback practices to support ongoing student learning, growth, and instructional responsiveness.</li> <li>• Continue to build staff capacity in differentiated instruction to meet the needs of gifted and twice-exceptional learners effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of student progress in literacy and numeracy outcomes.</li> <li>• Classroom-based evidence of differentiated instruction and effective assessment practices.</li> </ul>
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**Learning Supports**

*This domain reflects Westmount Charter School’s commitment to providing safe, inclusive, and responsive learning environments that support student well-being, access, and success. Through coordinated supports, evidence-informed practices, and a focus on the whole child, Westmount ensures that all gifted students, including twice-exceptional (2e) learners, are supported to*

*thrive socially, emotionally, and academically.*

Outcomes	Strategies	Measures
<ul style="list-style-type: none"> <li>• Safe and supportive learning and working environments, supported by effective Occupational Health and Safety (OHS) practices and compliance.</li> <li>• Inclusive and responsive learning environments that meet the diverse needs of gifted students, including twice-exceptional (2e) learners.</li> <li>• Increased student self-awareness, goal setting, and self-advocacy, supporting the development of resilient, independent learners.</li> <li>• Effective, reliable, and equitable student transportation services that support access to learning across the city.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide ongoing Occupational Health and Safety (OHS) training and ensure compliance with provincial legislation and safety standards.</li> <li>• Expand access to assistive technologies and coordinated learning supports to meet diverse learner needs.</li> <li>• Strengthen school safety protocols, including the implementation and ongoing refinement of the School Action for Emergency (S.A.F.E.) Procedures and emergency preparedness practices.</li> <li>• Expand mentorship, leadership, and enrichment opportunities that support student engagement, confidence, and personal growth.</li> <li>• Integrate goal-setting and self-reflection practices within classroom instruction and personalized learning plans (IPPs).</li> <li>• Provide targeted, coordinated supports that foster student well-being, independence, and self-advocacy.</li> <li>• Enhance communication and coordination of transportation services to</li> </ul>	<ul style="list-style-type: none"> <li>• OHS compliance reports, incident data, and training completion records.</li> <li>• Stakeholder feedback (students, staff, families) regarding accessibility, inclusion, and effectiveness of supports.</li> <li>• Student self-reflection, goal-setting documentation, and IPP evidence.</li> <li>• Participation rates in mentorship, leadership, and enrichment opportunities.</li> <li>• Student survey data related to engagement, well-being, confidence, and self-advocacy (e.g., AEAS and local measures).</li> <li>• Transportation service data, including satisfaction surveys and service reliability indicators.</li> </ul>

	improve reliability, responsiveness, and family satisfaction.	
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**Governance**

*This domain reflects Westmount Charter School’s commitment to effective, transparent, and accountable governance practices that are responsive to stakeholder voices and aligned with system priorities, ensuring continuous improvement and strong stewardship of public education.*

<b>Outcomes</b>	<b>Strategies</b>	<b>Measures</b>
<ul style="list-style-type: none"> <li>• Effective and accountable governance that supports continuous improvement and strategic priority setting.</li> <li>• Meaningful and ongoing stakeholder engagement that informs governance, decision-making, and system planning.</li> <li>• Strengthened Board capacity to support informed, evidence-based governance aligned with the school’s charter mandate and provincial expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct regular Board meetings, governance retreats, and strategic planning sessions to guide system priorities and ensure effective oversight.</li> <li>• Engage stakeholders through structured consultation and communication processes to inform decision-making and system planning.</li> <li>• Strengthen transparency through clear, consistent communication of Board decisions, policies, and system results.</li> <li>• Provide ongoing governance and professional learning opportunities for Board members aligned with Alberta’s governance requirements.</li> <li>• Embed ongoing Board learning through “Gifted 101” segments within monthly Superintendent Board reports to strengthen understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Results from Board self-assessment surveys and governance reflection processes.</li> <li>• Evidence of stakeholder engagement in governance activities, consultations, and planning processes.</li> <li>• Completion and participation rates in Board governance training and professional learning.</li> <li>• Public reporting of system results through the AERR, Education Plan, and Board communications.</li> <li>• Board feedback demonstrating increased understanding of gifted education and system priorities.</li> </ul>

	of gifted education and support informed decision-making.	
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**Local and Societal Context**

*This domain reflects Westmount Charter School’s responsiveness to community context, demographic shifts, and emerging societal trends, ensuring that programming and supports remain relevant, inclusive, and student-centred.*

<b>Outcomes</b>	<b>Strategies</b>	<b>Measures</b>
<ul style="list-style-type: none"> <li>• Strengthened relationships across the school community to better understand and respond to the needs of gifted and neurodiverse learners.</li> <li>• Continued advancement of Equity, Diversity, Inclusion, and Decolonization (EDID) to support a welcoming, caring, respectful, and safe learning environment (WCRSLE).</li> <li>• Enhanced student well-being, resilience, and personal growth, reflecting the social-emotional needs of gifted and twice-exceptional (2e) learners.</li> <li>• System planning that is responsive to increasing enrolment demand and the growing complexity of student learning needs, ensuring equitable access to programming, supports, and learning environments.</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthen partnerships with families, community organizations, and external agencies to support student well-being and engagement.</li> <li>• Utilize Mental Health and Well-being funding to expand access to counselling services and mental health supports.</li> <li>• Develop and implement targeted programming that supports the social-emotional development of gifted and twice-exceptional (2e) learners, including leadership, mentorship, and well-being initiatives.</li> <li>• Ensure equitable access to supports for all learners, including twice-exceptional students, EAL learners, and those requiring specialized programming.</li> <li>• Respond to emerging societal and technological shifts by building staff and student capacity in areas such as Artificial</li> </ul>	<ul style="list-style-type: none"> <li>• Student, parent/guardian, and staff survey results related to well-being, belonging, and school culture (e.g., AEAS and local measures).</li> <li>• Increased participation in student wellness, mentorship, and support programs.</li> <li>• Data reflecting student engagement in extracurricular activities, leadership opportunities, and community initiatives.</li> <li>• Evidence of access to and utilization of mental health supports and services.</li> </ul>

	Intelligence (AI), including participation in a provincial Community of Practice (CoP).	
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Westmount Charter School remains deeply committed to fostering a learning environment that develops gifted learners from the inside out, ensuring students grow socially, emotionally, and academically within a supportive, inclusive, and innovative school community. Guided by Alberta’s Assurance Framework and a strong culture of continuous improvement, we will continue to use evidence to inform decisions, meaningfully engage stakeholders, and refine our practices to enhance both student success and well-being. Through this intentional and responsive approach, Westmount will continue to strengthen its impact and advance excellence in gifted education.

**Westmount Charter Goal (2026-2029)**

Westmount Charter School’s charter goal is to improve gifted pedagogy from the inside out. This goal reflects our commitment to developing the whole child by supporting students in deepening their understanding of themselves as learners while strengthening the social, emotional, and academic competencies required for success.

Grounded in our inside out model, our approach prioritizes self-awareness, resilience, goal setting, and a strong sense of belonging. Students are supported in recognizing the connection between personal well-being, meaningful relationships, and academic achievement. Through this work, Westmount fosters learners who are confident, reflective, and engaged, with the capacity to contribute positively to their communities.

These outcomes guide our programming, instructional practices, and system priorities, ensuring a coherent and intentional approach to supporting gifted learners. They are also closely aligned with Alberta’s Assurance Framework, contributing to student growth and achievement, strengthening teaching and leadership practices, and fostering welcoming, caring, respectful, and safe learning environments.

**Relationship Between Charter Outcomes and Assurance Framework**

Westmount Charter School’s charter outcomes reflect our unique mandate to support gifted learners through an inside out approach to education. These outcomes provide a focused and intentional lens on student development that complements Alberta’s Assurance Framework.

By aligning our charter outcomes with provincial priorities, Westmount ensures that our work supports not only academic excellence but also student well-being, inclusive learning environments, and high-quality teaching and leadership. This alignment strengthens system coherence and ensures that our specialized programming for gifted learners contributes meaningfully to broader educational goals across all assurance domains.

**Charter Outcome One - Students develop an understanding of giftedness from the inside out**

*This outcome reflects Westmount Charter School’s commitment to supporting students in developing self-awareness, emotional regulation, and a deep understanding of their unique learning profiles. Through intentional instructional practices and supportive learning environments, students build the skills necessary to thrive as confident, reflective, and self-directed learners.*

Strategies	Measures of Success
Provide targeted professional learning for staff focused on gifted education from the inside out, including overexcitabilities, learner profiles, and social-emotional development.	Alberta Education Assurance Survey (AEAS) results and local survey data reflecting student, staff, and parent perceptions of learning supports and well-being.
Integrate student overexcitability profiles and individual strengths into classroom practice to support self-understanding and personalized learning.	Evidence of student goal-setting, Individual Program Plans (IPPs), and personalized learning documentation.
Implement instructional strategies that intentionally develop self-awareness, emotional regulation, and student self-advocacy.	Student reflections, self-assessments, and classroom-based evidence demonstrating growth in self-awareness and advocacy skills.
Strengthen opportunities for critical thinking, problem finding, problem solving, and decision making across curricular and co-curricular experiences.	Student participation and achievement in enrichment opportunities, leadership programs, and academic extension activities.
Engage parents/guardians and the School Council in supporting students’ understanding of giftedness and the inside out approach.	Increased parent/guardian engagement as evidenced through participation in school events, feedback, and School Council involvement.
Foster safe, supportive learning environments where students engage in appropriate challenge and develop resilience through productive struggle.	Student survey data and feedback indicate growth in resilience, confidence, and overall well-being (as measured by the WCRSLE).

**Charter Outcome Two - Students will demonstrate increased resilience**

*This outcome reflects Westmount Charter School’s commitment to supporting students in developing resilience, self-regulation, and perseverance. Through intentional programming, supportive learning environments, and appropriately challenging experiences, students build the capacity to navigate complexity, manage setbacks, and thrive both academically and personally.*

Strategies	Measures of Success
Implement regrouping in Mathematics and English Language Arts and Literature (ELAL) at the EC campus to provide appropriate academic challenge and build problem-solving stamina.	Student reflections, teacher observations, and evidence of increased academic engagement and persistence in learning tasks.
Implement BRR (Breathe, Read, Relax) time at the EC campus to support nervous system regulation, focus, and readiness to learn.	Student, staff, and parent/guardian feedback indicates improved regulation and increased afternoon engagement.
Provide collaborative opportunities, including drama productions, clubs, and extracurricular activities, to develop perseverance, teamwork, and confidence.	Participation rates, student self-assessments, and feedback demonstrating growth in collaboration and confidence.
Support student well-being through Health and Wellness Team initiatives, including mindfulness and HeartMath training.	Reduction in behavioural incidents and improved student well-being data (e.g., AEAS and local surveys).
Offer SOURCE classes at the MH campus that focus on self-regulation, resilience, and the characteristics of giftedness.	Participation data and student survey results reflecting increased understanding of self-regulation and resilience.
Create safe, supportive learning environments that encourage appropriate challenge and productive struggle, building perseverance and confidence.	Student reflections and survey data indicating growth in resilience, confidence, and willingness to engage in challenging tasks.
Integrate explicit instruction in self-regulation and resilience strategies across subject areas.	Classroom observations, lesson plans, and evidence of student application of strategies in learning contexts.
Strengthen trauma-informed and strength-based practices through targeted professional learning for staff.	Staff feedback, classroom climate observations, and improved perceptions of welcoming, caring, respectful, and safe learning environments (WCRSLE).

**Charter Outcome Three - Students will recognize the importance of goals**

*This outcome reflects Westmount Charter School’s commitment to developing self-directed learners who set meaningful goals, monitor their progress, and take ownership of their learning. Through intentional opportunities for reflection, planning, and exploration, students build the skills necessary to connect their strengths, interests, and aspirations to future pathways.*

Strategies	Measures of Success
Implement student-directed Individual Program Plan (IPP) goal-setting from Kindergarten through Grade 12, with the goal of greater autonomous ownership by graduation, and support students in setting, monitoring, and reflecting on personal	IPP documentation, student reflections, and evidence of goal progression and achievement over time.

learning goals.	
Support year-long individualized passion projects (Grades K-4) that allow students to explore interests, set learning goals, and demonstrate their learning.	Completion rates, student presentations, and reflective artifacts demonstrating goal setting and growth.
Provide co-curricular opportunities (e.g., clubs, House Colour Challenges, extracurricular activities) that promote goal setting, perseverance, and leadership.	Participation data and student reflections demonstrating progress toward personal and group goals.
Provide career counselling and pathway-planning opportunities (Grades 5-12), including dual-credit options, to help students identify future goals and post-secondary pathways.	Student pathway planning documentation, counsellor records, and post-secondary transition data.
Integrate future planning, reflection, and goal-setting within Health and Wellness, CALM, and SOURCE courses to strengthen student self-awareness and self-advocacy.	Student engagement data, reflections, and survey results demonstrating increased clarity of goals and ability to advocate for learning needs.

**Charter Outcome Four - Students will comprehend the connection between personal wellness and strong communities**

*This outcome reflects Westmount Charter School’s commitment to developing socially responsible learners who understand that personal well-being is interconnected with healthy relationships and strong communities. Through intentional learning experiences and community engagement, students build empathy, belonging, and a sense of shared responsibility.*

<b>Strategies</b>	<b>Measures of Success</b>
Implement the Friendology program and other social wellness initiatives to strengthen students’ understanding of healthy relationships, conflict resolution, and community responsibility.	Student survey data (e.g., AEAS) and school-based data reflecting improvements in belonging, peer relationships, and reductions in social conflict.
Foster a strong sense of community through Spirit Days, cultural celebrations, and House Colour challenges that promote inclusion, connection, and school identity.	Participation rates and survey results indicating increased student sense of belonging and school connectedness (WCRSLE measures).
Integrate mental wellness and self-care strategies into classroom instruction and school-wide programming to support student well-being.	Student and staff feedback, reflections, and survey data demonstrating increased awareness and application of wellness strategies.
Provide opportunities for meaningful community engagement, including service	Number and scope of initiatives, student participation rates, and reflective evidence

learning, environmental initiatives, and local partnerships.	demonstrating understanding of community contribution.
Strengthen real-world connections to health, wellness, and community within classroom learning experiences.	Samples of student work, inquiry projects, and teacher documentation demonstrating applied learning.
Monitor student wellness, belonging, and school connectedness through ongoing data collection and analysis.	Alberta Education Assurance Survey (AEAS) results and local survey data related to wellness, belonging, and engagement.

**Implementation Plan**

This Three-Year Education Plan establishes a clear line of sight between AERR findings, identified priorities, strategies, resource allocation, and measurable outcomes, ensuring that system actions are evidence-informed and aligned with Alberta’s Assurance Framework.

Westmount Charter School ensures system coherence by intentionally aligning instructional practice, professional learning, resource allocation, and leadership actions around a shared commitment to collective teacher efficacy and improved student outcomes.

Implementation is guided by a coherent and integrated approach that connects professional learning, strategic resource allocation, stakeholder engagement, and ongoing monitoring. This ensures that priorities are implemented with fidelity, evaluated through multiple sources of evidence, and adjusted responsively based on data.

**Implementation Focus: 2026-2027 (Upcoming Year)**

In the upcoming year, Westmount Charter School will prioritize:

- Delivery of targeted professional learning aligned with AERR findings and system priorities.
- Strengthening collaborative professional structures (e.g., PLCs, leadership alignment).
- Enhancing mental health and well-being supports for students and staff.
- Expanding inclusive practices, including assistive technology and differentiation.
- Establishing baseline and ongoing data collection to monitor student outcomes, staff efficacy, and system effectiveness.

This focused implementation ensures that strategies are actionable, measurable, and responsive within the plan.

**1. Indicators of Progress**

Westmount Charter School will monitor progress across short-, medium-, and long-term intervals to ensure responsiveness, accountability, and continuous improvement.

### **Short-Term (0-12 months)**

- Delivery of targeted professional learning focused on collective teacher efficacy, gifted pedagogy, differentiated instruction, leadership development, and emerging technologies, including Artificial Intelligence (AI).
- Strengthening of collaborative professional structures (e.g., PLCs, leadership alignment).
- Implementation of enhanced mental health and well-being supports aligned with the inside out philosophy.
- Collection of baseline data related to student well-being, staff efficacy, engagement, and instructional practices.
- Increased stakeholder engagement in planning, reflection, and feedback processes.

### **Medium-Term (1-2 years)**

- Increased evidence of collaborative professional practice and collective responsibility for student outcomes.
- Measurable growth in student self-awareness, self-advocacy, and engagement.
- Strengthened inclusive practices, including expanded use of assistive technologies and differentiated instruction.
- Improved staff confidence and collective efficacy as reflected in survey and qualitative data.
- Enhanced communication, transparency, and alignment across governance structures.

### **Long-Term (2-3+ years)**

- Sustained improvement in student achievement (Provincial Achievement Tests (PAT) and Diploma Examinations).
- Deep and consistent implementation of research-informed gifted pedagogy across classrooms.
- Embedded culture of collective teacher efficacy contributing to improved staff well-being and reduced work intensification.
- System-wide integration of Equity, Diversity, Inclusion, and Decolonization (EDID) principles.
- Strengthened system capacity through partnerships, research engagement, and coordinated student supports.

## **2. Use of Measures to Determine Impact**

Westmount Charter School will triangulate data from provincial and locally developed measures to evaluate the impact of strategies on student learning, well-being, and system effectiveness, and to inform ongoing improvement.

## **Provincial Measures**

- Provincial Achievement Tests (PATs).
- Diploma Examinations.
- Alberta Education Assurance Survey (AEAS).
- Occupational Health and Safety (OHS) compliance data.

## **Locally Developed Measures**

- Student, staff, and family survey data (well-being, engagement, collective teacher efficacy).
- Staff reflections and feedback on professional learning and collaborative practices.
- Student self-reflection, goal-setting, and personalized learning (IPP) documentation.
- Participation and engagement data in student programs, leadership, and enrichment opportunities.
- Program utilization data (mental health supports, inclusive education services, assistive technology).
- Board governance self-assessment and stakeholder engagement data.

These measures are used not only to monitor progress but to evaluate the impact of strategies on student learning, well-being, and system effectiveness, and to inform ongoing adjustments to practice.

## **3. Required Resources**

### **Financial Resources**

- Targeted funding for mental health and well-being supports.
- Investment in professional learning aligned with system priorities and AERR findings.
- Allocation for assistive technologies and inclusive education supports.
- Resources to support innovation in gifted programming and instructional practices.

### **Human Resources**

- School-based counsellors and mental health professionals.
- Inclusive education specialists and educational assistants.
- Teacher leaders supporting collective efficacy, mentorship, and instructional innovation.
- Leadership team and Board engagement in governance and system leadership development.

## **4. Professional Learning Requirements**

Professional learning is intentionally designed to build capacity, strengthen instructional

practice, and align with system priorities:

- Ongoing professional learning in gifted education, differentiated instruction, inclusive practices, and Artificial Intelligence (AI).
- Targeted learning focused on collective teacher efficacy, collaboration, and instructional impact.
- EDID-focused professional learning to support culturally responsive and inclusive environments.
- Mental health literacy and well-being supports for staff and leadership.
- Partnerships with post-secondary institutions to support research, graduate studies, and evidence-informed practice.
- Structured professional learning communities (PLCs) to support ongoing inquiry, collaboration, and reflection.

## 5. Monitoring and Adjustment Processes

Westmount Charter School will implement structured processes to monitor progress and make timely adjustments:

- **Continuous Improvement Cycles** - Plan-Do-Study-Act (PDSA) cycles to assess implementation and impact.
- **Leadership Monitoring** - Regular Executive Leadership Team (ELT) reviews and data analysis.
- **Data Collection** - Ongoing review of provincial and local measures (PATs, Diplomas, AEAS, surveys, and program data).
- **Stakeholder Feedback** - Continuous input through surveys, School Council, Board engagement, and community dialogue.
- **Annual Reporting** - Results are reported through the Annual Education Results Report (AERR), ensuring transparency and accountability.

## 6. Annual Continuous Improvement Cycle

- **Fall:** Review AERR results and confirm system priorities.
- **Winter:** Monitor progress and adjust strategies through mid-year reviews.
- **Spring:** Refine strategies and align resources for the upcoming year.
- **November:** Report results through the AERR.

### Adjustment Processes

- Ongoing stakeholder feedback through surveys, forums, and engagement opportunities.
- Use of continuous improvement processes (e.g., Plan-Do-Study-Act (PDSA) cycles, strategy impact mapping).
- Collaborative data analysis to refine instructional practices, supports, and system strategies.
- Alignment of resources and professional learning based on emerging evidence and

system needs.

- Monitoring of implementation fidelity and impact to ensure alignment with provincial expectations and system priorities.

Through this structured and responsive implementation approach, Westmount Charter School ensures that strategic priorities are enacted with fidelity, monitored through meaningful evidence, and continuously refined. This work strengthens system coherence, enhances accountability, and supports improved student outcomes. Grounded in collective teacher efficacy and aligned with Alberta's Assurance Framework, Westmount will continue to advance gifted education through an intentional, evidence-informed, and student-centred inside out approach.

## **Budget and Facilities**

Westmount Charter School's Three-Year Education Plan (2026-2029), Budget (2026-2027), and Capital Plan (2026-2029) are publicly available on our website under [Stakeholder Reporting](#).

These documents are aligned and developed in a coordinated manner to ensure that financial planning, capital priorities, and system strategies directly support the outcomes and priorities identified in this Education Plan and the Annual Education Results Report (AERR). This alignment reflects Westmount's commitment to responsible stewardship of public funds, transparency, and evidence-informed decision-making.

The Capital Plan reflects both ongoing and emerging system needs related to significant enrolment demand, facility modernization, and the creation of learning environments that support inclusive, flexible, and high-quality programming for gifted learners. Current facilities, originally constructed in the 1960s, increasingly limit the school's ability to fully meet the needs of today's learners and do not align with contemporary expectations for accessibility, flexibility, and inclusive design.

Informed by a comprehensive Value Scoping Report, Westmount has submitted a proposal to the provincial government for the modernization and potential expansion of its facilities and is currently awaiting a decision regarding funding support. Westmount will continue to advocate for these priorities to address enrolment pressures and enhance learning environments.

Resource allocation decisions are directly informed by the priorities outlined in the Three-Year Education Plan, ensuring a clear and intentional alignment between financial resources, system strategies, and intended outcomes. This approach supports compliance with provincial requirements while maximizing impact on student learning, well-being, and overall system effectiveness.

Through this integrated approach to planning and reporting, Westmount Charter School

ensures accountability to stakeholders while advancing system capacity, sustainability, and continuous improvement across all domains of Alberta’s Assurance Framework.

## **Conclusion and Commitment to Continuous Improvement**

This Three-Year Education Plan reflects Westmount Charter School’s ongoing commitment to accountability, transparency, and continuous improvement. Grounded in Alberta’s Assurance Framework, the plan ensures that all students are supported to achieve success through high-quality teaching, responsive learning supports, and strong system leadership.

Through this work, Westmount will continue to advance student well-being, deepen instructional practice, and foster gifted education from the inside out, prioritizing both excellence and equity in meeting the diverse needs of our learners.

This plan establishes a clear line of sight from AERR findings to system priorities, outcomes, strategies, and measures. Progress will be monitored through ongoing PDSA cycles, leadership team review processes, Assurance data, and annual reporting through the AERR, ensuring evidence-informed decision-making and continuous improvement over time. Westmount Charter School remains committed to engaging stakeholders, responding to emerging needs, and refining practices to support the success and well-being of every student.