



Big Rock School Education Plan

Our Education Plan is based on contributions from students, parents, staff, business/community leaders and service providers who provide ongoing and direct feedback in the development of goals and strategies for engagement, support and success of each learner.

Follow Links to:

School Annual Education Results Report
School Website

“Quality teaching occurs when the teacher’s ongoing analysis of the context, and the teacher’s decisions about which pedagogical knowledge and abilities to apply, result in optimum learning for all students: - TQS



Mission

Each Learner entrusted to our care has unique gifts and abilities. It is our mission to find out what these are...Explore them...Develop them...Celebrate them

Develop kind human beings that can read, write and play with numbers!

Our Commitments

**Engage
Support
Success**

Our Beliefs

-Each child is a learner and deserves the opportunity and supports to achieve optimum learning. In learning opportunities that set high expectations for all learners to grow intellectually, socially and emotionally.

-Designing safe, caring, welcoming learning environments ensures an inclusive culture with acceptance and belonging for all.

-Ongoing learning and critical reflection ensures quality teaching and optimum student learning.

Optimum Learning is achieved through *success* for all learners, *support* for all learners, and *engagement* for all learners.

At Big Rock School we create a *joyful* learning culture through *critical thinking* by doing the *right thing*, at the *right time*, for the *right reason*.

The last 16 months has been a unique learning experience for staff, students, and families at Big Rock School. We have faced multiple and significant contextual changes throughout this period; in the words of the Teacher Quality Standard: “teacher’s ongoing analysis of the context, and the teacher’s decisions about which pedagogical knowledge and abilities to apply, result in optimum learning for all students.”

We have developed new ways of reaching students independent of time, space, and location. We have learned patience, compassion, and resilience. We have learned to distill and identify the truly essential learning outcomes that need to be accomplished to prepare students for their next level. We’ve learned to focus less on gaps and more on where a student is at, and moving forward from there.

In short, we have learned much because we have had to over the past 16 months. We can now use these new knowledge and skills because we choose to, in appropriate ways, to ensure optimal learning. The future will not be about returning to what was, or maintaining what is; it will be about purposefully doing the right thing, at the right time, for the right reason to ensure we accomplish our students’ critical outcomes.

Providing Assurance

Our School’s planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in Alberta Education’s Assurance Framework. Our School’s effective planning and results reporting occurs in a continuous improvement cycle which is integral to our accountability and assurance including:

- Developing/updating plans based on results, contextual information and provincial direction.
- Incorporating stakeholder input based on engagement activities at various points throughout the process, as appropriate.
- Implementing research and practice-informed strategies to maintain or improve performance across domains.
- Monitoring implementation and adjusting efforts as needed.
- Measuring, analyzing and reporting results.
- Using results to identify areas for improvement and to develop strategies and targets for the next plan.
- Communicating and engaging with stakeholders about school plans and results.

**Key insights from results analysis of the impact of Engagement, Support and Success strategies
Strengths and Areas for Refinement (list 4-8 key insights)**

These insights arose from engagement with staff, students, and parents throughout the school year. Listening to, and understanding the varied stories and experiences of our stakeholders this year has been vital in this turbulent year and have been foundational in setting the stage for the 2021-22 Education Plan. In addition to story, feedback opportunities existed throughout the year for staff, students, and parents.

- Sometimes you don't realize how important something is until it is taken away. The past 16 months forced us into situations where we needed to reinvent how we work directly with children. As difficult as this was, it affirmed that the most important work we do as a school, and as a division, is the work we do when we are working directly with children! All other work needs to be designed to maximize the work that is directly done with children.
- We have had significant changes in our demographic over the past number of years between boundary changes and COVID. This has impacted staffing, grade configurations and overall context of our school.
- Moving into our second year of having a full, 3 classroom, grade 1-6 Montessori program. Next year will be the most robust in terms of class sizes. It is also Montessori's turn for a review so this will be an excellent opportunity for parental/community engagement as we chart the future of Montessori.
- Students have had diverse learning experiences over the past 16 months creating cohorts with diverse learning needs (more so than in a typical year). It will be important to focus in the fall on identifying where students are at in terms of literacy, numeracy and social emotional learning so we can meet each student where they are at, and plan and allocate resources accordingly.
- There is a huge desire to "return to normal" amongst students, staff, and parents. This is an impossibility as we can't go back, we can only go forward. With that said, there will be opportunity to reintroduce events, rituals, and activities that were not possible under COVID guidelines. We need to be careful how, when, and why we reintroduce these processes. First and foremost, we still need to be cognizant of safety. Secondly, we need to make sure that we are returning to previous "ways of doing" for the right purpose. We need to be purposeful how we allocate time and other resources to enhance our wellness and not overwhelm ourselves and ensure we continue to do the right things, at the right time, for the right reason.

Engagement

for each learner

Engagement that is timely, meaningful and collaborative

Our story of engagement for each learner at our school

“Everything happens through conversation” -Ed Schein

There is no question that engagement has been difficult, and at times suffered through the 2020-2021 school year due to the pandemic. When “continuity of learning” becomes a focus, it can be implied that contextual variables are impeding the natural continuity of learning for a school year.

Pre-COVID, Big Rock was truly a community school with an open door, everyone is welcome philosophy. With COVID, restrictions greatly diminished this important aspect of our community. With the restrictions in place, it became very evident how much engagement would occur through the natural and authentic actions of community coming together. Open houses, assemblies, volunteers, class trips, concerts and sports were not just events, they were engagement opportunities. Not just engagement for students, but engagement for parents and community members as well. This all happened naturally and authentically.

With that said, we did find new ways, and purposes for engagement. Parents were absolutely critical partners last year to ensure continuity of learning. During times of at home learning, parental voice was absolutely crucial when designing learning that could be facilitated through at-home support. If anything, the relationship between school and home has strengthened because of COVID and we hope this continues as we move forward.

Moving forward, it will be important to re-establish the community presence within our walls to purposefully drive engagement with all stakeholders and promote “informal problem solving through primary group relationships” (Brokenleg)

<p style="text-align: center;">Goal <i>Desired Result</i></p> <p style="text-align: center;">Advance stakeholder engagement and communications</p> <p>Advancing stakeholder engagement practices and communication strategies ensures our School is responsive to local needs, increases stakeholder understanding of education matters and improves decision-making. It provides stakeholders and the public with accurate, accessible and easy to understand information about the progress and performance of our School in relation to provincial assurance domains and the Division priority of engagement, support and success for each learner.</p>	<p style="text-align: center;">Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></p> <p>Purposeful and appropriate stakeholder engagement and communication strategies ensure:</p> <ul style="list-style-type: none"> ● stakeholder engagement improves decisions made and provides assurance, trust and confidence in the system. ● communication provides assurance. 	<p style="text-align: center;">Indicators <i>Indicators of achieving outcomes.</i></p> <ul style="list-style-type: none"> ● Measures demonstrate that stakeholders actively participate in engagement opportunities provided by the School. ● Stakeholder engagement informed decision making and education plans.
<p style="text-align: center;">Strategies <i>Strategies are actions taken to achieve goals and desired outcomes.</i></p> <p>Strategy 1: Student Engagement - Students Matter</p> <p>Strategy 2: Staff Engagement – Connection and Well-Being Committee</p> <p>Strategy 3: Parent Engagement – Purposefully embed engagement components into in-person school events as we reintroduce these activities. Engagement of parents through school council meetings and activities on implementation and guiding future development of the Education Plan.</p> <p>Strategy 4: Community Engagement – Re-establish partnerships with community organizations that have been on hold for the past 16 months (user groups, town presentations, lemonade day, community field trips...)</p> <p>Strategy 5: Communications – Revisit Communication Strategy from 5 years ago – Right thing, right time, right reason for communication.</p>	<p style="text-align: center;">Measures and Targets <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p>Provincial</p> <ul style="list-style-type: none"> ● Parent Involvement: Increase in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. <p>Local</p> <ul style="list-style-type: none"> ● Stakeholder Participation Rates: Increase in stakeholder (students, staff, parents & community) participation in a variety of engagement opportunities. ● Stakeholder Involvement: Evidence of stakeholders (students, staff, parents, community/business) communicating, collaborating, thinking critically, solving problems and having voice in education planning and decision making. ● Evidence of Principles and Practices that tell the story of learning and provides assurance of continuous improvement and student growth and achievement. <ul style="list-style-type: none"> ○ professional learning evidence ○ classroom evidence ○ stakeholder voice 	

<p style="text-align: center;">Goal <i>Desired Result</i></p> <p style="text-align: center;">Advance evidence-based continuous improvement and assurance.</p> <p>Learners communicate, collaborate and solve problems together to advance education excellence and provide assurance for student growth and achievement.</p>	<p style="text-align: center;">Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></p> <p>Assurance has been achieved through:</p> <ul style="list-style-type: none"> ● Building relationships. ● Engaging with education partners and stakeholders. ● Creating and sustaining a culture of continuous improvement and collective responsibility. 	<p style="text-align: center;">Indicators <i>Indicators of achieving outcomes.</i></p> <ul style="list-style-type: none"> ● The School's Education Plan and Annual Education Results Report (AERR) represent evidence-informed decision making and continuous improvement. ● The School's Education Plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and appropriate research and practice-informed strategies implemented to achieve priorities. ● In the AERR data is analyzed, local and societal context considered, insights developed and conclusions drawn to inform education plans. ● The School provides assurance to the government, local stakeholders and the public that they are fulfilling their responsibility for continuous improvement in student growth and achievement through provincial and local measures.
<p style="text-align: center;">Strategies <i>Strategies are actions taken to achieve goals and desired outcomes. (Share 1 to 3 Strategies)</i></p> <ol style="list-style-type: none"> 1. Support classroom-based collection and sharing of artifacts to support assurance reporting and telling the story of the growth and success of the school and students. 2. Support teachers in using the collection of artifacts to design and plan for student growth. 3. Share the story of the school with our community and gather the voice of all stakeholders. 	<p style="text-align: center;">Measures and Targets <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p>Provincial</p> <ul style="list-style-type: none"> ● Parent Involvement: Increase in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. ● Continuous Improvement: Increase in percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. ● Overall Quality of Basic Education: Increase in percentage of teachers, parents and students satisfied with the overall quality of basic education. 	

Local

- **FSD School Assurance Survey:** Increase in percentage of teachers, parents and students satisfied with Assurance Measures.
- **Guiding Principles for Assurance:** Evidence that planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement and student growth and achievement.
 - professional learning evidence
 - classroom evidence
 - stakeholder voice

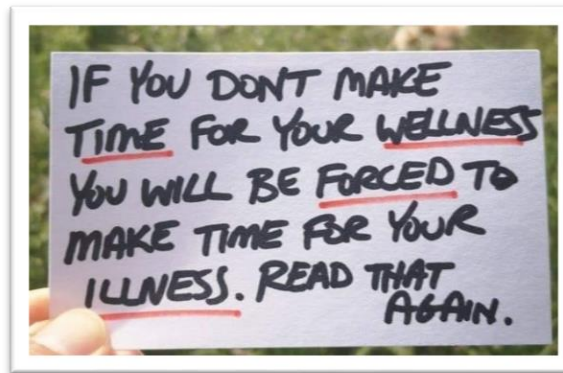
Assurance Links for ENGAGEMENT

Support

for each learner

Learning environments that are welcoming, caring, respectful, safe and inclusive.

Our story of support for each learner at our school



The above image encapsulates the importance of this section. Staff and student well-being will need to be a priority moving forward. We had started this work prior to the pandemic and moving forward it will be important to keep wellness at the forefront. We need to get the pandemic behind us, but we need to do so safely, conscious of each individual's processing of the process to move forward. In short, we need to be well as individuals so that we can be well as a group (individual and collective efficacy for wellness).

Moving forward, we must be purposeful. We need to define what is important or essential, and be very judicial about how we allocate our most precious resource, time. There is going to be a reflex to bring everything back that was pre-pandemic. The reality is that there just isn't the time. There is no going back, just going forward. The question is: "What will that forward look like?"

Next year we will be developing, refining, and focusing on critical concepts, skills and competencies at each grade level. In short, what are the 5 most important things that need to be accomplished in a given school year?

This is to help us clarify our purpose, where we want to focus our excellence, and equally important, make difficult decisions to consider some things "good enough" or potentially no longer do.

In addition to wellness, we will face challenges as we support the learning needs of our students. As much as we worked to ensure continuity of learning over the past 16 months, there was still discontinuity in learning for many of our students. The irony is, this was always the case, if anything COVID has brought clarity to this issue.

It is important that we move forward with supporting our students with a strength-based approach. We need to focus less on what the “gap” is and more on finding out where a child is and move forward from there. This applies to literacy, numeracy, academics and social emotional learning.

Focus of this work needs to be as close to the classroom level and student level as possible. Through formal and informal assessments, teachers can identify the ability level of their students and move forward with their instructional and assessment planning accordingly. Teachers must be entrusted as the primary analyzers of data as immediacy and personalization are of most importance. Learning Coaches, Administrators, Educational Assistants, Therapists and other resources need to be flexible to the needs of the teachers, and not the other way around.

Priority of data use will be for immediate action, as the quicker we act, the quicker the data becomes obsolete, which is a good thing! Systems and structures need to be designed to support the teachers’ problem solving around supporting their learners. This is a messy process requiring regular communication and check-ins. Student and teacher needs drive the process of which other support structures come into play.

“Closing the gap”



What if we miss?

I’d rather see things this way:

“I do not know what I don’t know, but ask me what I do know and go from there.” - Elder



<p align="center">Goal <i>Desired Result</i></p>	<p align="center">Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></p>	<p align="center">Indicators <i>Indicators of achieving outcomes.</i></p>
<p align="center">Advance wellness and well-being Develop collective efficacy in advancing a culture of wellness and well-being.</p>	<ul style="list-style-type: none"> ● Learners contribute to developing and advancing cultures of wellness and well-being. ● Learners contribute to and feel welcomed, cared for, respected and safe. ● Learners access a continuum of support. <p>“Students will learn</p> <ul style="list-style-type: none"> ● to develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change ● to build resilience and positive mental health skills for suicide prevention ● to know the difference between and how to manage health stress and traumatic stress” <p><i>Guiding Framework - Design and Development of K-12 Provincial Curriculum page 11</i></p> <p>“As a pluralistic society, Alberta recognizes and supports unity and a commitment to the common good among a diverse citizenry. A peaceful, pluralistic society and an energized civilization requires respect and mutual understanding among people of different faiths, experiences, and backgrounds.”</p> <p><i>Guiding Framework - Design and Development of K-12 Provincial Curriculum page 17</i></p>	<ul style="list-style-type: none"> ● Improved wellness and wellbeing in students and staff . ● All students and staff demonstrate understanding and respect for the uniqueness of all learners. ● All learning environments are welcoming, caring, respectful and safe. ● Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. ● Improved understanding of an inclusive education system is shared by all education partners. ● Improved collaboration with education partners to support learning. ● Improved wrap around services and supports that enhance conditions required for optimal learning and wellness. ● Structures and systems continually improve to support learning and meet the needs of students, families, staff and communities.
<p align="center">Strategies <i>Strategies are actions taken to achieve goals and desired outcomes</i> <i>(Share 1 to 3 Strategies)</i></p> <ul style="list-style-type: none"> ● Utilize Students’ Matter as a vehicle for student voice and leadership with student wellness. 	<p align="center">Measures and Targets <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p>Provincial</p>	

<ul style="list-style-type: none"> • Utilize “Library Meetings” to identify students needing more social emotional support. • Staff Connection and Well-Being committee will provide leadership to support staff well-being. • Admin and Learning Coach will have embedded time scheduled into all of the classrooms to provide SEL-based learning. • Each grade’s “Critical 5” has social emotional elements that will transfer across learning throughout the school year. 	<ul style="list-style-type: none"> • Safe & Caring: Increase in percentage of teachers, parents and students agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. <p>Local</p> <ul style="list-style-type: none"> • SOS-Q (Student Orientation to School Questionnaire): Increase in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities. • Evidence of Principles and Practices of a culture of wellness and well-being that tell the story of learning and provides assurance of continuous improvement and student growth and achievement. <ul style="list-style-type: none"> ○ professional learning evidence ○ classroom evidence ○ stakeholder voice
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<p align="center">Goal <i>Desired Result</i></p>	<p align="center">Outcomes</p>	<p align="center">Indicators <i>Indicators of achieving outcomes.</i></p>
<p align="center">Advance our Continuum of Supports</p> <p>Continue to develop and advance our continuum of support.</p>	<p align="center"><i>Measurable statements of what FSD seeks to achieve.</i></p> <p>FSD maintains a robust continuum of support that is visible and accessible to all learners at the divisional level and within individual schools.</p> <p>“A board, as partner in education, has the responsibility to (e) provide a continuum of supports and services to students that is consistent with the principles of inclusive education.” <i>Alberta Education Act, pages 39-40</i></p> <p>“To support children and students in attaining the goals as stated in the <i>Ministerial Order on Student Learning</i>, school authorities must ensure that all children and students...have access to meaningful and relevant learning experiences that include appropriate instructional supports.” <i>Alberta Guide to Education, Page 27</i></p>	<p>Programs, services, strategies and local measures demonstrate that each learner has access to a continuum of supports and services that is consistent with the principles of inclusive learning.</p> <ul style="list-style-type: none"> • Students and staff demonstrate understanding and respect for the uniqueness of all learners. • Learning environments are welcoming, caring, respectful and safe. • Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. • Education partners fulfill their respective roles with a shared understanding of an inclusive education system. • Collaboration with education partners to support student learning and well-being.

		<ul style="list-style-type: none"> ● Wrap around services and supports that enhance conditions required for optimal learning and student well-being. ● Structures and systems support learning and meet the needs of students, families, staff and communities.
<p style="text-align: center;">Strategies</p> <p style="text-align: center;"><i>Strategies are actions taken to achieve goals and desired outcomes.</i></p> <p style="text-align: center;"><i>(Share 1 to 3 Strategies)</i></p> <ul style="list-style-type: none"> ● Utilize “Library Meetings” to identify students needing more social emotional support. ● Admin and Learning Coach will have embedded time scheduled into all of the classrooms to provide SEL-based learning. ● Revisit our continuum of supports, focusing on maximizing time adults are working directly with children, and minimizing meeting time while ensuring effective just in time communication with relevant stakeholders (Teacher, EA, LC, FSLC, Admin). Ensuring the right supports at the right time for the right reason. 	<p style="text-align: center;">Measures and Targets</p> <p style="text-align: center;"><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p>Provincial</p> <ul style="list-style-type: none"> ● Program Access: Increase in the percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community. ● Students at Risk: Increase in the percentage of teachers, parents and students agree that programs for children at risk are easy to access and timely. <p>Local</p> <ul style="list-style-type: none"> ● SOS-Q (Student Orientation to School Questionnaire): Percentage of students who are at or above the National Norm in the areas of: <ul style="list-style-type: none"> ○ Safe and Caring - maintain ○ External Resilience - increase ○ Internal Resilience - increase ○ Self-Confidence - increase ○ Peer Relationships - maintain ○ Utility of School - maintain ○ Extracurricular Activities - increase ● School Continuum of Supports Evidence demonstrates students have access to a continuum of supports to support overall success, achievement and well-being. ● School-based Students’ Matters Engagement Evidence from student analysis of information gathered from student generated engagement opportunities created through Students’ Matters. ● Evidence of Principles and Practices that tell the story of learning and provides assurance of continuous improvement and student growth and achievement. <ul style="list-style-type: none"> ○ professional learning evidence ○ classroom evidence ○ stakeholder voice 	

Assurance Links for SUPPORT

For Further Information Follow Links to

Success

for each learner

Student Growth and Achievement

Excellence in teaching, learning and leadership

Our story of success for each learner at our school

The mandate for success is clearly articulated within the Teacher Quality Standard:

“Quality teaching occurs when the teacher’s ongoing analysis of the context, and the teacher’s decisions about which pedagogical knowledge and abilities to apply, result in optimum learning for all students.” – TQS

And echoed in the Leadership Quality Standard:

“Quality leadership occurs when the leader’s ongoing analysis of the context, and decisions about what leadership knowledge and abilities to apply, result in quality teaching and optimum learning for all school students.” – LQS

The last 16 months has shown us how volatile the context for learning can be. Pivoting between at-home and in-person learning, as well as navigating evolving guidelines, has not just changed context, but thrown context into a constant state of flux. These changes have had impact on students, families, teacher and leaders which has compounded contextual variables when you start to factor in wellness.

The changes in context we experienced, were extreme and rapid. We were put in situations where we literally needed to redesign schooling for our students in a matter of days. Tough decisions were made, and new skills and pedagogies were quickly learned. Fortunately, our mission and value statements helped guide our decisions with purpose.

Mission:

Develop kind human beings that can read, write and play with numbers!

Value Statements:

Each child is a learner and deserves the opportunity and supports to achieve optimum learning in learning opportunities that set high expectations for all learners to grow intellectually, socially and emotionally.

Designing safe, caring, welcoming learning environments ensures an inclusive culture with acceptance and belonging for all.

Ongoing learning and critical reflection ensures quality teaching and optimum student learning.

Keeping the above at the forefront, we were able to pivot with purpose. We learned what was most important to ensure continuity of learning and adjust and develop new pedagogies that allowed students to continue their learning regardless of context. Because of the ever-changing context, we were able to learn and develop new ways to reach children. Of equal importance, we had to look deep into our curricula and truly prioritize essential learning outcomes to focus our attention on what matters most for students' current and future success.

Moving forward, at each grade level we are developing the "Critical 5" skills, concepts, and competencies that help us define those essential milestones we want students to achieve. These "Critical 5" are deeply rooted in literacy, numeracy and social emotional learning (SEL). These "Critical 5" obviously don't cover the complete program of studies, but they are the priority for deep learning to transfer these skills across the program of studies. The other subjects and topics become the context for students to develop excellence within the "Critical 5"

Students have also experienced many different contexts with their schooling over the last 16 months. As students have experienced varied learning opportunities, they have also experienced varying levels of trauma throughout the pandemic. At the start of the 2020-2021 school year, we noticed that students within classes had a diverse range of abilities in literacy, numeracy and SEL; more so than a typical year. We anticipate a similar start to the 2021-2022 school year. Identifying where students are at will be essential as we start the next school year. It is important that we take a strength-based approach in identifying students' current abilities rather than focusing on "gaps" in their learning. We will need to be responsive to those needs as we meet students where they are at and move forward from there. Creatively problem solving to allocate appropriate resources to these diverse classrooms will be a priority as we begin in September.

As restrictions are lifted, our context will once again shift. As much as we would like to think about a "return to normal", that can't exist, we can only move forward. We've learned new ways to connect with students. New ways to plan, teach, assess and evaluate student learning. We learned these because we had to, but now we can use these same skills because we want to. We will also want to return to previous pedagogies as they once again become a practical reality.

Unfortunately, we just won't have the time or resources to include the best of what we used to do pre-pandemic, and the best of what we did during the pandemic. Our collective toolboxes have grown enormously, but we are still limited by the hours in the day. We will need to become critical problem solvers as we strive to do the right thing, at the right time, for the right reason. As we plan for excellence for our children, we will need to make difficult decisions once again about how we plan, instruct, assess, and evaluate our students to ensure optimal learning. This applies at the student, classroom, grade level, and school level.

As much as our minds are looking forward to a "normal" school year, that is just not a reality. Focusing on what is essential and making difficult contextual decisions, we will purposefully move forward to ensure the best possible learning experiences for all of our students.

Goal 1 <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve.</i>	Indicators <i>Indicators of achieving outcomes.</i>
<p>Advance innovation and design Build on existing high-quality learning in FSD by cultivating a culture of innovation and design to deepen student understanding of knowledge, skills and competencies through robust programs and career exploration that develops life-long learners and active citizens that are prepared for the future.</p>	<p>"Students will integrate the board knowledge base of these subjects to learn to think for themselves, solve problems creatively, collaborate, and communicate effectively. Students will be encouraged to approach the world with intellectual curiosity and humility, understanding our inherited traditions, engaging new ideas and diverse viewpoints, questioning assumptions with reason, evaluating sources of information with discernment, and applying their learning in a variety of life and work situations." <i>AB ED Ministerial Order on Student Learning, p. 2</i> Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically.</p>	<p>Learners participate in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences.</p>

Grounding and Audit of Current Reality

- Elementary education has a strong emphasis on maker-centered learning developing on those foundational skills of imagination and creativity and design.
 - A focus this year is to look at existing practices and processes within our classrooms and begin to clearly articulate these foundational skills and related

Measures and Targets
Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.

Provincial

- **Program of Studies:** Increase in percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

activities within the language of innovation, design and Career and Technology foundations.

- **Work Preparation:** Increase in percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- **Citizenship:** Increase in percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

Local

- **Student Intellectual Engagement Survey:** Increase in percentage of students who chose agree or strongly agree in 50% of questions in Grades 4 -12 in each of the following areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
- **MyBlueprint:** Evidence of advancing use of myBlueprint as an ePortfolio and career exploration tool.
- **Learner Profiles:** Growth in student achievement in maker-centered learning/CTF/CTS and competency development.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement and student growth and achievement.
 - professional learning evidence
 - classroom evidence
 - stakeholder voice

Goal 2

Desired Result

Advance learning for transfer

Advance learning for transfer to deepen student thinking and understanding of concepts through learning experiences that can be applied now and in the future for success.

Outcomes

Measurable statements of what FSD seeks to achieve.

Learners will be able to explore and develop their skills and passions and achieve their highest potential.

Students will be well prepared for their future while remaining current and relevant in the local and global contexts.

“Alberta Education supports students in progressing in their learning through open critical debate, becoming lifelong learners inspired to pursue their interests and aspirations, achieve

Indicators

Indicators of achieving outcomes.

- Improvement in students’ ability to apply knowledge, skills and understanding of concepts in a variety of contexts.
- Improvement in students using ongoing feedback to reflect continuously on progress, identify strengths and areas of need and set new learning goals.

	<p>fulfilment and success, and contribute to their communities and the world.” <i>Government of Alberta, Ministry of Education – Business Plan 2020-23, p. 52</i></p> <p>“Understanding is about putting pieces of knowledge into logical and meaningful order with other knowledge. Understanding is more complex than knowledge, showing that a student is learning how to organize knowledge to understand a concept. By understanding, one can apply what they have learned to new situations in other contexts.” <i>The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum, 2020</i></p>	
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<p style="text-align: center;">Strategies</p> <p><i>Strategies are actions taken to achieve goals and desired outcomes. (Share 1 to 3 Strategies)</i></p> <ul style="list-style-type: none"> • Each grade level has created a draft “Critical 5” concepts, skills and competencies that are considered essential for a successful year. We will be basing these concepts as priorities for learning that will be developed and applied across learning for the year. <ul style="list-style-type: none"> ○ As this is the first year, throughout the year we will be revisiting, refining, and creating a clearer articulation of which each of the Critical 5 are to create universal understanding amongst teachers, students, and parents. 	<p style="text-align: center;">Measures and Targets</p> <p><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p>Provincial</p> <ul style="list-style-type: none"> • Overall Quality of Education: Increase in percentage of teachers, parents and students satisfied with the overall quality of basic education. • Lifelong Learning: Increase in percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. • Drop-out Rate, High School Completion Rate, Transition Rates, Rutherford Scholarship, Exam Participation Rate: Growth and Improvement shown in each area. <p>Local</p> <ul style="list-style-type: none"> • Student Intellectual Engagement Survey: Increase in percentage of students who chose agree or strongly agree in 50% of questions in Grades 4 -12 in each of the following areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS). • Teacher plans show evidence of the principles in the Sustained Conceptual Learning For Depth and Transfer Planning Guide. • School Professional Learning Plans indicate a focus on the principles in the Sustained Conceptual Learning For Depth and Transfer Planning Guide.
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	<ul style="list-style-type: none"> ● Evidence of Principles and Practices that tell the story of learning and provides assurance of continuous improvement and student growth and achievement. <ul style="list-style-type: none"> ○ professional learning evidence ○ classroom evidence ○ stakeholder voice 	
<p style="text-align: center;">Goal 3 <i>Desired Result</i></p> <p style="text-align: center;">Advance First Nations, Métis and Inuit student success</p> <p>Advance First Nations, Métis and Inuit student success by providing high quality instructional programs and educational services for our Indigenous students and to increase understanding and acceptance of Indigenous cultures for all students, staff, and community.</p>	<p style="text-align: center;">Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></p> <p>First Nations, Métis and Inuit learners are successful.</p> <p>Strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders and community positively impacts learner success.</p> <p>Learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences.</p> <p>“Students will develop an understanding of and respect for the histories, contributions, and perspectives of Indigenous peoples in Alberta and Canada, including Treaty Rights and the importance of reconciliation.” <i>AB ED Ministerial Order on Student Learning, p. 2</i></p>	<p style="text-align: center;">Indicators <i>Indicators of achieving outcomes.</i></p> <ul style="list-style-type: none"> ● Improved programs, services, and strategies for First Nations, Métis and Inuit student success. ● All students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools. ● The FSD Truth and Reconciliation for Learner Success Toolkit supports improved Indigenous student success in the areas of attendance, achievement, high school completion, program options and flexibility, career and academic advising, graduation planning, careers and post-secondary programs. ● Improvement in First Nation, Metis and Inuit families that are actively involved in educational decisions.
<p style="text-align: center;">Strategies <i>Strategies are actions taken to achieve goals and desired outcomes. (Share 1 to 3 Strategies)</i></p> <p>Continue to develop our understanding of traditional ways of knowing as they apply to our professional practice</p>	<p style="text-align: center;">Measures and Targets <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p>Provincial</p> <ul style="list-style-type: none"> ● Learning Outcomes (PAT & Diploma): <ul style="list-style-type: none"> ○ Increase in FSD performance results ‘At or ‘Above’ provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language 	

<ul style="list-style-type: none"> • Continue to advance strategies to support Cultural Acceptance by building understanding of, and implementing of, foundational practices that support an understanding and embracing of Indigenous worldviews for optimum student success. • Continue to develop collective capacity to incorporate Instructional Practices that honour traditional teachings and weave foundational ways of knowing into curriculum for the success of each learner. 	<p>Arts, Math, Social Studies and Science for self-identified First Nations, Métis, and Inuit students.</p> <ul style="list-style-type: none"> ○ Increase in FSD performance results ‘At or Above’ provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams for self-identified First Nations, Métis, and Inuit students. ○ Increase in percentage of self-identified First Nations, Métis, and Inuit students who completed high school within five years of entering grade 10. <p>Local</p> <ul style="list-style-type: none"> ● RRST (Reading Readiness in English & French): Increase in percentage of students in Kindergarten and Grade 1 who are at or above grade level expectations. ● GRADE (Literacy Assessment in English): Increase in percentage of students who are at or above grade level expectations in Grades 2 – 9 in the areas of Listening Comprehension, Vocabulary and Written Comprehension. ● GB+ & DRA (Literacy Assessments in French): Increase in percentage of students who are at or above grade level expectations in Grades 2-9 in the areas of word recognition and reading comprehension. ● MIPI (Math Assessment in English & French): Increase in percentage of students who scored 50% or more in Grades 2-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability. ● Evidence of tools, services and strategies that demonstrate advancing FSD First Nations, Métis, and Inuit learner success. ● Evidence of advancing reconciliation through the Calls to Action as referenced in the Quality Standards for Alberta Educators. ● Evidence of Principles and Practices that tell the story of learning and provides assurance of continuous improvement and student growth and achievement. <ul style="list-style-type: none"> ○ professional learning evidence ○ classroom evidence ○ stakeholder voice 	
<p>Goal 4 <i>Desired Result</i></p>	<p>Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></p>	<p>Indicators <i>Indicators of achieving outcomes.</i></p>

<p>Advance literacy and numeracy Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement and success.</p>	<p>Learners are literate and numerate</p> <p>Students will have the literacy and numeracy competency to engage in learning across the content areas</p> <p>“Literacy and numeracy are the foundational building blocks of learning. They shall be pervasive across all subjects and grades and specifically taught using age-appropriate, complete texts of high quality in language classes and standard algorithms in mathematics. These foundations establish core knowledge, shared civic and cultural literacy and skills that enable students to solve problems, think critically as they become active and informed citizens leading healthy lives of meaning.” <i>AB ED Ministerial Order on Student Learning – Foundations for Learning, p. 1</i></p>	<ul style="list-style-type: none"> ● Improvement in students’ ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades. ● Improvement in students’ knowledge, skills and understanding of foundational literacy, vocabulary, and comprehension (listening and written) ● Improvement in foundational numeracy and mathematical knowledge and skills for all students
<p style="text-align: center;">Strategies</p> <p style="text-align: center;"><i>Strategies are actions taken to achieve goals and desired outcomes. (Share 1 to 3 Strategies)</i></p> <ul style="list-style-type: none"> ● Each grade level has created a draft “Critical 5” concepts, skills and competencies that are considered essential for a successful year. We will be basing these concepts as priorities for learning that will be developed and applied across learning for the year. <ul style="list-style-type: none"> ○ As this is the first year, throughout the year we will be revisiting, refining, and creating a clearer articulation of which each of the Critical 5 are ○ The Critical 5 are heavily grounded in literacy and numeracy and these components of literacy and numeracy will be developed and transferred beyond English Language Arts and Mathematics and embedded across disciplines. 		<p style="text-align: center;">Measures and Targets</p> <p style="text-align: center;"><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p>Provincial</p> <ul style="list-style-type: none"> ● Learning Outcomes (PAT & Diploma): <ul style="list-style-type: none"> ○ Increase in FSD performance results ‘At or ‘Above’ provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies and Science. ○ Increase in FSD performance results ‘At or Above’ provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams. <p>Local</p> <ul style="list-style-type: none"> ● RRST (Reading Readiness in English & French): Increase in percentage of students in kindergarten and grade 1 who are at or above grade level expectations. ● GRADE (Literacy Assessment in English): Increase in percentage of students who are at or above grade level expectations in grades 2 –

	<p>9 in the areas of Listening Comprehension, Vocabulary and Written Comprehension.</p> <ul style="list-style-type: none"> ● GB+ & DRA (Literacy Assessments in French): Increase in percentage of students who are at or above grade level expectations in grades 2-9 in the areas of word recognition and reading comprehension. ● MIPI (Math Assessment in English & French): Increase in percentage of students who scored 50% or more in grades 2-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability. ● School Professional Learning Plans indicate a focus on the principles and practices of literacy and numeracy design, instruction and assessment. ● Evidence of Principles and Practices that tell the story of learning and provides assurance of continuous improvement and student growth and achievement. <ul style="list-style-type: none"> ○ professional learning evidence ○ classroom evidence ○ stakeholder voice
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<p style="text-align: center;">Goal 5 <i>Desired Result</i></p>	<p style="text-align: center;">Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></p>	<p style="text-align: center;">Indicators <i>Indicators of achieving outcomes.</i></p>
<p>Advance excellence in teaching, learning and leading that results in improved student growth and achievement.</p>	<p>Teachers and leaders continuously improve their professional practice through professional learning opportunities, collaboration, reflective practice and use of a wide-range of evidence to advance teaching, learning and leading.</p> <p>FSD “maintains high standards for teachers, school leaders, and school authority leaders by ensuring that their preparation and professional growth focus on the competencies needed to help students perform their best, and that effective learning and teaching are achieved through collaborative leadership. Teachers and leaders are responsible for analyzing the learning context, attending to local and societal considerations, and applying the appropriate</p>	<ul style="list-style-type: none"> ● Improved collective efficacy of teachers and leaders responding with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all. ● Teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement and reflective practice. ● Teachers and leaders improve their professional practice in learning for transfer. ● Improved collaboration between teachers, leaders, students and families



	<p>knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all.” <i>Government of Alberta, Ministry of Education – Business Plan 2020-23, p.56</i></p>	<p>and other professionals enables optimum learning.</p> <ul style="list-style-type: none"> ● Improved use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning.
<p style="text-align: center;">Strategies</p> <p style="text-align: center;"><i>Strategies are actions taken to achieve goals and desired outcomes. (Share 1 to 3 Strategies)</i></p> <ul style="list-style-type: none"> ● Each grade level has created a draft “Critical 5” concepts, skills and competencies that are considered essential for a successful year. We will be basing these concepts as priorities for learning that will be developed and applied across learning for the year. <ul style="list-style-type: none"> ○ As this is the first year, throughout the year we will be revisiting, refining, and creating a clearer articulation of which each of the Critical 5 are <ul style="list-style-type: none"> ▪ Horizontal and vertical collaboration will be essential to ensure that we are truly identifying what is essential, building upon previous years, and preparing for future years. ○ The Critical 5 are heavily grounded in comprehensive literacy and numeracy and these components of literacy and numeracy will be developed and transferred beyond English Language Arts and Mathematics and embedded across disciplines. ● Teaching staff will have training in <i>Anne Davies 12 Fixes Assessment Course</i>. <p style="margin-left: 40px;">This course will be the learning material for the Fall Learning Conference and will be the foundation of the conversations that will follow on our November and March Collaborative Learning Mornings.</p> 	<p style="text-align: center;">Measures and Targets</p> <p style="text-align: center;"><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p>Provincial</p> <ul style="list-style-type: none"> ● In-service jurisdiction needs: Increase in the percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth. <p>Local</p> <ul style="list-style-type: none"> ● FSD Professional Learning Survey: Increase in the percentage of teachers who have indicated that their school has started, is consistently doing, or having deeply embedded these practices in 50% of survey questions in the areas of Shared Mission, Vision and Values; Collaborative Culture; Collective Inquiry and Reflective Practice; Commitment to Continuous Improvement and Results and Action Oriented. ● Evidence of Principles and Practices that tell the story of learning and provides assurance of continuous improvement and student growth and achievement. <ul style="list-style-type: none"> ○ professional learning evidence ○ classroom evidence ○ stakeholder voice 	



In November and March, teachers will choose topics from the assessment course to dig deeper into through break out workshops.

Assurance Links for SUCCESS

For Further Information Follow Links to

To Achieve our Education Plan we focus on Engagement, Support and Success for each learner

<p>Our Vision Engagement, Support and Success for Each Learner.</p> <p>Our Mission Each Learner entrusted to our care has unique gifts and abilities. It is our mission to find out what these are...Explore them... Develop them...Celebrate them.</p>	<p>Our Commitments for Optimum Student Learning</p> 	<p>Our Priorities</p> <p>Engagement: Ensure and maintain division-wide engagement that is timely, meaningful and collaborative with all learners and communities.</p> <p>Support: Ensure and maintain division-wide learning environments that are welcoming, caring, respectful, safe and inclusive.</p> <p>Success: Ensure and maintain division-wide excellence in teaching, learning and leadership.</p>
<p>Engagement</p>	<p>Support</p>	<p>Success</p>
<p>Local and Societal Context</p>	<p>Learning Supports</p>	<p>Student Growth and Achievement</p>
<p>Assurance Measure: FSD provides trust and confidence that the education system responds proactively to local and societal contexts.</p>	<p>Assurance Measure: FSD provides confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.</p>	<p>Assurance Measure: FSD provides trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners.</p>
<p>Governance</p>		<p>Teaching and Leading</p>
<p>Assurance Measure: FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, community, engagement, transparency and accountability.</p>		<p>Assurance Measure: FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.</p>

Engagement		Support		Success	
Local and Societal Context		Learning Supports		Student Growth and Achievement	
Goal 1 Advance stakeholder engagement and communication	Strategic Plan Stakeholder Engagement and Communications	Goal 1 Advance wellness and well-being	Strategic Plan Wellness and Well-being	Goal 1 Advance innovation and design	Strategic Plan Innovation and Design
		Goal 2 Advance our continuum of support	Strategic Plan Continuum of Support	Goal 2 Advance literacy and numeracy	Strategic Plan Literacy and Numeracy
		Vision 2034: Prepared for the Future 		Goal 3 Advance First Nations, Métis and Inuit student success	Strategic Plan First Nations, Métis and Inuit student success
Governance				Teaching and Leading	
Goal 2 Advance evidence-based continuous improvement and assurance	Strategic Plan Continuous Improvement and Assurance			Goal 4 Advance learning for transfer	Strategic Plan Learning for Transfer
				Goal 5 Advance excellence in teaching, learning and leading	Strategic Plan Excellence in teaching, learning and leading