Welcome to Big Rock School Education Plan – Year 3

Our Story of Engagement, Support, and Success for each Learner

THE FUTURE IS NOT SOMETHING WE ENTER.
THE FUTURE IS SOMETHING WE CREATE.

Our future is created by the young people in our classrooms today,
fostered by the educators invested in the pursuit of their potential,
and nurtured by the same community that will be the beneficiary of what they create.

EDUCATION AT THE CENTER OF A FLOURISHING COMMUNITY

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	*Our Commitments*	*Our Beliefs*
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!*	**Support** **Success**	*-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*.

Big Rock School Education Plan 2021-24 (Year 3)

Our 2021-2024 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.

2021-22 School Annual Education Results Report

School Website

School Land Acknowledgement

The students and staff of Big Rock would like to acknowledge that our school is located on the traditional Treaty 7 territory of the people of the Blackfoot Confederacy: The Siksika, Piikani, Kainai as well as the Tsuut'ina and Stoney Nakoda First Nations.This land is also home to the Metis Nation Of Alberta, Region 3.

To the first peoples, this land held great significance. As Badgers, we agree to responsibly use this land as we learn, play and grow. We must protect and preserve the land and water for future generations.

With open hearts and open minds, we commit to understanding the truth about the past. In the spirit of reconciliation, we promise to create a world where Indigenous voices are amplified and where Indigenous culture is celebrated and cherished.

Vision
Engagement, Support and Success for each learner

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!

Priorities
Engagement: Ensure and maintain Division wide engagement that is timely, meaningful, and collaborative with all learners and communities.
Support: Ensure and maintain Division wide learning environments that are welcoming, caring, respectful, safe, and inclusive.
Success: Ensure and maintain Division wide excellence in teaching, learning and school/Division leadership.

Board Policy 01: Division Foundational Statements
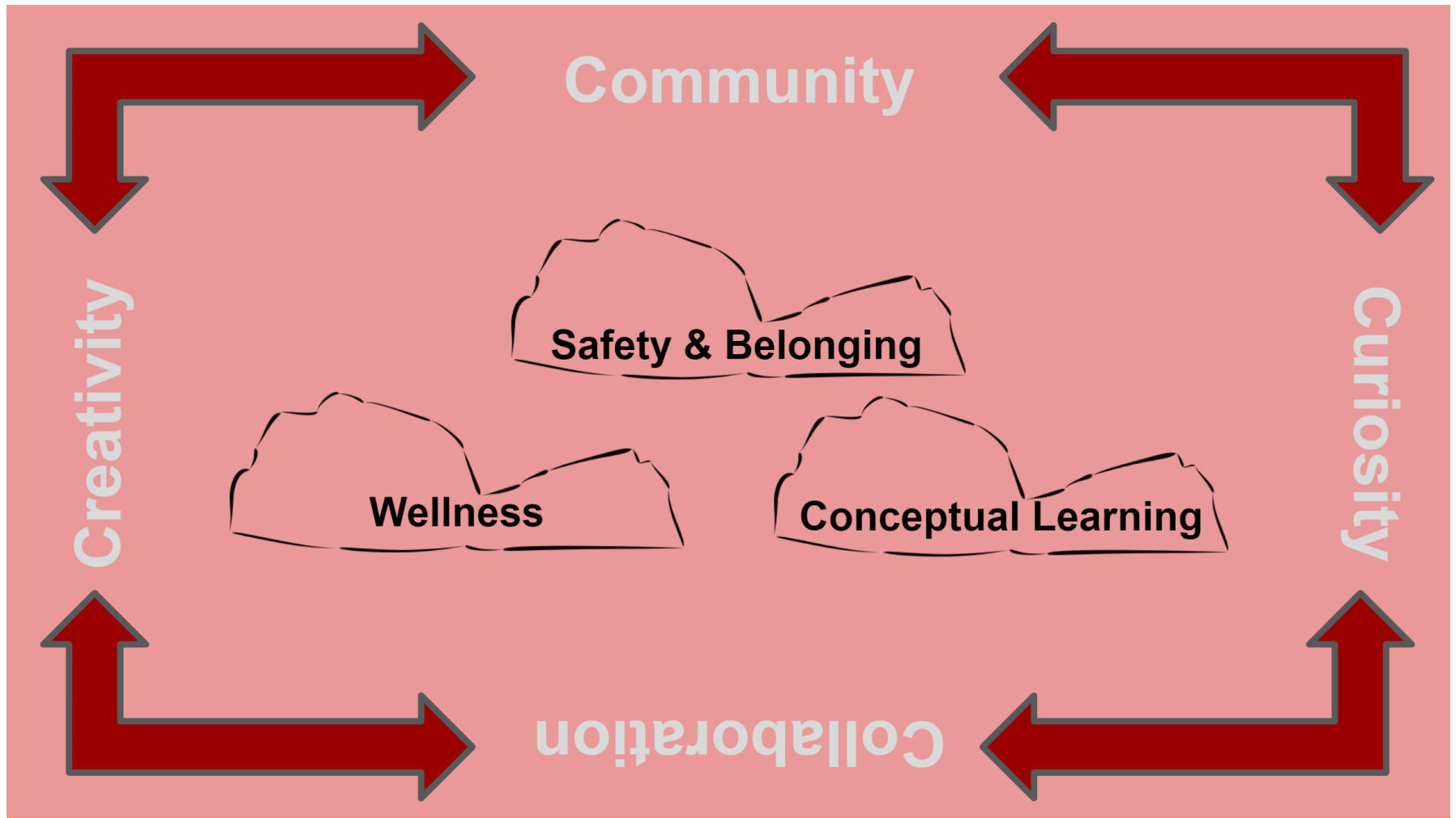
Board Policy 14: A Place for All

Commitments
▪ Visionary leadership that inspires opportunities and initiatives to impact engagement, support and success for each learner and our communities
▪ Engaging, communicating, and collaborating meaningfully with our learners and communities
▪ Providing welcoming, caring, respectful, safe, flexible, and inclusive learning environments that embrace diversity within a culture of belonging

▪ Building positive professional relationships and providing rich, meaningful, and appropriate learning experiences that are responsive to the needs of our learners and our communities

Accountability and Assurance

Foothills School Division is responsible for providing assurance to our stakeholders and the public that we are fulfilling our responsibilities and students are successful. This assurance arises from the combination of policies, processes, actions, and evidence that help build public confidence in the education system. This is achieved through relationship building, engagement with education partners and by creating and sustaining a culture of continuous improvement and collective responsibility. Foothills School Division Education Plan and Annual Education Results Report (AERR) are products and evidence of a continuous improvement process and are core documents for demonstrating accountability and providing assurance. The education plan and AERR are connected and inform one another. Our FSD strategic planning process is outlined in FSD Administrative Procedure 100: Three-Year Education Plans and Annual Education Results Report (AERR) and AP 101: Annual Education Results Report. Our three-year fixed education plan sets out what needs to be done, including determining priorities, outcomes, measures and strategies using the most recent results and is aligned with the strategic direction of Alberta Education's Three-Year Business Plan . Our AERR provides the results obtained from implementing the plan and actions taken to meet responsibilities in the key assurance domains. By analyzing the results, we develop insights, draw conclusions, and determine implications arising from the results. We use results to improve the quality and effectiveness of education programs and improve student learning and achievement. Areas that are identified as needing improvement, along with stakeholder engagement input and provincial direction, are reflected in the outcomes and strategies in the education plan. Our education plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and research and practice-informed strategies implemented to achieve our goals. Foothills School Division has established a system of accountability for results that encompasses our schools. The division priorities and processes provide strategic direction to schools in the development of their plans and in engaging stakeholders on an ongoing basis to provide assurance in advancing goals. This is outlined in AP 118: Annual Assurance Actions and AP 102: School Annual Education Plan Results Report. Engaging with our stakeholders has been critical in the development and implementation of our education plan and annual education results report. Effectively engaging stakeholders in the development of our education plan and sharing results has contributed to shared governance, being more responsive to local needs; increasing stakeholder understanding of education matters; and improving decision making.

Community

Creativity

Curiosity

Safety & Belonging

Wellness

Conceptual Learning

Collaboration

Our Goals and Strategies

Our Vision
Engagement, Support and Success for Each Learner.

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!

Commitments
▪ Visionary leadership that inspires opportunities and initiatives to impact the engagement, support and success of our learners and our communities across the division
▪ Engaging, communicating, and collaborating meaningfully with our learners and communities
▪ Providing welcoming, caring, respectful, safe, flexible, and inclusive learning environments that embrace diversity within a culture of belonging
▪ Building positive professional relationships and providing rich, meaningful, and appropriate learning experiences that are responsive to the needs of our learners and our communities

Our Priorities
Engagement: Ensure and maintain division-wide engagement that is timely, meaningful, and collaborative with all learners and communities.

Support: Ensure and maintain division-wide learning environments that are welcoming, caring, respectful, safe, and inclusive.

Success: Ensure and maintain division-wide excellence in teaching, learning and leadership.

Engagement	Support	Success
Local and Societal Context	**Learning Supports**	**Student Growth and Achievement**

|		
Goal: Advance Stakeholder Engagement and Communications **Assurance Measure:** FSD provides trust and confidence that the education system responds proactively to local and societal contexts.	**Goals:** Advance Wellness and Well-being Advance Continuum of Supports **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.	**Goals:** Advance Innovation and Design Advance Learning for Transfer Advance Literacy and Numeracy Advance First Nations, Métis, and Inuit student success **Assurance Measure:** FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.
Governance		**Teaching and Leading**
Goal: Advance Continuous Improvement and Assurance **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.		**Goal:** Advance Excellence in teaching, learning and leading **Assurance Measure:** FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.

Our School

Big Rock is a JK – 6 elementary school situated at the West End of Okotoks. Our population is approximately 350 students. We also support a multi-aged Montessori program. Our Mission Statement "The right thing, at the right time for the right reason" is the frame we use to conduct our decisions about our learning community. The impact of our decisions are designed to engage, support, and facilitate success for all learners. At Big Rock School, we strive to provide a safe and nurturing learning environment that promotes growth for everyone. Our Big Rock Code of Conduct was developed through an iterative process requiring the opinions and values of our students, staff, and parents. This guides the behavior of all those who enter our doors. Our staff is committed to providing opportunities that encourage everyone's journey forward in our three "Big Rock" domains: Social Emotional Learning, Literacy and Numeracy. As students leave our elementary school and transfer into Grade 7, we are confident that we have provided an optimal learning environment in which they have had opportunities designed to read, write, play with numbers and most importantly be a kind, caring human being.

This year, Big Rock School will be celebrating it's 40th anniversary. A pillar in the community, many generations of families have attended our school over the years. While we plan forward towards the future, we also honour the traditions and wisdom from the past.

Our Celebrations and Highlights

This has been a remarkable year at Big Rock School. Without the constraints of COVID protocols, there appeared to be a palpable sense of readiness to reimagine our learning community and to make thoughtful decisions about what to stop, start, improve, or continue. Initial feedback from staff identified three areas for growth: collaboration, behaviour, and school culture. Collaborative structures were established and throughout the year, each grade level team met at a frequency of every three weeks to plan, design, and create engaging opportunities for students.
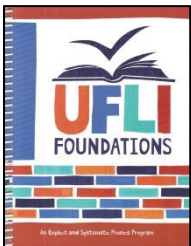
A larger reading intervention initiative involving all Grade 1-3 teachers grew organically as teachers responded to students' needs. Approaching this work from a Science of Reading lens allowed the team to support strengthening the foundational aspects of reading. Collective responsibility where teachers see all students as theirs is emerging and is supported by the ability to move away from pandemic created silos, back to embracing a whole team approach.

Three Levels of Culture
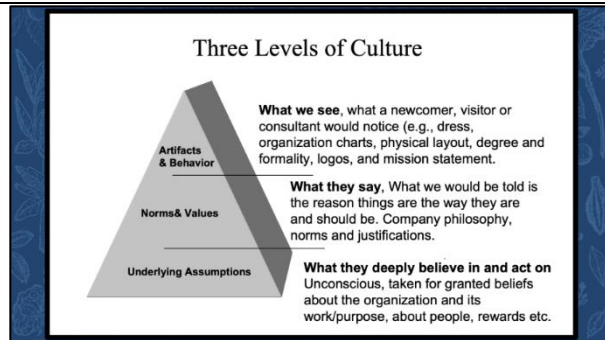
School culture was a second identified area of need. A culture committee was created to establish a regular schedule of school spirit days and community engagement. At the same time, we began to examine, a deeper level, what is essential to building a strong and effective school culture. Using the teachings of Schein, we delved deeper to begin examining our assumptions and values. This conversation has only begun and will most certainly continue into the next school year.

Another area of celebration is in the strong relationships that exist within the school community. There is a shared belief of the importance of these relationships. Opportunities to problem-solve and dig deep together help to build trust, an essential component of healthy relationships. Not only for students but also for our staff members, we are developing a safe and caring community, where team members can come to the table in an authentic way to dig into the tough conversations.

Our Annual Education Results Report 2021-22 Key Insights

Key Insights for Engagement
Provincial and Local Measures: 3-Year trend results analysis (where available and appropriate)
Impact and effectiveness of strategies implemented in achieving goal

Areas of Strength:
- We effectively continued to engage with stakeholders using alternatives to in-person strategies developed through COVID.
- Having more latitude with in-person activities within the school enhanced student-student and student-staff engagement.
- The ability to have in-person staff meetings and professional learning was also beneficial to the quality of staff communication and learning.
- In person school council was also a nice reintroduction to allowing out larger community into the school.

Areas for Growth:
- We were not able to engage with our larger community stakeholders as much as possible due to ongoing restrictions. This made it difficult to strengthen or enhance these relationships as much as we would like.

- By the end of the school year, stakeholders were frustrated with the limitations to effectively engage in person.

Next Steps:
- Set the 2022-23 school year up to have in-person social and engagement (parent and community) opportunities in place for the start of the school year.
- Revisit and re-implement communication strategies that were common place prior to the pandemic.

Areas of Strength:
- We did a phenomenal job starting the year meeting students where they were at, and moving forward from there. We started the year, with a number of gaps in learning and diverse learning needs that were exasperated by the previous year's learning interruptions. With a primary focus on safety and well-being, we met students at their current academic ability without judgment. By focusing on basics of literacy and numeracy, we got students back on track. Having targeted intervention with our younger students was also crucial getting things back on track again with their learning.
- Although we still had many restrictions, it was amazing for students to have the opportunity to engage with each other in more formal and informal ways. While we kept with cohorts, students had opportunities to interact more between them and re-engage with different students.

Areas for Growth:
- Engagement in terms of direct parental involvement was still very difficult this year. We made the most of involving parents in a virtual space, but it was difficult to truly engage with parents long term in a virtual setting.
- There was a definite adjustment as guidelines continued to relax. After a number of months of guidelines we needed to re-learn many of the social emotional tools for effective interpersonal relationships. In short, getting used to being in closer contact with each other and more different people.

Next Steps:
- As we look to the 2022-2023 school year, safely and purposefully engaging with all stakeholders will be a priority to optimize student learning:
  - Engaging students in meaningful learning activities that were not possible/available over the past two years
  - Engaging parents more directly, inviting them back to directly participate in meaningful ways withing the walls of the schools
  - Engaging students in meaningful co-curricular and extra-curricular activities
  - Engaging the larger community through field trips, guest speaking and other partnerships.

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Key Insights for Support
Provincial and Local Measures: 3-Year trend results analysis (where available and appropriate)
Impact and effectiveness of strategies implemented in achieving goal

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Areas of Strength:
- We were able to maintain stakeholders' perceptions and attitudes towards supporting wellness and well-being within our school community.
- All staff worked incredibly hard to maintain 'normalcy' throughout the school year. This was focus for our school community.
- Our learning coach, educational assistants, Family School Liaison Counselor, and admin were effective in regular communication on the well-being needs of our student population. This allowed for timely and targeted interventions throughout the year.

Areas for Growth:
- Collective resilience was strained throughout the school year. This was true of students, staff, and families. Fatigue was also a factor which negatively affected wellness and well-being.

Next Steps:
- Plans need to be in place for the 2022-2023 school year to monitor and ensure students, staff and families are positioned to start the school year with the supports necessary to flourish in the school year.
- Focus the start of the school year on wellness and wellbeing. Plan for culture before curriculum during the opening days.
- Host activities welcoming not just students, but families back to the new school year.

Areas of Strength:
- A huge strength at Big Rock has always been the ability to provide the best possible supports for our children within the resources we have.
- Strong communication between teachers, administrators, Learning Coach, Family School Liaison Counsellor, and Educational students to constantly monitor needs and progress of students requiring more targeted and individual supports.

Areas for Growth:
- Gaps in attendance of staff and students throughout the year stressed our ability to provide the best supports we could, or make continuous progress with students.
- Continue to refine ways to communicate and prioritize need to ensure our resources are best utilized.

Next Steps:

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- Revisit our communication processes and practices to ensure continuum of supports are both timely and effective.
- Better understand how to develop resilience with staff and students, resilience development needs to become more of a universal support.

Key Insights for Success
Advance Learning that Transfers

Areas of Strength:
- Through the development of "Critical 5" concepts at the grade levels, the importance of strong literacy, numeracy, and social emotional learning are clearly emergent as foundational pieces of which all other learning are built upon.
- As a school, we have also done an excellent job prioritizing those essential outcomes necessary for deep learning for transfer. Focusing on important and essential outcomes has been beneficial as we continued to navigate variable attendance when closing learning gaps and keeping students on track.
- Teachers consistently articulate high expectations for student learning, and in turn, students have high expectations for their own learning. Overall Big Rock has a very positive attitude towards the importance of learning.

Areas for Growth:
- Rigor and relevance have slid over the past couple of years. It can be speculated that this may be in part to the exhaustion and stresses to well-being we have experienced over the past few years.
- It is important to continue to develop understanding of critical learning outcomes and opportunities at each grade level, and reinforce these across the curricula through deep learning for transfer.
- We also need to continue to find creative strategies to engages students across all subject areas.

Next Steps:
- The coming years will be important as we continue to incorporate best practices as we transition to a new curriculum. Also look for opportunities within the new curriculum framework to better engage students throughout their learning day as we strive for optimum learning.

Advance Literacy and Numeracy

Areas of Strength:
- As mentioned earlier, literacy and numeracy instruction are foundational learning at Big Rock School. Staff work at great lengths to identify where students are at using a variety of assessments and use these data to inform their practice in literacy and numeracy instruction throughout the year.
- This year, the importance of the above at the start of the year was paramount. Our staff were aware that we would have a variety of gaps in learning from the previous year and were prepared to meet students returning to classrooms with more diverse needs than typical year.
- We were able to maximize the use of supplemental funding from the province to ensure students with gaps were able to get the targeted supports they needed. This was a very successful and much appreciated intervention program for our younger learners.
- As a staff we constantly share best practices as grade level teams as well as vertically across the grades to ensure a common understanding of best practices for student success.

Areas for Growth:
- We are still dealing with the impact of the last two years of pandemic. The diversity of learning needs in a given classroom has amplified over the past two years. We need to continue to develop our collective practice to effectively teach classrooms with diverse needs and refine our continuum of supports to continue to close the gaps within our classrooms.
- Last year was the first experience we have had with Provincial Achievement Tests since the start of the pandemic. Although our acceptable standard was within or above provincial norms, work does need to be done to ensure students reaching standard of excellence are more in line with provincial norms.

Next Steps:
- As we move forward, we need to continue to address learning gaps, particularly around literacy and numeracy. With best practices in place for our younger students, more focus and attention need to go towards supports for our older students.

Advance First Nations, Métis, and Inuit student success

Areas of Strength:
- We continue to develop our collective understanding of First Nations, Métis, and Inuit foundational knowledge and practices as a staff so we can best meet the needs of our Indigenous and Non-Indigenous students.

- We are continuing to develop our repository of resources for staff and students to better our collective understanding of foundational knowledge and practices. This is occurring in our learning commons as well as our teachers developing their personal and classroom collections.

Areas for Growth:
- We need to continue to develop our understanding of foundational knowledge and practices as professionals and continue to discover and utilize First Nations, Metis, and Inuit resources and perspectives across all subject areas.

Next Steps:
- As we develop our collective understanding, we need to move from learning to doing. As our theoretical understandings continue to grow, this needs to be reflected in our practice serving all of our students.
- At Big Rock, the population of students that identify as Indigenous is small but growing. We need to ensure we have structures and processes in place to ensure their optimum learning. We are also seeing an increase in our population of students in care and need to continue to develop the scope and quality of relationships with relevant stakeholders to ensure their success.

Advance Teaching, Learning and Leading

Areas of Strength:
- Staff at Big Rock, as well as staff throughout the province, need to be congratulated for their commitment to student learning throughout the pandemic. Our staff's commitment to ensure the best possible learning for their students through ever changing contextual variables was paramount, unfortunately often sacrificing personal wellness and well-being to ensure optimal learning.
- Throughout the year, there was a general theme of turning challenge to opportunity. New practices evolved out of necessity, but these practices will continue to serve students learning needs.
- Staff were creative on maintaining a culture of collaboration despite restrictions to direct in-person opportunities.

Areas for Growth:
- Throughout the pandemic, the work of ensuring continuity of learning was simply exhausting. Priority was focusing on meeting the immediate needs of the students, the school, and the system. Unfortunately, through this systems and structures for professional growth and development suffered. Although our collective professional practices improved greatly our perceptions in these areas suffered. Although efforts were made through technology, the lack of in-person professional learning and collaboration took its toll.

Next Steps:

- We have a significant new curriculum implementation that will be occurring over the next few years. This will be an opportunity to advance best practices in professional learning within the school and division as we align existing practices that apply to the new curriculum and develop new professional practices to optimize curriculum implementation.
- Moving into the 2022 – 2023 school year there will be a need to re-establish a sense of community within the school and the division in terms of collaborative systems and structures.

Our Story of Engagement

Building authentic engagement remains a priority at Big Rock School. We quite clearly see ourselves as one piece of a much larger puzzle. Developing partnerships with parents and community agencies requires a shared understanding of needs and a strong communication plan to ensure all parties are well-informed.

This year, we were particularly purposeful in gathering student voice. Our Student Matters committee expanded to include representation from all classes in Grades 4-6. Together, this committee examined feedback from students and worked together to implement visible changes. Promoting student voice has helped to encourage perspective-taking, and outside the box thinking. It has also allowed students to develop their internal resilience and problem-solving capacity which has, ultimately, impacted self-confidence. Other opportunities for student engagement have been done through whole-school initiatives like our Big Rock Book Madness Challenge and offering of a variety of extracurricular sports or clubs. We have also encouraged students to share their voice by engaging with or planning some elements of our daily announcements.

Our school's land acknowledgment was rewritten by some of our students. The new version reflects a more personalized, heartfelt recognition of the past while sharing a commitment to move forward with purpose, compassion, and care.

All staff were offered the opportunity to participate as a member of our newly created Lead Team. We are cognizant of collective voice from across the different grade levels within our school community. With over half of our teaching staff participating in this Lead team, we feel confident that this is representative of our larger school community.

The engagement of our parent community was also top of mind this year. Parents are once again supporting within classroom communities and volunteering to support initiatives like our hot lunch programs. We also had outstanding attendance at our March Market where the community came together to raise funds for local and global initiatives. Reintroducing our Volunteer Appreciation Tea, and our Pancake Breakfast were also engagement opportunities that were well-received by our community.

Our school council, with a small, but mighty group of parents, works tirelessly to ensure parent voice is represented at the school level. Our final school council meeting of the year was also where we saw our biggest turnout. We are hopeful that, through a few new initiatives, we will continue to promote active participation from our parent community as they see how their ideas and opinions inform and impact the decision-making at our school.

Calendar of Events

School News

| Goal
Desired Result | Outcomes
Measurable statements of what FSD seeks to achieve | Indicators
Indicators of achieving outcomes |
|---|---|---|
| **Advance stakeholder engagement and communications**: Advancing stakeholder engagement practices and communication strategies ensures FSD 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 FSD in relation to provincial assurance domains and the Division priority of engagement, support, and success for each learner. | Purposeful and appropriate stakeholder engagement and communication strategies ensure:
▪ governance aligns with and is responsive to the needs and expectations of the learning community
▪ stakeholder engagement improves decisions made and provides assurance, trust, and confidence in the system
▪ communication provides assurance | ▪ measures demonstrate that stakeholders actively participate in engagement opportunities provided by the Foothills School Division
▪ stakeholder engagement informed decision making and education plans
▪ education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding |

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

▪ **Parent Involvement:** Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

▪ **Continuous Improvement:** Increase/maintain 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.

▪ **Quality of Education:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.

Local

▪ **Stakeholder Engagement:** Evidence of stakeholders (students, staff, parents, community/business) communicating, collaborating, thinking critically, solving problems, and having a voice in education planning and decision making through engagement opportunities. What stakeholders were involved? How were they engaged? How results and related information were shared? What actions were taken based on input provided? How were obligations met under the School Councils Regulation to provide school councils the opportunity to provide advice on development of education plan and annual education results report and to share results from local and provincial measures?

▪ **FSD Assurance Survey (Parent):** Increase/maintain percentage of parents 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.

Strategies to Advance Stakeholder Engagement
Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement
*Strategies continued from 2021-22 (Year 1)   *Strategies revised or added for 2022-23 (Year 2)   *Strategies revised or added for 2023-24 (Year 3)

Strategy 1: Student Engagement:

Students Matter Committee - We will continue to support the expansion of this committee to include more representation from classes, with the goal of expanded the breadth and depth of students' voice.

Student Advisory Sessions with the Principal: Through regularly scheduled time with the principal, our senior students will have opportunities to engage in conversation with the principal to offer feedback around issues that have the potential to impact our entire school community.

Strategy 2: Staff Engagement

Lead Team: Build a school leadership team that supports in designing professional learning opportunities for local learning days. Shared leadership will be promoted through this team approach.

Strategy 3: Parent Engagement:

Support and celebrate Parent Council initiatives and work together to promote parent engagement through this forum.

Purposefully embed engagement components into in-person school events.

Community Engagement:

Continue forging relationships with community organizations (user groups, town presentations, lemonade day, community field trips…)

Engage community supports like the FAS Society to continue leading just-in-time learning.

Communications

 Together with the staff, establish a framework and expectations for regular communication with parents.

| Goal
Desired Result | Outcomes
Measurable statements of what FSD seeks to achieve | Indicators
Indicators of achieving outcomes |
|---|---|---|
| **Advance evidence-based continuous improvement and assurance**
Learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement. | Assurance has been achieved through:
▪ building relationships
▪ engaging with education partners and stakeholders
▪ creating and sustaining a culture of continuous improvement and collective responsibility | ▪ Governors engage stakeholders in the creation and ongoing implementation of a shared vision for student success
▪ curriculum is relevant, clearly articulated and designed for implementation within local contexts
▪ Education Plan and Annual Education Results Report represent evidence-informed decision making and continuous improvement
▪ Governors employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity
▪ 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
▪ AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans
▪ fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements
▪ provide assurance to the government, stakeholders, and community, through provincial and local measures, that we are fulfilling our responsibility for continuous improvement in student growth and achievement |

Measures and Targets

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

Provincial

▪ **Parent Involvement:** Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

▪ **Continuous Improvement:** Increase/maintain 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.

▪ **Quality of Education:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.

Local

▪ **Stakeholder Engagement:** Evidence of stakeholders (students, staff, parents, community/business) communicating, collaborating, thinking critically, solving problems, and having a voice in education planning and decision making through engagement opportunities. What stakeholders were involved? How were they engaged? How results and related information were shared? What actions were taken based on input provided? How were obligations met under the School Councils Regulation to provide school councils the opportunity to provide advice on development of education plan and annual education results report and to share results from local and provincial measures?

▪ **FSD Assurance Survey (Parent):** Increase/maintain percentage of parents 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.

Strategies to Advance Continuous Improvement and Assurance

Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement

*Strategies continued from 2021-22 (Year 1)   *Strategies revised or added for 2022-23 (Year 2)   *Strategies revised or added for 2023-24 (Year 3)

- 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.
- Support teachers in using the collection of artifacts to design and plan for student growth.
- Share the story of the school with our community and gather the voice of all stakeholders.

Our Story of Support

Big Rock School is committed to ensuring equitable access to support for all learners in our care. In an inclusive learning environment, we acknowledge the diverse strengths, talents, and areas of growth for all our students. It is our responsibility to meet students where they're at, and to work together in a partnership with families to determine appropriate, attainable learning goals are purposefully selected. With the support of our Learning Coach, FSLC and our Educational Assistants, teachers scaffold personalized learning opportunities. Students are encouraged to demonstrate their understanding in multiple ways. It is our goal to refine our current continuum of supports through regularly scheduled reviews and conversations throughout the year.

Introducing a Collaborative Response Model is also a goal. Through this structure, we hope to build the capacity of our staff team to respond to the academic and social-emotional needs of all students.

Teaching teams are demonstrating their commitment to respond, just in time, to the needs of their students. The initiation of flexible grouping for students at different skills levels in reading acquisition resulted in huge celebrations this year. A more personalized targeted approach is better meeting student needs while having a tremendous impact on self-confidence.

Inclusive Learning

Student Support Services

Goal	Outcomes	Indicators
Desired Result	*Measurable statements of what FSD seeks to achieve*	*Indicators of achieving outcomes*
Advance wellness and well-being: Develop collective efficacy in advancing a culture of wellness and well-being.	▪ 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 robust continuum of supports ▪ students will develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change	▪ improved wellness and wellbeing in students and staff ▪ learners are active, healthy, and well ▪ 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 adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations ▪ improved understanding of an inclusive education system is shared by all education partners ▪ collaboration with education partners to support learning

▪ students will build resilience and positive mental health skills ▪ students will know the difference between and how to manage health stress and traumatic stress	▪ 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 ▪ programs, services, strategies, and local measures demonstrate that each learner has access to a continuum of supports and services consistent with the principles of inclusive learning

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

Provincial

▪ **Safe & Caring:** Increase/maintain percentage of teachers, parents and students who 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.
▪ **Access to Supports and Services:** Increase/maintain percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community through a continuum of supports.

Local

▪ **SOS-Q (Student Orientation to School Questionnaire):** Increase/maintain 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.
▪ **Access to Supports through a Continuum of Supports:** Evidence demonstrates students have access to a continuum of supports to support overall success, achievement, and well-being (FSD Assurance Survey-Parent, Intellectual Engagement Survey-Student, FSD Professional Learning Survey-Staff).
▪ **Staff Advisory** (Guarding Minds Survey) and **Students' Matters** input and feedback.
▪ **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth & achievement.

Strategies to Advance Wellness and Well-being
Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement
Strategies continued from 2021-22 (Year 1)   *Strategies revised or added for 2022-23 (Year 2)*   *Strategies revised or added for 2023-24 (Year 3)*

- Utilize Students' Matter as a vehicle for student voice and leadership with student wellness. New for the 2023-2024, our school-based Student Matters team will expand to include a few more staff members. Additional opportunities for students to provide voice will also be provided through the expansion of our Student Matters team.
- Utilize "Library Meetings" to identify students needing more social emotional support. We will reinstitute collaborate time between our LC and teachers
- 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.

Goal *Desired Result*	Outcomes *Measurable statements of what FSD seeks to achieve*	Indicators *Indicators of achieving outcomes*
Advance our Continuum of Supports: Continue to develop and advance our continuum of support.	▪ 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 robust continuum of supports ▪ students will develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change ▪ students will build resilience and positive mental health skills ▪ students will know the difference between and how to manage health stress and traumatic stress	▪ 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 adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations ▪ improved understanding of an inclusive education system is shared by all education partners ▪ collaboration with education partners to support learning ▪ cross-ministry initiatives and 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 ▪ programs, services, strategies, and local measures demonstrate that each learner has access to a continuum of supports and services consistent with the principles of inclusive learning

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

Provincial

▪ **Safe & Caring:** Increase/maintain percentage of teachers, parents and students who 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.
▪ **Access to Supports and Services:** Increase/maintain percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community through a continuum of supports.

Local

▪ **SOS-Q (Student Orientation to School Questionnaire):** Increase/maintain 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.
▪ **Access to Supports through a Continuum of Supports:** Evidence demonstrates students have access to a continuum of supports to support overall success, achievement, and well-being (FSD Assurance Survey-Parent, Intellectual Engagement Survey-Student, FSD Professional Learning Survey-Staff).
▪ **Staff Advisory** (Guarding Minds Survey) and **Students' Matters** input and feedback.
▪ **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth & achievement.

Strategies to Advance a Continuum of Supports

Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement

*Strategies continued from 2021-22 (Year 1)   *Strategies revised or added for 2022-23 (Year 2)   *Strategies revised or added for 2023-24 (Year 3)

- 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.

Our Story of Success

This year, our K to 6 staff implemented the new Language Arts and Mathematic curriculum. In addition to participating in Divisional Learning Days, where possible, Big Rock School structured local staff learning days to provide opportunities for teaching teams to engage in collaborative work to dig into the new curriculum. Through CTF programming, teachers are beginning to find even more opportunities to infuse STEM learning into all subject areas.

In the 2023-2024 school year, we will begin implementing the new K-6 Science curriculum. Guided by our divisional learning team, teachers will have opportunities to dig into the organizing ideas, and guiding questions that will drive the concept based learning in their classrooms.

We remain committed to promoting quality teaching and learning through design for understanding and by supporting innovative practices. Both assessment for/of and as learning as well as designing for transfer will be a focus for the upcoming year. Weekly embedded collaborative structures have also been prioritized in the development of our timetable.

Innovation and Design

Learning That Transfers

Toolkit for Success: Truth and Reconciliation

Principle of Practice for Literacy

Principles of Practice in Numeracy

Goal	Outcomes	Indicators
Desired Result	*Measurable statements of what we seek to achieve*	*Indicators of achieving outcomes*
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.	Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically.	▪ 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. ▪ learners apply knowledge, understanding and skills in real life contexts and situations

Measures and Targets

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

Provincial

▪ **Student Learning Engagement:** Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school.

▪ **Program of Studies:** Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.

▪ **Work Preparation:** Increase/maintain 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/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

▪ **Overall Quality of Education:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.

▪ **Lifelong Learning:** Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.

Local

▪ **FSD Assurance Survey (Parent):** Increase/maintain percentage of parents satisfied with Assurance Measures.

▪ **Student Intellectual Engagement Survey:** Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).

▪ **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement, student growth and achievement.

Strategies to Advance Innovation and Design
Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement
*Strategies continued from 2021-22 (Year 1)   *Strategies revised or added for 2022-23 (Year 2)   *Strategies revised or added for 2023-24 (Year 3)

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

Goals	Outcomes	Indicators
Desired Result	*Measurable statements of what we seek to achieve*	*Indicators of achieving outcomes*
Advance learning that transfers: 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.	▪ 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	▪ 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, areas of need and set learning goals ▪ learners apply knowledge, understanding and skills in real life contexts and situations

Measures and Targets
Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented
Provincial
▪ **Student Learning Engagement:** Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school.
▪ **Program of Studies:** Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
▪ **Work Preparation:** Increase/maintain 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/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
▪ **Overall Quality of Education:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
▪ **Lifelong Learning:** Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.
Local
▪ **FSD Assurance Survey (Parent):** Increase/maintain percentage of parents satisfied with Assurance Measures.
▪ **Student Intellectual Engagement Survey:** Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).

▪ **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement, student growth and achievement.

Strategies to Advance Learning that Transfers

Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement

*Strategies continued from 2021-22 (Year 1)   *Strategies revised or added for 2022-23 (Year 2)   *Strategies revised or added for 2023-24 (Year 3)

- 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.
  - 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.

Goal	Outcomes	Indicators
Desired Result	*Measurable statements of what FSD seeks to achieve*	*Indicators of achieving outcomes*
Advance literacy and numeracy: Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.	Learners are literate and numerate. Students will have the literacy and numeracy competency to engage in learning across the content areas. "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." *AB ED Ministerial Order on Student Learning*	▪ learners achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy ▪ learners apply knowledge, understanding and skills in real life contexts and situations 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

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

Provincial

▪ **Learning Outcomes (PAT & Diploma):**
- o Increase/maintain 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.
- o Increase/maintain FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 6 & 9 Provincial Achievement tests and Grade 12 diploma exams for **English Language Learners.**

▪ **Provincial Literacy and Numeracy Assessments: Assessment (Literacy):** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)

Local

▪ **RRST (Reading Readiness in English & French):** Increase/maintain percentage of students in kindergarten and grade 1 who are at or above grade level expectations.

▪ **GRADE (Literacy Assessment in English):** Increase percentage of students who are at or above grade level expectations in grades 2-8 in the areas of Listening Comprehension, Vocabulary and Written Comprehension. (We can use the DELF reading levels for grade 9)

▪ **GB+ & DRA (Literacy Assessments in French):** Increase percentage of students who are at or above grade level expectations in grades 2-8 in the areas of word recognition and reading comprehension.

▪ **DELF (Speaking, Listening, Reading, and Writing assessment in French):** Increase number of students completing the DELF exams (B1 in grade 9 and B2 in grade 12) and increase percentage of students who achieve above 50% on the assessment.

▪ **MIPI (Math Assessment in English & French):** Increase percentage of students who scored 50% or more in grades 7-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.

▪ **EICS Math Assessment (English & French):** Base line assessment for students in grades 4, 5, 6 in the areas of number, pattern and algebra.

▪ **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth and achievement.

Strategies to Advance Literacy and Numeracy
Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement
*Strategies continued from 2021-22 (Year 1)   *Strategies revised or added for 2022-23 (Year 2)   *Strategies revised or added for 2023-24 (Year 3)

- 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.
  - o 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
  - o 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.
- Continue to develop targeted literacy intervention through the UFLI framework.

Goal *Desired Result*	Outcomes *Measurable statements of what FSD seeks to achieve*	Indicators *Indicators of achieving outcomes*
Advance First Nations, Métis, and Inuit student success: 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.	▪ First Nations, Métis and Inuit learners are successful ▪ strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders, and community positively impacts learner success ▪ learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences	▪ learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences ▪ learners apply knowledge, understanding and skills in real life contexts and situations 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 ▪ FSD Truth and Reconciliation Toolkit supports improved Indigenous student success ▪ First Nation, Metis and Inuit families that are actively involved in educational decisions ▪ the school community applies resources needed to support First Nations, Métis, and Inuit Student achievement

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

Provincial

▪ **Learning Outcomes (PAT & Diploma):**
  - o   Increase/maintain 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.
  - o   Increase/maintain FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams.

▪ **High School Completion Rate (3 and 5 years):** Increase/maintain high school completion rate our First Nations, Métis, and Inuit students.

▪ **Provincial Literacy and Numeracy Assessments: Assessment (Literacy):** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)

Local

▪ **RRST (Reading Readiness in English & French):** Increase/maintain percentage of students in kindergarten and grade 1 who are at or above grade level expectations.

▪ **GRADE (Literacy Assessment in English):** Increase 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.

▪ **MIPI (Math Assessment in English & French):** Increase percentage of students who scored 50% or more in grades 7-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.

▪ **EICS Math Assessment (English & French):** Base line assessment for students in grades 4, 5, 6 in the areas of number, pattern and algebra.

▪ **Cultural Perspectives (Student Intellectual Engagement) Survey:** Increase percentage of students (all students and self-identified First Nations, Métis, and Inuit Students) that agree or strongly agree that they have the understandings, attitudes, and beliefs of First Nations, Métis, and Inuit cultures and Truth and Reconciliation.

▪ **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth and achievement.

Strategies to Advance First Nations, Métis, and Inuit student success
Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement
*Strategies continued from 2021-22 (Year 1)   *Strategies revised or added for 2022-23 (Year 2)   *Strategies revised or added for 2023-24 (Year 3)

Strategy 1: Continue to develop and improve instructional practices to address the systemic education gap for First Nations, Métis, and Inuit students by honouring traditional teachings and weaving foundational ways of knowing into curriculum for the success of each learner.

Strategy 2: Continue to refine and enhance our continuum of supports, systems, structures, and programs to improve education outcomes for First Nations, Métis, and Inuit students.

Goal 5	Outcomes	Indicators
Desired Result	*Measurable statements of what FSD seeks to achieve*	*Indicators of achieving outcomes*
Advance excellence in teaching, learning, and leading those results in improved student growth and achievement.	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. 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 knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all." *GOA, Ministry of Education – Business Plan 2020-23, p.56*	▪ 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, reflective practice, and growth, supervision, and evaluation ▪ teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice ▪ teachers and leaders improve their professional practice in learning for transfer ▪ improved collaboration between teachers, leaders, students and families and other professionals enables optimum learning ▪ improved use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning

Measures and Targets

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

Provincial

▪ **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.

Local

▪ **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.

Strategies to Advance Excellence in Teaching, Learning, and Leading

Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement

*Strategies continued from 2021-22 (Year 1)   *Strategies revised or added for 2022-23 (Year 2)   *Strategies revised or added for 2023-24 (Year 3)

- 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.
  - 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
    - 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.
- Expanded structures and processes for embedded collaborative time within the school day for staff.

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