



2024 – 2029 EDUCATION PLAN YEAR 2

Big Rock School

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WELCOME TO OUR EDUCATION PLAN

SCHOOL EDUCATION PLAN 2024-2029 (YEAR 2)

Our 2024-2029 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.

[Our 2023-24 School Annual Education Results Report](#)

OUR 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, Kaini as well as the Tsuut'ina and and Îyârhe Nakoda as well as Homeland of the Métis. To the First Peoples, this land holds 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.

View our [Truth and Reconciliation for Learner Success Toolkit in Foothills School Division](#)

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!

OUR PURPOSE

Education at the centre of a flourishing community.

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 school/Division leadership.

OUR DIVISION

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

Accountability and Assurance
Alberta Education and Foothills School Division Goal Alignment
Systems Thinking

ALIGNMENT OF PROVINCIAL OUTCOMES , ASSURANCE, DOMAINS & FOOTHILLS SCHOOL DIVISION GOALS

ALBERTA EDUCATION OUTCOMES Education Ministry Business Plan 2024-27	FOOTHILLS SCHOOL DIVISION GOALS Foothills School Division Education Plan 2024-29	ASSURANCE DOMAINS Alberta Education Funding Manual 2025-26
<ul style="list-style-type: none">• Alberta’s students are successful• First Nations, Métis, and Inuit students in Alberta are successful• Alberta’s students have access to a variety of learning opportunities to enhance competitiveness in the modern economy• Alberta’s K-12 education system and workforce are well-managed	<ul style="list-style-type: none">• Learning that transfers• Numeracy and literacy• Wellness and wellbeing• Continuum of supports• First Nations, Métis, and Inuit student success• Innovation and design• Learning that transfers• Excellence in teaching, learning, and leading• Stakeholder engagement and communications• Continuous improvement and assurance	<ul style="list-style-type: none">• Student growth & achievement• Learning support• Student growth & achievement• Learning support• Student growth & achievement• Teaching and leading• Local and societal context• Local and societal context• Governance

SCHOOL COUNCILS REGULATION

Section 12(1) of the School Councils Regulation under the Education Act requires school boards to provide school councils with the opportunity to provide advice on the development of the school’s foundational statements (vision, principles, and beliefs); Education Plan; annual results report; and budget. Section 12(2) requires school boards to provide the school council with the results for the school from provincial assessments and an interpretation of those results as well as the information that the board disseminates through its reporting and accountability system per Section 67 of the *Education Act*.

OUR GOALS & ASSURANCE MEASURES

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

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, generative community engagement, transparency, and accountability.



Teaching and Leading

Goal:
Advance Excellence in teaching, learning and leading.

Assurance Measure: FSD provides trust and confidence that certified teachers and certified leaders demonstrate their respective professional practice standards (Teaching Quality Standard, Leadership Quality Standard, and Superintendent Leadership Quality Standard).



OUR SCHOOL

Located in the heart of Okotoks, Big Rock is a community school of approximately 300 students. Our rich history and strong legacy are evident through the generations of families who have attended here. Long-standing traditions are deeply embedded in our school community. Proximity to Okotoks' extensive pathway system and river valley provides outstanding opportunities to engage in nature-based and place-based learning. Home to the Big Rock Badgers, our staff is made up of 16 teachers including a Physical Education Specialist, Learning Coach, 5 Educational Assistants, a Learning Commons Facilitator, a Family School Liaison Counsellor, and a secretary.

At Big Rock School, we offer a diverse range of programming opportunities including:

- Junior Kindergarten
- Full Time Kindergarten
- Part Time Kindergarten (Tuesday/Thursday and alternating Friday)
- Grades 1-6
- Montessori Grades 1-6

We pride ourselves on providing a safe and nurturing learning environment that promotes growth for all students through positive behaviour supports and trauma-informed practices. We are committed to developing the whole child, which includes academics, social relationships and wellness & wellbeing. Targeted spaces have been designed to support students who require OT, PT, self-regulation and sensory processing. Our nutrition program ensures students are well-fed so they can perform at their full potential. Our Family School Liaison Counsellor is available for students and families who additional supports in the school and community.

We engage students in opportunities beyond the classroom and future leaders who are stewards of our community. Through school patrols, club time, PALS, the Big Rock Market, extra-curricular sports teams, and student mentorship among others, we are developing students who are responsible, respectful and committed to making a difference in the world around them.

We are committed to the three "Big Rocks":

- Engaging with Others
- Engaging in Thinking
- Engaging in Action

KEY INSIGHTS

OUR STORY OF ENGAGEMENT

Strategy Implemented in 2024-2025

Strategy from 2025-2026

Strategy from 2026-2027

Strategy from 2027-2028

Strategy from 2028-2029

GOALS

Advance stakeholder engagement and communications by:

- Use student voice to increase clubs, student mentorship, and leadership opportunities.
- Continue to engage parents in School Council through more community speaker series such as Orenda, LUNA, based on surveying parents for areas of interest
- Provide multiple feedback loops to inform, consult, and collaborate with community to guide decisions including parent survey for more voice.
- Find innovative ways to communicate the story of Big Rock School in those areas that scored low on AEAM and FSD Assurance Survey and any new initiatives/changes that are implemented.

Advance evidence-based continuous improvement and assurance by:

- **Evidence-informed decision-making:** Ensure a continuous improvement cycle in which participants are persistently attentive to gathering ongoing, triangulated evidence to inform next steps.
- Develop and use quality Level A assessments along with validity marking to indicate impact on learning and next steps.
- Analyze provincial data and assessments to identify areas of strengths and next steps
- **Engagement:** Develop effective engagement processes that rely on education partners working together for the purposes of bringing about positive change, with all partners recognizing that the nature of the engagement will vary according to the needs of the participants.
- Share Education Plan with School Council to get feedback and voice.
 - Explore community partnerships and outside agencies that can support with education at Big Rock School, particularly around career learning.
- **Learning and Capacity Building:** Develop a dynamic assurance process that provides opportunities for building capacity for change and ongoing improvement.

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Parent Involvement (AEAM):** Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- **School Improvement (AEAM):** 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 (AEAM):** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Stakeholder Engagement:** Increase/maintain participation of stakeholders to inform decisions.
- **FSD Assurance Survey:** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement, student growth and achievement.



VIEW OUTCOMES AND INDICATORS

OUR STORY OF SUPPORT

Strategy Implemented in 2024-2025

Strategy from 2025-2026

Strategy from 2026-2027

Strategy from 2027-2028

Strategy from 2028-2029

GOALS

Advance wellness and well-being by:

- Continued focus on social emotional learning to support student well-being:
- Learning and implementing restorative practices such as circles, morning meetings, and soft starts
 - Research and explore different programs and interventions to support SEL such as PLAY and Open Parachute
 - Integrate Seven Teachings of the grandfathers into our school PBS
- Collaboratively enhance positive behavior supports that include clear, consistent and visible expectations; fair, predictable responses and consequences; positive reinforcement; and continuum of supports for behavior
- Continue to learn about trauma-informed practices and explore how they can best be implemented in our school to support staff and students
- Collaboratively define what it means to be a Big Rock Badger and continue to enhance traditions that promote wellness and positive school culture.

Advance a continuum of supports by:

- Continue to implement, refine and expand the continuum of supports for literacy and numeracy and develop common, consistent universal strategies that are research-based
 - Continue to develop school-based support teams and structures including but not limited to:
 - Collaborative Response Meetings
- Movement Room
 - Flexible groupings for literacy, numeracy, SEL
- Recess groups, friendship groups
 - Outside agencies to support students requiring targeted and individualized supports
- Regular student support meetings with FSLC, Learning Coach, admin and any other adult who may work with a particular student
- Re-examine roles and responsibilities of the Learning Coach and explore different ways to support teachers and students

VIEW OUTCOMES AND INDICATORS

MEASURES AND TARGETS:

PROVINCIAL & LOCAL

- Safe & Caring (AEAM):** Increase/maintain the 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.
- Program Access (AEAM):** Increase/maintain 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 (AEAM):** Increase/maintain the percentage of teachers, parents and students agree that programs for children at risk are easy to access and timely.
- 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.



OUR STORY OF SUCCESS

Strategy Implemented in 2024-2025

Strategy from 2025-2026

Strategy from 2026-2027

Strategy from 2027-2028

Strategy from 2028-2029

GOALS

Advance innovation and design by:

- Provide opportunities for students to engage in authentic hands-on, experiential learning through partnerships within the community and place-based learning.
- Continue to enhance and support Maker Space/CTF opportunities for K-6 (e.g. Robotics, Ozobots, Microbits 3D Printers etc...)
- Increase the number of community members used to explore different career opportunities, including parents.
- Enhance Big Rock Market to include financial literacy.

Advance learning that transfers by:

Conceptual understanding

- Develop rich tasks that are meaningful to students and allow for a range of thoughtful responses that connect curricular concepts to life beyond school, for example:
 - Real-real learning tasks
 - Project-based learning tasks
 - Use rich questions that require students to make decisions
 - Apply a conceptual lens to the unit of learning
- Make effective use of a range of instructional strategies that help students to develop deep conceptual understandings through:
 - concept attainment
 - concept mapping
 - concept formation
 - Use of tools, resources and strategies that support student thinking and develop literacy and numeracy skills through:
 - thinking routines
 - thinking organizers
 - tasks that promote cultures of thinking opportunities for genuine collaborative learning

Student Agency

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Student Learning Engagement (AEAM):** Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school.
- **Program of Studies (AEAM):** Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
- **Work Preparation (AEAM):** 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 (AEAM):** Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- **Overall Quality of Education (AEAM):** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Lifelong Learning (AEAM):** Increase/maintain percentage of teachers and parents satisfied 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 (AEAM):** Growth and Improvement shown in each area.
- **FSD Assurance Survey:** 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.



- Design learning tasks that allow students to apply conceptual learning in a meaningful and authentic context
- Create an effective balance between student voice and choice and teacher guidance to support student engagement and deep learning
- Select the most suitable tools to ensure all students are able to achieve success in the development of competencies, skills, and dispositions that allow them to be actively involved in driving their own learning through:
 - Thoughtbooks
 - My Blueprint
 - Thinking Routines
 - Collaborative learning
- Ensure evidence of learning is gathered over time through observations, and conversations and supported by reflective learning tools as well as the final product or performance

Complex problems over time

- Routinely invite students to reflect on how their new learning affirms or helps them to revise or extend their response to the rich task by using items such as Thoughtbooks, and Learning Launches
- Carefully sequence learning segments to ensure learning is effectively scaffolded in support of deep learning
 - Design assessment tasks (critical challenges) to involve students in solving authentic, real world or novel problems
- Develop skills and knowledge that ensure student success in responding to the challenge
 - Use a planning approach such as design thinking, problem-based learning or learning cascades for a coherent and connected set of learning opportunities built around a throughline question and challenge
- Use tools like My Blueprint to support career exploration in a manner that is engaging, meaningful and inclusive
- Design learning so that students can see endless possibilities for the ways in which they apply their learning in their future lives and careers

VIEW OUTCOMES AND INDICATORS

GOAL

Advance literacy and numeracy by:

- Develop consistent standards, success criteria, and exemplars through validity marking in writing and reading using FSD rubrics created through the working groups.
- Continue targeted groupings for reading (using UFLI or alternative programs to support).
- Use quality Level A assessments, provincial data, and validity marking to track instructional needs of students and impact of instruction on learning.
- Develop K-6 vertical alignment with universal literacy instruction and academic vocabulary.

Increase accuracy and automaticity with numbers by developing flexible, efficient thinking and fluency with recalling facts.

VIEW OUTCOMES AND INDICATORS

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Learning Outcomes (PAT & Diploma):**
 - 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.
 - Increase/maintain FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams.
- **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)
- **Common Literacy Assessment (4-9):** Increase percentage of students who are at or above grade level expectations.
- **Common Numeracy Assessment (4-9):** Increase percentage of students who are at or above grade level expectations.
- **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.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement and student growth and achievement.



OUR STORY OF SUCCESS

Strategy Implemented in 2024-2025

Strategy from 2025-2026

Strategy from 2026-2027

Strategy from 2027-2028

Strategy from 2028-2029

GOAL

Advance First Nations, Métis, and Inuit student success by continuing to refine and enhance our continuum of supports, systems, structures, and programs to:

- Improve education outcomes for First Nations, Métis, and Inuit Students through system, program, and instructional supports.
- Address the systemic education gap for self-identified First Nations, Métis, and Inuit students.
- Engage in student support meetings for Indigenous students
 - Continue to connect and seek guidance from the Director of Indigenous Learning and Equity
- Support the implementation of Truth and Reconciliation Commission recommendations.
- Have at least one elder, knowledge keeper, or First Nations, Metis, or Inuit each year to develop foundational knowledge, perspectives and appreciation for the culture
- Implement 7 Teachings of the Grandfather and Circle of Courage.
 - o Increase understanding and use of restorative practices including circles to develop a sense of belonging, mastery, generosity, and independence.

VIEW OUTCOMES AND INDICATORS

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Learning Outcomes (PAT & Diploma):**
 - 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 for self-identified First Nations, Métis, and Inuit students.
 - 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.
- **High School Completion Rate 3 and 5 Years (AEAM):** Increase in percentage of self-identified First Nations, Métis, and Inuit students who completed high school within five years of entering grade 10.
- **Provincial Literacy and Numeracy Assessments:** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)
- **Cultural Perspectives Survey:** As part of the Student Intellectual Engagement Survey, we ask all students grades 4-12 their perspectives regarding diverse cultures including but not only First Nations, Métis, and Inuit peoples. This survey is further disaggregated to compare the general population's perspectives with those self-identifying as First Nations, Métis, and Inuit peoples.
- **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.
- **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).
- **Common Literacy and Numeracy Assessments (4-9):** Increase percentage of students who are at or above grade level expectations.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement and student growth and achievement.

GOAL

Advance excellence in teaching, learning, and leading by:

- Use school-based Professional Learning Leadership team to support planning and implementation of meaningful learning opportunities.
- Continue with structured PLT processes and protocols including using evidence of student learning to inform next steps in teaching
- School based PLT focused on engagement, task design and assessment for literacy and numeracy

VIEW OUTCOMES AND INDICATORS

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **In-service jurisdiction needs (AEAM):** 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.
- **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. (i.e., professional learning evidence, classroom evidence and stakeholder voice)

