



2024 – 2029 EDUCATION PLAN YEAR 1

Big Rock School

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WELCOME TO OUR EDUCATION PLAN

SCHOOL EDUCATION PLAN 2024-2029 (YEAR 1)

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 2022-23 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 the Foothills District and the Rocky View District within the Battle River Territory of the Otipemisiwak Métis Government of Alberta.

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.

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

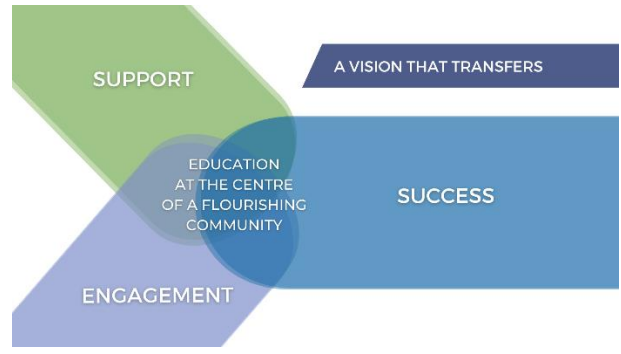
Engagement: Ensure and maintain Division wide engagement that is timely, meaningful, and collaborative with all learners and communities.
Support: Ensure and maintain Division wide learning environments that are welcoming, caring, respectful, safe, and inclusive.
Success: Ensure and maintain Division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

OUR GOALS & ASSURANCE MEASURES

ENGAGEMENT	SUPPORT	SUCCESS
Local and Societal Context	Learning Supports	Student Growth and Achievement
<p>Goal: Advance Stakeholder Engagement and Communications</p> <p>Assurance Measure: FSD provides trust and confidence that the education system responds proactively to local and societal contexts.</p>	<p>Goals: Advance Wellness and Well-being Advance Continuum of Supports</p> <p>Assurance Measure: FSD provides confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.</p>	<p>Goals: Advance Innovation and Design Advance Learning for Transfer Advance Literacy and Numeracy Advance First Nations, Métis, and Inuit student success</p> <p>Assurance Measure: FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p>
Governance		Teaching and Leading
<p>Goal: Advance Continuous Improvement and Assurance</p> <p>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.</p>		<p>Goal: Advance Excellence in teaching, learning and leading.</p> <p>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).</p>

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 16.5 teachers including a Physical Education Specialist, Learning Coach, 4.5 Educational Assistants, a Learning Commons Facilitator, a Family School Liaison Counsellor, and an Office Administrator.

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

- Junior Kindergarten
- Full Time Kindergarten
- Regular 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 Continued From 2025-2026

Strategy Continued From 2026-2027

Strategy Continued From 2027-2028

Strategy Continued From 2028-2029

GOALS (STRATEGIES IN BULLETS)

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.

VIEW OUTCOMES AND INDICATORS

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.

OUR STORY OF SUPPORT

Strategy Implemented in 2024-2025

Strategy Continued From 2025-2026

Strategy Continued From 2026-2027

Strategy Continued From 2027-2028

Strategy Continued 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
- 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.

OUR STORY OF SUCCESS

Strategy Implemented in 2024-2025

Strategy Continued From 2025-2026

Strategy Continued From 2026-2027

Strategy Continued From 2027-2028

Strategy Continued 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:

- Make effective use of a range of instructional strategies that help students to develop deep conceptual understandings through:
 - Concept attainment
 - Concept mapping
 - Concept formation
- 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.
- Teachers design learning that enables students to see patterns, connections, and generalizations at a conceptual level as they relate the topic to the broader study.
- Design relevant learning experiences that are authentic to the discipline or real world problems that identifies strong enduring understandings, knowledge and skills.
- Teacher design plans include practices that make thinking visible, support student thinking, collaboration, and the application of disciplinary literacy and numeracy.
- Teachers develop student agency through the assessment process where students know where they are, where they need to be and next steps in their learning.

VIEW OUTCOMES AND INDICATORS

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).

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

OUR STORY OF SUCCESS

Strategy Implemented in 2024-2025

Strategy Continued From 2025-2026

Strategy Continued From 2026-2027

Strategy Continued From 2027-2028

Strategy Continued 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.
 - Increase understanding and use of restorative practices including circles to develop a sense of belonging, mastery, generosity, and independence.

VIEW OUTCOMES AND INDICATORS

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

- **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 (AEAM):** Increase in percentage of self-identified First Nations, Métis, and Inuit students who completed high school within five years of entering grade 10.
- **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.

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 Teacher Survey:** teachers and leaders indicate growth in their professional practice to ensure optimum student learning and continuous improvement.