2024 – 2029 Education Plan

Year 1

Ecole Percy Pegler

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Foothills
SCHOOL DIVISION

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

We honour the spirit, life, and lessons this land and its ancestors teach us. We acknowledge the traditional territories of the Siksika, Piikani, Kainai, Tsuut'ina, Îyârhe Nakoda and the Homeland of the Métis. 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**

ENGAGEMENT — Local and Societal Context

Goal:
Advance Stakeholder Engagement and Communications

Assurance Measure: FSD provides trust and confidence that the education system responds proactively to local and societal contexts.

SUPPORT — Learning Supports

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.
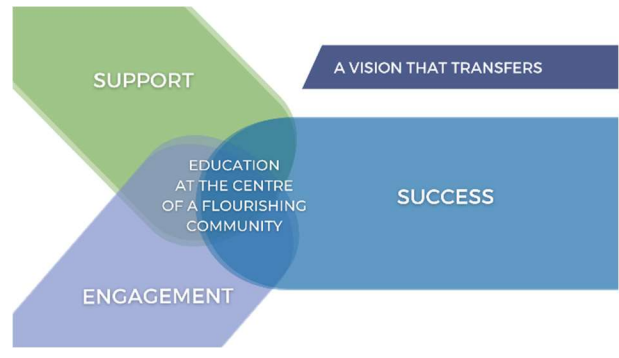
SUCCESS — Student Growth and Achievement

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.

SUPPORT

A VISION THAT TRANSFERS

EDUCATION AT THE CENTRE OF A FLOURISHING COMMUNITY

SUCCESS

ENGAGEMENT

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

Welcome to Ecole Percy Pegler School - Nurturing Excellence in Every Panther!

Ecole Percy Pegler School is a dynamic triple-track institution nestled in the heart of Okotoks, offering an enriching educational experience through English, French Immersion, and our innovative Nature Based Learning Program. Our prime location, close to downtown Okotoks, seamlessly integrates the school with the outdoors and the local community, fostering a natural flow from the classroom to the broader world.

A Snapshot of Our Community:
- Tracks: English, French Immersion, Explore Program
- Size: Approximately 460 students and 42 dedicated staff members

KEY INSIGHTS

- Inclusivity: From certificated teachers to support staff, including educational assistants, office personnel, a Learning Commons Facilitator, custodial staff, and a Family School Liaison Counselor.
- Junior Kindergarten Program: Proudly hosting the Foothills School Division Junior Kindergarten program.

A Holistic Approach to Learning: At Ecole Percy Pegler, we believe in nurturing the whole child, preparing them not just academically but for life beyond the classroom walls. Our school provides a rich array of learning opportunities, emphasizing intellectual engagement, health & well-being, and social-emotional development.

Unique Learning Initiatives:
- Maker Space Opportunities (CTF): Encouraging creativity and hands-on exploration.
- Fine Arts and PAWS: Panther Arts and Wellness Studies offer a conceptual-based approach to fine, performing, and musical arts, as well as traditional and innovative physical activities.

Clubs and Extracurriculars: Students take the lead in designing and leading various clubs, while our staff offers extracurricular activities, providing a well-rounded schooling experience.

Panther Pride - Pawsitively Prepared for the Future: We are the proud home of the Panthers, where our school culture is rooted in building Panther Pride first. Our students are Pawsitive, Prepared Participants of the Future, embodying resilience, curiosity, and a commitment to excellence.

Ecole Percy Pegler School: Where Every Panther Roars with Pride and Learns with Purpose!

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

Advance stakeholder engagement and communications by:
- Ongoing Opportunities: Facilitate ongoing engagement opportunities with education partners in respectful, meaningful ways.
  - Invite Board of Trustees, FSD Staff Members, Employee Advisory Groups, School Councils, Parents, Student Advisory Groups, and community partners. Continue our work with our School Council, weekly newsletters to families to improve and formalize the feedback loop with our Students' Matters team through monthly meetings.
- Collaborative Communication: Provide a continuous feedback loop to inform, consult, and empower partners in education.
  - Regular Meetings and Check-Ins: Routine team meetings where teachers, support staff, and administration can openly discuss student progress, challenges, and strategies.

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.

- o Inclusive Decision-Making: Involving all stakeholders—teachers, students, parents, and community partners—in discussions about school policies, and student support initiatives.
  - o Transparent Sharing of Information: Utilizing digital platforms like email, shared documents, or school communication apps to provide updates, share resources, and solicit feedback from the school community.
  - o Feedback Systems: Implementing formal feedback mechanisms, such as surveys, suggestion boxes, or focus groups, to gather input from students, parents, and staff on school programs and practices.
  - o Empowerment through Collaboration: Encouraging collaboration by forming committees or working groups that focus on specific areas like student well-being, curriculum enhancement, or extracurricular activities.
  - o Celebration of Contributions: Acknowledging and celebrating the contributions of all partners, whether through recognition events, newsletters, or informal shout-outs.
- Celebrate our Flourishing Community: Provide assurance that engagements with partners in education are contributing to positive change in our learning community
  - o Showcasing Success Stories: Regularly highlight and share success stories from students, teachers, and community partners that demonstrate positive impacts on the learning environment. This will be done through mediums like school newsletters, social media, or bulletin boards showcasing student achievements, innovative projects, and successful collaborations.
  - o Community Events and Celebrations: Organize events such as assemblies, fairs, or open houses where students, families, and community members can come together to celebrate milestones and achievements. These events may include performances, project exhibitions, and recognition ceremonies that reflect the collective efforts of the school community.
  - o Visual Displays of Progress: Create visual displays around the school, such as photo collages, murals, or progress charts, that illustrate the growth and positive changes within the school community. This may include before-and-after comparisons, timelines of initiatives, or student artwork that reflects their learning journey.
  - o Feedback and Reflection Sessions: Hold regular reflection sessions where students, staff, and community members can discuss the impact of their efforts and share their experiences. These sessions will be a space to express gratitude, acknowledge challenges overcome, and collectively plan future goals.

- o Public Acknowledgment and Thanks: Publicly thank and recognize the contributions of parents, local businesses, and other community partners who have played a role in the school's success. This may be done through letters, plaques, or features in school communications, ensuring that their efforts are appreciated and visible to all.
- o Student-Led Celebrations: Empower students to take the lead in organizing and running events that celebrate their learning community. This may involve students planning assemblies, leading school tours, or creating videos (PNN) that capture the positive changes they see in their school.
- o Regular Updates on Impact: Provide ongoing updates to the school community that clearly demonstrate how partnerships and engagements are leading to tangible improvements. This may be in the form of reports, newsletters, or presentations that outline specific achievements and future goals.

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.
  - o Data-Informed Meetings: Regularly schedule meetings where staff analyze student performance data, behavioral trends, and other relevant metrics. These meetings focus on interpreting the data to make informed decisions about instructional strategies, interventions, and resource allocation.
  - o Ongoing Assessment: Implement continuous assessment practices, such as formative assessments, student surveys, and observation records, to gather real-time data on student learning and well-being. This ongoing evidence collection helps identify areas needing attention and informs adjustments to teaching practices or support services.
  - o Triangulation of Evidence: Encourage the use of multiple data sources—such as common provincial assessments, classroom assessments, and student feedback—to provide a comprehensive view of student progress and school effectiveness.
  - o Collaborative Data Analysis: Foster a culture of collaboration where teachers and staff work together to analyze and interpret data. This could involve professional learning communities (PLCs) where educators share insights, discuss trends, and plan collective responses to the evidence.
  - o Responsive Action Plans: Develop action plans that are directly informed by the evidence collected. These plans should be dynamic,

allowing for adjustments based on ongoing data. For example, if assessments done early in the year, reveal gaps in certain areas, the plan can be modified to address those needs promptly.

- PLC Connection and Student Agency Notebook
  - o Feedback Loops: Establish feedback loops where data is not only collected and analyzed but also shared with all stakeholders, including students, parents, and community partners.
  - o Professional Development: Offer targeted professional development opportunities that equip staff with the skills to effectively gather, analyze, and use evidence.
  - o Monitoring and Reflection: Continuously monitor the impact of decisions and interventions through regular check-ins and reflections.
  - o Student Involvement: Engage students in the process by involving them in discussions about their own data, helping them understand their progress and participate in setting goal (Student Matters).
- **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.
  - o Tailored Communication Channels: Establish multiple communication channels, such as emails, newsletters, social media groups, and face-to-face meetings, to ensure all education partners—students, parents, teachers, and community members—are kept informed and can easily contribute their perspectives.
  - o Flexible Participation Opportunities: Offer various ways for education partners to get involved, ranging from formal committees to informal feedback sessions, ensuring that everyone has a chance to contribute according to their availability and interest.
  - o Responsive Engagement Strategies: Adapt engagement strategies to meet the specific needs of the participants
  - o Regular Feedback and Adjustment: Continuously seek feedback from all participants on the effectiveness of the engagement processes. Use this feedback to adjust, ensuring that engagement remains meaningful and relevant.
  - o Celebrating Contributions: Recognize and celebrate the efforts and successes that result from effective engagement.
- **Learning and Capacity Building:** Develop a dynamic assurance process that provides opportunities for building capacity for change and ongoing improvement.

- o Professional Development: Offer ongoing, targeted professional development that equips staff with the skills and knowledge needed for continuous improvement.
- o Collaborative Learning Communities: Professional learning communities (PLCs) where teachers, administrators, and support staff regularly meet to share best practices, discuss challenges, and learn from each other- fostering a culture of collaborative problem-solving and collective growth, driving capacity building.
- o Mentorship and Coaching: Implement mentorship and coaching programs where experienced staff guide and support less experienced colleagues.
- o Reflection and Feedback Loops: regular reflection sessions where staff can analyze their practices, discuss outcomes, and receive feedback: reviewing lesson plans, student work, or classroom observations.
- o Resource Sharing and Access: Ensure that all staff have access to a rich array of resources, including teaching materials, research articles, and technology tools.
- o Student Involvement in Capacity Building: Engage students in the process of school improvement initiatives (Student Matters).
- o Celebrating Growth and Learning: Recognize and celebrate the progress and achievements made through capacity-building efforts. This may include showcasing successful projects, highlighting individual or team accomplishments in staff meetings, or organizing events that celebrate collective growth and improvement.
- o Shared Leadership: Focus on developing leadership capacity at all levels, providing opportunities for teachers and staff to take on leadership roles in various initiatives.

VIEW OUTCOMES AND INDICATORS

OUR STORY OF SUPPORT

GOALS

Advance wellness and well-being by:
- Continue to promote healthy school cultures through student well-being using the lens of Belonging, Independence, Mastery and Generosity.
  - **Belonging:**
    - Inclusive School Environment: Create an environment where every student feels welcomed, accepted, and valued. This includes celebrating diverse cultures, backgrounds, and abilities through assemblies, classroom activities, and school events.
    - Peer Mentorship Programs: Establish peer mentorship programs where older students support and guide younger ones, fostering a sense of community and connection.
    - Safe Spaces: Develop safe spaces, such as student clubs or regulation space, where students can connect, share their experiences, and feel supported by their peers and staff.
  - **Independence:**
    - Student-Led Initiatives: Encourage students to take ownership of their learning and school experience by supporting student-led initiatives, clubs, or projects.
    - Personalized Learning Plans: Implement personalized learning plans that allow students to set their own goals, choose projects that interest them, and pursue learning paths that align with their passions and strengths.
    - Leadership Opportunities: Provide students with opportunities to develop leadership skills, such as serving on Student Matters, participating in decision-making processes, or leading class discussions.
  - **Mastery:**
    - Growth Mindset Culture: Cultivate a growth mindset by emphasizing effort and resilience. Celebrate students' improvements and learning milestones, no matter how small.
    - Skill-Building Workshops: Offer workshops and extracurricular activities that help students build specific skills, whether academic, artistic, or athletic. These may include coding clubs, art classes, or sports teams that challenge students to develop and refine their abilities.

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.

- - Regular Feedback: Provide ongoing, constructive feedback that helps students understand their strengths and areas for growth. Use assessments as a tool for learning rather than just evaluation, encouraging students to see challenges as opportunities for mastery.
  - **Generosity:**
    - Community Service Projects: Integrate community service into the school curriculum, allowing students to contribute to their communities through volunteering, fundraising, or service-learning projects.
      - Snow Angels, bake sales, etc.
    - Recognition of Generous Acts: Publicly recognize and celebrate acts of kindness, generosity, and service within the school community.
- Continue to promote healthy school cultures through staff wellness using the lens of Belonging, Independence, Mastery and Generosity.
  - **Belonging:**
    - Inclusive and Supportive Environment: Foster a school culture where all staff feel valued, respected, and included. This may be achieved by celebrating diverse backgrounds, experiences, and contributions through staff appreciation events, cultural celebrations, and inclusive practices.
    - Collaborative Spaces: Create opportunities for staff to connect and collaborate in both formal and informal settings. This may include regular team-building activities, social gatherings, and designated spaces for staff to relax and interact during breaks.
    - Open Communication Channels: Establish open lines of communication where staff can freely express concerns, share ideas, and provide feedback. Regular check-ins with administration and peer support groups can help ensure that everyone feels heard and supported.
  - **Independence:**
    - Agency in Professional Practice: Encourage staff to take ownership of their professional development and classroom practices by allowing them the freedom to innovate and experiment with new teaching methods, curricula, and classroom management strategies.
    - Personalized Professional Growth Plans: Support staff in creating individualized professional growth plans that align with their career goals and interests.
  - **Mastery:**

- Continuous Professional Development: Offer ongoing professional development opportunities that allow staff to build and refine their skills. This may involve workshops, seminars, peer observation, or participation in professional learning communities (PLCs) that focus on specific areas of interest or expertise.
- Mentorship and Peer Coaching: Implement mentorship and peer coaching programs where experienced staff can support their colleagues in mastering new skills, navigating challenges, and achieving their professional goals.
- Recognition of Expertise: Regularly recognize and celebrate the expertise and achievements of staff members. This could be done through awards, shout-outs in meetings, or featuring their successes in school communications.

- **Generosity:**
  - Culture of Support and Sharing: Encourage a culture where staff willingly share resources, ideas, and strategies with one another. This may be facilitated through resource-sharing platforms, collaborative projects, or informal knowledge-sharing sessions.
  - Acts of Kindness and Appreciation: Promote and recognize acts of kindness, support, and generosity among staff members. This may involve setting up a "thank you" board, organizing appreciation days, or creating a staff recognition program that highlights individuals who go above and beyond to help others.
  - Community Involvement: Encourage staff to engage in community service or school-wide initiatives that benefit others, such as volunteering, mentoring students, or participating in charity events. These activities foster a sense of purpose and connection to the broader community.

Advance a continuum of supports by:
- Continue to implement, refine, and expand the continuum of supports based on current student profiles to address social, emotional, physical, and academic growth for students.
  - Data-Informed Support Systems:
    - Ongoing Assessment and Profiling: Regularly assess students' social, emotional, physical, and academic needs using a variety of tools such as surveys, observations, academic assessments, and feedback from teachers, parents, and the students themselves.

- Personalized Learning Plans: Develop and continually update inclusive learning plans (ILPs) for students.
  - o Holistic Support Programs:
    - Social-Emotional Learning (SEL) Programs: Expand SEL programs that teach students critical skills like emotional regulation, empathy, resilience, and interpersonal skills. These programs can be integrated into the curriculum and supported through school-wide initiatives.
    - Physical Wellness Initiatives: Incorporate programs that promote physical well-being, such as daily physical activities, nutrition education, and access to school health services. Encourage participation in sports, outdoor activities, and other forms of physical exercise.
    - Mental Health Resources: Provide access to mental health resources, including school counselors, psychologists, and social workers, to support students' emotional and psychological well-being.
  - o Collaborative Support Teams:
    - Student Support Teams: Enhance student support teams that include teachers, counselors, learning coach, administrators, and other relevant staff.
    - Parent and Community Involvement: Engage parents and community partners in the support process. Regularly communicate with families about their children's progress and involve them in developing and refining support strategies.
  - o Monitoring and Refinement:
    - Regular Progress Monitoring: Implement a system for regular monitoring of student progress across social, emotional, physical, and academic domains. Use this data to inform adjustments to support strategies and interventions.
    - Feedback and Reflection: Encourage feedback from students, staff, and parents about the effectiveness of the supports in place. Use this feedback to refine and improve the continuum of supports, ensuring that it evolves to meet the changing needs of the student population.
  - o Inclusive and Safe Learning Environments:
    - Creating Inclusive Classrooms: Ensure that classroom environments are inclusive and accessible to all students. This includes making physical accommodations, adapting materials for diverse learners, and fostering a culture of acceptance and respect.

- - Safe and Supportive School Climate: Continue to build a school climate that prioritizes safety, well-being, and respect for all students.

- Continued collaboration with all stakeholders to support student success
  - Ongoing Communication:
    - Regular Meetings and Updates: Hold regular meetings with stakeholders, including teachers, parents, students, and community partners. Use newsletters, emails, and online platforms to keep everyone informed about school initiatives, student progress, and upcoming events.
    - Open Dialogue: Create opportunities for open dialogue through town halls and parent-teacher conferences, where stakeholders can share their perspectives, ask questions, and provide input.
  - Shared Vision and Goals:
    - Unified Mission: Develop and communicate a shared vision and set of goals for student success that all stakeholders can rally around. Ensure that these goals are clearly defined, measurable, and aligned with the school's mission and values.
    - Goal Setting with Input: Regularly revisit and adjust goals based on stakeholder feedback and student outcomes, ensuring that the school's efforts are responsive to the evolving needs of the community.
  - Community Partnerships:
    - Collaborative Programs: Partner with local businesses, non-profits, and other community organizations to enhance educational opportunities, provide resources, and support student learning. Examples include after-school programs, internships, or guest speakers.
    - Resource Sharing: Leverage community resources to address gaps in student support, such as mental health services, tutoring, or extracurricular activities.
  - Parent and Family Engagement:
    - Empower Families: We share workshops and resources to help parents and families support their children's learning at home.
    - Family-Centered Events: Organize family-centered events that encourage participation and strengthen the home-school connection, such as family fun nights, cultural celebrations, or academic showcases.
  - Student Voice and Agency:

- Student Leadership Opportunities: Create platforms for students to express their opinions, lead initiatives, and participate in decision-making processes. Student councils, focus groups, or peer mentoring programs can empower students to take an active role in their education.
- Feedback Mechanisms: Regularly gather and act on student feedback through surveys and discussions, ensuring that their voices are heard and valued in shaping school policies and practices.
  - Continuous Improvement:
    - Regular Reflection and Adjustment: Implement a continuous improvement cycle where the effectiveness of collaborative efforts is regularly evaluated, and adjustments are made based on data, feedback, and changing needs.
    - Data-Informed Decisions: Use data from assessments, surveys, and other sources to inform decision-making and ensure that the collaboration is effectively supporting student success.

VIEW OUTCOMES AND INDICATORS

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:

- Advance Career Education to provide students with real world experiences that prepare them for their future.
  - Career Exploration Activities:
    - Classroom Visits: Invite parents, community members, and professionals to visit classrooms and talk about their jobs.
  - Hands-On Projects:
    - Entrepreneurial Fair: Engage students in simple, age-appropriate business projects.
    - STEM Challenges: Incorporate STEM (Science, Technology, Engineering, and Math) challenges where students solve real-world problems through design and experimentation. These projects encourage critical thinking and introduce students to careers in engineering, science, and technology.
  - Community and Parent Engagement:
    - Community Partnerships: Develop partnerships with local businesses that provide resources, guest speakers, or sponsorships for career education activities.
  - Essential Life Skills:
    - Teamwork and Collaboration: Emphasize activities that build essential skills like teamwork, communication, and problem-solving, which are essential for any career.
    - Leadership Roles: Give students leadership roles within the classroom or in school-wide activities, helping them build confidence and responsibility
- Grow community, industry, and educational partnerships that provide student access to authentic, hands-on experiential learning in fields of interest to support readiness for careers and future next steps.
  - Local Community Partnerships:
    - Guest Speakers: Invite local professionals and community leaders to speak with students about their careers and daily work
    - Classroom Collaborations: Partner with community organizations for in-class projects or activities.
  - Hands-On Experiential Learning:

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).

- Project-Based Learning: Implement project-based learning initiatives where students work on real-world problems or projects related to various fields of interest.
  - o Mentorship and Career Exploration:
    - Mentorship Programs: Develop mentorship programs where students are paired with professionals or older students in fields they are interested in.
    - Career Exploration Clubs: Create after-school or extracurricular clubs focused on career exploration.
  - o Community Projects:
    - Collaborative Events: Host community events where students can showcase their work and projects related to their career interests.
  - o Real-World Problem Solving:
    - Problem-Based Learning: Incorporate real-world problems into the curriculum that require students to apply critical thinking and problem-solving skills.

Advance learning that transfers by:
- Teachers and leaders will continue to develop a deep understanding of pedagogy and curriculum and apply a current and comprehensive repertoire of effective planning and design for deep and transferable learning.
  - o Curriculum Familiarity:
    - Learning Cycles: Teachers thoroughly understand and use the learning cycles in Curriculum Corner to support connection and student agency.
    - Adapting to Student Needs: Teachers use their knowledge of curriculum and pedagogy to adapt lessons based on students' needs, ensuring that instruction is both challenging and accessible.
  - o Incorporating Deep Learning:
    - Conceptual Inquiry: Engage students in exploring fundamental concepts through essential questions, promoting a deep understanding of how these concepts apply across different contexts.
    - Conceptual Projects: Develop projects that center around key concepts, allowing students to apply their understanding in practical and meaningful ways.
  - o Engaging and Relevant Activities:

- Real-World Connections: Create learning activities that connect to real-world scenarios, helping students see the relevance of their learning.
            - Interdisciplinary Projects: Plan interdisciplinary projects that integrate multiple subjects, such as a history and art project where students create historical dioramas.
    - Student-Centered Instruction:
        - Active Learning: Use teaching strategies that promote active learning, such as hands-on activities, discussions, and collaborative work.
        - Choice and Agency: Provide students with choices in how they demonstrate their learning, allowing them to take ownership of their projects and presentations.
- Utilize high impact assessment, evaluation, and reporting strategies from the FSD System of Reporting to ensure deep and transferable learning.
    - Ongoing Feedback: Use regular, informal assessments.
    - Student Self-Assessment: Incorporate self-assessment tools where students reflect on their own learning and set personal goals.
    - Real-World Tasks: Design assessments that require students to apply their knowledge to real-world scenarios.
    - Integrated Assessments: Use tasks that integrate multiple subjects.
    - Clear Criteria: Utilise the detailed literacy and numeracy rubrics created by FSD.
    - Student Involvement: Involve students in developing or understanding rubrics so they know what is expected.
    - Tracking Progress: Regularly analyze assessment data to identify trends and areas for improvement.
    - Targeted Interventions: Use data to inform targeted interventions for students who need additional support.
    - Narrative Feedback: Include narrative comments that provide specific insights into student strengths, areas for growth, and next steps.
    - Regular Updates: Schedule regular parent-teacher conferences to discuss student progress and review assessment data.
    - Focus on Big Ideas: Design assessments that not only test knowledge but also measure students' understanding of key concepts and their ability to apply them in different contexts.
    - Critical Thinking: Develop assessments that require students to use critical thinking and problem-solving skills.
    - Skill Application: Ensure that assessments evaluate students' ability to transfer skills and knowledge to new situations.

- o Cross-Disciplinary Links: Design assessments that connect skills and knowledge across different subjects, helping students see the relevance of what they are learning in various contexts.

VIEW OUTCOMES AND INDICATORS

GOAL

Advance literacy and numeracy by:
- Advance the use and consistent application of all provincial and local assessment measures (assessments in English and French literacy and numeracy) to inform teacher practice, school-based interventions, and support student growth and achievement.
  - o Systematic Use of Assessments:
    - Regular Administration: Implement a consistent schedule for provincial and local assessments in English and French literacy and numeracy.
  - o Informing Teacher Practice:
    - Data Analysis: Regularly review and analyze assessment data to identify student needs and trends.
    - Professional Development: Provide training on interpreting assessment data and applying it to instruction.
    - Collaborative Planning: Use PLC meetings for teachers to plan targeted interventions and strategies.
  - o School-Based Interventions:
    - Targeted Programs: Develop and implement interventions based on assessment results, such as additional support programs for literacy or numeracy.
    - Resource Allocation: Allocate resources strategically to address identified needs from assessment data.
  - o Supporting Student Growth and Achievement:
    - Create individualized learning goals and plans based on assessment results.
    - Provide constructive feedback to students and involve parents in understanding progress and strategies for support.
  - o Enhancing School-Wide Practices:

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.

- ▪ Data Informed Culture: Foster a school-wide culture that prioritizes and uses assessment data for decision-making.
- ▪ Continuous Improvement: Regularly evaluate and refine assessment practices to enhance their effectiveness.
- Advance system-wide use of high-yield principles and practices within English and French literacy and numeracy that support transfer of knowledge and skills within subject areas and across all subjects for overall student growth and achievement.
  - o Consistently use effective strategies like explicit instruction and differentiated teaching in both English and French literacy and numeracy.
  - o Cross-Curricular Lessons: Design lessons that integrate literacy and numeracy skills into other subjects, promoting skill transfer and application in various contexts.
  - o Ongoing Training: Provide regular training on high-yield practices and foster collaboration among teachers to share effective strategies.
  - o Use common literacy and numeracy assessments to track the effectiveness of strategies and adjust instruction as needed based on student progress.
  - o Goal Setting: Set clear goals for skill development and create personalized learning plans to apply literacy and numeracy skills across subjects.
  - o Consistent Approach: Ensure high-yield principles are applied consistently across all grade levels and subjects, supported by school-wide initiatives.

VIEW OUTCOMES AND INDICATORS

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.
  - Systemic Support: Implement district-wide policies and practices that address the unique needs of First Nations, Métis, and Inuit students, such as culturally relevant curricula and specialized programs.
  - Program Development: Create or enhance programs that focus on the cultural and academic needs of these students, including language programs, mentorship opportunities, and extracurricular activities that celebrate Indigenous cultures.
  - Instructional Practices:
    - Culturally Relevant Teaching: Integrate Indigenous perspectives, histories, and values into the curriculum and teaching practices. Use resources created by Indigenous educators and communities to ensure authenticity and respect.
    - Professional Development: Provide ongoing training for educators on culturally responsive teaching methods and the specific needs and strengths of First Nations, Métis, and Inuit students.
- Address the systemic education gap for self-identified First Nations, Métis, and Inuit students.
  - Gap Analysis: Regularly assess and analyze data to identify and address gaps in educational outcomes between self-identified First Nations, Métis, and Inuit students and their peers.
  - Focused Interventions: Develop and implement targeted interventions and support services to close these gaps, such as tutoring, counseling, and academic support tailored to these students.
  - Collaborate with Indigenous Communities: Work closely with First Nations, Métis, and Inuit communities to understand their needs and incorporate their input into school policies and practices. Build partnerships with local Indigenous organizations for additional support and resources.

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.

- Support the implementation of Truth and Reconciliation Commission recommendations.
    - Educate staff and students about the TRC recommendations and the history and contributions of First Nations, Métis, and Inuit peoples.
    - Celebrate Indigenous Cultures: Promote and celebrate Indigenous cultures through school events, art, literature, and performances, fostering a more inclusive and respectful environment.

VIEW OUTCOMES AND INDICATORS

GOAL

Advance excellence in teaching, learning, and leading by:
- Support the implementation of Truth and Reconciliation Commission recommendations.
    - Include Indigenous perspectives and histories in the curriculum and provide staff training on cultural competence.
    - Build partnerships with Indigenous communities, involve leaders in school activities, and celebrate Indigenous cultures through school events.
- Address the systemic education gap for self-identified First Nation, Métis, and Inuit students.
    - Analyze achievement data to identify gaps and implement targeted support services and programs.
    - Offer programs and resources specifically for First Nation, Métis, and Inuit students, including tutoring and personalized learning plans.
    - Engage families and communities in the educational process and empower students to participate in school initiatives.
- Professional Development for Staff to Support Student Learning:
    - Training on Differentiated Instruction: Provide ongoing professional development for teachers and staff on differentiated instruction, inclusive practices, and culturally responsive teaching.
    - Behavioral and Academic Intervention Strategies: Train staff in specific intervention strategies for addressing behavioral challenges and academic difficulties. This may include workshops on restorative practices, trauma-informed teaching, or evidence-based academic interventions.
    - Workshops and Training: Teachers participate in professional development workshops and training sessions (Project Zero).
    - Collaborative Learning: Engage in professional learning communities (PLCs) where teachers regularly meet to discuss pedagogy, share strategies, and analyze student data.

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.

- Collaborative Learning: Facilitate ongoing professional development and collaboration among staff, encouraging them to share best practices, learn from each other, and work together to meet the diverse needs of students.
- Cross-Role Collaboration: Promote collaboration across different roles within the school, such as teachers, counselors, and support staff, to ensure a holistic approach to student success.

VIEW OUTCOMES AND INDICATORS