Welcome to our Ecole Percy Pegler School Education Plan Year 3

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

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

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

EDUCATION AT THE CENTER OF A FLOURISHING COMMUNITY

Ecole Percy Pegler School Education Plan 2021-24 (Year 3)

Our 2021-2024 education plan is based on contributions from students, parents, staff, business/community leaders and service providers who provide ongoing and direct feedback in the development of goals and strategies for engagement, support, and success of each learner.

2021-22 School Annual Education Results Report

School Website

School Land Acknowledgement

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 Métis Nation Region 3. **Truth and Reconciliation for Learner Success in Foothills School Division**

Vision

Engagement, Support and Success for each learner

Mission

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

Priorities

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

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

Commitments

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

Accountability and Assurance

Foothills School Division is responsible for providing assurance to our stakeholders and the public that we are fulfilling our responsibilities and students are successful. This assurance arises from the combination of policies, processes, actions, and evidence that help build public confidence in the education system. This is achieved through relationship building, engagement with education partners and by creating and sustaining a culture of continuous improvement and collective responsibility. Foothills School Division Education Plan and Annual Education Results Report (AERR) are products and evidence

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

Our Story of Learning

THE **FUTURE-FOCUSED** MODEL FOR **LEARNING**

AGENCY

Students are active members of their own learning. Learning includes practices that support students to interact with success criteria as they set learning goals and next steps to achieve success. Practices used in the classroom promote ongoing reflection, choice, and competency development. A clear learning plan empowers students with the tools, knowledge and skills, and dispositions to be active drivers in moving their own learning forward.

CONNECTION

Learning is designed for students to see patterns, connections, and generalizations at a conceptual level as they relate a topic to broader study.

This includes the exploration of outcomes through the lens of enduring understandings and practices that make thinking visible, support student thinking, collaboration, and the application of disciplinary literacy and numeracy.

PROBLEM-SOLVING LONGEVITY

Students are presented with rich learning tasks at the beginning of a learning unit, and they interact with these challenges as they gather the knowledge, skills, and understandings to solve it through iterative learning cycles.

Tools like learning launches, design thinking and problem-based learning are foundational tools.

Our Goals and Strategies

Our Vision
Engagement, Support and Success for Each Learner.

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

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

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

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

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

Engagement	Support	Success
Local and Societal Context	**Learning Supports**	**Student Growth and Achievement**
Goal: Advance Stakeholder Engagement and Communications **Assurance Measure:** FSD provides trust and confidence that the education system responds proactively to local and societal contexts.	**Goals:** Advance Wellness and Well-being Advance Continuum of Supports **Assurance Measure**: FSD provides confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.	**Goals:** Advance Innovation and Design Advance Learning for Transfer Advance Literacy and Numeracy Advance First Nations, Métis, and Inuit student success **Assurance Measure:** FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.
Governance		**Teaching and Leading**
Goal: Advance Continuous Improvement and Assurance **Assurance Measure**: FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, community, engagement, transparency, and accountability.		**Goal:** Advance Excellence in teaching, learning and leading **Assurance Measure:** FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.

Our School

Ecole Percy Pegler School is a triple track school, running an English, French Immersion and a new Nature Based Learning Program. We are in the heart of Okotoks, close to downtown, which allows for a natural flow from the school to the outdoors and local community. We have approximately 465 students and 44 staff. This comprises certificated teachers, including a Learning Coach, as well as non-certificated staff, such as educational assistants, office staff, a Learning Commons Facilitator, a French language monitor, custodial staff, and a Family School Liaison Counselor. We also have staff from the Foothills School Division Junior Kindergarten program that runs out of our building. We offer a wide range of learning opportunities in the classroom, community and outdoors. Students design and lead a variety of clubs, and our staff offers extracurricular activities for a well-rounded schooling experience focusing on intellectual engagement, health & well-being, and social-emotional development.

To develop the whole child and prepare them for life beyond the walls of schools, we offer a variety of Maker Space Opportunities (CTF), Fine Arts and physical activity opportunities through our conceptual-based class PAWS (Panther Arts and Wellness Studies). This allows students to explore beyond the boxes of Music and Physical Education. Through PAWS, students engage in fine, performing and musical arts, wellness opportunities like yoga and mindfulness, and traditional Physical Education sports and games.

We are the home of the Panthers, and our school culture builds Panther Pride first. We are Pawsitive, Prepared Participants of the Future.

Our Celebrations and Highlights

In the fall, our Students Matters team developed goals for the year: more opportunities for students at recess, continuing to foster an inclusive school culture, and creating opportunities for students in all three programs to come together. Our school hosted a Fall Gathering so that families could meet staff in a friendly, welcoming environment. And our students enjoyed grade-level camping trips, anti-bullying sporting events in the community, and cheering for our grade 6 sports' teams playing against staff.

Based on Students Matters feedback, in the winter we began to offer many clubs that included performance cheer, engineering for kids and drama. Community engagement continues to be incredibly important to our Panther family and throughout the winter we shoveled neighbor's sidewalks, collected for the local foodbank, visited seniors in care, just to name a few. We were so fortunate to have a Stoney elder, Allie Lefthand, support our Indiginous leadership group, teaching them language and crafts and telling important stories. The whole school had the pleasure of enjoying a performance by Chubby Cree and an author visit with author Christy Jordan-Fenton where we learned about residential schools! We also hosted a successful French Immersion evening for interested families. The weather was perfect for our Carnivale celebration, and opportunity for all our students to gain a better understanding of French culture.

Our spring was filled with learning and laughter! During our student-lead conferences, our School Council partnered with Minds Matter to host our first family dance—Pump Up the Party! It was a huge success—so many families attended and enjoyed a wonderful evening with their families! During one of our staff meetings, staff had the pleasure of virtually meeting with author CJ Calvert on *Recharging your Batteries and Avoiding Burnout.* On the same topic, two staff members participated in the Regulated Classroom Training the Trainer to learn how and why teachers can promote regulation in themselves and their students. We wrapped up the year with island-themed book fairs, student-led bake sales to raise money for a new playground, and a talent show that would put professionals to shame.

Our Annual Education Results Report 2021-22 Key Insights

Key Insights for Engagement
Advance Stakeholder Engagement and Communications It is imperative that we focus on: • using a variety of platforms to communicate • creating opportunities to collect stakeholder voice • creating opportunities for stakeholders to meaningfully engage and

Advance Continuous Improvement and Assurance

It is imperative that we focus on:
• building relationships
• engaging with education partners and stakeholders
• creating and sustaining a culture of continuous improvement and collective responsibility

Areas of Strength	Areas for Growth
• Percy Pegler's sense of community is strong. • We are proud of reaching acceptable in academic achievement. Conceptual learning has led kids to think deeply and relate to their community. Staff indicate that they feel supported. • Families are extremely satisfied with the quality of education • Families feel their children are engaged in their learning	Communicate and celebrate all we do with our parent community Build trust and encourage all students to include everyone - celebrate differences and promote belonging belong: Announcements, GSA and Friendship groups. Though many supports are available to students/families, they may not be aware Some families are not aware of EPPS's improvements over the past few years

Next Steps

Communication enhancement: available supports and new initiatives

Recess and the playground engagement: Introduce the PALS program– grade six students lead games outside with younger students and recess clubs.

Mix students from each track so they can interact and develop friendships with

| | peers from the other programs: Spirit Club, Mad Science, DEN activities, and PE.

Staff has expressed a desire for more autonomy and **choice for PD and working on the work,** school-based, empowering our own experts to impact student learning. How are we pushing students academically?

We also need to **communicate with our stakeholders** all the supports that exist at Percy Pegler.

Utilize the experts at Percy Pegler to learn and grow.

Opportunities for school-specific PD to impact our students.

STAFF ADVISORY's Next Steps: Foster a **Culture of Shared Leadership** to Move Learning Forward

Enhance our communication platforms

Inclusively linking our students and community members through meaningful learning experiences. (TRANSFER) |
|---|---|

Key Insights for Support

Advance Wellness and Wellbeing

It is imperative that we focus on:

- developing knowledge and skills in mental health, wellness, and well-being through a continuum of learning opportunities for all learners.
- developing a collective and collaborative approach to advance a culture of positive mental health, wellness, and wellbeing
- collaborating with community partners to develop a common approach and commitment to supporting student mental health, wellness, and wellbeing

Advance our Continuum of Supports

It is imperative that we focus on:

- identifying learning gaps and activate and develop supports and interventions within our continuums of support to help students get back on track with their learning.
- fostering a positive learning culture and a continuum of supports that supports the social and emotional, physical, and academic growth of all students, in a safe, caring, and welcoming learning environment.
- strengthening community partnerships and collaborations to support our students and staff.
- engaging students, staff and parents in strategies that support student success.

Areas of Strength	Areas for Growth
Staff welcomes opportunities to come together. Strong structures and support team for students Community and program support for students Spirit and community building opportunities for students	In response to our shared Covid experience, many staff and students feel stress, trauma and burnout. We will focus on cultivating a learning environment of *felt safety* by learning and implementing research-based practices and tools to improve the health and well-being of our school community. Understanding, valuing and creating opportunities to teach regulation for staff and students Build family's understanding and access to community resources

	Next Steps
	Foster opportunities to learn, grow and connect. Staff requested weekly staff meetings to connect, learn from, and celebrate each other. Foster a work environment of *felt safety.*
	Promote accessible opportunities and strategies for all students at Percy Pegler and in the Okotoks community and foster a community of *felt safety.*
	Develop students' understanding of regulation
	Enhance community partnerships

Key Insights for Success

Advance Innovation and Design

It is imperative that we focus on:

- in-school and inter-school learning and collaboration to ensure a positive, coherent experience for all Foothills students in career-based Education.
- Growing 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

Areas of Strength	Areas for Growth
Areas of Strength: • Learning Commons Maker Space opportunities • Full Cycle: students fix and enhance used bicycles for the community	Build capacity of teachers to integrate Innovation and Design principles into core lessons

	Next Steps
	Teachers co-designing learning tasks that get students **planning, designing, creating, and implementing solutions** for **relevant real-life problems** through **hands-on challenges**– developing **social, interpersonal, life,** and **work skills** as well as **practical knowledge** about various industries, issues and technologies. Continue encouraging teachers to create opportunities for students and teachers to learn from organizations like *Mad Science* and *Engineering for Kids* to create engaging learning experiences.

Advance Learning that Transfers	

Areas of Strength	**Areas for Growth**
Areas of Strength: • PAWS programing: wholistic approach to Music, Art, Health and Physical Education. This fall PAWS introduced a financial literacy component.	Understanding the role of assessment in conceptual-based learning
	Next Steps
	Create in-school PD opportunities for staff to share what they're currently doing and cross-program plan units/lessons that: Use categorizing, naming, and sorting activities; Ask students to make connections; Plan activities for transfer; Use assessment to push learning forward Partner with Garfield Gini Newman and other elementary schools to design learning

Advance Literacy and Numeracy	
Areas of Strength	**Areas for Growth**
Teachers and students are keen to engage deeply with Mathematics content using research-based approaches and tools Teachers and students are keen to engage in the latest literacy research (Science of Reading)	Identify and invest in vetted resources to support teachers in their mathematical journey
	Next Steps Shared leadership opportunities for staff to design learning plans that push student learning forward
Advance First Nations, Métis, and Inuit student success	
Areas of Strength	**Areas for Growth**
Areas of Strength: • Circle of Courage work • Land Acknowledgement	Enhance First Nations Metis Inuit Cultural Appreciation and Understanding with staff, students and families
	Next Steps Fostering meaningful/authentic relationships with elders who live in our community Brainstorming and planning ideas with Charity Tegler, our Indigenous Learning Facilitator Starting slow and building and growing based on comfort levels
Advance Teaching, Learning and Leading	
Areas of Strength	**Areas for Growth**

Areas of Strength:	Imbed PLC time/structures into teacher's weekly schedules
• Staff keen to examine data to determine next steps • Eagerness to learn from and with each other	**Next Steps** Shared leadership: teachers collaborate with one another to provide more comprehensive support for all students Encourage cross-program collaboration

Our Story of Engagement

At our School

Our story of engagement for each learner –
Students are engaged and excited to learn; many commented at the end of the school year they did not want school to end. Both staff and students are proud of the school culture they've created. Despite Covid restrictions, EPPS staff were able to foster connection with students, families and each other. Fostering CONNECTION is so important to the EPPS community. EPPS has an invested staff who want to spend time with each other. They are keen to review data for next steps and embrace shared leadership opportunities–learning with and from each other, celebrating all we do! We have wonderful Panther families and volunteers in classrooms, on field trips, organizing and cooking hot lunches, etc.

School engagement has been an area of focus. In a year when parents were not allowed into the school, we focused our efforts on other means of communication. These have taken the form of Instagram, the School Website, Zoom meetings, Private YouTube links of videos and regular phone calls and emails.

Teachers provide monthly newsletters or briefings to each family in order to ensure they are up to date with what is happening in the classroom. Our Admin Team sends a newsletter to families to keep them abreast of school wide events and information.

The Admin Team meets with the School Council each month to ensure that the home school connection remains strong. Through the School Council, we provided information for parents about their children's digital life and how to help keep them safe and responsible.

Staff have multiple opportunities to engage in what the focus of our school is. Teachers participate in PLC meetings, staff briefings, and the ILT (Instructional Leadership Team) to align all the work of the PLCs.

Students have multiple ways to engage in our school culture. Our Student Matters Team continues to advocate and plan for opportunities for student connection.

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

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

Provincial

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

▪ **Continuous Improvement:** Increase/maintain percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

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

Local

▪ **Stakeholder Engagement:** Evidence of stakeholders (students, staff, parents, community/business) communicating, collaborating, thinking critically, solving problems, and having a voice in education planning and decision making through engagement opportunities. What stakeholders were involved? How were they engaged? How results and related information were shared? What actions were taken based on input provided? How were obligations met under the

School Councils Regulation to provide school councils the opportunity to provide advice on development of education plan and annual education results report and to share results from local and provincial measures?

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

▪ **Guiding Principles for Assurance:** Evidence that planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework.

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

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

Strategy 1: Student Engagement Continue to encourage student voice by profiling Students Matters' Committee work while supporting local schools in creating meaningful opportunities for students to provide feedback.

Strategy 2: Staff Engagement Continue to seek out and increase opportunities to collect staff feedback in support of belonging, wellness, and well-being.

Strategy 3: Parent Engagement Parent Engagement - Continue to promote and profile Community Engagement as the official Foothills School Division online engagement portal to encourage discussion and collect parent voice in divisional and school-based decisions

Strategy 4: Community Engagement Continue to inform and consult with community members to improve partnerships and ensure accurate, accessible, and easy to understand information is available.

Strategy 5: Communications Continue to ensure all FSD stakeholders are aware, informed, and provided with opportunities to share their thoughts and feedback. Continue to provide reports on engagement results and decisions to increase assurance, trust, and confidence in the system

---

Goal	Outcomes	Indicators
Desired Result	*Measurable statements of what FSD seeks to achieve*	*Indicators of achieving outcomes*
Advance evidence-based continuous improvement and assurance Learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance	Assurance has been achieved through: ▪ building relationships ▪ engaging with education partners and stakeholders ▪ creating and sustaining a culture of continuous improvement and collective responsibility	▪ Governors engage stakeholders in the creation and ongoing implementation of a shared vision for student success ▪ curriculum is relevant, clearly articulated and designed for implementation within local contexts ▪ Education Plan and Annual Education Results Report represent evidence-informed decision making and continuous improvement ▪ Governors employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity

for student growth and achievement.		▪ Education Plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and appropriate research and practice-informed strategies implemented to achieve priorities ▪ AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans ▪ fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements ▪ provide assurance to the government, stakeholders, and community, through provincial and local measures, that we are fulfilling our responsibility for continuous improvement in student growth and achievement

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

Provincial

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

▪ **Continuous Improvement:** Increase/maintain percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

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

Local

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

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

▪ **Guiding Principles for Assurance:** Evidence that planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework.

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

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

Strategy 1: Advance the understanding of staff around leveraging assurance data to collaboratively plan for improving student growth and achievement
Strategy 2: Support school-based collection and sharing of artifacts to support assurance reporting and telling the story of the growth and success of the school and students.
Strategy 3: Advance school-based community engagement to ensure we are capturing and responding to the voice of all stakeholders.

Our Story of Support

Our Story of Support

EPPS has been creative in how they celebrated staff members. Since Covid, EPPS staff craves opportunities to be together and learn from each other. Weekly staff meetings and frequent shared leadership opportunities give staff opportunities for voice and ownership. Prime Assemblies focused on the Circle of Courage: Mastery, Independence, Generosity and Belonging to enhance emotional health of our students. Community Partnerships have been key in supporting our students and families'

The school year started with an ILP "speed date". This allowed the current teacher to review the ILP, and then meet with the previous year's teacher about the needs of the student in their own words. Our teachers really felt they knew their students and their needs based on these conversations. After completing this, teachers then engaged in completing a Classroom Support Plan to ensure the needs of the targeted students could be met in a universal manner. The Leadership Team (admin, Learning Coach, FSLC) meets weekly to discuss student and classroom needs. These referrals come to us from teachers or parents. We triage, assign roles, and ensure each student situation is followed up with, regardless of the circumstances.

Both our VP and our Learning Coach are trained to administer Level B assessments which allows us to do a comprehensive academic assessment and identify needs and strategies for support. This allows us to assess and identify academic needs of our students and implement strategies and supports in a timely manner.

To develop a culture of well-being, we have encouraged recess leadership activities, led by students. This has enabled students to find groups of other students who have similar interests and gives them a more targeted activity at recess. Recesses were staggered so that grade 4-6 students go outside separate from the K-3 students. This has allowed all students to play on the playground, have lower teacher-student ratios at recess, and thus reduced our recess time issues and conflicts. This shift has also allowed for an increase in our Div 1 student-led leadership initiatives.

Each morning began with an SEL (Social Emotional Learning) block which allows for a softer start to the students' day. Many teachers use this time to teach Mind UP, Zones of Regulation, engage in meditation, yoga, go for a walk, play in the gym, etc. This has significantly contributed to the wellbeing of our school population.

Feedback:

I just wanted to say thank you (on behalf of the staff) for all the hard work you put into our start-up. Knowing what other teachers at other schools are feeling makes me so proud and lucky to be in this team. Thank you for taking our health and safety and those of our kids into consideration and making it the first priority. I was very worried about coming back- having your support and our mask wearing - distancing sanitizing protocols at the forefront make me much more comfortable about going home.

I just wanted to send a quick email thanking you for welcoming me into your school. I am so impressed with everything you are doing for your students. You are an outstanding team and I am delighted to have this opportunity to work with you

| Goal
Desired Result | Outcomes
Measurable statements of what FSD seeks to achieve | Indicators
Indicators of achieving outcomes |
|---|---|---|
| **Advance wellness and well-being:** Develop collective efficacy in advancing a culture of wellness and well-being. | ▪ learners contribute to developing and advancing cultures of wellness and well-being
▪ learners contribute to and feel welcomed, cared for, respected and safe
▪ learners access a robust continuum of supports
▪ students will develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change
▪ students will build resilience and positive mental health skills
▪ students will know the difference between and how to manage health stress and traumatic stress | ▪ improved wellness and wellbeing in students and staff
▪ learners are active, healthy, and well
▪ all students and staff demonstrate understanding and respect for the uniqueness of all learners
▪ all learning environments are welcoming, caring, respectful and safe
▪ learning environments adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations
▪ improved understanding of an inclusive education system is shared by all education partners
▪ collaboration with education partners to support learning
▪ improved wrap around services and supports that enhance conditions required for optimal learning and wellness
▪ structures and systems continually improve to support learning and meet the needs of students, families, staff, and communities
▪ programs, services, strategies, and local measures demonstrate that each learner has access to a continuum of supports and services consistent with the principles of inclusive learning |

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

▪ **Safe & Caring:** Increase/maintain percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school.

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

Local

▪ **SOS-Q (Student Orientation to School Questionnaire):** Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.

▪ **Access to Supports through a Continuum of Supports:** Evidence demonstrates students have access to a continuum of supports to support overall success, achievement, and well-being (FSD Assurance Survey-Parent, Intellectual Engagement Survey-Student, FSD Professional Learning Survey-Staff).

▪ **Staff Advisory** (Guarding Minds Survey) and **Students' Matters** input and feedback.

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

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

Strategy 1: Continue to create targeted, aligned, and comprehensive year plans to include multiple layers of strategies that support individual mental health, wellness, and well-being for both staff and students.

Strategy 2: Continue to use data and feedback to support staff and student leaders with planning and strategies to assure learning environments are a place for all.

Strategy 3: Continue to develop knowledge and skills in mental health, wellness, and well-being through a continuum of learning opportunities for all learners.

Goal *Desired Result*	Outcomes *Measurable statements of what FSD seeks to achieve*	Indicators *Indicators of achieving outcomes*
Advance our Continuum of Supports: Continue to develop and advance our continuum of support.	▪ learners contribute to developing and advancing cultures of wellness and well-being ▪ learners contribute to and feel welcomed, cared for, respected and safe ▪ learners access a robust continuum of supports ▪ students will develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change ▪ students will build resilience and positive mental health skills	▪ improved wellness and wellbeing in students and staff ▪ all students and staff demonstrate understanding and respect for the uniqueness of all learners ▪ all learning environments are welcoming, caring, respectful and safe ▪ learning environments adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations ▪ improved understanding of an inclusive education system is shared by all education partners ▪ collaboration with education partners to support learning

	▪ students will know the difference between and how to manage health stress and traumatic stress	▪ cross-ministry initiatives and improved wrap around services and supports that enhance conditions required for optimal learning and wellness ▪ structures and systems continually improve to support learning and meet the needs of students, families, staff, and communities ▪ programs, services, strategies, and local measures demonstrate that each learner has access to a continuum of supports and services consistent with the principles of inclusive learning

Measures and Targets

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

Provincial

▪ **Safe & Caring:** Increase/maintain percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school.

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

Local

▪ **SOS-Q (Student Orientation to School Questionnaire):** Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.

▪ **Access to Supports through a Continuum of Supports:** Evidence demonstrates students have access to a continuum of supports to support overall success, achievement, and well-being (FSD Assurance Survey-Parent, Intellectual Engagement Survey-Student, FSD Professional Learning Survey-Staff).

▪ **Staff Advisory** (Guarding Minds Survey) and **Students' Matters** input and feedback.

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

Strategies to Advance a Continuum of Supports

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

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

Strategy 1: Continue to identify learning gaps and activate and develop supports and interventions within our continuums of support to help students get back on track with their learning.

Strategy 2: Continue to foster a positive learning culture and a continuum of supports that supports the social and emotional, physical, and academic growth of all students, in a safe, caring, and welcoming learning environment.

Strategy 3: Refine and expand the continuum of supports for student success

Our Story of Success

At our School

When we returned to in person learning after the Covid online learning, we noticed that many of our students had improved their English reading skills due to more practice at home and greater parent involvement during the online learning. We have carried forward with this momentum, and the Science of Reading in both French and English has blossomed in our school in order to continue to ensure greater literacy skills in all our students. The use of RAZ kids & other technology tools that the students became so proficient with during online learning have improved grade 1 literacy skills/reading.

The introduction of PAWS (Panther Arts and Wellness), Physical Education and Music reimagined, allowed each child to find a place in subjects that they may not have loved before. This also allowed us to provide 2-hour long blocks of time free from instruction for teachers, during which time they were able to plan and collaborate with their cohort colleagues.

Goal	Outcomes	Indicators
Desired Result	*Measurable statements of what we seek to achieve*	*Indicators of achieving outcomes*
Advance innovation and design: Build on existing high-quality learning in FSD by cultivating a culture of innovation and design to deepen student understanding of knowledge, skills and competencies through robust programs and career exploration that develops life-long learners and active citizens that are prepared for the future.	Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically.	▪ learners participate in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences. ▪ learners apply knowledge, understanding and skills in real life contexts and situations

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

Provincial

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

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

▪ **Work Preparation:** Increase/maintain percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

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

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

- **Lifelong Learning:** Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.
- **Drop-out Rate, High School Completion Rate (3 and 5 years), Transition Rates, Rutherford Scholarship, Exam Participation Rate:** Growth and Improvement shown in each area.

Local

- **FSD Assurance Survey (Parent):** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **Student Intellectual Engagement Survey:** Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement, student growth and achievement.

Strategies to Advance Innovation and Design

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

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

Strategy 1: Advance in-school and inter-school learning and collaboration to ensure a positive, coherent experience for all Foothills students in career-based education.

Strategy 2: 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.

Strategy 3: Celebrate learning and success by telling the story of student growth, achievement, and depth of knowledge and understanding of different careers and opportunities.

Goals	Outcomes	Indicators
Desired Result	*Measurable statements of what we seek to achieve*	*Indicators of achieving outcomes*
Advance learning that transfers: Advance learning for transfer to deepen student thinking and understanding of concepts through learning experiences that can be applied now and in the future for success.	▪ learners will be able to explore and develop their skills and passions and achieve their highest potential ▪ students will be well prepared for their future while remaining current and relevant in the local and global contexts	▪ improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts ▪ improvement in students using ongoing feedback to reflect continuously on progress, identify strengths, areas of need and set learning goals ▪ learners apply knowledge, understanding and skills in real life contexts and situations

Measures and Targets

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

Provincial

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

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

▪ **Work Preparation:** Increase/maintain percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

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

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

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

▪ **Drop-out Rate, High School Completion Rate (3 and 5 years), Transition Rates, Rutherford Scholarship, Exam Participation Rate:** Growth and Improvement shown in each area.

Local

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

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

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

Strategies to Advance Learning that Transfers

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

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

Strategy 1: Advance school-wide understanding of how the practices provide meaningful, intellectually engaging, learning experiences for each learner.

Strategy 2: Increase consistent use of high yield instructional tools and strategies aligned to the 3 Principles of Deep and Transferable Learning to positively impact student success.

Strategy 3: Advance student success using foundational assessing, grading, evaluating, and reporting principles and practices.

Goal	Outcomes	Indicators
Desired Result	*Measurable statements of what FSD seeks to achieve*	*Indicators of achieving outcomes*
Advance literacy and numeracy: Advance literacy and numeracy development for each	Learners are literate and numerate. Students will have the literacy and numeracy competency to engage in	

learner across all subjects and grades for improved student growth, achievement, and success.	learning across the content areas. "Literacy and numeracy are the foundational building blocks of learning. They shall be pervasive across all subjects and grades and specifically taught using age-appropriate, complete texts of high quality in language classes and standard algorithms in mathematics. These foundations establish core knowledge, shared civic and cultural literacy and skills that enable students to solve problems, think critically as they become active and informed citizens leading healthy lives of meaning." *AB ED Ministerial Order on Student Learning*	▪ learners achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy ▪ learners apply knowledge, understanding and skills in real life contexts and situations improvement in students' ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades ▪ improvement in students' knowledge, skills and understanding of foundational literacy, vocabulary, and comprehension (listening and written) ▪ improvement in foundational numeracy and mathematical knowledge and skills for all students

---

Measures and Targets

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

Provincial

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

▪ **High School Completion Rate (3 and 5 Years):** Increase/maintain high school completion rate for our English as an Additional Language (EAL) Learners.

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

Local

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

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

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

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

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

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

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

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

Strategy 1: Advance the use and consistent application of all classroom and local assessment measures (grade level assessments in English and French literacy and numeracy) to inform teacher practice and support student growth and achievement.

Strategy 2: Advance school-wide use of high-yield principles and practices within English and French literacy and mathematics and numeracy that support transfer of knowledge and skills within subject areas and across all subjects for overall student growth and achievement.

Strategy 3: Advance the application of English and French Literacy and Numeracy priority documents that identify essential understandings, high-yield strategies, and developmental progressions, accessible to all stakeholders to support student growth and achievement.

Goal *Desired Result*	Outcomes *Measurable statements of what FSD seeks to achieve*	Indicators *Indicators of achieving outcomes*
Advance First Nations, Métis, and Inuit student success: Advance First Nations, Métis, and Inuit student success by providing high quality instructional programs and educational services for our Indigenous students and to increase understanding and acceptance of Indigenous cultures for all students, staff, and community.	▪ First Nations, Métis and Inuit learners are successful ▪ strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders, and community positively impacts learner success ▪ learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences	▪ learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences ▪ learners apply knowledge, understanding and skills in real life contexts and situations improved programs, services, and strategies for First Nations, Métis, and Inuit student success ▪ all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools ▪ FSD Truth and Reconciliation Toolkit supports improved Indigenous student success ▪ First Nation, Metis and Inuit families that are actively involved in educational decisions

		▪ the school community applies resources needed to support First Nations, Métis, and Inuit Student achievement

Measures and Targets

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

Provincial

▪ **Learning Outcomes (PAT & Diploma):**
- 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.

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

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

Local

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

▪ **GRADE (Literacy Assessment in English):** Increase percentage of students who are at or above grade level expectations in grades 2 – 9 in the areas of Listening Comprehension, Vocabulary and Written Comprehension.

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

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

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

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

Strategies to Advance First Nations, Métis, and Inuit student success

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

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

Strategy 1: Continue to advance strategies to support cultural appreciation by building understanding of, and implementation of, foundational practices that support an understanding and embracing of Indigenous worldviews for optimum student success.
Strategy 2: Continue to develop and improve instructional practices to address the systemic education gap for First Nations, Métis, and Inuit students by honouring traditional teachings and weaving foundational ways of knowing into curriculum for the success of each learner.
Strategy 3: Continue to refine and enhance our continuum of supports, systems, structures, and programs to improve education outcomes for First Nations, Métis, and Inuit students.

Goal 5	**Outcomes**	**Indicators**
Desired Result	*Measurable statements of what FSD seeks to achieve*	*Indicators of achieving outcomes*
Advance excellence in teaching, learning, and leading those results in improved student growth and achievement.	Teachers and leaders continuously improve their professional practice through professional learning opportunities, collaboration, reflective practice and use of a wide range of evidence to advance teaching, learning and leading. FSD "maintains high standards for teachers, school leaders, and school authority leaders by ensuring that their preparation and professional growth focus on the competencies needed to help students perform their best, and that effective learning and teaching are achieved through collaborative leadership. Teachers and leaders are responsible for analyzing the learning context, attending to local and societal considerations, and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all." *GOA, Ministry of Education – Business Plan 2020-23, p.56*	▪ improved collective efficacy of teachers and leaders responding with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all ▪ teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement, reflective practice, and growth, supervision, and evaluation ▪ teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice ▪ teachers and leaders improve their professional practice in learning for transfer ▪ improved collaboration between teachers, leaders, students and families and other professionals enables optimum learning ▪ improved use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning

Measures and Targets

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

Provincial

▪ **In-service jurisdiction needs:** Increase in the percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

Local

▪ **FSD Professional Learning Survey:** Increase in the percentage of teachers who have indicated that their school has started, is consistently doing, or having deeply embedded these practices in 50% of survey questions in the areas of Shared Mission, Vision and Values; Collaborative Culture; Collective Inquiry and Reflective Practice; Commitment to Continuous Improvement and Results and Action Oriented.

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

Strategies to Advance Excellence in Teaching, Learning, and Leading
Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement *Strategies continued from 2021-22 (Year 1)   *Strategies revised or added for 2022-23 (Year 2)   *Strategies revised or added for 2023-24 (Year 3)
Strategy 1: Advance the Lead Teacher structure in support of shared leadership teams in schools to impact optimal student success through collaborative conversations across schools.
Strategy 2: Advance optimal student learning through the development of collective efficacy to lead for deep and transferable learning by providing professional learning for our school-based leaders.
Strategy 3: Leverage new Alberta K to 6 curricula to ensure excellence in teaching and learning

Explore • Develop • Celebrate!

Foothills
SCHOOL DIVISION

Foothillsschooldivision.ca