



2024 – 2029 EDUCATION PLAN YEAR 2

École Joe Clark School

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WELCOME TO OUR EDUCATION PLAN

SCHOOL EDUCATION PLAN 2024-2029 (YEAR 2)

Our 2024-2029 education plan is based on contributions from students, parents, staff, business/community leaders and service providers who provide ongoing and direct feedback in the development of goals and strategies for engagement, support, and success of each learner. [Our 2023-24 School Annual Education Results Report](#)

OUR LAND ACKNOWLEDGEMENT

In the spirit of respect and truth, we would like to acknowledge that we hold this gathering on Treaty 7 land. We gather on the traditional territory of the Blackfoot confederacy: Siksika, Kainai, Piikani as well as the Stoney Nakoda and Tsuut'ina nations. We acknowledge the members of the Metis community and specifically, the Métis Nation Region Three of Alberta. We give this land acknowledgement as a reminder that we are all members of Treaty 7 and that we have a shared responsibility for the future of this land and all its people. We take this time to reflect on Alberta's past and we thank you for working together for its future.

Dans un esprit de respect et de vérité, nous voudrions reconnaître que l'École Joe Clark est construite sur les terres du Traité 7. Nous nous réunissons sur le territoire traditionnel de la Confédération des Pieds-Noirs : les Siksikas, les Kainais, les Piikanis, ainsi que les nations Stoney Nakoda et Tsuut'ina. Nous reconnaissons également les membres de la communauté métisse, en particulier la Région Trois de la Nation métisse de l'Alberta. Nous faisons cette reconnaissance des terres pour rappeler que nous sommes tous membres du Traité 7 et que nous avons une responsabilité partagée envers l'avenir de cette terre et de toutes ses personnes.

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

OUR VISION

Engagement, Support and Success for each learner

OUR MISSION

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

OUR PURPOSE

Education at the centre of a flourishing community.

OUR PRIORITIES

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

OUR DIVISION

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

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

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

ALBERTA EDUCATION OUTCOMES Education Ministry Business Plan 2024-27	FOOTHILLS SCHOOL DIVISION GOALS Foothills School Division Education Plan 2024-29	ASSURANCE DOMAINS Alberta Education Funding Manual 2025-2026
<ul style="list-style-type: none">• Alberta’s students are successful• First Nations, Métis, and Inuit students in Alberta are successful• Alberta’s students have access to a variety of learning opportunities to enhance competitiveness in the modern economy• Alberta’s K-12 education system and workforce are well-managed	<ul style="list-style-type: none">• Learning that transfers• Numeracy and literacy• Wellness and wellbeing• Continuum of supports• First Nations, Métis, and Inuit student success• Innovation and design• Learning that transfers• Excellence in teaching, learning, and leading• Stakeholder engagement and communications• Continuous improvement and assurance	<ul style="list-style-type: none">• Student growth & achievement• Learning support• Student growth & achievement• Learning support• Student growth & achievement• Teaching and leading• Local and societal context• Local and societal context• Governance

SCHOOL COUNCILS REGULATION

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

OUR GOALS & ASSURANCE MEASURES

ENGAGEMENT

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

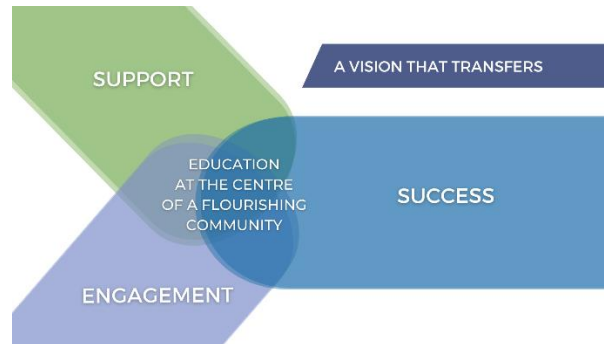
Assurance Measure: FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency, and accountability.

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

École Joe Clark School is a dual-track school serving students from Junior Kindergarten to Grade 5. Our school boasts a highly diverse student population of approximately 300 students, enrolled in both French Immersion and English Programming.

Staff and Support

Our dedicated team includes:

- Thirteen classroom teachers
- A full-time physical education specialist
- A full-time learning commons facilitator
- A part-time music specialist
- A part-time family school liaison counsellor
- A team of dedicated educational assistants
- A full-time learning coach
- An office administrator
- Our administration team (principal and vice principal)

Community and Student Engagement

Our student population primarily serves the eastern half of the High River community. We lead with our hearts and firmly believe that all students can learn. We cultivate opportunities for whole-school activities, fostering a sense of community and belonging. École Joe Clark School is renowned for its student leadership capacity, strong community connections, and dynamic approach to supporting complex student needs.

Professional Learning Communities

Our commitment to working in Professional Learning Communities (PLCs) allows our staff to collaborate effectively, meeting all student needs and enhancing their own professional growth.

School Identity and Mission

We proudly identify as the Joe Clark Broncos. Our mission is encapsulated in our motto: “Believe in yourself, Découvrez le leader en vous!” (Discover the leader in you!).

Visual Highlights

For visual highlights of our school year, please visit the Ecole Joe Clark School Instagram feed (@joeclarkschool).

KEY
INSIGHTS

OUR STORY OF ENGAGEMENT

Strategy Implemented in 2024-2025

Strategy from 2025-2026

Strategy from 2026-2027

Strategy from 2027-2028

Strategy from 2028-2029

GOALS

Advance stakeholder engagement and communications by:

- Regular and timely communication from school and classrooms to home via (email, weekly update, phone calls and communication plan for student progress)
- Increasing school council attendance and representation from all programs through a variety of different methods (i.e. parent recruitment, room representatives, etc.)
- **Create French Immersion Parent Sub-Committee within School Council to enhance FI family engagement**
- Bring current School Council Bylaws up to date to reflect current practices and policies.
- **Bring current Fundraising Society Bylaws up to date to reflect current practice, policies and to effectively support student success**
- **Celebrate our community: Provide assurance that engagements with partners in education are contributing to positive change in our learning community.**
- Regularly recognize and celebrate our community members through communications, special days, and engagement events.
- **Schoolwide visual journal implementation to engage both parents and students in a conversation about their child's progression of learning**

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.
 - Incorporating stakeholder input based on engagement at various points throughout the year
- **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.
 - Provide increased opportunities for school council to be involved in developing our school education plan in meeting obligations under Section 12 of the School Council's Regulation
 - Continue to promote opportunities for engagement within the system and school levels through participation in: Students Matter, Alberta Education Assurance Survey, FSD Assurance Survey, School Council, and The FSD Council of School Councils (COSC)
- **Learning and Capacity Building:** Develop a dynamic assurance process that provides opportunities for building capacity for change and ongoing improvement.
 - Build processional capacity and a commitment to continuous improvement with all stakeholders in our school community.

MEASURES AND TARGETS:

PROVINCIAL & LOCAL

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

- Facilitate communication and the ongoing engagement of all education partners in respectful collaborative action.

VIEW OUTCOMES AND INDICATORS



OUR STORY OF SUPPORT

Strategy Implemented in 2024-2025

Strategy from 2025-2026

Strategy from 2026-2027

Strategy from 2027-2028

Strategy from 2028-2029

GOALS

Advance wellness and well-being by:

- Continue to emphasize the building of a trauma-informed culture for students as part of creating healthy school cultures and inclusive learning environments.
- **Implementing a school based SEL program**
 - Partner with school community, and provincial Nutrition program to provide students with healthy options for breakfast and lunch through our School Breakfast Program and Food for Thought
- Continue to increase student voice, belonging and connection through school and division wide leadership opportunities and clubs.
- **Continued participating in Divisional Students' Matters leadership opportunities as well as building our school-based student leadership opportunities**

Advance a continuum of supports by:

- Continue to build, implement, refine, and expand the continuum of supports based on current student profiles around Wellness, Regulation and Social Emotional Learning
 - Professional learning offered to further develop staff skills and abilities in working with diverse learners in a safe and caring way, including SIVA training, EA professional learning series, SEL learning, trauma informed practices and job specific skill areas
- Create safe flexible spaces for student learning (i.e. Learning coach room, sensory room, student quiet spaces)
 - Explore student support rooms as a model to address diverse needs of students
 - Full Implementation of student support rooms as a model to address diverse needs of students
 - Enhance inclusive learning environments where high quality teaching, learning, and leading occur.

VIEW OUTCOMES AND INDICATORS

MEASURES AND TARGETS:

PROVINCIAL & LOCAL

- **Safe & Caring (AEAM):** Increase/maintain the percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school.
- **Program Access (AEAM):** Increase/maintain the percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.
- **Students at Risk (AEAM):** Increase/maintain the percentage of teachers, parents and students agree that programs for children at risk are easy to access and timely.
- **SOS-Q (Student Orientation to School Questionnaire):** Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.
- **Access to Supports through a Continuum of Supports:** Evidence demonstrates students have access to a continuum of supports to support overall success, achievement, and well-being (FSD Assurance Survey-Parent, Intellectual Engagement Survey-Student, FSD Professional Learning Survey-Staff).
- **Staff Advisory** (Guarding Minds Survey) and **Students' Matters** input and feedback.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement and student growth & achievement.



OUR STORY OF SUCCESS

Strategy Implemented in 2024-2025

Strategy from 2025-2026

Strategy from 2026-2027

Strategy from 2027-2028

Strategy from 2028-2029

GOALS

Advance innovation and design by:

- Leverage existing group collaborative structures to build school capacity in Maker Centered and CTF learning. Including:
 - Professional Learning Communities
 - Learning Commons Facilitator creating maker centered experiences embedded each month for all students
 - Enhance Career and Technology Foundations programming through engaging students in learning challenges across curricula and occupational areas identified in the CTF program of studies.
- Support teachers designing learning for conceptual understanding, increased challenge, deepened thinking, increased student agency and a sense of life-long learning.

Advance learning that transfers by:

- Collaborating with Professional Learning Communities to develop rich tasks that are meaningful to students and allow for a range of thoughtful responses that connect curricular concepts to life beyond school, for example: Real-life learning tasks, project-based tasks, rich questioning, conceptual understanding.
 - Utilizing Visual Journals as a method for exploring and advancing Learning for Transfer
- Using local professional learning days to work as teams in developing high quality tasks and assessments to encourage deep and transferable learning.

VIEW OUTCOMES AND INDICATORS

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Student Learning Engagement (AEAM):** Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school.
- **Program of Studies (AEAM):** Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
- **Work Preparation (AEAM):** Increase/maintain percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- **Citizenship (AEAM):** Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- **Overall Quality of Education (AEAM):** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Lifelong Learning (AEAM):** Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.
- **Drop-out Rate, High School Completion Rate, Transition Rates, Rutherford Scholarship, Exam Participation Rate (AEAM):** Growth and Improvement shown in each area.
- **FSD Assurance Survey:** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **Student Intellectual Engagement Survey:** Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement, student growth and achievement.

GOAL

Advance literacy and numeracy by:

- Creating a structured intervention plan for literacy learning
- Utilizing local, divisional and provincial assessment data to form intervention groups and provide targeted supports in both English and French Programs
- Utilize cross graded strategic intervention groups based on data to inform and guide our interventions.
- Number Flexibility and Fluency
- Learners build accuracy and automaticity with number by developing flexible and efficient thinking; the use of concrete objects, visual models, and symbolic representations connects the body and mind; understanding of number skills develops from simple to more complex
- All students having numeracy manipulatives accessible for their learning
- Advance the use of effective principles and practices of French Immersion language instruction such as:
- Utilizing explicit instruction for students to learn phonics, spelling, manipulation of sounds, in grades K-4 to support the development of reading and writing skills
- Continue utilizing French Language Monitor role to support students with oral fluency

VIEW OUTCOMES AND INDICATORS

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Learning Outcomes (PAT & Diploma):**
 - Increase/maintain FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies, and Science.
 - Increase/maintain FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams.
- **Provincial Literacy and Numeracy Assessments:**
 - **Assessment (Literacy):** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)
- **Common Literacy Assessment (4-9):** Increase percentage of students who are at or above grade level expectations.
- **Common Numeracy Assessment (4-9):** Increase percentage of students who are at or above grade level expectations.
- **DELf (Speaking, Listening, Reading, and Writing assessment in French):** Increase number of students completing the DELF exams (B1 in grade 9 and B2 in grade 12) and increase percentage of students who achieve above 50% on the assessment.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement and student growth and achievement.



OUR STORY OF SUCCESS

Strategy Implemented in 2024-2025

Strategy from 2025-2026

Strategy from 2026-2027

Strategy from 2027-2028

Strategy from 2028-2029

GOAL

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

- Improve education outcomes for First Nations, Métis, and Inuit Students through system, program, and instructional supports.
- Work with our Director of Indigenous Learning to support families through the Jordan's Principle process.
- Apply foundational knowledge of Indigenous peoples, ways of knowing and unique worldviews within all curricular subjects. This may include the use of foundational concepts such as:
 - Explore Circle of Courage philosophy of resiliency
 - Explore Land-based learning opportunities
 - Indigenous arts and cultural experiences
- Address the systemic education gap for self-identified First Nations, Métis, and Inuit students.
 - Working with families to effectively support and implement focused learning strategies to achieve individualized learning goals
- Support the implementation of Truth and Reconciliation Commission recommendations.
- Access grant money and cultural funds to support school presentations each year to develop our collective foundational knowledge and appreciation of culture.

VIEW OUTCOMES AND INDICATORS

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Learning Outcomes (PAT & Diploma):**
 - Increase in FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies and Science for self-identified First Nations, Métis, and Inuit students.
 - Increase in FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams for self-identified First Nations, Métis, and Inuit students.
- **High School Completion Rate 3 and 5 Years (AEAM):** Increase in percentage of self-identified First Nations, Métis, and Inuit students who completed high school within five years of entering grade 10.
- **Provincial Literacy and Numeracy Assessments:** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)
- **Cultural Perspectives Survey:** As part of the Student Intellectual Engagement Survey, we ask all students grades 4-12 their perspectives regarding diverse cultures including but not only First Nations, Métis, and Inuit peoples. This survey is further disaggregated to compare the general population's perspectives with those self-identifying as First Nations, Métis, and Inuit peoples.
- **SOS-Q (Student Orientation to School Questionnaire):** Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.
- **Student Intellectual Engagement Survey:** Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
- **Common Literacy and Numeracy Assessments (4-9):** Increase percentage of students who are at or above grade level expectations.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement and student growth and achievement.

GOAL

Advance excellence in teaching, learning, and leading by:

- Embedded School Based Professional Learning
 - Continue to refine school-based Professional Learning Communities to support planning and implementing meaningful learning opportunities for students.
 - Create clear and intentional learning structures, purposes and routines that support teacher and support staff professional learning
 - Professional Learning Days
 - Staff Meetings
 - PLC meetings
 - Teachers and leaders will engage in professional learning about K-6 curriculum, new K-9 Social Studies
- Creation of schoolwide continuum of supports to address student needs
- Review continuum of supports and use intentionally as a learning support team to determine student supports and next steps
- School wide Professional Development and Implementation of Visual Journals
- Advance excellence in teaching and learning and to communicate a clear picture of student growth over the year
- Discover the techniques and tools to allow students to express their understandings in their visual journals
- Teachers using as a tool to support students in development of competencies, skills and dispositions that allow them to have agency in their own learning
- Professional Learning and Implementation of School wide Social Emotional Learning Program
- Using to supplement our Wellness Curriculum and support our current Bronco Agreements
- Integrate Indigenous ways of knowing and land based learning into journaling practices.

VIEW OUTCOMES AND INDICATORS

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **In-service jurisdiction needs (AEAM):** Increase in the percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.
- **FSD Professional Learning Survey:** Increase in the percentage of teachers who have indicated that their school has started, is consistently doing, or having deeply embedded these practices in 50% of survey questions in the areas of Shared Mission, Vision, and Values; Collaborative Culture; Collective Inquiry and Reflective Practice; Commitment to Continuous Improvement and Results and Action Oriented.
- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth and achievement. (i.e., professional learning evidence, classroom evidence and stakeholder voice)

