

Welcome to Turner Valley School Education Plan

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

Turner Valley 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.

[TVS Annual Education Results Report 2021-2022](#)

[Turner Valley \(foothillsschooldivision.ca\)](https://turnervalley.foothillsschooldivision.ca)

Turner Valley School Land Acknowledgement

In the spirit of truth and reconciliation, we acknowledge and honour the original indigenous people of this land including the Blackfoot (Siksika, Piikani, Kainai), the Tsuut'ina (Sarcee), the Stoney Nakoda First Nations, The Metis Nation (Region 3) and all the people who make their homes in the Treaty 7 region of Southern Alberta. We commit to remembering and respecting our shared oral and written histories.

[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.

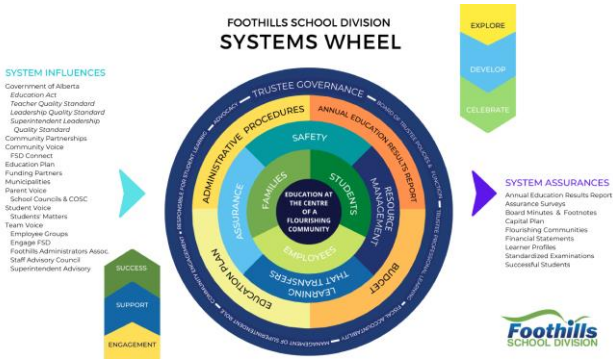
This includes the exploration of outcomes through the lens of enduring understandings and practices that make thinking visible, support student thinking, collaboration, and the application of disciplinary literacy and numeracy.

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

<p>Our Vision Engagement, Support and Success for Each Learner.</p> <p>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!</p>	<p>Commitments</p> <ul style="list-style-type: none"> ▪ 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 	<p>Our Priorities</p> <p>Engagement: Ensure and maintain division-wide engagement that is timely, meaningful, and collaborative with all learners and communities.</p> <p>Support: Ensure and maintain division-wide learning environments that are welcoming, caring, respectful, safe, and inclusive.</p> <p>Success: Ensure and maintain division-wide excellence in teaching, learning and leadership.</p>
Engagement	Support	Success
Local and Societal Context	Learning Supports	Student Growth and Achievement
<p>Goal: Advance Stakeholder Engagement and Communications</p> <p>Assurance Measure: FSD provides trust and confidence that the education system responds proactively to local and societal contexts.</p>	<p>Goals: Advance Wellness and Well-being Advance Continuum of Supports</p> <p>Assurance Measure: FSD provides confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.</p>	<p>Goals: Advance Innovation and Design Advance Learning for Transfer Advance Literacy and Numeracy Advance First Nations, Métis, and Inuit student success</p> <p>Assurance Measure: FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p>
Governance	 <p>The diagram is a circular 'Systems Wheel' for the Foothills School Division. At the center is a green circle labeled 'EDUCATION AT THE CENTRE OF A FLOURISHING COMMUNITY'. Surrounding this are concentric rings. The inner ring includes 'FAMILIES', 'STUDENTS', 'EMPLOYEES', and 'LEARNERS'. The middle ring includes 'ADMINISTRATIVE PROCEDURES', 'SAFETY', 'STUDENT SUPPORT', and 'LEARNING'. The outer ring includes 'TRUSTEE GOVERNANCE', 'ANNUAL EDUCATION LEADERSHIP', 'BUDGET', and 'EDUCATION PLAN'. To the left, 'SYSTEM INFLUENCES' lists various stakeholders like the Government of Alberta, Education Act, and various committees. To the right, 'SYSTEM ASSURANCES' lists reports and documents like the Annual Education Results Report and Assurance Surveys. A vertical bar on the right side of the wheel has three colored sections: 'EXPLORE' (yellow), 'DEVELOP' (blue), and 'CELEBRATE' (green). At the bottom left, a small graphic shows a progression from 'ENGAGEMENT' to 'SUPPORT' to 'SUCCESS'.</p>	<p>Teaching and Leading</p> <p>Goal: Advance Excellence in teaching, learning and leading</p> <p>Assurance Measure: FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.</p>

Turner Valley School

Turner Valley School (TVS), which was established at this site in 1927, is situated in the Foothills of the Rocky Mountains along the Cowboy Trail. Our caring staff of 20 are proud to work with 217 students in kindergarten through to Grade 6. We are a feeder school for Oilfields School and part of the greater, newly created town, of Diamond Valley.

TVS embraces the philosophy that we are a place for all students. With this philosophy, we see ALL students as our students. We endeavour to nurture the social and emotional needs of all children while igniting curiosity and interest in engaging activities that advance learning for transfer. We see the opportunity to positively impact the life of a child as a privilege. We have an incredibly strong and supportive School Council who work tirelessly alongside us to ensure that the school is part of the community, and that the community is part of the school.

TVS Celebrations and Highlights

This year, as we move out of the 3-year Covid 19 pandemic, we focused on reconnection and facilitating student leadership. Through Student Ambassadors, Student Matters, Grade 6 Leadership and School Patrols, we will continue to rebuild our cross-grade connections. Through the work on Student Matters, our grade 6 team created the Student Ambassadors program, in which our grade 6 students ran intramurals, helped on the playground, and supported younger students on a daily basis. Every Tuesday afternoon, our grade 6 students participated in Leadership, during which time they contributed to the school culture through a variety of activities such as recycling, updating bulletin boards and working with younger students with reading and math. The connections seen in and around the school are much deeper as a result.

Using CPIP grant money, we assembled a set of 35 Thought Boxes - compartment boxes designed to hold various small objects that could be used to facilitate and deepen learning in non-standard ways for all students. The running mantra of this project was "thinking outside the box, with the box." Some of the items in these boxes included, but were not limited to, sticks, beads, gems, wool, moss, buttons, and feathers. The items were specifically chosen for their flexibility in being applied to various learning outcomes, learning situations, and for their ability to act as manipulatives.

TRIP (Targeted Reading Intervention Program) and Math Response to Intervention (MaRTI) continue to be strong and integral ways for all students to receive the support and/or enrichment they need in the areas of literacy and numeracy. We see a direct correlation between the interventions and student achievement, and staff feel more empowered to meet the needs of their students in these two areas in particular.

Our Annual Education Results Report 2021-22 Key Insights

[TVS Annual Education Results Report 2021-2022](#)

Key Insights for Engagement

Advance Stakeholder Engagement and Communications

- Through Students Matters, administration visits to class and conversations, we will engage our students in pertinent decision making.

- Grade 6 students are offered leadership opportunities within the school
- Continuous practice with embedding competencies in instruction and assessment.
- Continued engagement with relevant data and honest dialogue around school improvement.
- Continuation of key family events such as pancake breakfast, Christmas, and Spring concerts
- Intentional opportunities to engage parents around their child's education such as kindergarten registration evening, Meet the Teacher, Parent/Teacher interviews, Student Led Conferences, and School Open Houses.
- Continued engagement through informal conversations with families and stakeholders around the goals and vision of the school.
- Intentionally connect with community supports to enrich our students' learning
- Invite community members to be a part of our school community
- Connect with community members outside of our local community to enrich our students' learning

Advance Continuous Improvement and Assurance

- Provide student leadership opportunities for students
- Continuously seek and embrace opportunities to engage in community events
- Through the Student Matters Committee, survey students at the school to request ideas of student leadership
- Intentionally connect with community supports to enrich our students' learning
- Continuous reflection on the competencies and how they build connections with learner outcomes.
- Teachers will collaborate during Professional Learning Time to embed competencies as they plan instruction

Areas of Strength

- Students are engaged in their learning and as members of the school community
- Staff report that they feel a sense of ownership over their professional learning and that all students are OUR students
- Parents reported that they felt confident in accessing supports and services
- Students are eager to be involved in the school
- Community members are eager to be an extension of the school. Ongoing communication to community stakeholders builds connections.
- Teachers embed competencies in instruction and assessment.
- Stakeholders feel that the quality of education continues to be very high within our school.
- Leadership skills are explicitly taught, and leadership opportunities are created for our grade 6 students

Areas for Growth

- Community connections is an area for growth.
- Parents reported feeling more engaged in the school than the previous year, but still not as engaged as three years ago.
- Accountability of our student leaders as they have not had these opportunities recently
- Community engagement: community connections and parent volunteers and engagement

Next Steps

- Continue reaching out to the community, parents and beyond, to grow engagement with all stakeholders.
- Invite our community members into our school as an extension of the school
- Target parent involvement through specific invitations to be a part of our school, such as Parent vs Kids volleyball, parent volunteers, Flashlight reading with parents.

	<ul style="list-style-type: none"> • Survey staff as to how they would like to purposefully engage parents back into the school. • Work with Student Matters team to engage parents
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Key Insights for Support	
<p align="center">Advance Wellness and Wellbeing</p> <p>Universal, Targeted, and Individual strategies to support the social emotional needs of our students Re-vision of our physical learning environments and the insertion of flexible learning spaces to best meet student needs. Create collaborative structures with Administrators, Family and School Liaison Counsellor (FSLC), Learning Coach (LC) and Youth Development Counsellor (YDC) to ensure action is taken for students who need a more targeted intervention or support.</p> <p align="center">Advance our Continuum of Supports</p> <p>We will leverage our support staff (FSLC, YDC) to ensure that we proactively support targeted students with social-emotional learning needs. We will improve our collaborative structures to ensure effective communication exists which will better support student needs. Staff will build a visible continuum of supports that identifies universal, targeted, and individualized support opportunities for students. This will be posted in all classrooms and shared with all stakeholders.</p>	
<p align="center">Areas of Strength</p> <ul style="list-style-type: none"> • Creation of flexible learning spaces has allowed us to meet the needs of more learners and create breakout rooms for supports. • Fluid FSLC and YDC schedules and maximize time spent with students • Administrators, FSLC, and LC, to meet weekly to discuss academic and social-emotional needs of specific students • As a small school with a relatively small staff turnaround, our staff know their students well. They often already have a preexisting relationship with family members and are considerably trusted by family and community members. • Safe and caring - our students feel safe and cared for within our school • Team based approach involving teachers, EA's, Administration, parents, and students • As a small school and close-knit community, we capitalize on preexisting relationships amongst all team members 	<p align="center">Areas for Growth</p> <ul style="list-style-type: none"> • While data indicates that "self-confidence" is the only area of concern, we believe that a more wholistic approach is necessary at our school to strengthen all areas, especially internal resilience • School based Social-Emotional program to bring attention to wellness • Continue to monitor commonalities in students to identify when individualized support may mean targeted class/small group interventions <p align="center">Next Steps</p> <ul style="list-style-type: none"> • Create opportunities for community to support our learners through programs such as Dog Tales, School grandparents • Revisit the Safe and Caring program that Turner Valley Staff collaborated to create in 2019 • Consistently review SOS-Q data to identify those students who may not appear that they need help in Social-Emotional wellness • Implementation of a peer mentorship program

Key Insights for Success

Advance Innovation and Design

Areas of Strength

- Cross grade sharing around CTF (grades 5-6) and Maker centered learning (K-6).
- Collaboration with teachers and our specialist, to provide students challenges to experience relevant and meaningful hands-on learning opportunities.
- Embedded weekly PLC time provide opportunity for staff to design learning challenges and launches for students.

Areas for Growth

- **MyBluePrint:** Evidence of advancing use of myBlueprint as an ePortfolio and career exploration tool.
- Evidence of Innovation and Design that is embedded in curriculum

Next Steps

- Provide professional learning to PLC time to support Innovation and Design within curriculum
- Provide time during local Professional Learning days for teachers to share learning challenges (evidence of).

Advance Learning that Transfers

Areas of Strength

- Teachers design lessons and assessments that awaken areas of interest and passion from students; by doing so, students will learn how to self-monitor, and make meaningful connections that allows for a deeper understanding and learning for transfer.
- Embedded weekly PLC time provide opportunity for staff to develop learning opportunities that are meaningful and support learning that transfers

Areas for Growth

- Explicit planning for learning that transfers

Next Steps

- In PLC planning times, intentionally focus on the principles in the Sustained Conceptual Learning for Depth and Transfer Planning Guide
- continuous improvement in student growth and achievement

Advance Literacy and Numeracy

Areas of Strength

- Collaborative structures within PLC's (same grade and cross-grade) that plan universal and classroom-based assessments around literacy and numeracy.
- TRIP (Targeted Reading Intervention Program) to meet the needs of all learners.
- MaRTI (Math Response to Intervention) to meet the needs of all learners.

Areas for Growth

- Continue to focus on the principles and practices of literacy and numeracy design, instruction, and assessment.

Next Steps

- Review assessment data (ex: GRADE, MiPi etc.) for each student to identify targeted skills for support

Advance First Nations, Métis, and Inuit student success	
Areas of Strength <ul style="list-style-type: none">learning launches are designed to increase understanding of Indigenous cultures for all students, staff, and community.Lead team specialists and staff collaborate as a community to understand Truth and Reconciliation through the lens of empathy.Student Indigenous Leaders group meet weekly to learn and then share their knowledge	Areas for Growth <ul style="list-style-type: none">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.Teaching curricular Learning Outcomes through Indigenous perspectives
	Next Steps <ul style="list-style-type: none">Provide learning opportunities for staff that support reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences (ex: courses on teaching algebra through beading etc.)Continue to build and maintain relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders, and community
Advance Teaching, Learning and Leading	
Areas of Strength <ul style="list-style-type: none">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, and reflective practice.Use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning.Teachers and leaders improve their professional practice through continuous professional development provided by Learning Services at Foothills School Division and other professional bodiesIntentional reflection of data to highlight areas for growth but also areas for celebration.	Areas for Growth <ul style="list-style-type: none">Provide more opportunities for staff to share acquired knowledge on professional practicesFurther develop Lead Teachers in literacy and numeracyFurther develop Lead Teacher roles in the implementation of new curriculum
	Next Steps <ul style="list-style-type: none">Further develop Lead Teachers in literacy and numeracyFurther develop Lead Teacher roles in the implementation of new curriculumParent Information nights to share literacy and numeracy strategies

Our Story of Engagement

At Turner Valley School, a highly engaged parent council offers tremendous support for our staff and students. This group informs decision making at the school level and offer welcomed input into the direction of the school.

[Turner Valley School Website](#)
[Community Engagement](#)
[Engagement Opportunities](#)
[Advocacy](#)

Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
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: <ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ 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: Advance the Student Matters Committee, Grade 6 Leadership team, and participation in activities that support school culture and engagement.

Strategy 2: Be responsive to IPGP (Individual Professional Growth Plans) conversations and results of the Professional Development Survey, continue with embedded weekly PLTs (Professional Learning Time), advance shared leadership teams, Lead teachers, and participation in activities that support school culture and theme.

Strategy 3: Continue collaboration with a highly involved school council, provide communication (ie: newsletters, FSD presentations) and utilize engagement opportunities through parent council, participation in activities that support school culture.

Strategy 4: Engage parent/community volunteers to support learning, participation in activities that support school culture. Review Surveys to seek feedback to implement changes to support in areas that are reported in AERR

Strategy 5: Communicate celebrations and events through the TVS school website upgrade, weekly newsletters to parents, and maintain social media presence.

Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
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: <ul style="list-style-type: none"> ▪ building relationships ▪ engaging with education partners and stakeholders 	<ul style="list-style-type: none"> ▪ 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.	<ul style="list-style-type: none"> ▪ creating and sustaining a culture of continuous improvement and collective responsibility 	<ul style="list-style-type: none"> ▪ 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
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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: 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 2: Advance the understanding of staff around leveraging assurance data to collaboratively plan for improving student growth and achievement.

Strategy 3: Advance school-based community engagement to ensure Turner Valley School is capturing and responding to the voice of all our stakeholders.

Our Story of Support

At Turner Valley School, we have taken positive steps to ensure that our school is place for all. This has included significant changes to our physical spaces in the building as well as a focus on building staff capacity to address our students' social-emotional needs. We have created a Calming Room for students and re-purposed other spaces to ensure that effective break-out spaces are in place for students to receive support. In addition, we have implemented the PATHS curriculum to more effectively teach the health curriculum and better support our struggling learners. Moving forward, our journey will continue to build staff capacity around trauma-informed practice and effectively utilizing our support staff to improve student wellness outcomes.

[Policy 14: A Place for All](#)

[Safe Positive Schools](#)

[Inclusive Learning](#)

[Student Learning](#)

[Indigenous Learning](#)

[Student Supports](#)

[Supports for Families](#)

[Community Supports](#)

Goal

Desired Result

Advance wellness and well-being:
Develop collective efficacy in advancing a culture of wellness and well-being.

Outcomes

Measurable statements of what FSD seeks to achieve

- 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

Indicators

Indicators of achieving outcomes

- 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

	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ 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
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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: Advance our commitment to creating “A Place for All” through implementation of explicit teaching, celebration of Social Emotional Learning and character traits

Strategy 2: Continue to build staff capacity to ensure they are able to support student social and emotional needs

Strategy 3: Develop student led monthly assemblies to bring awareness to positive character traits.

Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
Advance our Continuum of Supports: Continue to develop and advance our continuum of support.	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ 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 ▪ 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 4: Continue to strengthen community partnerships and collaborations to support our students and staff.

Our Story of Success

Our staff at Turner Valley School will engage in work that involves Literacy, Numeracy, Foundational First Nations, Metis and Inuit Knowledge, Student Wellness, Innovation & Design and Kindergarten. Our focus is to improve our professional practice in design, instruction and assessment through professional learning and reflective practice. The story of our intended success this year will be to support the wellness of all stakeholders along with increasing our collective knowledge and implementation of learning for transfer, conceptual understandings. students as agents in their learning and students learning to live with complex problems over time.

[Innovation and Design](#)

[Learning that Transfers](#)

[Truth and Reconciliation for Learner Success](#)

[Indigenous Learning](#)

[Principles of Practice for Literacy](#)

[Principles of Practice for Numeracy and Mathematics](#)

Goal

Desired Result

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

Outcomes

Measurable statements of what we seek to achieve

Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically.

Indicators

Indicators of achieving outcomes

- 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.

exploration that develops life-long learners and active citizens that are prepared for the future.		▪ learners apply knowledge, understanding and skills in real life contexts and situations
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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.

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: Cross grade sharing around CTF (grades 5-6) and Maker centered learning (K-6).

Strategy 2: Create a student Innovation and Design team to create and lead school wide challenges.

Strategy 3: 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.

Goals <i>Desired Result</i>	Outcomes <i>Measurable statements of what we seek to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
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.	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ 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.

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 staff understanding of how the practices within the 3 Principles of Deep and Transferable Learning FSD Teacher Guide to Success provide meaningful, intellectually engaging, learning experiences for each learner.

Strategy 2: Advance student success using foundational assessing, grading, evaluating, and reporting principles and practices.

Strategy 3: Teachers design lessons and assessments that ensure attention to the 3 Principles:

- Students form conceptual understanding.
- Students are agents of their own learning.
- Students learn to live with complex problems over time.

Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p>Advance literacy and numeracy: Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.</p>	<p>Learners are literate and numerate. Students will have the literacy and numeracy competency to engage in 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</p>	<ul style="list-style-type: none"> ▪ 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):

- 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 6 & 9 Provincial Achievement tests and Grade 12 diploma exams for **English Language 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)
- **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: Continue to provide TRIP (Targeted Reading Intervention Program) and MaRTI (Math Response to Intervention) to meet the needs of all learners.

Strategy 2: Advance the use and consistent application of all classroom and local assessment measures to inform teacher practice and support student growth and achievement.

Strategy 3: Leverage staff Professional Development learning of high-yield principles and practices within literacy and numeracy that support transfer of knowledge and skills within subject areas and across all subjects for overall student growth and achievement.

Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
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.	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ 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

		<ul style="list-style-type: none"> the school community applies resources needed to support First Nations, Métis, and Inuit Student achievement
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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.

▪ **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,

Goal 5 <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
Advance excellence in teaching, learning, and leading those results in improved student growth and achievement.	<p>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.”</p> <p><i>GOA, Ministry of Education – Business Plan 2020-23, p.56</i></p>	<ul style="list-style-type: none"> ▪ 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
<p style="text-align: center;">Measures and Targets <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented</i></p> <p style="text-align: center;">Provincial</p> <ul style="list-style-type: none"> ▪ 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. <p style="text-align: center;">Local</p> <ul style="list-style-type: none"> ▪ 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: Focus professional learning days that advance student success through impactful teacher collaboration and learning.

Strategy 2: Continue shared leadership teams at TVS to impact optimal student success through collaborative conversations.

Strategy 3: Continuous reflection of data to highlight areas for growth and areas for celebration.



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